



**ST MARY'S
COLLEGE**



Pastoral Behaviour & Attitudes Policy

Name of policy	Pastoral Behaviour & Attitudes
Status	Sept 2025
Date of next review	Sept 2026
Lead Area	Pastoral Directors

Other related policies that support this policy:

This policy is to be read with reference to the Safeguarding, Anti-Bullying, Attendance, Mobile Phone and Suspension policies. The legal duties of the school under the 2010 Equality Act are recognised in reference to safeguarding and pupils with SEND.

September 2023

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1. Mission Statement

"With God, all things are possible." (Matthew 19:26)

Our school Mission Statement at St Mary's College places Christ at the centre of all that we do and it underpins our belief that through Christ nothing is impossible. Our Catholic faith provides a foundation of mutual love and respect to all within our organisation. The Catholic Life of the school permeates all aspects of life at St Mary's College and provides a perfect basis to develop excellent pastoral care for our pupils. As our Mission Statement expresses, the education we seek to provide young people is one that not only focuses on their academic success, but one of a holistic nature.

St Mary's College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible. We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

The Pastoral Behaviour and Attitudes policy helps live out the aims of our Mission Statement; to provide pupils with the highest quality of education possible. Whilst this policy sets out clear guidance for the systems used, including both sanction and reward, the truly holistic nature of our pastoral care being aligned with our Mission Statement, allows for individual next steps, support plans and targets to be implemented for individual pupils, when required.

2. Our Values

We exist as a Catholic community to serve our pupils, welcoming them into a life with Christ. We strive to provide an authentic Catholic education unpinned by gospel values that creates a truly holistic education for our young people. We value each individual as equal, regardless of nationality, gender, race, colour, sexuality or creed.

"All your children shall be taught by the Lord, and great shall be the peace of your children"
Isaiah 54:13.

We pride ourselves on exceptional standards of personal pastoral care, rooted in our Christian tradition and values of kindness, support, peace, justice, forgiveness and joy. We are an inclusive school, striving to provide a support and nurturing learning environment where our pupils can grow and develop spiritually and morally. It is through our holistic approach to education where pupils are supported to become culturally accepting, compassionate, conscientious and confident – our SMC Best.

"The heart of the discerning acquires knowledge, for the ears of the wise seek it out". (Proverbs 18:15)

We strive for a virtue driven approach to pastoral care. The virtues of fortitude, temperance, wisdom, hope and justice underpin all that we do for our children. We aim to support our pupils in living out these virtues in all aspects of their school lives.

"Excellence is an art won by training and habituation. We do not act rightly because we have excellence, but we rather have this because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit." (Aristotle)

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Policy Principles:

At St Mary's College we aim to create and maintain a safe and consistent learning environment, underpinned by a pastoral system which promotes the wellbeing of all pupils.

'I have come so that they may have life, and have it to the full' John 10:10

The policy is to secure outstanding teaching and learning within an ethos which promotes outstanding behaviour, self-discipline, respect, high standards of achievement and transparent and just application. Pupils should be able to develop and work in an atmosphere of trust, tolerance, security and openness where positive relationships and achievements are celebrated within the school and wider community.

Our Pastoral Behaviour and Attitudes Policy is designed to:

- Reflect the school mission statement in all aspects of school life
- Help pupils live out our virtues
- Acknowledge and celebrate behaviour that leads to successful learning and creates an extremely positive school ethos
- Encourage pupils to value and respect themselves and others
- Be applied consistently by all staff at all times and in all parts of the school
- Encourage self-discipline and personal responsibility in lessons, during unstructured time and whilst travelling to and from school
- Encourage a caring, respectful and considerate attitude to others
- Be clearly understood by staff, pupils and parents/carers.

Our principles are lived out with reconciliation at the heart of our relationships.

'Be kind and compassionate to one another, forgiving each other, just as Christ forgave you'.
Ephesians 4:32.

5.Roles and Responsibilities

It is the responsibility of all staff to collectively uphold the high standards and expectations, meaning all staff must challenge instances of poor behaviour.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

4.1 Roles and Responsibilities of the Head of School and Deputy for Pastoral Care:

- Review the policy and present changes where required.
- Ensure that the school environment encourages positive behaviour in line with the Catholic ethos of the school.
- Ensure that all staff deal effectively with poor behaviour, understand the behavioural expectations and importance of maintaining them.
- Monitor the implementation of the policy to ensure rewards and sanctions are issued consistently to all groups of pupils.
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.
- Ensure this policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary.
- Ensure that the pastoral data is reviewed regularly to review and adjust support for individual pupils when required.

