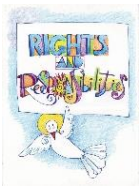
Values & Expectations Policy

Approved by:	Governors	**Date:** September 2026
Last reviewed on:	September 2026	
Next review due by:	July 2027	

Painsley Catholic College – Our 'Values and Expectations' or 'Rules'

 Rights and Responsibilities	A Painsley student… …will **wear correct uniform** and should uphold our rules on haircuts/styles… *because* it fosters a sense of unity, equality, and pride among students, minimising distractions and creating a purposeful and shared learning environment. Additionally, it prepares students for professional settings by instilling a sense of discipline and adherence to standards. …will, during **breaks** and at **lunch, go onto the yard** (unless engaging in a school club or intervention) … because breaks provide opportunities for physical activity, social interaction, and relaxation, contributing to overall well-being and productivity.
 Promoting peace	…will exhibit **impeccable behaviour** in lessons, adhering to instructions promptly and striving for excellence, including timely and **high-quality homework** submission. This cultivates a purposeful environment, minimising disruptions, and maximising students' potential, while reinforcing learning, fostering responsibility, and honing organisational skills both in and out of the classroom. …will maintain **order** and **quiet** in lesson, on the bus and around the site… *because* orderly conduct facilitates efficient movement within the college, minimises disruptions to learning, and fosters a respectful/safe environment for all members of the college community.
 Dignity of Work	…will **speak and act respectfully**… *because* respectful communication fosters positive relationships, creates a supportive learning environment, and contributes to a culture of mutual respect and understanding. … will stay **within assigned bounds**… because it ensures student safety, accountability, and enables efficient monitoring of student whereabouts to ensure their well-being during college hours.
 Stewardship	…will **keep the college tidy**… because maintaining cleanliness promotes a hygienic environment, instils pride and respect for college property, and fosters a sense of community responsibility. …will **avoid prohibited items** such as mobile phones, chewing gum, fizzy drinks, and energy drinks… because they can be disruptive, affect concentration and impact our overall health as well as creating more litter.
 Family and Community	…will bring **necessary equipment**… because having the right equipment promotes readiness for learning, facilitates active participation in lessons, and ensures students are prepared for academic tasks. Equipment e.g. pens/pencils/ruler/calculator, geometry set and rubber. Students must have a bag.
 Solidarity and the common good	…will behave responsibly **outside of the college**… because students represent the college in the wider community, and their behaviour reflects its values and reputation. Acting responsibly fosters positive relationships and contributes to a positive image of the college.

The Painsley Way

Painsley Catholic College is first and foremost a Catholic school and our vocation is to guide all those entrusted to us to a life rooted in the Gospel values and to recognise all as children of God, made in his image and likeness. We strongly value the development of the whole child and strive to provide a fully rounded education where our students become citizens who can function effectively in life in modern Britain. Gospel Values *(Purity and Holiness, Sacrifice and Service, Purity and Holiness, Faithfulness and Integrity, Mercy and Forgiveness, Dignity and Compassion, Justice and Truth, Sacrifice and Service)* are at the heart of the college alongside our Mission Statement ***"In our College we value and respect every person as a child of God, as we grow together in faith, knowledge, understanding and love to serve the community".***

The statement underpins the fact that we are committed to providing a caring, friendly, and safe environment for all of our pupils so they can develop and learn in a relaxed and secure atmosphere. We live by the Catholic Social Teaching of upholding the human dignity of every person. This is built upon the fundamental truth that each person is made 'in the image and likeness of God.' Our Mission Statement is summarised in the motto **"Know Yourself"**.

Policy Objectives

The policy communicates the college Values and Expectations, so that they are transparent and implemented effectively by all stakeholders. It provides reassurance that expectations of, and supportive responses, to behaviour are consistent, fair, proportionate, and predictable. Our Values stem from our 'Painsley Way' and are manifested through the exceptional behaviours and positive attitudes of everyone who is part of our college community. High standards, clear rules and routines outline the Expectations of behaviour for everyone. When pupils do not meet our values and expectations, staff will respond promptly and consistently to maintain a calm, safe and orderly learning environment; where pupils are able learn without interference from others, and teachers can teach.

Teacher Standards'

Teachers will manage behaviour effectively to ensure a good and safe learning environment by;

- having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the Values and Expectations policy
- having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Links with other Policies

This policy should be read in conjunction with other college policies, particularly:

1. Online Safety
2. Attendance
3. Suspensions and Permanent Exclusion
4. Child on Child Abuse Policy
5. Special Educational Needs
6. Safeguarding
7. Teaching and Learning
8. Equality
9. Keeping Children Safe in Education
10. Personal Development and PSHE/Citizenship
11. Staff Code of Conduct
12. Complaints Procedure
13. Mental Health and Wellbeing Policy
14. Health and Safety Guidance for Painsley Buses

A Whole College Approach

Promoting the college Values and Expectation is the responsibility of all stakeholders.

The Directors and Governors will:

- plan the strategic direction of the school
- hold the Principal and / or Leadership Group to account
- monitor and evaluate the implementation of the Values and Expectations policy e.g. Principal's report, data, and link governor visits.
- attend disciplinary panels for students who demonstrate serious and persistent breaches of the Values and Expectations policy.
- ensure that all aspects of the Values and Expectations policy promote equality and address individual student needs

The Principal will:

- Take responsibility for implementing measures to secure acceptable standards of behaviour to meet the national minimum expectations.
- high expectations that are commonly understood and applied consistently
- visible leaders that support staff to follow the policy
- measures and interventions are in place to improve behaviour
- behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
- bullying is not tolerated, and the environment is safe and respectful; and
- incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

The Leadership Group will:

- be highly visible throughout the college day.
- routinely engage with students, parents and staff on setting and maintaining our culture of Values and Expectations to promote an environment where everyone feels safe and supported.
- keep parents updated about their child's behaviour
- encourage parents to celebrate their child's successes
- ensure all staff understand our Values and Expectations and the importance of maintaining them.
- induct all new staff into our culture of Values and Expectations.

Teaching and Support Staff will:

- develop a calm and safe environment for students and establish clear boundaries of acceptable student behaviour.
- uphold the whole-school approach to our Values and Expectations by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed.
- challenge students to meet our College Values and Expectations

Students will:

- be inducted and repeatedly taught that they have a duty to follow and uphold our Values and Expectations and understand why this is important
- contribute to and provide feedback on our College Values and Expectations
- strive to achieve high behaviour standards.
- be aware of the pastoral support provided and the rewards system
- be aware of the consequence process

Parents will:

- contribute to the development and maintenance of our Values and Expectations
- take part in the life of the College and its culture.
- play an important role in supporting the Values and Expectations policy and should be encouraged to reinforce the policy at home as appropriate.
- work in partnership to uphold the implementation of our Values and Expectations policy

Staff Induction, Development and Support

To ensure staff meet their duties and functions within this policy and the Teachers' Standards, staff will be provided with:

- regular training and dissemination of research on matters such as how certain educational needs, disabilities or mental health needs, may at times affect a pupil's behaviour. This will be aligned with the new Initial Teacher Training and Early Career Framework (ITTECF).
- the opportunity to share best behaviour practice across schools that make up The St Gabriel The Archangel Catholic Multi-Academy Trust, INSET, staff briefings and department strategic meetings.
- the opportunity to complete a range of National Professional Qualifications (NPQs), including the specialist area of Leading Behaviour and Culture (NPQLBC). The NPQLBC will provide essential knowledge, skills and concepts that underpin successful leadership of behaviour and culture.

