

# St Matthew Academy

## POSITIVE BEHAVIOUR & RECOGNITION Policy (Secondary Phase)

St Matthew says '*let your light shine.*'

At St Matthew Academy we let our light shine by:

- Growing our inclusive, caring Catholic community
- Nurturing faith, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

Date of approval	Autumn 2023
Date of review	Autumn 2024

## **1. Key requirements / Legal Duties**

This policy responds to statutory requirements that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents.

The Academy acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with special education needs and disabilities (SEND).

## **2. The Governing Body's Statement of Principles**

St Matthew Academy strives to be a Catholic community in which Christian principles of care and respect are valued, with emphasis on the development of the child or young person through academic achievement and personal development. We aim to give every pupil the best and most appropriate opportunities to learn and develop.

We take our ethos from Gospel principles and work to draw out the God given potential in every child and young person.

The most important influences on a child's values, attitudes and standards are those of family, home and Church community. We aim therefore, to work in close partnership with parents to encourage all children to develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment.

We recognise that education is a collaborative and cooperative enterprise and that although we emphasise our role in meeting individual needs, those needs must be met within the shared community life of the Academy and within an atmosphere which is positive, supportive and conducive to learning.

The maintenance of a purposeful, positive learning environment is the essential factor in the achievement of successful learning and teaching and is fundamental to our policy on behaviour. Any action, event or pattern of events which undermines the good order of the Academy community also undermines the learning process and comes, therefore, within the scope of this policy.

All adults working with St Matthew Academy pupils have a responsibility for behaviour. Pupils also have a responsibility to behave well and the right to expect others to behave well towards them. Pupils are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

It is our belief that behaviour is learnt and therefore can be changed. We teach our pupils how to behave well and how to be considerate and self-disciplined individuals.

We recognise that for a variety of reasons, children, especially in adolescence, will at times, go beyond the boundaries of acceptable behaviour. Our first response will always be to establish the causes and reasons for poor behaviour and to look at individual motivation. We will ensure that we have a full picture of the incident or activity and establish the number and role of those involved before apportioning blame. Wherever possible we will work in partnership with parents and keep them informed. We will then react, in the light of the Academy ethos, with the appropriate support or sanction or both, to deal with the particular incident and meet the needs of the pupils involved. Strategies for support and sanctions will vary and will be well known across the Academy community.

Our vision is that our pupils will behave well, enjoy Academy life and interact appropriately with others. It is fundamental to our approach to behaviour management, to stress this positive behaviour and to encourage it by an appropriate recognition system. This approach creates a positive and supportive ethos with an emphasis on success and achievement

We expect the highest possible standards of behaviour from all our pupils when they are in or representing the Academy. All parents, carers and pupils are made aware of our expectations of their behaviour at the time of joining the Academy by signing the Home School Agreement (see appendix 1).

The Academy recognises that the successful development of our pupils depends fully on an effective partnership of Academy, parents/carers and pupils.

Our behaviour policy is based on three simple expectations that pupils are READY, RESPECTFUL and SAFE (See Appendix 2 for a summary of The SMA Behaviour Way).

### **3. Ready to Learn**

#### **Appearance**

In order for our pupils to ready to learn we expect everyone to be in full school uniform. Our uniform is visible representation of our community and should always be worn properly including to and from the Academy.

- Ties should be pulled to the top shirt button
- Shirts must be tucked in and top button done up
- School skirts should not be rolled at the waist
- Pupils are expected to wear black leather closed toe shoes. Boots, trainers or other canvas type of footwear is not permitted
- When tights are worn pupils must not wear socks of any colour over the tights.
- Pupils can wear black / navy coats while outside. Sportswear, hoodies and other coloured coats are not permitted
- Pupils are not allowed to wear winter scarves at any point during the school day, inside or outside the school building
- Hair should be of natural colours. We strongly advise that excessively long braids are not worn but if they are, they should be tied back for health and safety reasons.
- Headscarves can only be worn for religious purposes and should be navy or black
- Make Up should not be worn while at the Academy. Any pupil with obvious make up will be asked to remove it
- Nail varnish and false nails are not permitted
- Jewellery should not be worn; no piercings are permitted and covering piercings with a plaster is not acceptable

#### **Equipment**

All pupils should be fully equipped each day so that they can fully access all of their lessons and are ready to learn.