4.2 Roles and Responsibilities of Pastoral Leaders and Heads of Year

- Regularly review the behaviour data to support and challenge pupils.
- Communicate with parents and carers to address any behavioural and pastoral concerns, meeting with home where necessary.
- Communicate with subject teachers where required, detailing particular circumstances and suggestions of support for pupils.
- Support pupils with a range of social, emotional and well-being needs that may have an impact on positive behaviour in school.
- Complete referrals for external agencies when pupils require further support.
- Liaise with the SENCO in fortnightly SEN meetings to discuss pupils, strategies and plans where required.
- Liaise with departmental leads, supporting with reconciliations and building positive relationships.

4.3 Roles and Responsibilities of Heads of Department / Faculty

- Oversee and monitor behaviour in their subject area to ensure a positive and focused learning environment.
- Implement departmental reports, strategies and support plans for pupils finding the subject challenging.
- Communicate with home, including meetings, when the behaviour issue is isolated to a subject area.
- Liaise with pastoral teams to improve behaviour of individuals / classes.

4.4 Roles and Responsibilities of Teaching Staff:

- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently

- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils, such as ensuring any SEND needs are met on an individual basis whilst still ensuring that this approach enables staff to operate within the parameters of the Behaviour and Attitudes Policy.
- Record and report behaviour incidents promptly
- Challenge and support pupils to meet the school's expectations and standards.

6.The Pastoral Centre

The Pastoral Centre is located on the 'Postgate' corridor and is used to house pupils for a multitude of reasons. This is a silent and purposeful learning environment where pupils are able to reflect on their behaviour choices, or in some instances for supervision whilst they complete independent work. The work that pupils complete is in line with the input they would have received in the classroom, with pupils accessing Google Classroom and specialist resources which align with their learning journey. The subsequent work that pupils produce is then filed and returned to their classroom teacher. All pupils are supported by the staff in the Pastoral Centre in terms of helping them to complete the work they have been assigned. Examples of when pupils can be in the Pastoral Centre may include but are not limited to:

- Receiving a yellow card
- Investigation of / sanction for a pastoral incident.
- Behaviour issues during unstructured time.
- Uniform defiance.
- Appearance issues, such as an extreme haircut, piercings, false eyelashes.
- Punctuality issues – accumulation of late marks.
- Accumulation of conduct points.

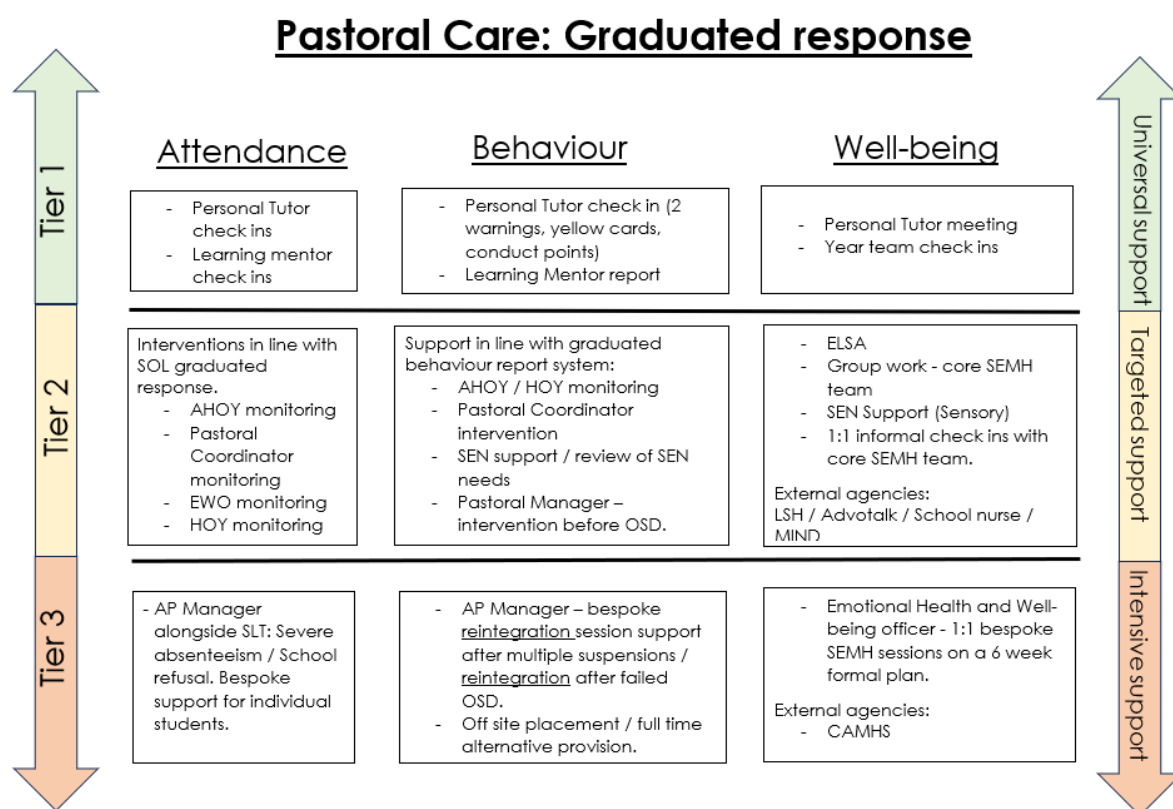
Pupils may also be in the Pastoral Centre due to injury / medical reasons preventing them from accessing specific areas of the school. The Pastoral Centre is staffed by a Pastoral Manager, a Pastoral Behaviour Manager and a Behaviour Support Worker, working alongside the Deputy Head and Assistant headteachers with responsibility for Pastoral Care. When a pupil is placed in the Pastoral Centre, parents / carers will be notified by the year team.