Supporting Pupils with Additional Needs

Staff will consistently and fairly promote our Values and Expectations for all pupils, and where possible anticipate likely triggers of misbehaviour, and provide additional support where needed to prevent these, ensuring pupils can achieve and learn as well as possible. We adopt a whole college approach to meeting the needs of pupils with SEND, so that they can feel they belong in the college community and our Values and Expectations are maintained. We endeavour to create a calm environment which will benefit pupils with SEND, enabling them to learn.

We will consider whether a pupil's SEND has contributed to the misbehaviour (not every incident of misbehaviour will be connected to their SEND) and if so, whether it is appropriate and lawful to sanction the pupil. Furthermore, we will also consider whether any reasonable adjustments need to be made to the sanction and consequence in response to any disability the pupil may have. Staff will always seek to try and understand the underlying causes of behaviour and whether additional support is needed. **The Special Education Needs Co-ordinator (SENDCo) is Miss G.Everiss-Moore**

Staff are aware that safeguarding incidents and /or behaviours can be associated with factors outside of the college. The safeguarding team will work in partnership with staff, parents, and pupils to plan for positive and proactive behaviour support, and where appropriate make reasonable adjustments. Teachers will have a clear understanding of the needs of all pupils to reduce the occurrence of challenging behaviour. **The Designated Safeguarding Lead (DSL) is Mr D. Bullock.**

Pastoral Care

At Painsley Catholic College we understand that Pastoral Care is a core part of our practice. The core pastoral team consists of:

- The **Emmaus Tutor** is the first point of contact for parents to raise an emerging pastoral or academic concern.
- The **Head of Year 7 (Mr R McCusker)** is responsible for ensuring Year 7 pupils experience a happy and successful transition from primary to secondary school.
- **Pastoral Leads in years 8 to 11** are assigned to an Emmaus group to proactively respond to the needs of their Emmaus tutees. The Pastoral Lead will identify areas of underachievement by working in partnership with the stakeholders to implement personalised support strategies to secure improved outcomes.
- **Leadership Pastoral Leads** are assigned to each year group to respond to set the strategic direction for the year group. They will support the Pastoral Lead(s) by respond to any emerging year group trends.
- **Assistant Principal (Mr J Hendley)** is responsible for the implementation of the Values and Expectations policy, ensuring high standards and consistency across the college.

Year 13			Year 12		
Head of Sixth Form - Miss L. Dudley					
Emmaus Saint	**Emmaus Tutor**	**Pastoral Lead**	**Emmaus Saint**	**Emmaus Tutor**	**Pastoral Lead**
St. Maximilian Kolbe	Mrs V Astley (SC4)	Mrs E Williams	St. Mother Teresa	Mrs L Rolfe (L7)	Mrs S Barlow
Holy Family	*Miss G Boon (SG3)		St. Francis of Assisi	* Mrs A Dudley (SC3)	
St. Therese of Lisieux	*Mrs C Rowley (A6)		St. Joseph the Worker	* Mrs Histead (SA2)	
St. Vincent de Paul	* Mrs J Ingram (C13)		St. Chad	Ms R Parsons (SG7)	

Year 10			Year 11		
Leadership Pastoral Lead: Mr M Palmer			Leadership Pastoral Lead: Mr J Hendley Mentors: Mrs Horleston-Wilkes Mrs Parton		
Emmaus Saint	**Emmaus Tutor**	**Pastoral Lead**	**Emmaus Saint**	**Emmaus Tutor**	**Pastoral Lead**
St. Maximilian Kolbe	Miss L Pellington (SV1)	Miss B Blackburn	St. Maximilian Kolbe	Mr N Watson (SG8)	Miss F Dutton
Holy Family	Mr J Edwards (B14)	Mr Alcock	Holy Family	* Mr J Plant / (C10) Mrs L Stanway (Tue)	Mr J Allen
St. Therese of Lisieux	Mr S Parkes (SG9)	Miss C Hickey	St. Therese of Lisieux	Miss C Micallef (SA3)	Miss F Dutton
St. Vincent de Paul	Miss L Tucker (P4)	Mr A Alcock	St. Vincent de Paul	Mrs J Phillips (C11)	Mr J Allen
St. Mother Teresa	Miss S McCormack (L3)	Miss C Hickey	St. Mother Teresa	Ms E Moran (SG13)	Miss F Dutton
St. Francis of Assisi	Mr R Pierpoint / Dr Shave (P3)	Miss B Blackburn	St. Francis of Assisi	Mr D Birch (B1)	Mr J Allen
St. Joseph the Worker	Mr A Cimino (C9)	Mr G Mayer	St. Joseph the Worker	* Mrs E Johnson / Mrs C Deaville (Friday) (L1)	Mr Morris
St. Chad	* Mrs Horleston Paine (C14) Mrs C Deighton (Friday)	Mr G Mayer	St. Chad	* Miss J Barnes (P7) Mrs C Deaville (Wed/Thurs)	Mr Morris

Year 8			Year 9		
Leadership Pastoral Lead: Mrs Sowter-Allen			Leadership Pastoral Lead: Mr Bullock		
Emmaus Saint	**Emmaus Tutor**	**Pastoral Lead**	**Emmaus Saint**	**Emmaus Tutor**	**Pastoral Lead**
St. Maximilian Kolbe	* Mrs Potts (L2)/ Mrs L Kettrick (Wed)	Mr R Harvey	St. Maximilian Kolbe	Mr J Watson (A1)	Miss G Fish
Holy Family	Mr J Daley (C12)	Mrs A	Holy Family	* Mrs L Taylor/ Miss A Walker (C3)	Miss Moore/ Mrs Wright
St. Therese of Lisieux	Mr R Gradwell (L5)	Mr R Harvey	St. Therese of Lisieux	Mr C Parry (ML1)	Miss G Fish
St. Vincent de Paul	Mr Reynolds (B4)	Mrs H Rushton	St. Vincent de Paul	*Mr D Reed (SG15) / Mrs L Stanway (Thurs B)	Miss Moore/ Mrs Wright
St. Mother Teresa	Mrs C Preston (ML3)	Mrs H Rushton	St. Mother Teresa	Miss L Bills (ML2)	Miss G Fish
St. Francis of Assisi	Mr S Handley / Mr Burnyeat (C7)	Mrs A Taylor	St. Francis of Assisi	* Mrs H Gillespie (C6) / Mrs S Moseley (Mon/Fri)	Miss Moore/ Mrs Wright
St. Joseph the Worker	* Miss H Bennett (A9) / Miss R Parsons (Thurs)	Mrs H Rushton	St. Joseph the Worker	Mr C Challinor (B2)	Miss G Skellern
St. Chad	Miss E Littlewood (SB1)	Mrs A Taylor	St. Chad	* Mrs G Partington / (B6) Mrs L Kettrick (Thurs/Fri)	Miss G Skellern

Year 7

Leadership Pastoral Lead: Mrs T Lambert					
Emmaus Saint	**Emmaus Tutor**	**Head of Year**	**Emmaus Saint**	**Emmaus Tutor**	**Head of Year**
St. Maximilian Kolbe	Miss M Allen (SV4)	Mr R McCusker	St. Mother Teresa	Mrs S Crawford (P5)	Mr R McCusker
Holy Family	Mr C Bradbury (SC1)		St. Francis of Assisi	Miss R Rowlands (B13)	
St. Therese of Lisieux	Miss M Nicholson (B5)		St. Joseph the Worker	Mrs J Chell (A4)	
St. Vincent de Paul	Mr J Beardmore (P2)		St. Chad	Mrs E Carr (L4)	
			St Gabriel The Archangel	Mrs L Brown (C1)	

A Whole College Approach

We model our lives on Jesus Christ who is the ultimate role model for our college community. Promoting the college Values and Expectation is the responsibility of all stakeholders. The following staff routines are essential in reinforcing the college Values and Expectations through the explicit teaching of acceptable behaviours and modelling of positive relationships.