- Each pupil should have their Academy Planner with them each day in order to record homework and provide a communication tool between parents / carers and the Academy.
- Pupils should have all the stationary needed for lessons each day (a comprehensive list is outlined in the pupil planner)
- ID cards and lanyards must be worn and visible while on the Academy site.

#### **On Time**

Being on time is not just an important life skill but ensures pupils maximise their time in the Academy and in their lessons.

- It is the responsibility of parents / carers and pupils to arrive at the Academy on time each day.
- Traffic and congestion are a daily occurrence and should be planned for, this is not a valid reason for lateness.
- If a pupil has a genuine reason for being late parents/carers should write this in the pupil's planners.
- During the school day pupils are expected to arrive at lessons promptly ready to learn. Decisions on lateness to lessons is at the discretion of the teacher.

## **4. Safe**

The safety of all members of our community is a key priority. In order to ensure this the co-operation and support of pupils is vital.

- Pupils are expected to follow all instructions given by any member of staff within our community without delay or debate.
- Pupils should not physically interact with any other pupil in a way that puts that pupil at risk.

### **Building Behaviour**

- Pupils must travel around the building calmly, quietly and quickly.
- Pupils should be considerate of all other pupils and staff while in the building and ensure they do not behave in a way that puts others safety at risk.

### **Leaving during the School Day.**

- Secondary pupils may only be sent home or given permission to attend an appointment by their Director of Learning or a senior member of staff. Staff and parents/carers must be aware of their whereabouts at all times.
- Pupils leaving the Academy for appointments during the school day must have written permission from parents or carers and this must be checked by their Director of Learning before they are allowed to leave the site.

### **Lunchtime Behaviour**

- Pupil behaviour at lunchtime should always be safe and respectful and not put others at risk.
- Pupils should not grab, push or pull any other pupil.
- Pupils are expected to line up calmly for their lunch without running or pushing.
- Pupils who do not meet the behavioural expectations at lunchtime may have to have their lunch away from their peers.

### **Items Not Acceptable in School**

- Mobile phones, smart watches and electronic devices.
- Chewing gum and tippex are not allowed in school.
- Energy drinks, sweets, chocolate, biscuits and crisps are not permitted on the school site. If pupils are found with these items they will be confiscated and not returned.
- Pupils must not bring any potentially dangerous items or substances into school, e.g. knives of any kind, including penknives and hobby knives, matches, lighters, screwdrivers, illegal drugs etc. Any such items brought into school by pupils will be confiscated and either passed to the police or destroyed and parents/carers informed. Pupils will receive an appropriate sanction following a thorough investigation. This is likely to be a fixed term suspension from school or permanent exclusion.
- The school operates a No-Smoking Policy, therefore smoking or vaping is strictly forbidden for staff and visitors. Cigarettes and vapes brought into school by pupils will be confiscated and destroyed and parents or carers informed. Pupils will receive an appropriate sanction following a thorough investigation. This is likely to be a fixed term exclusion from school.
- The Academy in line with DFE guidelines can hold random or strategic searches of pupil's bags and possessions in order to safeguard against any of the banned items being on our site.

## **5. Respectful Behaviour**

We expect all members of our community to treat each other and the public with respect at all times, this expectation applies both in the Academy, in our local community and online.

- Pupils are expected to interact with each other respectfully at all time this includes the language and comments they use both in person and online.
- Pupils are expected to be polite and courteous to each other and staff. This will require pupils to follow instructions given by staff without debate or delay.
- The Academy holds the same expectation of pupils while online as we do in person. Any form of abusive online behaviour will be dealt regardless of where the communication was sent from (either in the Academy or outside the gates)

Pupil behaviour outside the Academy is subject to the same expectations as when they are on the premises and is subject to the Academy behaviour policy.

- Pupils are expected to be respectful of members of the public and our local community when traveling to and from the Academy each day.
- Pupils are expected to follow instructions given to them by a member of staff while in their Academy uniform or recognised as a member of our community regardless of whether on the Academy site or outside the gates.
- Any behaviour beyond the Academy gates that could have repercussions for the running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school will be dealt with in line with our behaviour policy.

If pupil's behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy is poor and meets the criteria for suspension then the Headteacher may decide to suspend, especially where it brings The Academy's reputation into disrepute.

## **6. Malicious Accusations against Academy Staff**

The Academy recognises that there may be occasions which are justified when a pupil needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction to be taken which may include suspension or permanent exclusion, as well as referral to the Police if there are grounds for believing a criminal offence may have been committed.

For full details please refer to the Safeguarding policy.

The Academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

## 7. Behaviour Procedures

The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

### **Behaviour in lessons**

Excellent standards of behaviour in lessons underpins everything that we do at the Academy and is vital for every pupil to be successful. We will not tolerate any behaviour that affects teacher's ability to deliver lessons or pupil's ability to learn within them. All pupils are expected to be ready to learn and show a respect for their own learning and the learning of others. This includes arriving for lessons on time equipped for learning.

In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the Academy's belief in positive reinforcement, pupils who display positive learning behaviours should receive praise and recognition. Any behaviour that does not meet our high expectations of pupils being READY, RESPECTFUL and SAFE will be issued with a sanction in line with our policy.

Additional to the types of behaviours which place a pupil at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

### **Sanctions - Not being READY, RESPECTFUL OR SAFE**

Any classroom teacher, form tutor or Senior member of staff can issue behaviour points on SIMS as a result of a pupil not meeting our expectations either in lessons, corridors, lunchtime or traveling to or from school.

Sanctions are issued for not being Ready, Respectful or Safe.

- Not Ready to Learn (NRL)
- Late to school / Late to lesson
- Not having the correct uniform
- Not having the correct equipment
- Failing to line up for the start of the day
- Not completing Homework.
- Disrespectful (DISR)
- Quality of Work
- Behaviour
- Unsafe (UNS)
- Not Following Instructions
- Unstructured Time

If there is a more serious incident in lessons, and a teacher needs a pupil removed because they have been verbally or physically aggressive, or displays a distinct unwillingness to follow staff instruction, a member of SLT should be called to remove the pupil and assess the pupil's next steps. This is referred to as **an Incident Referral**.

### **Incident Referral / On call**

When a pupil has been removed from the classroom by a member of the Pastoral team or SLT, the member of staff will follow this up by entering the incident on SIMS and contacting parents/carers to explain what happened. This needs to be logged as an Incident Referral. Directors of Learning will analyse Incident Referral trends, offering extra support to members of staff where necessary, or using the analysis to intervene with pupils requiring behaviour support.

### **Detentions**

Form tutors supervise detentions for the first fifteen minutes at the end of the day. Pupils with two or more behaviour points will be taken to the centralised one-hour detention and some pupils may be expected to serve an extended after school Friday detention or a Saturday morning detention. Parents and carers are informed by text message in the afternoon if their child is required to sit a detention of one hour or more.

### **Confiscations**

Our policy outlines an escalation in the sanction applied should a phone be confiscated due to a pupil repeatedly breaking the school rule as follows: Mobile phones should not be turned on, seen or heard throughout the school day, at any time. Pupils must ensure mobile phones are switched off before entering the Academy site and placed in their bags. Phones should never be placed in trouser or blazer pockets.

If a pupil is found with a mobile phone during the school day, it will be confiscated. To address the school's concerns around learning and safeguarding, pupils are all aware of the mobile phone policy and are given regular reminders.

Our policy outlines an escalation in the sanction applied should a phone be confiscated due to a pupil repeatedly breaking the Academy rule as follows:

1. On the first occasion the phone will be returned to the pupil after 5 full school days. E.g. A phone confiscated on a Thursday will be returned no earlier than end of the day on the following Thursday. Alternatively the phone can be collected from the Academy reception by a parent or carer no sooner than the end of the following school day. E.g. A phone confiscated on a Tuesday will be returned no sooner than the end of the day on Wednesday.
2. Phones confiscated for a second time will be returned to the pupil only after 5 full school days. The phone will never be released earlier than this to a parent or carer.
3. Phones confiscated for a third time in a year will only be returned to a parent or carer from the school reception 5 full school days after the phone was confiscated.
4. If a phone is confiscated for a fourth time in a year it will be kept until the end of term and then must be collected by a parent or carer from the Academy after a meeting is held with the Director of Learning.

Please note: If a parent does wish to collect the confiscated mobile phone then arrangements must be made prior to them arriving at the Academy. All confiscated phones are locked in a safe for the duration of the confiscation period and only accessible to certain members of staff.

### **The Points System**

Each behaviour point will have a numerical value. Most are worth 1 point. Behaviour points will accumulate depending on a pupil's behaviour and where thresholds are reached, actions relating to that threshold must be adhered to.

### **Restorative Meetings**

When there has been a breakdown in the relationship between a member of staff and a pupil which has culminated in a pupil being removed or excluded, there will be a restorative reintegration before the child is allowed back into class.