Any pupil placed in the Pastoral Centre must hand over their mobile phone to the Pastoral Centre staff. This is procedural so investigations can be undertaken securely and the welfare of all pupils, including those in the Pastoral Centre, is maintained. Once a pupil is released from the Pastoral Centre, their phone will be returned to them and normal school rules regarding mobile phone use apply.

7.Responding to behaviour: Behaviour expectations, Systems and Sanctions.

To effectively support pupils, our commitment to pastoral care is at the heart of our systems and sanctions. Our pastoral care support structure allows for a graduated response to help pupils who are struggling to make the right choices, or for those who are struggling to attend school. Our 3-tiered system helps provide first quality pastoral care that is pupil centred and increases the support then pupil needs it the most. Our structure recognises that there are reasons behind pupil

behaviour and looks to holistically support individuals. Below is an outline of support; this however is not an exhaustive or set list. Our approach to supporting pupils ensures that it is one that reflects the individual needs of the pupil.



7.1 In the classroom

Expectations: The Classroom Code

1. Arrive on time and take off your jacket.
2. Take out your equipment and get ready to start the lesson.
3. Stand to start the lesson with the sign of the cross.
4. Sit down in silence when invited to by the teacher.
5. Listen attentively when the teacher is speaking and when another pupil is contributing to the lesson.
6. Put up your hand when you want to ask a question or make a contribution to the lesson.
7. Wait until you are asked to speak.
8. Be respectful, polite and cooperative.
9. Work hard.
10. If you need help – ask.

Yellow card

For low level disruption, the 1,2,3 warning system is used. Warnings are given when the classroom code is not followed. Teaching staff implement the following steps:

X1 warning issued – write the name on the board.

X2 warning – tick or write x2 next to the name on the board. Where possible pupils should be moved seats in the classroom.

X3 warning – pupil is asked to leave the classroom and given a yellow card.

Pupils who have been given a yellow card are picked up by the member of staff on 'Pastoral On Call' and taken to the Pastoral Centre on the P corridor. Pastoral On Call is staffed by members of the year team. Staff will collect the pupil's belongings from the classroom and take the pupil to the Pastoral Centre. Upon arrival in the Pastoral Centre, the following steps are taken:

- The yellow card is logged on Arbor which automatically sends an email home to parents/carers
- Pupils receive a reminder of their yellow card detention.
- Pupils remain in the Pastoral Centre for the duration of the lesson that they were 'yellow carded'.
- Pupils are expected to attend their yellow card detention. Pupils have 2 opportunities to attend. Failure to attend on the second occasion will result in time in the Pastoral Centre. Parents / carers will be contacted and asked to attend a meeting with the year team.