- Teachers **must** manage their classrooms to maximise opportunities to learn e.g., explicit teaching of acceptable behaviours, embed classroom routines, adjust seating plan, where appropriate make reasonable adjustments;
- Emmaus Tutors must check pupil uniform and equipment upon entry into Emmaus each morning; Class Teachers before dismissing pupils at the end of each lesson;
- Teachers **must** be prompt and visible for duty points, to promote a safe, calm, and orderly environment;
- Teachers **must** be visible at classroom doors in-between lessons ready to meet and greet pupils;
- Teachers **must** ensure pupils are 'Ready to Learn' when lining up at the end of break time / lunch time. Pupils should have their equipment in hand and coats removed prior to walking into the building in a straight line;
- Teachers **must not** let pupils out of lesson, unless presented with a valid toilet / medical / inclusion pass.
- Students that are let out of lesson for any reason **must** carry an out of lesson pass.
- Teachers **must** complete their class register within the first 10 minutes of the lesson (this is a safeguarding priority).

Achievement Points

Teachers should always try to recognise when a pupil puts in an excellent level of effort or displays exemplary attitude, helpfulness or, indeed, an improved work ethic. Positive contributions to college life and extra-curricular activities should also be awarded. Teachers will provide positive reinforcement, through the awarding of achievement points and positive dialogue linked to Catholic social teaching.

Achievement Descriptor	Point	Catholic Social Teaching
A Painsley Learner (Positive Attitude & Commitment to Learning)	1	Rights and Responsibilities
Emmaus Tutor Award	1	The Common Good
Pastoral Lead Award	5	The Common Good
Reading and Literacy Award	1	Stewardship
Numeracy Award	1	Stewardship
Cover Lesson Award	1	Rights and Responsibilities
Excellent Verbal Contributions	2	Family and Community
Outstanding Classwork	2	Rights and Responsibilities
Outstanding Homework	2	Rights and Responsibilities
Exemplary Attitude	2	Family and Community
Exemplary Helpfulness	2	The Common Good
Improved Work Ethic / Effort	2	Rights and Responsibilities
Excellent work in recent assessment	4	Dignity of Work
*No Behaviour Points (Half Term)	5	The Common Good
*Improved Attendance (Half Term)	5	Rights and Responsibilities
*97%-99% Attendance (Termly)	5	Rights and Responsibilities
*100% Attendance (Termly)	10	Rights and Responsibilities
Personal Development Award	2	The Common Good
Representing the College	5	Family and Community
Selfless Support for Others	5	Preferential Option for the Poor
Supporting the Spiritual Life of The College	6	Rights and Responsibilities

*Awarded by Mrs B. Bell (Pastoral Administrator)

Conduct Points

Conduct points are calculated by taking the total number of achievement points, minus the total number of behaviour points. This is considered the fairest way to recognise overall pupil achievement.

Conduct point threshold	Praise Recognition	Notes
100	• Emmaus Tutor Praise Postcard	
200	• Pastoral Lead Praise postcard • Toast/Oatcake voucher	
300	• Cake voucher	
500	• One token for end of year ice cream • Entry into End of Year Raffle	
750+	• Breakfast voucher	
Top 25% of pupils	• End of year Reward Trip	The top **25%** of pupils in each year group, who receive the highest number of conduct points. Scores will be checked on the final Friday in May.

The Painsley Way Award – Termly:

Students who meet the following criteria will be placed in a prize draw every term:

Criteria	Praise Recognition	Notes
Students who attain the following: ➢ **Top 15%** of all achievement points given. ➢ All students **at 100%** attendance. ➢ **Platinum** effort certificate. ➢ No **behaviour** points**.**	Students will be entered into a **prize draw** which will be drawn termly. There will be a prize for each year group.	The top **15%** of pupils in each year group, who receive the highest number of achievement points. Scores will be checked on the final Friday of each term.

Whole College Recognition

We celebrate the talents that God has blessed us with, through a culture of success and achievement. Acknowledging good conduct encourages repetition and communicates the college Values and Expectations to all students.

Recognition	Recognition
Daily Communication	Notification via the Arbor parent app.
Emmaus Programme	Students will be recognised during Emmaus on a Friday morning for the achievements, that they have accumulated during the week and to date. This should be recognised and praised by Emmaus Tutors, Pastoral Leads, and students.
100% Attendance	Students who achieve 100% attendance each **term**, will be entered into an end of term raffle for a chance to win a voucher.
Rewards 'Celebration of the Word'	Reward Acts of Worship are held every half-term where the Principal hands out certificates to students for their achievements. The certificates are categorised as follows: Platinum (98%), Gold (90%), Silver (82%) and Bronze (75%) Effort. Students who achieve platinum at every effort certificate point will also be entered into an end of year raffle.
Presentation Evening	Awards Evening will be held in April as a celebration of the achievements of individual students. Students along with their parents, will be formally invited, if they have been nominated to receive an award in recognition of their achievements.
Extra-Curricular Achievements	If your child has achieved something outside of college that you would like to make us aware of please e-mail the details (and photograph, if you give permission) to: achievement@painsley.staffs.sch.uk .This will allow us to share the achievement through the most appropriate channels.
Principal's Newsletter	The Principal will write and share a half termly newsletter to share significant college events and achievements.
Social Media	Follow our Facebook page, to receive regular updates on events and achievements.

Mobile Phones and Personal Electronic Devices

Following statutory government guidance, which came into effect on June 29th 2026, mobile phones are **not permitted during the College day** or **on the college site** at **Painsley Catholic College**.

Painsley Catholic College is a mobile phone-free environment. Students are required to have any mobile phone or device turned off and in their bags at all times.

This policy exists to ensure that students can **flourish academically**, build **positive social relationships**, and remain fully focused on learning without distraction.
There is **no educational or pastoral need** for students to access mobile phones during the school day.

Expectations

- Mobile phones **must be switched off** and **kept in bags** at all times.
- Phones **must not be seen, heard, or used anywhere on site**.
- This applies:
    - **In the morning**, from the moment students arrive on site
    - Before lessons
    - During lessons
    - At break and lunchtime
    - After school, until students have **left the site**
- Phones should **not be visible at any point**, **anywhere on site**, during the school day.

Communication and Organisation

- Students are expected to:
    - Check **homework**, **detentions**, and **timetables in the morning before arriving at school or the night before**
    - Ensure **ParentPay accounts are topped up in the morning**
- Any issues during the school day must be addressed through:
    - **Reception**
    - **Student Enquiries**
- Students who feel unwell must report to **Student Enquiries**.
  Personal contact with parents during the school day is **not permitted**. Any contact with parents is made through the **appropriate** channels.

Sanctions

- Any mobile phone seen or used **anywhere on site** will be **confiscated immediately**.
- Confiscated phones will be:
    - Held securely
    - **Returned only to a parent or carer**, who must collect it in person

These expectations are to keep everyone safe and focused on learning whilst at school.

Sixth form students are expected to support the college approach whilst moving across the site.

