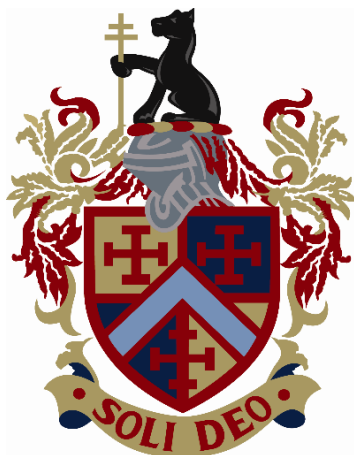


BISHOP ULLATHORNE CATHOLIC SCHOOL



Behaviour Policy

2026 - 2027

Review date: Summer 26

Our Mission Statement

Our mission is to be an active Christian community of love and service where all feel they belong and are valued. We will help each other to recognise the gift of God within us, to search for excellence and foster the development of our true self.

Our Core Principle

Our aspiration for our students through the creation of this policy:

We aspire to nurture Christ-centred young people of integrity who are kind, thoughtful, and committed to excellence. Rooted in faith, they recognise their God-given gifts, seek truth, act with justice, and grow as people of hope. When mistakes are made, we aspire that there can be continued learning and growing through reflection, support and correction, for our pupils.

Consistency

This policy has been written to ensure there is consistency therefore:

At Bishop Ullathorne, staff do not decide *whether* to apply consequences—only *which step applies*.

Same behaviour = same response, every time, by every member of staff.

Our Non-Negotiable Expectations for all students

All students must be:

Ready

- Arrive on time to school and lessons
- Bring correct equipment
- Complete all classwork and homework to expected standard
- Wearing the correct uniform

Respectful

- Follow the first instruction given by staff
- Use respectful language
- Allow others to learn without disruption

Safe

- No physical contact ("no hands")
- Move calmly around the school, walking on the left, using the most direct route to class
- Using inside voices
- Follow all safety instructions immediately

Zero Tolerance Behaviours	No Hands Expectation	Mobile Phones/ Smart Watches/ Air Pods/ Smart Glasses
These result in immediate consequences (no warnings): • Swearing at staff • Physical Aggression • Leaving a lesson without permission • Bullying or discriminatory language • Smoking, vaping, drugs, alcohol • Weapons • Refusal to follow direct instruction which puts themselves or others at risk	No physical contact is allowed between students at any time. • Includes play fighting, pushing, or physical interaction • First instruction to stop must be obeyed immediately • Failure = immediate consequence	Must be off and out of sight at all times while on school site – not in blazers/ trousers • Seen = confiscated immediately • 1st time → returned end of day (3.30pm) • 2nd time → 24 hours (3.30pm the next day) • Subsequent times → collected by parent • Refusal → treated as defiance (Level 3) • Sixth form: permitted only in designated areas (not in lessons or corridors).

Rewards

Rewards must be:

- Frequent
- Visible
- Consistent
- Every child can achieve **5 points per day** (5-4-5) when they: **arrive to tutor time on time, in the correct uniform, with the correct equipment and fully engaged in morning prayer and tutor time activity**
- Subject staff should **award at least 5 Achievement points per lesson** (see below)

Examples:

- Achievement Points Shop – points can be exchanged for rewards in our shop – this has been introduced in line with student voice requests.
- Postcards
- Phone Calls/ Emails home
- Rewards events such as assemblies
- Recognition - systems such as year group trips/ Prom tickets

Achievement points could be rewarded for:

Ready (Prepared and engaged)

- Arrives to lesson on time with full equipment, starts work immediately without prompting. Completes a "do now" or retrieval task independently
- Homework completed to a good standard and on time

Respectful behaviour

- Listens carefully when others are speaking (teacher or peers) and follows instructions first time
- Contributes positively without calling out
- Supports others appropriately
- Opening doors/ being polite

Safe and positive conduct

- Moves around school sensibly
- Uses equipment safely
- Demonstrates calm behaviour in corridors/transitions
- Helps maintain a positive classroom environment