Year Team actions:

1. Check that the yellow card email has been sent home when a child has received a yellow card.
2. HOY / pastoral team to speak with the pupil when they have been collected for the yellow card.
3. HOYs monitor the number of yellow cards issued and direct their team to specific lessons (hot spots) that may require further support.
4. Reports are issued to pupils who receive frequent yellow cards (outlined in the table below). This is also the case for pupils who regularly receive x2 warnings across a range of lessons. Parents / carers are contacted when a child is placed on report.
5. Where behaviour is escalating, HOYs liaise with relevant colleagues across the school to ensure pupils are fully supported. For example, HOYs liaise with the SENCO to work with teachers ensuring needs are fully met, with the safeguarding team to offer additional 1:1 support or offer referrals to outside agencies.

Department actions:

- Class teacher to call home after each YC.
- Departmental Report issued after x2 YC – Class teacher to call home.
- Reconciliation facilitated by HoD.
- HoD to contact home after x3 YC.
- HoD to facilitate a parent meeting after x4 YC & reviewing groupings.

Pastoral Incident

For incidents that are more serious and cannot be dealt with through the warning system, pastoral incidents are used to put appropriate sanctions in place. Pastoral incidents occurring in the classroom 'Pastoral On Call' to collect the pupil from outside of the classroom.

Pastoral incidents may involve the following behaviour: (this is not an exhaustive list)

- Bullying
- Any form of inappropriate comments / conversation which is racist, sexist, homophobic, transphobic, of a threatening nature etc.
- Persistent defiance towards the member of staff
- Aggression towards MOS or pupils.

Sanctions for a pastoral incident:

- Pupils will be asked to write a statement outlining what has happened.
- Any other pupils involved will be placed in the Pastoral Centre where necessary and asked to complete a statement. Pupil witnesses will also be asked to provide a statement.
- Members of staff will also provide details of the incident.
- Each pastoral incident will be investigated on an individual basis and relevant sanctions put in place.

*Pastoral incidents may also occur outside of the classroom. The same investigative procedure will apply.

7.2 The SMC Best

The SMC Best is our response to ensure high standards are met at all times outside of the classroom.

In the classroom, the 1,2,3 behaviour system applies, and pastoral incidents are for more serious incidents.

Outside of the classroom, conduct points are issued for pupils who are not reaching our expectations. These are for a range of different things such as slow movement to lessons, dropping litter, having poor conduct in the canteen, hands on behaviour etc. For example, a conduct point should be logged if you see unkindness (not meeting our expectation of being polite and kind to everyone), or if they are wearing jewellery / not wearing their uniform correctly.

Conduct points should only be issued for behaviour outside of the classroom, and behaviour in the classroom is addressed through the 1,2,3 behaviour system.

When conduct points are logged, and automatic email notification is sent home to parents / carers.

The SMC Best – Conduct point sanctions.

If pupils receive a conduct point, this will result in a 25 minute lunchtime detention the next day with their Head of Year.

If pupils continue to receive conduct points, the Head of Year will arrange a parental meeting to discuss the pattern and an action plan will be created to support the child.



7.3 Outside of school.

The school expects pupils to behave well out of school: on journeys to and from school and school events, when travelling to other venues for school activities, and on school trips. Pupils' behaviour should be orderly and respectful of the people and environment around them. Pupils are still representatives of the school even when not on the school site.

Instances where pupils have brought the name of the school into disrepute will be investigated and can result in pupils being sanctioned, including the use of suspension.

7.4 School buses

Pupils' safety and wellbeing matters at all times including their journey to and from school. As school buses are not staffed by adults there is the possibility that pupils may feel worried or more vulnerable at this time of the day. As a result of this, it is important to have systems and procedures in place to monitor the school buses in order to safeguard the welfare of pupils during these times.

The school will:

- Have a named member of the SLT (supported by school admin) responsible for overseeing pupil safety and wellbeing on school buses.
- Make regular contact with the named service provider in order to build mutual understanding and a strong working relationship.
- Regularly check the inside of the buses.
- Ensure a member of staff is appointed to be on duty at the start and end of each day to ensure pupils can report any concerns.
- Liaise with the service provider and Local Authority to ensure that any concerns are addressed promptly.
- Advertise, interview and appoint 6th form bus monitors to ensure daily monitoring of the bus environment and conduct of pupils.
- Have a staged intervention approach to challenge pupils whose behaviour may put themselves, other pupils, the driver and the public (including other road users) at risk of harm.

Sanctions for poor behaviour on school buses

When the school receives a report of poor behaviour on a school bus from the bus monitor, the driver or a member of the public, it will investigate and take statements. When the pupils have been identified the following staged intervention will take place:

1. Verbal warning by HOY/SLT – home notified.
2. Written warning by HOY / SLT.
3. Ban from the school bus – the duration of time to be decided depending on the time of year and proximity to the next half term.