### **Internal Exclusion**

Internal exclusion is an alternative to fixed term suspension and is used for serious offences. The exception to this is whilst DOLs conduct investigations regarding a serious incident before making their final decision. Only Directors of Learning and SLT can refer a pupil to Internal Exclusion. Internal exclusion takes place in the BSR. Parents will be informed by the end of the same working day if their child has been internally excluded.

### **The Behaviour Support Room (BSR)**

This is a dedicated space where pupils sit in isolation, away from other pupils.

- Staffing of the BSR is covered by a rota of teaching staff
- Pupils are expected to work in silence following the BSR timetable of lessons – teaching staff supervising the BSR are always available to support pupils with their individual learning
- Only 'grab and go' food or packed lunch is allowed in the BSR. At lunchtime, pupils will be offered a 'grab and go' lunch and a drink
- All pupils placed in the BSR are expected to reflect on the behaviour that led to being internally excluded and what they can do to improve and avoid such behaviour in the future
- Pupils placed in the BSR are dismissed at 4pm daily
- Pupils will spend no more than two consecutive days in the BSR at any one time
- Data regarding the use of the BSR is monitored and analysed half termly in order to evaluate the impact on pupil behaviour

**External Suspensions** – Please refer to the Suspension Policy

### **Stages of Actions and Interventions**

<b>Behaviour Points – daily and weekly</b>	<b>Sanctions</b>
1 Behaviour Point in a day	15 minute Form Tutor detention
2+Behaviour Points in a day	1 hour Centralised detention
4+ points a week	2 hour Friday detention
8+ points in 2 weeks	SLT Saturday detention (8:45 to 11:45am)



<b>Behaviour Points Thresholds</b>	
<b>Stage 1 Form Tutor</b>	<b>Actions and possible sanctions</b>
10 Behaviour Point	Form Tutor phone call
20 Behaviour Point Investigation	Form Tutor phone call and form tutor report (1 week)
30 Behaviour Point Investigation	Parental meeting with Form Tutor Form Tutor report (2 weeks) Form Tutor investigation follow up letter
<b>Stage 2 Director Of Learning (DOL)</b>	<b>Actions and possible sanctions*</b>
50 Behaviour Point Investigation	Parental meeting with DOL DOL report (2 weeks) Referral to Inclusion team for additional support DOL investigation follow up letter
<b>Stage 3 Head of Key Stage (SAHT)</b>	<b>Actions and possible sanctions*</b>
70 Behaviour Point Investigation	Parental meeting with SAHT SAHT report (2 weeks) Pastoral Support Plan SAHT investigation follow up letter
<b>Stage 4 Deputy Head teacher</b>	<b>Actions and possible sanctions*</b>
100 Behaviour Points Investigation	Parental meeting with Deputy Head Deputy Head Report (2 weeks) Possible external suspension or Lighthouse Placement Deputy Head investigation follow up letter
<b>Stage 5 Head teacher</b>	<b>Actions and possible sanctions*</b>
120 + Behaviour Points	Parental meeting with Head teacher Governor Behaviour Panel meeting External Suspension Placement at alternative provision Managed move or off-site direction
* The Academy will consider the length of time taken to accumulate these behaviour points and the type of behaviour point when considering what sanctions to apply for each individual case.	
<b>Late Arrival to School</b>	<b>Sanction</b>
Third Late arrival to school in a half term	1 hour same day detention
Any further late arrivals	1 hour same day detention

## 8. Preventing recurrence of misbehavior

Data is regularly reviewed to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. In these cases, we use a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion.

Examples of interventions used are:

- An assessment of whether appropriate provision is in place to support any SEND that a pupil may have
- Frequent and open engagement with parents

- Providing mentoring and coaching
- Short-term behaviour report cards or longer-term pastoral support plans
- Pupil support unit (The Lighthouse)
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

### **Pupil support unit - The Lighthouse**

The Lighthouse is a planned intervention in place of mainstream lessons with the aim to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. Pupils may be placed in The Lighthouse for two main reasons:

- As a planned intervention for behavioural or pastoral reasons
- As a final preventative measure to support pupils at risk of exclusion.

Pupils will be referred to The Lighthouse after consulting with parents. Reintegration plans will be reviewed at regular intervals and actively involve pupils and parents in reintegration discussions.

The provision offers a broad and balanced curriculum that aligns to the curriculum in mainstream lessons and supports reintegration. The curriculum can be personalised to address specific support needs individual pupils may have. It will be staffed by teachers and other adults with appropriate skills so pupils can be supported with their behaviour and learning needs to ensure effective impact and progress.