Effort and attitude to learning

- Sustained focus over a full lesson
- Attempts challenging work without giving up
- Acts on feedback and improves work
- Shows resilience after a mistake

Quality of work

- Produces work significantly above expected standard
- Completes extended writing / detailed answers
- Demonstrates clear improvement from prior work
- Uses key vocabulary accurately

Contribution to learning

- Answers questions thoughtfully
- Asks purposeful questions
- Participates in discussion in a meaningful way
- Leads group work effectively

Demonstrating Ullathorne values

- Compassionate → supporting another student
- Gratitude → thanking staff / showing appreciation
- Wise and Curious → asking thoughtful, deeper questions
- Eloquent → contributing by reading aloud in class
- Attentive → focused throughout lesson
- Faith filled and prophetic → awareness of others and Catholic Social Teaching

Improvement (important for inclusion)

- Noticeable improvement in behaviour over time
- Improved punctuality or organisation
- Previously disengaged student now participating

This is key for SEND/FSM engagement and culture shift.

Beyond the classroom (Ambassador Points)

- Excellent conduct on trips
- Representing the school positively
- Attendance at clubs / enrichment
- Contribution to form or school community

Consequences for poor choices:

All staff must apply the same consequence for the same behaviour.

Before applying the consequences below, staff will have used **non-verbal cues** and or **quiet conversations** with student. For example:

1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or tapping table.
2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'
3. Named: 'X, we listen so we can learn. Thank you.'

Behaviour Examples	Fixed Consequence	Staff Expectation
Low Level Disruption • Calling out • Talking over others • Not engaged • Off-task behaviour • Disrupting learning and teaching	Warning	Step 1 – Reminder "This is a reminder: you need to [state expectation]."
Defiance • Ignoring instructions • Arguing with staff • Repeated Level 1 behaviour	Detention and restorative conversation S2 Class Charts	Step 2 – Consequence "I have now issued a break detention and behaviour log, let's reset now and return to work" • Behaviour logged (S2) • Break/lunch/ afterschool detention issued (10 minutes with subject teacher) • No debate
Serious Behaviour • Refusal to follow instructions Δ • Persistent disruption • Unsafe behaviour • Repeated Level 2 behaviour	Afterschool Detention (30 minutes with class teacher). Restorative conversation with class teacher. S3 Class Charts	Step 3 – Increased Consequence "I have now had to increase your consequence to an S3 – we will talk after school about your behaviours" • Behaviour logged (S3) • Afterschool detention with subject teacher • Contact home (via email/ phone call)

Continued Serious Behaviour As above	Removal to Head of Department/ designated department space 1 Hour HOD detention. Restorative conversation with class teacher. S4 Class Charts	Step 4 – Removal from class to HOD “We haven’t made the right choices so far today, I am sending you to X to allow you to reset...” - Behaviour logged as S4 - Afterschool detention with Head of Department
Extreme Behaviour - Refusal to go to HOD - Leaving lesson without permission - Swearing at staff - Physical aggression - Bullying (including discriminatory behaviour) - Theft/ vandalism	Removal + SLT consequence/ (1 hour SLT detention) Restorative conversation with class teacher. (Depending on behaviour a decision may be made to isolate or suspend – both would be followed up with restorative conversation with class teacher.) S5 Class Charts	Step 5 – Student Removal “I have called for removal, but hopefully we can start afresh next lesson...” Student removed from lesson using ‘Student Removal’ email – taken by SLT (Logged by Class Teacher as S5) – this will result in afterschool detention/ isolation/ suspension (depending on behaviour)

Δ Refusal is defined as a clear failure to comply with reasonable instruction after it has been issued and clarified by a member of staff

↓ Student Removal should not happen within the first 15/20 minutes of a lesson as all steps should be applied. If behaviours are unsafe/ putting themselves or others at risk it should be used immediately.

Poor behaviour choices can occur outside the classroom - the same consequences will be applied.