Attitude to Learning (AtL) Stages

Disruption to teaching and learning will not be tolerated. Classroom teachers must apply Attitude to Learning stages in a calm, clear and controlled manner; refrain from shouting as this can have long-lasting negative effect, including stopping positive relationships being formed; separate the misbehaviour from the pupil and provide clear instruction of learning expectations.

A Painsley Learner
A Painsley learner will demonstrate a positive attitude and commitment to their learning. They will respond to a teacher request first time, to maximise time spent on learning.

AtL Verbal Warning				
Choice	**Suggested Language of Choice**	**Consequence**	**Restoration**	
Disruption to Learning	*"[Pupil] you are normally a Painsley learner. I do not want you to escalate the consequence further and would like to see [provide example of desired attitude to learning]"*	The learner is provided with a **verbal warning.** No further action / not recorded on Arbor.	Pupil name recorded on board	☑
			Achievement points can still be issued	☑
AtL Stage 1 Formal Warning				
Choice	**Suggested Language of Choice**	**Consequence**	**Restoration**	
Continued Disruption to Learning	*"[Pupil] you are **continuing to choose** not to be a Painsley learner. I would like you to move to [alternative seat]. Please see me at lunchtime for a restorative conversation".*	A **formal warning is provided** and the learner is moved to **alternative seat** **2 Behaviour Points**	Class Teacher Lunchtime Detention	☑
			Communication with home / HOD or Pastoral Lead	☑
AtL Stage 2 Department On-Call				
Choice	**Suggested Language of Choice**	**Consequence**	**Restoration**	
Persistent Disruption to Learning	*"[Pupil] in today's lesson you have persistently chosen not to be a Painsley Learner. As a consequence, you have left me with no option but to send you to an alternative department classroom"*	Learner is moved to an **alternative department classroom** **4 Behaviour Points**	Department After School Detention	☑
			*Class Teacher Report	☑
AtL Stage 3 Leadership On-Call				
Choice	**Suggested Language of Choice**	**Consequence**	**Restoration**	
Serious Disruption to Learning Incident may require further investigation	*"[Pupil] I know you are capable of being a Painsley Learner. Unfortunately, due to the seriousness of your disruption to learning, you have left me with no option but to call for a member of Leadership"*	Learner is moved to a **Leadership Group office** **See LG Sanctions**	Restorative conversation with staff and 5pm after-school detention.	☑

** The pupil is placed on a class teacher report for a 2-week period, the targets must be agreed with the pupil and communicated to the parent(s). If a learner fails to meet the targets of the report, this will lead to a subsequent parent meeting with both the class teacher and subject leader. The learner is then placed on a subject leader report for a further 2-week period. Should the learner fail to meet the targets of the second report then the matter is referred on to the Pastoral Lead. All completed / failed report cards must be forwarded to Mrs B Bell (Pastoral Administrator).*

Behaviour Points

Behaviour points must be applied clearly and fairly to reinforce the expectation that all pupils should be **'Ready to Learn' (RtL)**. Teachers **must** challenge all pupils when necessary by providing clear instruction about which behaviours do not conform to our Values and Expectations, linked to Catholic social teaching. **If considered appropriate a verbal warning (no further action) should be provided for the first offence.**

Behaviour Descriptor	Points	Catholic Social Teaching	Intervention
RtL infringement (shirt/ skirt/makeup/chewing gum/eating in lessons / littering)	1	Stewardship	Pastoral Lunchtime Detention (20 Minutes)
RtL Unkind behaviour around the College	1	The Common Good	
RtL Lateness to Emmaus or lesson	2	Rights and Responsibilities	
RtL Corridor Infringement	2	The Common Good	
RtL Smart Phone / Device Use	4	Rights and Responsibilities	**Phones are not allowed on site and cannot be used for any reason.** **Any phones taken will be held on site until a parent collects.**
RtL Inadequate Homework	1	Dignity of Work	Reattempt Required
RtL No Homework (First Warning)	1	Dignity of Work	Extension Deadline Provided
RtL No Equipment / Exercise Book (class or Emmaus)	1	Rights and Responsibilities	Class Teacher Detention (20 Minutes) See Detention Flowchart
AtL Stage 1 – Formal Warning	2	Rights and Responsibilities	
RtL Misuse of Learning Resources	2	Stewardship	Department After School Detention (60 Minutes) See Detention Flowchart
RtL Leaving Lesson Without Valid Reason	4	Rights and Responsibilities	
RtL No Homework (Extension Missed)	2	Dignity of Work	
Atl Stage 2 Department on call	4	Rights and Responsibilities	

Additional sanctions

Behaviour Descriptor	Points	Catholic Social Teaching	Intervention
RtL No PE kit – Warning*	0	Rights and Responsibilities	**No sanction – logged only**
RtL Refusal to Wear PE Kit**	2	Rights and Responsibilities	Teacher Lunchtime Detention (20 Minutes)

*Students who regularly forget their PE kit will be sanctioned and monitored by Head of PE / Pastoral Leads

Pastoral Lead (PL) Sanctions

The following sanctions are added on Arbor. **Pastoral Leads** will monitor the following.

Behaviour Descriptor	Points	Catholic Social Teaching	
PL Inappropriate Conduct During Lines / not attending lines	1	Rights and Responsibilities	Lunch detention
PL Discussion had with student regarding incident (see comment) **	0	Rights and Responsibilities	Discussion
PL Be Kind Misdemeanour (Contact / Inappropriate Language)	5	The Common Good	After-school detention 1 hour
PL Inappropriate Corridor Behaviour	5	The Common Good	
PL A Values and Expectations Misdemeanour / Other (Add Comment)	5	Rights and Responsibilities	After-school detention 1 hour
PL Failed Pastoral Report Card	5	Rights and Responsibilities	
PL Truancy during Emmaus time	5	Rights and Responsibilities	
PL Failed Pastoral Lunchtime Detention	0	Rights and Responsibilities	
PL Rudeness and Disrespectful behaviour	5	Rights and Responsibilities	
PL Excessive lateness	5	Rights and Responsibilities	
PL - Values and Expectation breach on bus	5	Rights and Responsibilities	

**Some incidents may not require a sanction but may need logging on the system.

Additional information on escalation:

Any student who, within one school week, records **three missed class teacher detentions**, **three missed P3 detentions**, **three lateness incidents**, **three uniform infringements**, or **multiple cover-related issues** will automatically **escalate** within Arbor, triggering further sanctions and/or interventions.

Leadership Pastoral Lead (LG) Sanctions

Teaching and support staff must log serious misbehaviour using 'Referred Incidents' on Arbor, this notifies the Leadership

Group who will apply the relevant sanction (further investigation may be required).

