Derby Cathedral School

Behaviour Policy 2026-2027

1 Timothy 4:12

'Don't let anyone look down on you because you are young, but set an example…in speech, in conduct, in love, in faith and in purity'

Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family strengthens our community, bringing depth and vibrancy to school life

Derby Cathedral School students are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** - Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** - We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** – We demonstrate fairness, equality and honesty.
- **Tenacity** – We are determined and resilient when faced with challenges.
- **Humility** - We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness' (John 10:10)

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1. Aims

At Derby Cathedral School, exemplary behaviour and excellent learning go hand in hand. This policy exists to help every student flourish within a calm, purposeful and caring community built on our FAITH values of Fellowship, Aspiration, Integrity, Tenacity and Humility.

Relationships come first. Staff are expected to know their students, recognise and celebrate success, and provide the support and challenge necessary for every student to thrive. Where consequences are necessary, they are used to protect the learning, wellbeing and safety of all members of the school community and to help students reflect, learn and make positive choices. Consequences are applied fairly, consistently and in accordance with the framework set out in this policy.

The school recognises that behaviour and safeguarding are closely connected. Behaviour may at times be a communication of need, and staff will always consider whether behavioural concerns indicate that a student requires additional pastoral, educational or safeguarding support.

The school maintains high expectations of behaviour for all students while recognising the importance of understanding individual needs and making reasonable adjustments where appropriate.

This policy aims to support students, staff and parents in creating a calm, safe and supportive environment in which everyone can learn and thrive. Through our FAITH values, we seek to build an inclusive community where all members are valued, respected and supported to achieve their potential.

This policy aims to:

• Promote positive behaviour, excellent conduct, attendance and engagement in learning.
• Provide a consistent and transparent approach to behaviour across the school.
• Establish and maintain a culture of dignity, respect and belonging.
• Define acceptable and unacceptable behaviours, including bullying, discriminatory behaviour, sexual harassment, sexual violence, child-on-child abuse and inappropriate online behaviour.
• Support students to develop self-regulation, responsibility and positive relationships.
• Summarise the roles and responsibilities of students, staff, parents and governors in promoting positive behaviour.
• Set out the school's systems for recognition, support and consequences.
• Ensure behaviour systems are applied fairly, consistently and with due regard to safeguarding, SEND and individual circumstances.

2. Legislation and Statutory Guidance

This policy is based on current legislation and statutory guidance, including:

- *Behaviour in Schools: Advice for Headteachers and School Staff* (Department for Education, February 2024).
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* (Department for Education).
- *Searching, Screening and Confiscation: Advice for Schools* (Department for Education, current edition).
- *Restrictive Interventions, including Use of Reasonable Force in Schools* (Department for Education, 2026).
- *Keeping Children Safe in Education* (Department for Education, September 2026).
- *Working Together to Safeguard Children* (HM Government, 2023).
- *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (January 2015).
- *Supporting Pupils at School with Medical Conditions* (Department for Education, 2014).
- *Mobile Phones in Schools* (Department for Education, current statutory guidance).
- *Teachers' Standards* (Department for Education).

This policy has been developed with due regard to:

- The Equality Act 2010.
- The Human Rights Act 1998.
- The Public Sector Equality Duty.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which places a duty on schools to safeguard and promote the welfare of children.
- Sections 88 to 94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and statement of behaviour principles.

- The Education Act 2011, which provides schools with additional powers relating to discipline, searching, screening and confiscation.
- The School Information (England) Regulations 2008, which require schools to publish their behaviour policy.
- Relevant provisions of the Children Act 1989 and the Children Act 2004.

This policy also complies with the requirements of the school's Funding Agreement and Articles of Association

3. Definitions

Misbehaviour is defined as behaviour that disrupts learning, negatively affects the school environment, breaches school expectations, or demonstrates a lack of respect for others, property or the school's values. Examples include:

• Disruption to teaching and learning in lessons.
• Disruption in corridors, social spaces, toilets, the dining hall or during social times.
• Failure to follow reasonable staff instructions.
• Failure to comply with school policies, procedures or expectations.
• Poor attitudes to learning, including refusal to engage appropriately in learning activities.
• Lack of respect towards staff, students, visitors or the school environment.
• Incorrect uniform or persistent failure to bring the required equipment for learning.
• Inappropriate use of technology or behaviour that breaches the school's Online Safety Policy.
• Conduct that creates an unsafe, unkind or unproductive environment for others.

Serious misbehaviour is defined as behaviour that places others at risk, significantly disrupts the orderly running of the school, breaches safeguarding expectations, or constitutes a serious breach of this policy. Examples include:

• Repeated or persistent breaches of this Behaviour Policy.
• Bullying, including physical, verbal, relational, prejudice-based and online bullying.
• Child-on-child abuse.
• Sexual harassment.
• Sexual violence.
• Harmful sexual behaviour.
• Physical assault, fighting or acts of violence.
• Threatening, intimidating or abusive behaviour.
• Racist, religiously motivated, sexist, misogynistic, homophobic, biphobic, transphobic, disability-related or other discriminatory behaviour or language.
• Vandalism or deliberate damage to property.
• Theft.
• Smoking, vaping, possession or use of tobacco, nicotine or vaping products.
• Possession, use or suspected supply of alcohol, illegal drugs or other harmful substances.
• Malicious allegations against staff or students.
• Behaviour that may place a child at risk of harm, exploitation or criminal activity.
• Behaviour that significantly undermines the safety, welfare or education of others.