Behaviour Ladder This chart indicates how repeated behaviours will result in increased consequences. It is our hope that our students will not require further consequences.					
Low-Level Disruption	Defiance and Refusal	Truancy	Disrespectful / Offensive Language	Anti-social Behaviour	Physical Aggression
Examples: • Calling out • Off-task behaviour • Repeated chatting • Inappropriate comments • Lack of equipment	Examples: • Refusing instructions • Arguing with staff • Walking away from staff • Refusing consequences	Examples: • Missing lessons • Leaving lessons without permission • Being out of bounds	Examples: • Rudeness • Dismissive comments • Challenging staff respectfully but inappropriately • Derogatory comments • Discriminatory language	Examples: • Vaping/ smoking • Out of Bounds • Shouting in corridors	Examples: • Fighting • Threatening behaviour • Physical intimidation
First Incident • Reminder of expectations • Behaviour logged	First Incident • Removal from lesson • 60-minute detention • Parent informed	First Incident • Same-day detention • Parent informed	First Incident • Removal • 60-minute detention	First Incident • Removal • Internal Isolation • Parent informed • Suspension	First Incident • Immediate removal • Isolation • Parent informed • Investigation

Second Incident - Warning issued - Seat move or intervention	Second Incident Within One Week - Internal Isolation - Head of Year intervention	Second Incident - Internal Isolation - Attendance intervention	Second Incident Internal Isolation	Second Incident - Parent meeting - SLT intervention	Confirmed Aggression - Isolation - Suspension considered
Third Removal Within Two Weeks - Isolation - Parent meeting	Third Incident - Parent meeting - Behaviour support plan	Third Incident - Parent meeting - Attendance contract	Third Incident - Parent meeting - Behaviour contract	Further Incidents - Suspension considered - Behaviour support review	Repeated Incidents Managed move or alternative provision considered
	Continued Defiance - SLT intervention - Suspension considered	Continued Truancy - SLT involvement - External agency referral where appropriate - Governors Panel	Persistent Behaviour - SLT intervention - Suspension considered - Governors Panel		

For the behaviours recorded on the previous pages the following may be applied:

- Referral to Head of Department / KSL
- Seating plan change
- Detention
- Supportive conversations during meet and greet
- Parental contact
- Internal isolation(KSL/SLT)
- Behaviour or motivational report with Form Tutor/ Head of Year/ SLT
- Fixed-term suspension (Headteacher)
- Six-week placement CAP offers – Flourish/ Refocus programmes
- Coventry Alternative Provision placements
- Behaviour Support Plans
- Twelve-week supported transfer (Coventry Alternative Provision)
- Support Services – EWO, Ed Psych, Early Help, agencies such as MAC Group, police liaison officer
- Permanent exclusion (Headteacher and Governors)

Behaviour Points Interventions:

Stage	Number of points	Pastoral team	Number of weeks
1	10	Tutor intervention with student	
2	20	Tutor Report and Parental contact – telephone/ email	2 or longer (HOY's discretion)
3	30	Parental meeting, tutor/PSM	2
4	40	PSM Report	2
5	50	Head of Year meeting with parents – Behaviour Support Plan and Report	2
6	65	SLT Report – meeting with link SLT to discuss Behaviour Support Plan and Report	2
7	80	Deputy Head Teacher Report – meeting to discuss next steps	2
8	100	Headteacher Report – review of behaviour decisions, discussion with parents/ carers about next steps	2

Consequences that may be issued

Detentions:

Detentions outside school hours are lawful and may be issued without parental consent. However, detentions longer than 10 minutes will not be used where they may compromise a student's safety or caring responsibilities. Where possible parents are normally informed at least one day in advance via Class Charts (with additional contact where appropriate). However, in some circumstances, notice may not be given, and parents are expected to make suitable arrangements.

The ten-minute class teacher detention can happen at any of the following times that is convenient to the teacher:

- Break time
- Lunch time
- Immediately afterschool

Staff Expectations

All staff must:

- Follow the scripted behaviour system
- Log behaviour immediately
- Apply consequences every time
- Never ignore poor behaviour
- Never create their own consequences
- Ensure they are on duty at the correct time

Inconsistency from staff creates poor behaviour from students.