Serious Misbehaviour Descriptor	Points	Catholic Social Teaching	Sanction
LG Discussion had with student regarding incident (see comment) **	0	Rights and Responsibilities	**Discussion only**
LG1 A Serious Values & Expectations Breach / Other	10	Rights and Responsibilities	**LG1** behaviours will ordinarily result in an **after-school detention**. Depending upon the nature and severity of the incident, or where behaviour is repeated, the sanction may be escalated to reflection or internal suspension. ** Risk Assessment to be completed
LG1 Failed Leadership Detention		Rights and Responsibilities	
LG1 Foul Language / Gestures		Human Dignity	
LG1 Dangerous / Inappropriate Behaviour		Rights and Responsibilities	
LG1 Persistent defiance (Following intervention from Leadership Group)		Rights and Responsibilities	
LG1 Persistent disrespectful Behaviour / Rudeness to Staff (10)		Human Dignity	
LG1 Serious or Persistent Uniform Infringement*		Human Dignity	
LG1 Stealing / Theft / Vandalism		Promoting Peace	
LG - Repeated Values and Expectations breach on bus/transport		Stewardship	
LG1 Truancy from Lesson		Rights and Responsibilities	
LG1 Plagiarism / Cheating		Dignity of Work	
LG1 Inciting a Fight		Community	
LG1 Bringing the College into Disrepute		Community	
LG1 Smoking / Vaping (To / From College)		Human Dignity	
LG1 Child-on-Child Incident		Human Dignity	Bullying incidents are to be investigated by the Pastoral Lead in the first instance.
LG1 Bullying (Log specifics) LG1 Bullying (Racist Comments) LG1 Bullying (Homophobic Comments) LG1 Bullying (Biphobic Comments) LG1 Bullying (LGBT Abuse) LG1 Bullying (Transphobic Comments) LG1 Bullying (Disability Comments) LG1 Bullying (Other)			

Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises.

***** Most uniform infringements, such as issues relating to hair, makeup, jewellery or other aspects of the uniform policy, will ordinarily result in **one day of reflection (isolation)**. Where a uniform infringement is considered **serious or persistent**, including repeated breaches or refusal to address an identified issue, this may be escalated to an **LG1 sanction**, which may result in a **9–5 Internal Exclusion**.

Leadership Pastoral Lead (LG) Sanctions - Continued

Serious Misbehaviour Descriptor		Catholic Social Teaching	Sanction
LG2 A Persistent Values and Expectations Breach / Other	20	Rights and Responsibilities	Suspension (Fixed Period) Leadership Internal Suspension Until 5pm & Parent Reintegration Meeting (4:40pm) All Suspensions are at the discretion of the Principal.
LG2 Failed Leadership Internal Suspension		Rights and Responsibilities	
LG2 Swearing at Staff		Human Dignity	
LG2 Fighting		Promoting Peace	
LG2 Smoking / Vaping in College		Stewardship	
LG2 Possession of a Prohibited Item (Alcohol / Cigarettes / Vape)		Stewardship	
LG2 Under the Influence of an Illicit Substance		Stewardship	
LG2 Serious and Substantial Vandalism		Stewardship	
LG2 Serious Misuse of ICT / Social Media		Human Dignity	
LG2 Discriminatory Abuse		Human Dignity	
LG2 Child-on-Child Sexual Harassment and / or Violence			
LG2 Serious Misuse of ICT / Technology			
LG2 Persistent Bullying (Add comment)			
LG2 Truancy from College**		Rights and Responsibilities	

LG3 Serious Misbehaviour Descriptor	Sanction
LG3 Serious Actual or Threatened Violence Against Another Pupil/Staff member	Permanent Exclusion *Section 1 of the Prevention of Crime Act 1953 defines an offensive weapon as: "any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use."

Internal Suspension and Reflection

The school does not wish to remove or place a student into reflection as we believe that lessons are of the utmost importance.

However, there are often occasions when a reflection or internal suspension will be necessary in order to escalate specific behaviours or maintain the integrity of the school rules or systems.

Type of behaviour	Type of Reflection
Reflection Level 1	
PL - Day's Reflection - Hair/makeup/jewellery/etc E.g. • A haircut below a grade 3 • Dyed hair • Piercings • A refusal to address uniform issues (not borrowing the correct uniform or refusal to remove makeup or fake eyelashes) Students may also be placed into reflection if they pose a significant danger to themselves or others.	**Reflection** during the day with **Emmaus tutor** (8:40-3:25pm) **Breaks** and **Lunchtimes** will be removed. Work should be sent by each individual teacher. Pastoral Lead to organise and inform staff / reception. The reflection may last until the issue is resolved. (Mobile phone to be handed in. PL can also choose to isolate.)
Reflection Level 2	
LG1 Serious Uniform Infringement (Isolation) **Repeated** or severe behaviours E.g. • Student continues to refuse to address uniform issues • Multiple incidents involving a low graded hair cut ➢ This is at the discretion of the Pastoral Lead, Leadership PL or Assistant Principal for Values and Expectations.	A **Reflection** with the **Pastoral Lead** This **internal reflection** will last until **5pm** or will also result in an after-school detention on a different day. **Breaks** and **Lunchtimes** will be removed. Mobile phone to be handed in.
LG1 Foul Language / Gestures	
LG1 Persistent Truancy	
LG1 Dangerous / Inappropriate Behaviour	
LG1 Persistent Defiance (Following A Reasonable Staff Member Request)	
LG1 Repeated Rudeness to Staff	
Missing LG detentions or persistent detention avoidance will result in a 9-5 isolation with PL.	
Internal Suspension	
This may be used due to repeated infringements relating to the above behaviours or for more serious behaviours. E.g. • Multiple instances of rudeness, defiance or lesson removal • Student continues to refuse to fix uniform • Severe LG behaviours and non-engagement with Pastoral Lead. This is at the discretion of the Pastoral Lead, Leadership PL.	**Internal Suspension** with the **Leadership Group**. A **Reflection** with the Pastoral Lead This **Reflection** will last until **5pm** or will also result in an after-school detention on a different day. **Breaks** and **Lunchtimes** will be removed. Mobile phone to be handed in.

Stage 1

Stage 2

Stage 3

Detentions Overview - Detention Types and Escalation Pathway

All sanctions should be communicated clearly to students and reasonable notice should be given for any detention or consequence.

Detention Type	When	Reasons/Triggers
Class Teacher Lunchtime Detention	**Mon–Fri**, 12:30pm–1:00pm (30 minutes)	- ATL. Stage 1 Formal Warning - RTL Inadequate Classwork - RTL No Exercise Book **Note:** *Missing a class teacher lunchtime detention will result in an after-school*
Pastoral Lunchtime Detention	**Mon–Fri**, 12:30pm–1:00pm (30 minutes)	- RTL Uniform Misdemeanour - RTL Equipment Misdemeanour - RTL Lateness to Emmaus (Code L) - Issues on Break / Lunch Lines - RTL Lateness to Lesson **Note:** *Missing a P1 lunchtime detention will result in an after-school*
Department After School Detention	**Monday**, 3:30-4:30pm (1 hour)	- ATL. Stage 2 Department On Call - No Homework (Extension Missed) - RTL Refusal to Wear PE Kit - Leaving Lesson Without Valid Reason - RTL Misuse of a Learning Resource - RTL Missed Intervention - Lost Department Report Card
Pastoral Lead After School Detention	**Friday**, 3:30-4:30pm (1 hour)	-Missing Pastoral Lead Lunchtime detention - See Pastoral Lead Sanctions
Leadership Group Detention	**Wednesday**, 3:30-5pm (90 minutes)	-ATL. Stage 3 Removal - Failed Department or Pastoral Lead After School Detention - Lost Leadership Report Card - LG1 or escalated behaviours
Leadership Group Internal Suspension	**1 Full Day**: 9am-5pm	- Failure to attend Leadership Group Detention - Requires Parental contact/communication - More severe LG2/LG3 behaviours or repeated behaviours

After-School Detentions

After-school detentions are an integral part of Painsley's Values and Expectations policy. Detentions can be rescheduled within the same week, provided the student does not have any conflicting detention appointments. Detentions are not optional and cannot be reduced to lunchtime detentions. They must be attended, regardless of travel inconvenience. Notice will be provided via the Arbor system.