## **9. Recognition**

### **Recognition Philosophy**

Recognising pupils for effort, attainment, behaviour and conduct is an important part of the development of the whole child through encouragement and praise. Recognition is also key to creating a positive climate for learning and strong pupil and staff relationships. Exceptional behaviour for learning is also best promoted and developed when systems exist which recognise the potential in all pupils. Recognition and rewards should be used appropriately, and must be linked to evidence of a pupil striving to go above and beyond in all aspects of their life at St Matthew Academy.

The Policy also links individual recognition and achievement to the Academy House system in developing a healthy competition between Houses whilst evolving a sense of individual resilience and determination in pupils, alongside this team ethic.

### **St Matthew Academy Core Values**

The Recognition system centres on the awarding of Achievement Points using our SIMS MIS system. These points are awarded to pupils who strive to 'Go Above and Beyond'

- **In their learning:** striving to achieve and determined to succeed and make progress
- **Living the Academy ethos:** always displaying, respect and consideration for others
- **In their extra-curricular endeavours:** making a contribution to the wider life of the Academy through their participation in extra-curricular activities and enrichment.

### **Recognition Thresholds**

Directors of Learning will monitor the number of Achievement Points pupils have achieved for 'Going Above and Beyond' and pupils will receive a reward in recognition of their achievements.

Reward point thresholds are as follows:

Achievement Points	Rewards
1 point	Form Tutor recognition
10 points achieved in one week	Form Tutor postcard given to pupil
50+ points in a half term	Golden Ticket for the Headteacher Raffle
Net Achievement Point Thresholds	
40 points	Form Tutor phone call
75 points	Director of Learning Phone call Home
100 points	SMA Bronze Star presented by DOL
200 points	SMA Silver Star presented by Head of Key Stage
300 points	SMA Gold Star presented by Deputy Headteacher
400 points	You will be awarded the title St Matthew Academy <b>Ambassador</b> and receive a certificate by the Headteacher in assembly. Your parents will be written to in recognition of your achievements.

### The Orange Tie Award

In addition to the badges, each week a pupil in every tutor group will be awarded the Orange Tie. The Form Tutor will award this tie to the pupil who has 'gone above and beyond' in the previous week. This may be through the number of achievement points awarded that week or for a particular act which demonstrates them living the ethos of our school or their contribution to the life of the school in some other way.

### 100% Attendance

We recognise that pupils who attend school every day make progress and achieve. We celebrate those classes in the Primary phase and the Tutor Group in the Secondary phase with the best attendance each week 'SMA News'. The Tutor group with 100% attendance in the secondary phase will also be rewarded with a pass that allows them to be the first in the queue for lunch for a week. Individual pupils in both the Primary and Secondary Phase with 100% attendance will also have the opportunity to win a pair of cinema tickets at the end of every term.

### Post Cards, Telephone Calls and Communication with Parents

Recognition, encouragement and praise are key to developing a positive climate for learning across the school and for building relationships between pupils, staff and home and so we encourage all staff to regularly celebrate pupils 'going above and beyond' by sending post cards home and making telephone calls to parents. Pupils and parents appreciate the time and effort given to doing these things

### Publicising Rewards and Promoting Achievement.

- A positive climate for learning is created in **lessons** when pupils receive regular praise and there will be a 'Recognition' board in each classroom where pupils who have gone 'above and beyond' in the lesson can be recognised for striving to achieve, showing determination to succeed and living the ethos.
- Pupils should have excellent academic standards, effort, behaviour and participation celebrated in each **department**. We expect this to be an integral part of our Recognition Policy and therefore pupil's work and other achievements should be prominently displayed in classrooms and around departments.
- **Recognition Boards** in school will celebrate those pupils who are 'going above and beyond' and have achieved the highest number of Achievement Points each week and those who have been awarded the Orange Tie. SMA News will also include a 'Recognition' page to celebrate those pupils who are 'going above and beyond'. The 'Latest News' section of the website along with our social media account will be used to share and celebrate the achievements of all our pupils.

### **Recognition Trips/Visits and extra-curricular activities**

There will be opportunities during the course of the school year and at the end for pupils to participate in trips/visits and additional extra-curricular activities in recognition of them 'Going Above and Beyond' in their learning, living the Academy ethos and their extra-curricular endeavours.