Headteacher's Power to Exclude

Only the Headteacher may suspend or permanently exclude a pupil from school on disciplinary grounds. Exclusion will be used proportionately, lawfully and as a last resort where there has been a serious breach, or persistent breaches, of the school's Behaviour Policy, or where a pupil's continued presence in school would seriously harm the education, welfare or safety of others. All exclusions will be managed in line with current Department for Education guidance and will be subject to the appropriate review processes by the Governing Board

Fixed-Term Suspension

Reasons may include:

- Smoking, vaping, or alcohol use on site or during school activities
- Misuse of fire equipment
- Vandalism
- Bullying or harmful behaviour (including racist, sexist or homophobic behaviour)
- Threatening behaviour (verbal or physical)
- Instigating conflict
- Sexually inappropriate behaviour
- Theft or possession of stolen property
- Fighting or physical aggression
- Serious disrespect or refusal to follow staff instructions
- Bringing the school into disrepute
- Swearing at staff

Parents/carers will be informed by phone and letter. A return-to-school meeting with a Key Stage Leader or SLT is required.

Governors' Panel

Students may be referred to the governors following repeated exclusions, poor attendance or serious breaches of behaviour expectations. Parents/carers and students will attend to discuss concerns and next steps. If behaviours do not improve, further consequences will be suggested. This may lead to a 12-week supportive transfer.

Permanent Exclusion

Permanent exclusion will only be issued as a final measure in response to serious or repeated breaches of the Behaviour Policy, where a pupil's continued presence would seriously harm the safety, learning or welfare of themselves or others within the school community.

Search and Confiscation

Searching is a safeguarding measure and a non-negotiable expectation to ensure a safe, calm and respectful environment for all.

A search will take place where there are reasonable grounds to suspect that a pupil is in possession of a prohibited or banned item. This includes information received, observed behaviour, or activation of safety systems (e.g. vape detection in toilets).

The current **DfE guidance for England** is *Searching, Screening and Confiscation in Schools* (updated July 2023). According to the guidance:

Expectations (non-negotiable):

- Two members of staff must be present, including one authorised by the Headteacher to conduct searches. Wherever possible, the search will be conducted by a member of staff of the same sex, with a witness present.
- Searches will be carried out calmly, respectfully and proportionately, maintaining the dignity of the pupil at all times.
- Pupils are expected to comply immediately with a reasonable request to be searched.

Authorised staff may search without consent where there is reasonable suspicion of a prohibited item in line with statutory guidance.

Following a search:

- Any prohibited or harmful item will be confiscated.
- The search will be recorded, and parents informed where appropriate.
- Any safeguarding concerns will be referred to the Designated Safeguarding Lead (DSL).

Consistency and consequences:

- Refusal to comply, or attempts to conceal prohibited items, will be treated as a serious breach of the Behaviour Policy.
- Expectations will be applied consistently across all pupils to ensure fairness and collective safety.

Uniform

Please see Uniform Policy

Students in Years 7–11 must wear full school uniform as set out (including blazer, tie, appropriate trousers/skirt, shoes, and limited jewellery).

Non-compliance results in loaned uniform or consequences if instructions are refused.

Sixth form: business dress required.

Drug Misuse

The school has zero tolerance:

- Students under/ or believed to be under the influence will be sent home

- Possession or dealing will result in permanent exclusion
- All incidents reported to the police

Behaviour Beyond the School Gate

The school may give consequences for behaviour outside school and police may be informed where appropriate. On occasions the police inform the school of incidents which may also lead to school sanctions if the school's reputation has been negatively impacted. Behaviours include:

- Involves bullying
- Disrupts the school
- Poses a risk to others
- Damages the school's reputation
- Occurs during school activities, travel, or in uniform
- Misuse of social media and malicious communication
 - Harassment
 - Threatening communications
 - Sharing harmful images
 - Anonymous accounts targeting students/ staff
 - Content bringing the school into disrepute
- Behaviour in town/ shops
 - Anti-social behaviour
 - Shop lifting
 - Abuse of shop workers
- Behaviour towards neighbours and their property
- Poor behaviour on school transport may lead to removal of bus privileges.