The Emmaus Process (Painsley Inclusion Strategy)

The Emmaus Process at Painsley Catholic College is rooted in our Christian mission:
"As we journey together, we encounter the risen Christ in each other."

It is designed to offer **hope and healing** to students who are experiencing challenges—particularly those linked to **behaviour, attendance, or any barriers preventing them from flourishing** in school life. The Emmaus Process provides a framework through which students experiencing difficulties may receive coordinated pastoral and inclusion support.

This process brings together key pastoral and inclusion staff who meet **weekly** to review the progress of identified students and plan tailored support strategies. These may include:

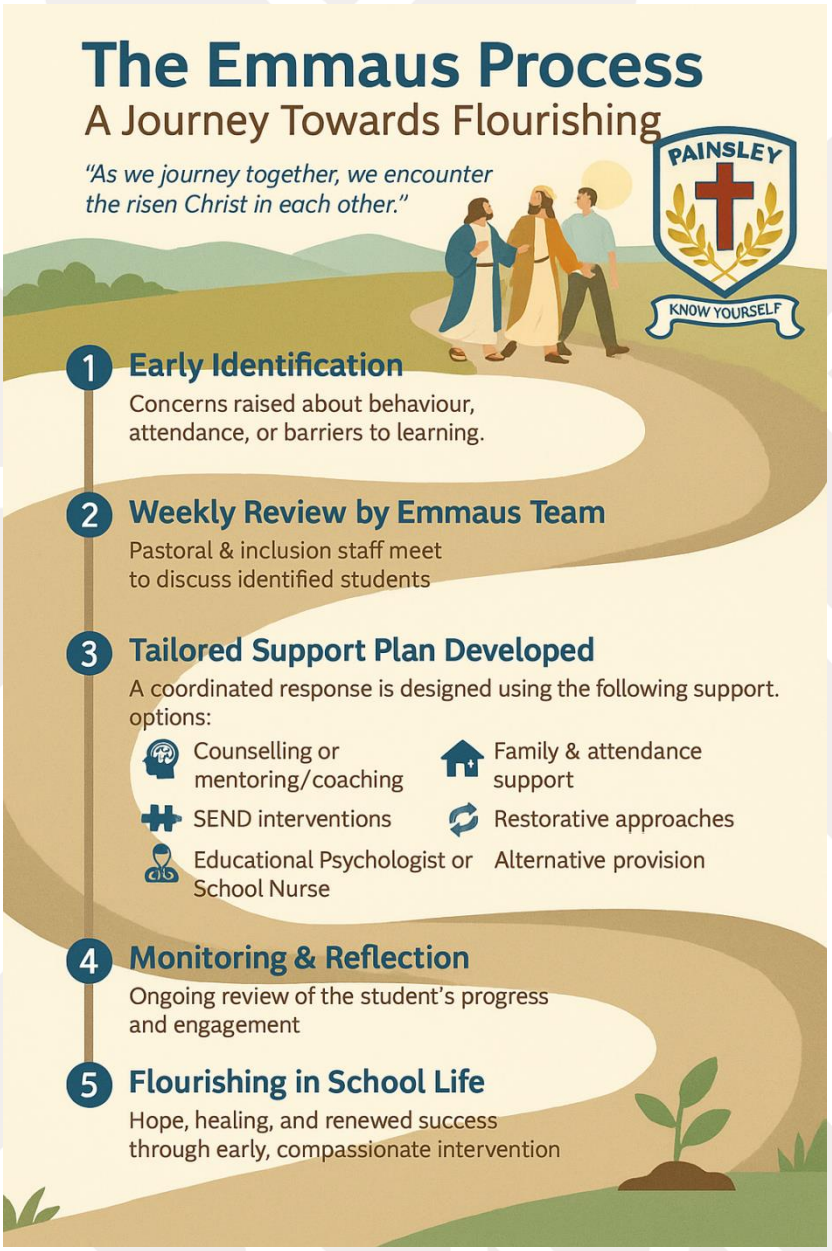
- Access to counselling or mentoring/coaches
- Educational Psychology involvement
- SEND interventions
- Managed moves or short-term placements at other settings
- Attendance and family support
- Restorative approaches
- Alternative provision

- School Nurse
- Bespoke behaviour plans or PSPs (Pastoral Support Plans)
- Risk assessments
- SEND and inclusion hub referral*

Each student is considered individually, with multiple staff including their insight and expertise to develop a coordinated plan of action aimed at **re-engagement, wellbeing, and long-term success**.

*The College will seek support and advice from the Staffordshire SEND and Inclusion hub.

The SEND and Inclusion Hub supports schools with both special educational needs and broader inclusion issues, offering multi-agency guidance, early intervention, and tailored strategies to help children thrive.



Power to Search and Confiscate Prohibited or Banned Items

Guidance taken from Searching, Screening and Confiscation Advice for Schools (DfE, 2022)

The Principal and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited or banned College item, such as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely
- to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations:
    - tobacco, cigarette papers, vape
    - fireworks; and
    - pornographic images.

Before Searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or any item identified in the school rules for which a search can be made.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the Values and Expectations policy, ensuring that they are responding to misbehaviour consistently and fairly

During a Search

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. The member of staff may use a metal detector to assist with the search. If a pupil is found to be in possession of a prohibited item, then the staff member should alert the designated safeguarding lead and the pupil should be sanctioned in line with the Values and Expectations policy to ensure consistency of approach.

Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Recording Searches

Any search conducted by a member of staff for a prohibited item will be recorded in the school's safeguarding reporting system (MyConcern), including;

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;

- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search

Confiscation

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully

Conduct Outside of the College Premises

Painsley Catholic College has the power to sanction a student for misconduct outside the school premises, (including online conduct):

- when taking part in any college-organised or college-related activity;
- when travelling to or from college;
- when wearing school college;
- when in some other way identifiable as a pupil at the college;
- that could have repercussions for the orderly running of the college
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.

Parents have primary responsibility for monitoring their child's online activity outside of the college day. However, the College may respond to and/or sanction online behaviour where there is a clear connection to the College, its pupils, staff, orderly running or reputation.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

Painsley Catholic College has a zero-tolerance approach to sexual harassment and sexual violence. All reports will be taken seriously, responded to appropriately and never ignored. Incidents may be addressed as both safeguarding and behaviour matters.

Sexual violence includes offences such as rape, assault by penetration and sexual assault. Sexual harassment means unwanted conduct of a sexual nature, whether online or offline. This may include sexual comments or "jokes," sexualised language, unwanted physical contact, interference with clothing, the display or sharing of sexual material, sexualised online bullying, coercion or threats.

The College's response will be proportionate, considered, supportive and decided on a case-by-case basis. Consideration will be given to the children's ages and development, the nature and context of the behaviour, any repetition, coercion, discrimination or imbalance of power, and the wishes and needs of the child who has reported the behaviour.

Appropriate safeguarding procedures will be followed. This may include a risk assessment, internal action, early help, referral to children's social care and/or reporting the matter to the police.

The full range of disciplinary sanctions may be considered for deliberate acts of sexual harassment or sexual violence, including suspension and permanent exclusion. Pupils are encouraged to report anything that makes them feel uncomfortable, regardless of how minor they believe it may be, through a trusted member of staff or the College's established reporting arrangements.

This section should be read alongside the College's Safeguarding Policy, Sexual Violence and Harassment Policy and Child-on-Child Abuse Policy.

Suspensions and Permanent Exclusions

The College will follow the Department for Education's current statutory guidance, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, when considering and implementing suspensions and permanent exclusions.