### **Assemblies and Award Ceremonies**

Assemblies throughout the year will be used to formally award pupils with badges and certificates as soon as the thresholds are reached. Celebration Assemblies at the end of each term will recognise individual pupils and groups of pupils for achieving, Bronze, Silver, Gold and Ambassador badges alongside recognising other achievements academic or extra-curricular for example taking part in a Debate Mate competition or a sporting endeavour. Assemblies will also take place after Ranking Exams to recognise those pupils who have made great progress as a result of their hard work and determination and have therefore moved up in the ranking. At the end of each academic year an Award Ceremony will be held to celebrate the achievements of pupils, alongside parents and staff.

### **Staff Expectations**

It is fundamental to pupils feeling valued and inspired, that all their efforts are recognised and when appropriate, rewarded. When we recognise achievement, hard work, excellent behaviour and participation our pupils respond positively and are inspired to strive in all they do. All Academy staff therefore, are expected to reward pupils as often as is fitting and celebrate these achievements for all to see.

## **10. Monitoring and evaluating school behaviour**

All behaviour and recognition events are recorded on SIMS. Reports are run on a weekly basis by DOLs so they can monitor the pupils in their year group closely and share relevant information with form tutors, parents and carers and senior leaders.

Each half term a behaviour report is produced and analysed by senior staff and governors. Data collected includes:

- Behaviour and achievement points
- Attendance and punctuality
- Internal isolation (BSR) and pupil support unit (The Lighthouse)
- Suspension and permanent exclusion
- Incidents of searching and screening

Data is analysed at a school level, year group level, by protected characteristics and at an individual staff and pupil level. Anonymous surveys for staff, pupils and parents/carers are also conducted on a regular basis to gain information on their perceptions and experiences of the Academy behaviour culture.

# Home School Agreement



**St Matthew says 'Let your light shine.'**

**Our Mission** - At St Matthew Academy we will light our light shine by:

- Growing our inclusive, caring Catholic community
- Nurturing faith, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

**The Academy recognises that the successful development of our pupils depends fully on an effective partnership between Academy staff, parents/carers and pupils. Together we commit ourselves to the following:**

## **The Academy will:**

- Provide a learning environment that is safe, stimulating and caring
- Ensure that learning time is used effectively without compromising on high standards
- Ensure teachers set high quality homework and provide regular feedback
- Reward good progress, behaviour and habits
- Contact parents or carers if there is a concern with attendance, punctuality, uniform, behaviour or equipment
- Inform families if their child has a detention
- Report home formally on attendance, attitude to learning, progress and attainment twice a year
- Arrange Parents' Evening during which individual progress and targets will be discussed
- Offer a wide range of extra-curricular clubs and enrichment opportunities
- Offer opportunities that develop broader skills to prepare for life and the world of work
- Respond promptly and professionally to contact from families
- Update families regularly on Academy events

**Name..... Signature ..... Date: .....**

## **As a parent/carer, I/we will:**

- Actively support and participate in the Catholic life of the Academy
- Take an active part in my/our child's education and monitor and support all homework set, signing the homework diary/planner/reading record at the end of each week
- Make sure my/our child attends school regularly (97% expected), arrives on time, in correct uniform and is properly equipped to learn with homework diary, reading record or planner/reading book
- Attend all Information Evenings and Parents' Evenings to discuss my/our child's progress
- Support the Academy's policies and guidelines for attendance and behaviour & conduct
- Inform the Academy Attendance Officer when my/our child is absent and provide a reason for this absence
- Encourage my/our child to fully participate in school life by attending extra-curricular activities and make the most of all opportunities provided
- Make the Academy aware of any concerns or problems that might affect my/our child's work, behaviour or attendance
- Ensure my/our ParentPay account is always in credit and all required payments are made on time
- Communicate positively by always setting a good example in my/our speech and behaviour

**Name..... Signature ..... Date: .....**

## **As a pupil, I will:**

### **Prepared**

- Aim for full attendance
- Be on time for school
- Wear the correct uniform
- Have all my equipment
- Complete all my homework on time
- Ensure that my homework diary/reading record/planner is signed each week at home
- Be ready to learn

### **Respectful**

- Be kind and polite to everyone
- Work hard to the very best of my ability
- Ensure my behaviour reflects the ethos of the Academy
- Communicate any concerns and barriers to learning to my teachers

### **Safe**

- Be calm and considerate
- Be responsible and well behaved in the wider community
- Be attentive to all instructions
- Speak to a trusted adult in school if there are any concerns outside of school

**Name..... Signature.....11..... Date: .....**