All stages of the bus warnings are logged by the Behaviour Manager in the Pastoral Centre.

7.5 Detentions:

Detentions are given as a sanction for both pastoral and departmental behavioural issues. Listed below are the detentions that a child can receive. This is not an exhaustive list, as a classroom teacher or member of staff may deem it appropriate to sanction a child with a personal detention.

Department Detentions

These detentions are delivered by the HOD / HOF and TLR holders within the department on a designated lunch time. Reason for detention:

- Persistent 2 warnings (this is a departmental matter)
- Poor quality of work / engagement.
- Lack of subject specific equipment e.g. exercise book (more than once).

Pastoral Detentions

These detentions are delivered by the pastoral middle leaders. Reason for detention:

- Yellow Card detentions are delivered by the Pastoral Manager, these are during lunchtime in the pastoral centre for lesson removals
- 2 warning detentions are delivered by the Pastoral Coordinators for 25 minutes at lunchtime for pupils who receive two warnings in lessons

SMC Best – Behaviour and Conduct Detentions

These detentions are delivered by the Heads of Year and Assistant Heads of Year at lunchtime. Reasons for the detention include conduct points, equipment and punctuality.

After School Detention

These are run by SLT on a Friday after school in the PC until 4.20pm. These are inputted by the year team, staff should not enter these. Reasons for the detention

- Failure to respond to previous sanctions and expectations of St Marys College
- A behaviour incident that warrants a higher sanction than a lunchtime detention e.g. vandalism of school property.

Homework Detentions

These are delivered by curriculum leaders. If pupils miss 2 homework pieces in a week, they will receive a Friday lunchtime detention from 12.20-12.45pm. If pupils miss 3+ pieces of homework a week, they will receive a Friday after school detention from 3.35-4.12pm. If pupils miss 1 homework a week for 3 weeks in a row, they will receive a Friday after school detention from 3.35-4.20pm.

7.6 Equipment

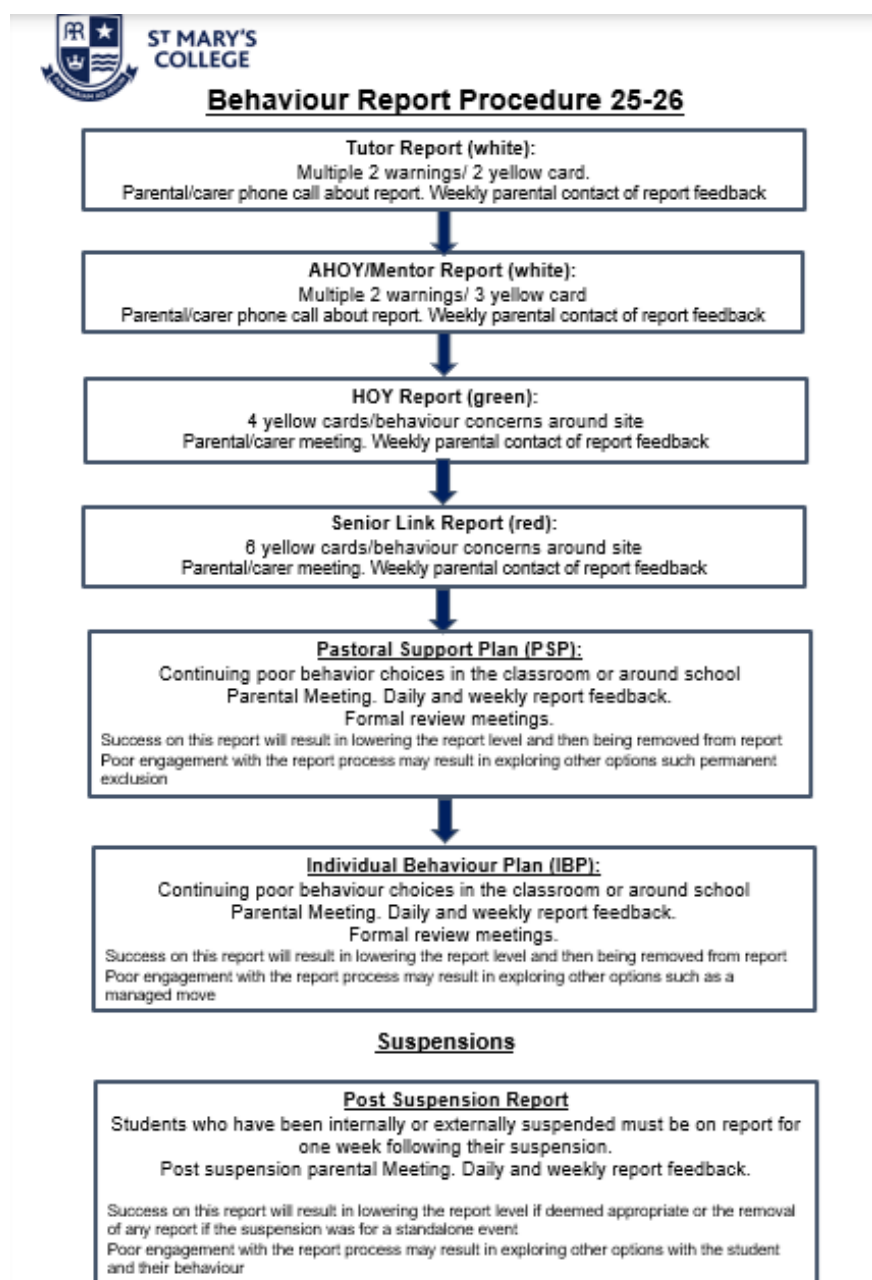
Pupil equipment will be checked each morning in form time where the morning routine allows it take place. Missing equipment can be logged by any member of staff during lessons as well as form time.