Please refer to the College's separate Suspension and Permanent Exclusion Policy for further information.

Appendix A

Uniform Expectations (Y7-Y11)

We firmly believe that a smart and distinctive uniform helps to instil a pride and sense of loyalty to the college. One of the many advantages of college uniform is that it is clear to all concerned that each one of our students belongs to ONE college community, Painsley Catholic College. Your co-operation in helping us to maintain a consistently high standard of uniform will be greatly appreciated.

Boys Uniform	Girls Uniform

➢ White shirt ➢ Clip-on college tie ➢ Black blazer including college badge and year group badge. ➢ Dark grey trousers (not jeans, corduroy, canvas or fashion trousers) ➢ Black Shoes (not trainer style) ➢ Grey/Black socks (not white) ➢ PE Kit (see PE Kit page) ➢ Optional grey long sleeve pullover, V-neck (not cardigan)	➢ White blouse with collar (All Year Groups) ➢ Clip-on college tie ➢ Black blazer including college badge ➢ Dark grey terylene skirts, Contemporary Trutex or Salisbury style ***knee*** length (20") with logo embroidered below ➢ the waistband (NB: Jersey material is not acceptable). ➢ Steel grey Signature Classic Banner trouser ➢ Black shoes—no heels or sling-backs ➢ Black ankle socks, black/natural tights ➢ PE Kit (see PE Kit page) ➢ Optional grey long sleeve pullover, V-neck (not cardigan)

Please note:

- ➢ All uniform, bags and PE kit must be clearly identified with your child's name
- ➢ Leather, denim, camouflage, hoodies, or service-type jackets are not suitable for college. Parents are asked to provide anoraks, overcoats, kagouls or similar waterproof clothing to be worn OVER blazers.
- ➢ Jewellery (including ear and facial piercings, rings, and bracelets) or make-up (including nail varnish and fake tan) is not allowed.
- ➢ Students may wear a wrist watch. Long hair must be tied back fully unless shorter than shoulder length.
- ➢ There should be no dyed hair or fashion haircuts (lines and patterns, gel, shaved head etc).
- ➢ Boys' hair should be no shorter than a grade 3.
- ➢ Students will be issued with a year group badge which must be sewn on to their blazer

Boys PE Kit	Girls PE Kit
➢ Navy & Red T-Shirt with college badge ➢ PE shorts, navy (plain, no stripes) ➢ Red football socks ➢ Plain training shoes* (no pumps) ➢ Shin Pads ➢ Gum shield* ➢ Navy Painsley Tracksuit with college logo (optional)	➢ Navy & Red T-Shirt with college badge ➢ Navy games skirt ➢ Red football socks ➢ Plain training shoes* (no pumps) ➢ Shin Pads ➢ Gum shield* ➢ Navy Painsley Tracksuit with college badge (optional) ➢ Navy girls PE leggings (AKOA) with college badge ➢ (optional—can be worn instead of skirt)

Please note:

- ➢ All uniform, bags and PE kit must be clearly identified with your child's name.
- ➢ These items must carry the college badge and are available through the college suppliers.
- ➢ *Expensive fashion trainers or boots are not permitted.
- ➢ Boys and Girls Optional – Jackets (fleece reversible and waterproof). These must have student initials embroidered on them. Note: these are NOT required but can be used in colder weather.
- ➢ *Painsley stock basic Gum Shields.
- ➢ Girls—Navy Blue/Grey Leotard & Tights (Optional)**
- ➢ All uniform, bags and PE kit must be clearly identified with your child's name

All items of PE kit can be purchased from:

- ➢ The National Schoolwear Centre, School's In (formerly Trutex, Meir) and Something Special —for contact details, see uniform information.

Sixth Form College Dress Expectations (Y12-Y13)

By joining Painsley Sixth Form you have agreed to the following dress code statement: ***The dress code for the Sixth Form is one of a 'modern workplace'.*** We understand and respect that students wish to retain their individualism and to have greater freedom compared to their time at school. We also believe that a serious place of learning should always look and feel professional. A 'modern workplace' dress code precisely means that: clothing which should be considered appropriate in a modern office environment.

PAINSLEY SIXTH FORM
DRESS CODE GUIDE

KNOW YOURSELF. BE YOUR BEST.

MONDAY TO THURSDAY

Business Wear

Dress smart. Be professional.
Be proud to represent Painsley Sixth Form.

GIRLS

EXAMPLES INCLUDE:

- Tailored trousers or knee length skirts
- Smart blouses, shirts or tops
- Blazers
- Dresses of a modest length (knee length or below)
- Smart shoes (no trainers or sandals)

THE LOOK

- Smart
- Professional
- Tidy
- Respectful
- Confident

REMEMBER

- Smart shoes No trainers
- Knee length skirts only
- No offensive or inappropriate clothing

BOYS

EXAMPLES INCLUDE:

- Suit trousers
- Shirt and tie
- Blazer or suit jacket
- Smart shoes (no trainers or sandals)
- Tidy, professional appearance

Friday is Dress Down Friday!

Dress casually but sensibly. Still no crop tops, tiny shorts or offensive T-shirts.

GIRLS

GOOD CHOICES INCLUDE:

- Jeans, trousers, tailored shorts (knee length)
- T-shirts, polos, blouses, knitwear
- Dresses and skirts (knee length or below)
- Smart trainers or flat shoes
- Keep it modest and appropriate

PLEASE AVOID:

- Crop tops or strappy tops
- Tiny shorts or very short skirts
- Offensive or inappropriate T-shirts
- Flip flops or sliders

Keep it classy.
Keep it Painsley.

Your choice reflects your character.

BOYS

GOOD CHOICES INCLUDE:

- Jeans, chinos, tailored shorts (knee length)
- Polo shirts, plain T-shirts, shirts, jumpers
- Smart trainers or shoes
- Keep it neat, clean and appropriate

RESPECT OUR COMMUNITY. WEAR YOUR VALUES. BE THE BEST YOU CAN BE.

Student Uniform Expectations

Why is this important? A smart and distinctive uniform helps to instil pride and a sense of loyalty to the college. It is clear we all belong to one college community, Painsley Catholic College.

Black Blazer with College Badge & Year Group Badge

Clip on Tie (Red & Silver Grey Stripe on Navy Blue)

White Shirt / White Blouse with Collar

Salisbury or Contemporary Skirt with college logo embroidered (20" Knee Length)

Boys Dark Grey Trouser / Girls Signature Class Banner Trouser

Optional V-neck Grey Long Sleeve Pullover

Boys Black Shoes (No Trainer Style)

Girls Black Shoes (No Heels / Sling Backs)

Boys Black / Grey Socks

Girls Black Ankle Socks / Black / Natural Tights

Boys / Girls Navy & Red T-Shirt with College Badge

PE Shorts / Navy Games Skirt with College Badge

Boys / Girls PE Midlayer

Red Football Socks

Plain Training Shoes

No Coats Worn Indoors

Long Hair Tied Up

No Jewellery To Be Worn

No Make Up To Be Worn

No Dyed Hair or Fashion Haircuts / Boys Hair No Shorter Than A Grade 3

Student Equipment Expectations

Why is this important? Having the correct equipment shows you are ready to learn and time spent on learning in the classroom is maximised. Also, by keeping track of and bringing the correct equipment demonstrates responsibility.

Pencil Case

Geometry Set

2x Black / Blue Pen

2x Purple Pen

2x Pencils

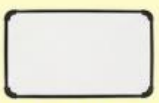
Coloured Pencils

Scientific Calculator

Rubber

Pencil Sharpener

Glue Stick



Mini Whiteboard

At the end of break and lunch time, the expectation is for all students to line up with their equipment in hand, showing their class teacher they are Ready to Learn.