Appendix

Rewards and Recognition

At Bishop Ullathorne Catholic School, we believe that hard work, positive conduct and living out the *Ullathorne Way* should be recognised and celebrated. Achievement Points are the school's primary method of rewarding students and provide a consistent way of recognising effort, progress, service to others and contributions to the school community. Achievement Points are awarded by staff and contribute towards a range of rewards and recognition throughout the academic year.

Students who achieve **40 or more Achievement Points in a week** will receive a letter of commendation from the Headteacher in recognition of their efforts and commitment to the school's values.

Students will also receive certificates at the following milestones:

Achievement Points	Award	Reward Shop
200	Ullathorne Certificate	Students will be able to spend their earned points at the Reward Shop. Rewards that can be collected will include: Well-being packs, pens, highlighters, calculators, footballs, revision flash cards, charitable contributions, reading books, queue jumps etc
500	Bronze Certificate	
1000	Silver Certificate	
1500	Gold Certificate	
2000	Platinum Certificate	
2500	Diamond Certificate	

In addition to Achievement Points, students may be recognised through a variety of rewards and celebratory opportunities, including:

- Achievement, Community and Effort Awards
- Headteacher praise letters and postcards
- Awards Assemblies
- Tutor Champions
- Attendance Tutor Trophy
- Positive verbal praise and written feedback
- Incentive programmes, including the Character Passport
- Recognition through year group, department and whole-school celebrations

Through these rewards, we aim to reinforce positive behaviour, encourage personal excellence, and celebrate students who consistently demonstrate the values of faith, compassion, respect, gratitude and service within our school community.

Classroom Expectations

At the Start of Every Lesson

Students are expected to:

- Make their way to the classroom calmly, promptly and sensibly.
- Enter the room quietly and purposefully.
- Remove coats, place bags on the floor and sit down immediately.
- Place their planner, knowledge organiser and pencil case on the desk.
- Begin the Do Now task straight away and write the date in their exercise book.
- Respond respectfully to the register with “Yes Miss” or “Yes Sir”.
- Work in silence unless the teacher has specifically instructed discussion or collaborative work.

In Every Lesson

Students are expected to:

- Arrive fully equipped and ready to learn.
- Sit up, track the speaker and listen attentively.
- Remain seated unless directed otherwise by the teacher.
- Complete all work to the best of their ability.
- Follow instructions first time, every time.
- Contribute positively by asking and answering questions.
- Respect the learning of others and never disrupt lessons.

At the End of Every Lesson

Students are expected to:

- Remain seated until instructed otherwise by the teacher.
- Pack away books, equipment and personal belongings neatly.
- Stand behind their chair in silence when invited to do so.
- Leave the classroom calmly, quietly and respectfully when dismissed.

Expectations During Detentions

Students attending a detention must:

- Arrive on time.
- Remove their coat and take out appropriate work or a reading book.
- Complete any work set by the member of staff.
- Remain seated unless instructed to move.

- Follow instructions first time, every time.
- Work in silence unless spoken to by a member of staff.
- Wait to be dismissed by the supervising member of staff.

Restorative Conversations

A restorative conversation may take place during or following a detention to help repair relationships, reflect on behaviour and support a successful return to learning.

Students are expected to:

- Reflect honestly on the reason for the detention and the choices that led to it.
- Listen respectfully without interrupting.
- Explain their thoughts and feelings calmly and honestly.
- Take responsibility for their actions where appropriate.
- Engage positively in agreeing next steps.
- Follow the agreed expectations when returning to lessons.

Restorative conversations are intended to support learning, strengthen relationships and ensure that every student has the opportunity to make a positive fresh start.