Expected equipment:

- Lanyard, card holder and cashless catering card
- Chromebook, charger and case.
- Pen x2
- Pencil
- Red pen
- Whiteboard pen
- Ruler
- Rubber
- Protractor
- Pair of compasses
- Calculator

7.7 Behaviour plans and reports.

Where relevant, pupils can be placed on a report to monitor their behaviour. A child can be put on report to monitor their behaviour from the Head of Year or Head of Department.



8. SEND

Children with SEND form an invaluable part of our school community. We also recognise that they may face barriers to learning that other children find easier to navigate. Therefore, staff are trained throughout the school year regarding how to meet the needs of children with SEND, alongside bespoke key strategies for individual pupils. The Behaviour Policy still applies to all SEND pupils, but it will be actioned judiciously and according to the needs of individual learners. SEND pupils are not to be treated explicitly differently to others, but reasonable flexibility is built into the policy to allow SEND pupils to understand expectations but have the support and reasonable adjustments in place to meet them.

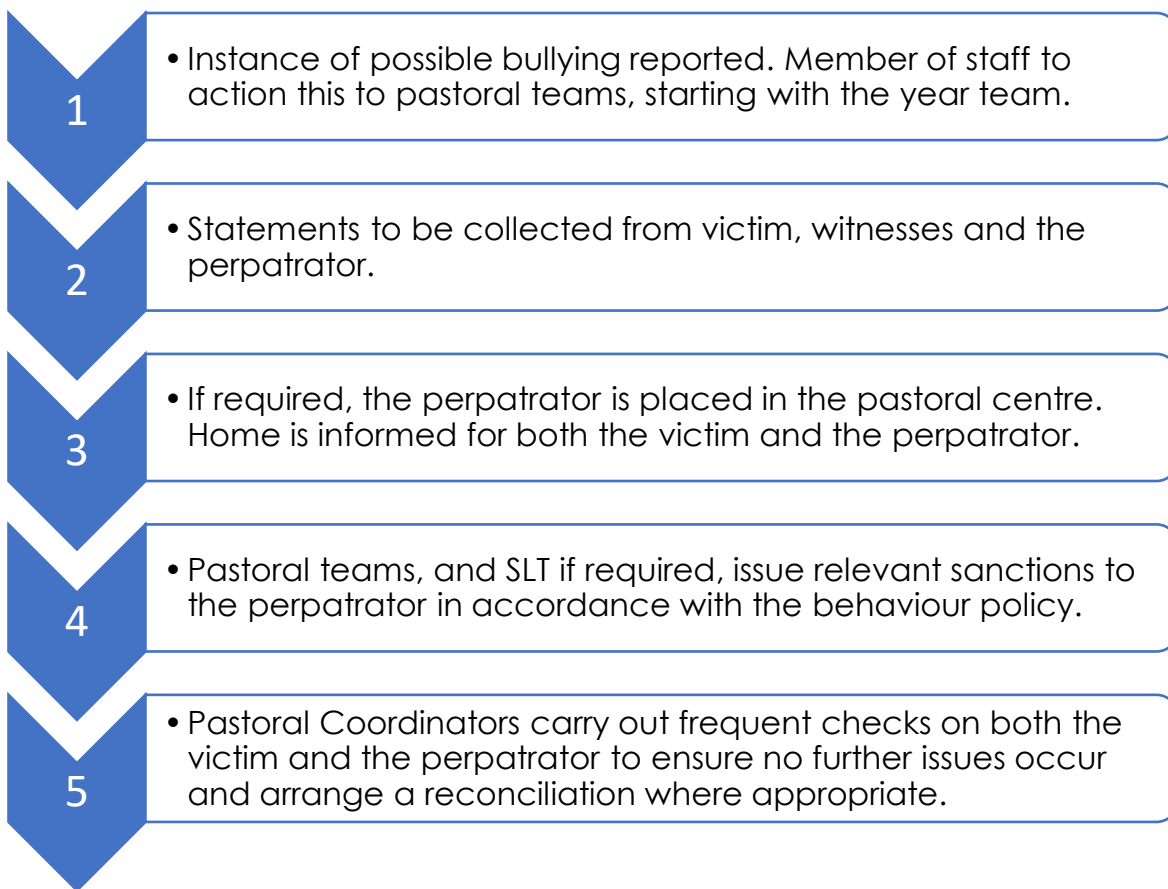
Our SEND pupils are complete, fully realised people with important and unique qualities who, like all other pupils, at times, need more help and support in order to meet our behavioural expectations.