Why is this important? This allows the lesson to start prompt and maximise time spent on learning.

College-Home Agreement (See Appendix A)

The Painsley Catholic College Home Agreement is a partnership agreement between the parent / carer, student and college. The Home Agreement actively promotes equality of opportunity and 'The Painsley Way' through all aspects of college life. We ask for parents / carers and a representative on behalf the college to sign and return the Home College Agreement at the start of the academic year (end of September).

APPENDIX A

HOME-COLLEGE AGREEMENT

Partnership agreement between parent, student

Painsley Catholic College welcomes you into a partnership in education. The agreement actively promotes equality of opportunity through all aspects of college life.

	As parent(s)/carer I/we will do my/our best to..	As a student I will do my best to..	As a college we will do our best to..
Spiritual ***'Purity & Holiness'***	➢ Ensure that the ethos, religious life of the college are supported whole-heartedly. This is underpinned by the Painsley Way.	➢ play a full and active role in the religious life of the college and uphold the Painsley Way	➢ provide a Catholic setting which reflects Gospel values and where faith is lived and proposed as the way of life ➢ pray daily ➢ organise Masses weekly ➢ promote a respect and awareness of other faiths and the richness of other cultures ➢ Share the Painsley Way, which is rooted in Gospel Values
Being Ready for College ***'Sacrifice and Service'***	➢ send my/our child to college in full uniform ensuring that, for example, boys' hair is no shorter than a grade 3, hair is not dyed and contains no tramlines or similar ➢ make sure my/our child has the right equipment for college at all times ➢ ensure books and equipment loaned to my child are well looked after and returned in a good condition	➢ always wear full uniform and be tidy in appearance ➢ bring the correct equipment to college ➢ keep all books and equipment I need for lessons, including P.E. and games kit in a good condition show interest and be positive in class	➢ insist that college uniform is worn correctly, as stated in the college rules ➢ tell your child what he/she needs for lessons ➢ ¬ provide financial support to parents/students for uniform/equipment in cases of need

Attendance / Punctuality ***'Purity & Holiness'***	➢ make sure my/our child attends college on time every day (8.40am Emmaus start) ➢ **notify college early on the first day of absence if my child cannot attend and send a note to college when they return** ➢ take no holidays during term time ➢ seek approval from the Principal should it be unavoidable to take my child out of college during term time due to ➢ **<u>exceptional</u>** circumstances ➢ I will not remove my child during examination periods for whatever reason	➢ attend college every day on time ➢ arrive at lessons and exams on time	➢ encourage good attendance (with a target of 97%) and punctuality ➢ inform parents of any unexplained absence from college and problems with punctuality as soon as possible ➢ advise of future holiday dates as soon as known ➢ insist that students remain on site all day ➢ provide support for parents/families if applicable
Classwork & Homework ***'Faithfulness & Integrity'***	➢ take an interest in the work of my/our child ➢ encourage my/our child always to do his/her best ➢ support my/our child in homework and other opportunities for home learning ➢ contact college if there are difficulties in completing homework due to a lack of understanding, etc. ➢ ensure my child meets coursework/controlled assessment deadlines in Years 10/11 ➢ return the report reply slips promptly ➢ sign up for Arbor App	➢ listen to my teacher and work hard ➢ do all my classwork and homework as well as I can and to the best of my ability ➢ sign up to Arbor ➢ take pride in the presentation of my work hand homework in on time ➢ encourage my parents to be involved with my learning ➢ meet coursework deadlines in Years 9/10/11 catch up on any work missed through absence or not being able to attend lessons for whatever reason ➢ show my parents any notes from my teacher revise thoroughly for assessments ➢ complete Signpost Tasks when they are set attend any relevant intervention sessions	➢ provide high standards of teaching and learning ➢ set appropriate work and homework on 'Arbor' (according to the homework schedule) which will be marked regularly (at least fortnightly) ➢ set appropriate deadlines for coursework/ controlled assessment ➢ monitor homework, coursework/controlled assessment and progress ➢ help your child achieve his/her full potential within a broad and balanced curriculum and in line with the college's statutory targets ➢ provide a calendar at the start of the ➢ academic year

Behaviour ***'Mercy & Forgiveness'***	➢ encourage my/our child to have high standards of behaviour at all times and show self-regulation. ➢ support the college's policies and guidelines for behaviour notably the Values and Expectations Policy (available on the website) ➢ ¬ support the college if sanctions become necessary	➢ behave well inside and outside of college and follow the college's rules and policies including not using any electrical goods such as mobile phones in college ➢ be polite and helpful and respect the rights and property of others ➢ complete any consequences, if necessary look after the college and its environment	➢ care for your child's safety, happiness and wellbeing through the setting of high standards of work and behaviour ➢ build good relationships and develop a sense of responsibility based on dignity and respect ➢ provide a safe, well-ordered and caring environment ➢ encourage students to display positive attitudes to environmental issues on a local and global scale ➢ fairly apply the Values and Expectations Policy
Communication ***'Dignity and Compassion'***	➢ engage with my child regarding school life ➢ contact the school should there be anything you wish to discuss ➢ communicate with the appropriate personnel (if unsure in any case use reception) between 8am-4:30pm Monday to Friday ➢ responses will be made within 3 working days	➢ communicate appropriately with other students and all staff ➢ share concerns and queries with the relevant staff	➢ ensure students always have someone to talk to ➢ respond appropriately to any concerns
Pastoral Support ***'Dignity and Compassion'***	➢ let the college know if there are any concerns or problems that might affect my/our child's behaviour or learning (by contacting the Emmaus Tutor in the first instance) ➢ let the college know of any health problems ➢ work with outside agencies, when appropriate, to support my child	➢ Let my Emmaus Tutor, Head of Year/Pastoral Lead, the Chaplain, Lay Chaplain, a Student Leader or any preferred member of staff know if I have any worries	➢ listen and respond promptly to any concerns or complaints ➢ inform you of any worries or concerns that affect work or behaviour ➢ work with outside agencies when appropriate to support your child

Links with College **'Justice & Truth'**	➢ attend Parents' Evenings and discussions about my/our child's progress ➢ read newsletters and letters/emails from college and respond if necessary ➢ send all reply slips back to college signed when necessary ➢ notify college if there are changes in home circumstances (address, telephone number, etc.) ➢ let us know of any student achievements outside college (office@painsley.staffs.sch.uk)	➢ give all letters and newsletters to my parent(s)/carers ➢ set myself high standards of behaviour, learning and self-regulation	➢ hold annual Parents' Evenings during which progress will be discussed keep you informed of general college ➢ matters through regular newsletters and letters/emails ➢ report regularly about your child's progress, attendance and punctuality, according to the college calendar dates be open and welcoming at all times and offer opportunities for you to become involved in the life of the college ensure that the appropriate staff are ➢ available, by prior arrangement, to discuss your child's progress or your concerns
Extra-Curricular Life of the College ***'Sacrifice and Service'***	➢ support events that the college is involved in ➢ take an active interest in my/our child's college life ➢ show loyalty to the college giving priority to college when clashes occur with outside commitments	➢ find out what opportunities are open to me ➢ join at least one extracurricular activity/clubs outside of lessons	➢ inform you of events that the college is involved in ➢ inform you of activities/clubs ➢ provide a wide variety of extra-curricular activities ➢ encourage parents to help with clubs