Persistent lateness to school

Step 1

Students who are late to school will sign into the gatehouse and be issued a late to school slip. They will be placed in a breaktime detention with their key stage leader and or pastoral support manager

Step 2

Students who are classed as persistently late to school. Two or more lates in a week will be placed in an after school detention on a Friday night. This detention will last for one hour. The student will also be spoken to by their Pastoral Support Manager about the issues and work with them to resolve them.

Step 3

Students who continue to be classed as persistently late will complete step 2 consequences and meet with the key stage leader and parents. This will take place a month after the first step 2 action. The student will also be spoken to by their Key Stage Leader about the issues and work with them to resolve them.

Step 4

Students who continue to be classed as persistently late and have been seen by their key Stage Leader will have a parental meeting with a member of SLT and the Education welfare officer. This will take place one month after step 3. A punctuality contract will be created.

Step 5

Students who continue to be classed as persistently late and have been seen a member of the senior leadership team will asked to attend a governor's panel. This will take place one month after step 4



Home School Agreement

It is the responsibility of all of our Bishop Ullathorne family to ensure that good behaviour is shown in school and in our local community. We believe strongly that it is not acceptable for learning to be disrupted by others, that all students have the right to learn in a calm working environment and that all of our community should strive to carry out the Ullathorne Way.

Student Responsibilities

As a student of Bishop Ullathorne, I will follow our three school rules of being Ready, Respectful and Safe. This means I will:

Ready

- be in school every day, be on time for school and lessons
- wear my Bishop Ullathorne uniform correctly
- have the correct equipment I need each day
- complete my class and homework to the best of my ability
- check Class Charts regularly for information about homework and detentions
- discover and make the most of my talents by taking part in extra curricular opportunities in school and outside

Respectful

- follow the values of the Ullathorne Way by being Compassionate, Faith Filled and Prophetic, Attentive, Eloquent, Grateful, Wise and Curious.
- follow the instructions of all school staff
- look after school equipment and classrooms, and show respect for the school environment and local community
- speak politely to all members of our school community
- ensure my mobile phone and other electronic devices are not used on school site

Safe

- behave in an orderly and considerate way at all times – in corridors, lessons and in our local community
- follow the bus travel code of conduct
- share any concerns I might have with my parents or form tutor

Parent Responsibilities

As a school community, it is important that we work together to ensure that we help all of our students to recognise the gift of God within them. Parents are expected to:

- ensuring that your child attends school regularly and on time
- reinforcing the high expectations we have of students by supporting Bishop Ullathorne's policies and procedures, including ensuring your child attends any detentions they may get
- ensuring that your child is wearing the correct school uniform
- encouraging your child to work hard to complete schoolwork and homework
- informing school immediately about any concerns or problems, which may affect your child's behaviour or work
- booking appointments and holidays outside of school hours, and notifying the school if absence is unavoidable
- attending Parents' Evenings and Information Evenings relevant to your child's progress and wellbeing at school
- communicating in a respectful manner when speaking to all members of staff
- ensuring that your child conforms to the bus travel code of conduct
- contribute to the life of the school where possible, such attending events and fundraising
- understanding that everything we do in school is to help your child become the best version of themselves who lives out our Ullathorne values.

School responsibilities

Our school will:

- promote full participation in the religious and spiritual life of our school and encourage the practice of moral and spiritual values in accordance with the teachings of the Catholic Church
- provide a broad and balanced curriculum which sets out to meet the individual needs of each child
- provide regular information about each child's progress through progress reports and Parents' Evenings
- provide pastoral support for each child's personal welfare and safety so that they feel secure and a valued member of our school community
- work closely with parents, acting quickly to deal with any concerns
- provide clear guidelines about good behaviour and ensure sanctions are applied so that learning is not interrupted and success is maximised
- provide opportunities for each child to celebrate their achievements, exercise their personal qualities and grow to be a caring member of society.

Mrs S Boyle
Headteacher



Home School Agreement

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I confirm that I have read and will fully support the Bishop Ullathorne Home School Agreement.

Parent's signature: _____ Date: _____

Name of Child: _____ Form: _____

READY



RESPECTFUL



SAFE