9 Inappropriate behaviour

All instances of inappropriate behaviour are taken extremely seriously and dealt with in a timely manner.

9.1 Bullying

Please see the St Cuthbert's Trust Anti-Bullying policy. This includes instances of transphobic and homophobic bullying. At St Mary's College, we follow the Trust Policy and adopt the following routines when dealing with an instance of bullying:



9.2 Racism

Instances of racism are dealt with seriously and sensitively by Heads of Year and Pastoral Senior Leaders. Any case of racism is dealt with on an individual basis, with relevant sanctions being put in place and further educational support provided for the perpetrator. There is a zero-tolerance approach to racism at St Mary's College.

- Any instances of racism are placed on the racism log and both the perpetrator and victim are monitored and supported.
- Referrals and support from the local PSCO are made as required.
- The safeguarding team are notified with a designated member of the team checking in on the victim to ensure there have been no further incidents.

9.3 Child on child abuse

Behaviour which is classed as 'child on child abuse' is detailed in the St Mary's College Safeguarding and Child Protection Policy.

9.4 Online behaviour

The use and/or potential misuse of social media, messaging services and other online / digital behaviours will be responded to in accordance with school policies. The recording, uploading, sending or social sharing of images, videos or messages that incite poor behaviour, threaten, harass, or behave negatively towards others is deemed inappropriate behaviour. Those who misuse social media or digital methods of communication will be sanctioned accordingly and the relevant authorities alerted in serious instances.

10 Suspensions including permanent exclusion

Behaviour which can result in suspension or permanent exclusion can be found in the St Mary's College Suspension Policy.

11 Prohibited items

Pupils are prohibited from bringing the following items to school:

- Alcohol
- Drugs and drugs paraphernalia
- Tobacco / cigarettes / vapes / vape and smoking material
- Guns (including air and pellet guns, any kind of toy imitation gun or firearm, and water pistols)
- Knives, including pen knives and any kind of toy or imitation knife or any sharp instrument.
- Fireworks, caps and matches
- Glass bottles
- Stolen items
- Chewing gum
- Laser pens
- Large sums of money
- Pornographic images
- Any additional item that it identified as a 'prohibited item' in DfE guidance

The list above is not exhaustive and other items can be classed as prohibited. In line with DfE guidance, pupils can be searched without consent should there be a concern about having a prohibited item in their possession.

12 Mobile Phone

Mobile phones should not be used by pupils when on the school site. Phones should be switched off and placed in pupil bags. If this is not followed by pupils, then the mobile phone is classed as a prohibited item. For further details of sanctions for the use of mobile phones on the school site, please see the mobile phone policy.

13 Uniform

Uniform and appearance expectations are communicated regularly to parents and carers. The uniform letter can be found on the school website and is communicated home regularly.

There is a tiered sanction system which is covered by the 'SMC Best' focus. All uniform issues are addressed by all members of staff at all times. Persistent violations of the uniform expectations can result in pupils being placed in the Pastoral Centre. This is also the case for piercings, haircuts, and any physical modifications to the appearance (such as false eyelashes and nails) that cannot be rectified.

Hair Expectations

It should be noted that as a school we work in line with The Equality and Human Rights Commission, recognising that different types of hair, such as afro, require different treatment and care to European hair. Pupils should not have unnatural colours in their hair and should not wear hair jewellery such as braid clips, beads or colour wraps. Hair styles must reflect the professional standards of appearance required for school. The final analysis of whether a haircut is deemed appropriate or otherwise is left to the judgement of Heads of Year and Senior Leaders.

Skirt Expectations

Uniform is business dress and skirts should be of an appropriate length and material. In other words, skirts that are too long or too short are not allowed. Skirts must be worn at knee length. All pupils wearing a skirt must now have the blue tartan skirt, available from Steady Schoolwear. Pupils are not permitted to roll their skirts up at the waist to make the length shorter than knee length. Jumpers or fleeces must not be tucked into skirts or adjusted with the use of hair ties. It should also be noted that skinny trousers are not permitted. Full details of the uniform expectations can be found on the website and this letter is frequently updated and communicated with parents and carers. Where uniform is worn incorrectly in accordance with the school's expectations, conduct points as a part of the SMC Best system will be given.

In accordance with our uniform & conduct sanction system, pupils have 5 opportunities to rectify skirt length before being **required** to wear grey trousers. These sanctions are logged on our school system. Parents and carers will be notified if their child reaches 5 uniform sanctions for their skirt as they will no longer be able to wear a skirt as a part of their uniform.

14 Punctuality

Punctuality is a key focus for all pupils. Lateness to school and to lessons disrupt learning for other pupils and those with poor punctuality are missing out on key learning. 'Late Gate' runs in mornings during form time. Late gate is designed to address lateness to school to help pupils be ready for the professional workplace.

Late Gate sanctions: Punctuality to school

Pupils who arrive late to school with no viable reason will have a 25 minute lunchtime detention with their Head of Year.

Late to lessons (including form time):

Pupils receive a detention the following day for lateness to lessons.

HOYS run daily reports for lateness and send letters / make phone calls home with punctuality concerns.

15 Rewards

Rewarding pupils is central to success at St Mary's College. Pupils deserve to be rewarded, and this creates a positive and motivated learning environment where pupils want to achieve the best they can.

Each week pastoral teams run a 'Tutor Group Challenge' which combines the efforts of all members of the tutor group in aspects such as behaviour, punctuality, rewards in the classroom etc.

The rewards system combines all aspects of school life to create a holistic approach to celebrating pupil achievements. Pupils will be awarded points on Arbor, and a set amount of points result in pupils being awarded badges

Badge Point Levels

Points	Certificate Badge
400	Bronze
800	Silver
1000	Gold
1500	Platinum
1800	Exceptional Ambassador

The rewards system looks to recognise pupils at all stages of the year as follows:

Daily Recognition

- In every lesson, one pupil is awarded the **SMC Best Pupil** title —highlighting effort, engagement, and excellence in learning. An email will be sent home informing parents of this.
- Each day staff can also award an **SMC Best Pupil** for positive contributions that pupils have made in the school community. An email will be sent home informing parents of this.

◆ **Weekly Rewards**

- Pupils earn **pastoral reward points** for 100% attendance, excellent punctuality, and uniform.
- Each week, a pupil will be nominated by their form tutor for being the **SMC Best Pupil** of the week. An email will be sent home informing parents of this.

- During **weekly assemblies**, pupils who meet reward thresholds will also receive recognition and their **badges and certificates**.
- ◆ **Half-Termly Highlights**
 - **Prize draws** will take place for attendance and SMC Best Pupil recognition.
 - **Exceptional reward certificates** will be awarded to outstanding individuals.
 - **Year group reward assemblies** will take place to celebrate achievements and positive behaviour.
- ◆ **Termly Recognition**
 - At the end of each term—**Christmas, Easter, and Summer**—pupils are celebrated during our full **rewards assemblies**.
- ◆ **Annual Celebrations**
 - A formal **Rewards Evening** is held to honour outstanding achievements across the year.
 - The prestigious **Exceptional Ambassador Awards** will be given to recognise pupils who consistently go above and beyond.
 - Pupils with 100% attendance in the previous school year will receive a **100% attendance badge**. Pupils who achieved this in the last academic year have been awarded their bronze 100% badge this week.