Prohibited items
In accordance with relevant legislation and statutory guidance, students must not bring prohibited items onto the school site, to school-related activities, or be in possession of such items whilst under the school's lawful charge or control.

Prohibited items include:
• Knives and weapons.
• Alcohol.
• Illegal drugs.
• Stolen items.
• Tobacco, cigarette papers, e-cigarettes, vapes and associated vaping products.
• Fireworks.
• Pornographic images.
• Any article that a member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence;
- to cause personal injury to any person; or
- to damage property.

The school may also prohibit and confiscate other items where they are reasonably considered to be detrimental to good order, discipline, safeguarding, welfare or the effective operation of the school.

4. Bullying

For the purposes of this policy, bullying is defined as behaviour by an individual or group that is intended to cause physical, emotional, psychological or social harm to another person. Bullying is typically characterised by:

- Deliberately hurtful behaviour.
- Repeated behaviour occurring over a period.
- A real or perceived imbalance of power between those involved.
- Behaviour that makes it difficult for the targeted individual to defend themselves.

Whilst bullying is often repeated, the school recognises that a single serious incident may be considered bullying where its impact is significant or where there is a clear intention to cause harm, humiliation, fear or distress.

Bullying can take many forms and may include, but is not limited to:

- **Emotional bullying**: excluding others, intimidation, humiliation, coercion, manipulation, or deliberately undermining an individual's confidence or wellbeing.
- **Physical bullying**: hitting, kicking, pushing, tripping, damaging property, taking belongings, or any use or threat of physical violence.
- **Verbal bullying**: name-calling, taunting, mocking, teasing, threats, sarcasm, or the spreading of rumours.

- **Prejudice-based bullying**: bullying related to race, ethnicity, religion or belief, disability, special educational needs, sex, sexual orientation, gender reassignment, or any other protected characteristic.
- **Sexual bullying**: sexual comments, sexual harassment, sexist behaviour, unwanted physical contact, sexualised intimidation, or behaviour that may constitute harmful sexual behaviour.
- **Online or cyberbullying**: bullying that takes place through social media, messaging platforms, online forums, email, gaming platforms or other digital technologies. This may include the sharing of harmful, abusive, threatening or inappropriate content. Incidents involving the creation, sharing or possession of nude or semi-nude images will be managed in accordance with the school's Safeguarding and Child Protection Policy and relevant statutory guidance.

The school recognises that bullying may occur both inside and outside school, including online, and will take appropriate action where behaviour has an impact on the safety, wellbeing or education of students.

The school further recognises that bullying is not solely a behaviour issue and may also constitute a safeguarding concern. Bullying can have a significant impact on a child's welfare, mental health, emotional wellbeing, attendance and educational outcomes. Certain forms of bullying, including prejudice-based bullying, sexual harassment, sexual violence, harmful sexual behaviour, online abuse and other forms of child-on-child abuse, may require a safeguarding response in addition to, or instead of, a behavioural response.

All reports, allegations and concerns relating to bullying will be taken seriously and investigated appropriately. Where bullying behaviour presents a risk of harm or indicates a safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and refer concerns to the Designated Safeguarding Lead (DSL). Appropriate action will be taken to safeguard, support and educate all students involved.

Further details of the school's approach to preventing, identifying, reporting and responding to bullying are set out in the school's Anti-Bullying Policy, which is available on the school website and in paper form upon request

A. School Uniform

The school requires all students to wear the agreed school uniform. A smart, practical, affordable and sustainable uniform helps to promote a sense of belonging, equality and school identity, whilst supporting a calm and purposeful learning environment. By ensuring that all students are dressed consistently, the school seeks to reduce social pressures and minimise distractions from learning.

This expectation extends to jewellery, footwear, hairstyles and other aspects of appearance, which must comply with the school's Uniform Policy. Students are expected to attend school in the correct uniform each day unless an agreed exception has been authorised by the school. Failure to comply with uniform requirements, without a valid reason, will be treated as a breach of the school's expectations and addressed in accordance with this Behaviour Policy

If a student arrives at school without a required uniform item, such as not having a tie, the Uniform room can provide a suitable item to borrow for the day. This helps ensure that all students can fully participate in

school life. Students are loaned the necessary item, and a 20mins uniform detention is set. If the student returns the item at the end of the day, they do not have to stay for the detention. If they fail to return the item or attend the 20mins detention it will result in an upscaled 60mins detention. Failure to comply with borrowing uniform may result in students being placed in the reflection room.

Please note that students are expected to wear the correct uniform regardless of whether a parent/carer has provided a note explaining the reason for the incorrect item. The school's judgement on whether footwear meets the uniform requirements is final. Further information, including examples of acceptable and unacceptable footwear and details of the loan process, is available on the school website in the Family Information Booklet.

B. Appearance and Jewellery

The school maintains clear expectations regarding appearance and jewellery in order to promote equality, safety, a sense of belonging and a purposeful learning environment. Students are expected to comply with the school's published Uniform and Appearance Standards.

The following expectations apply:

- **Piercings:** Students may wear one pair of plain stud earrings and one plain nose stud. Other visible piercing jewellery is not permitted and may be confiscated in accordance with the school's powers under relevant legislation and statutory guidance. Confiscated items will be returned in accordance with school procedures.
- **Hair:** Students are expected to maintain an appearance that is appropriate for the school environment. Hair colour should be within natural tones. Where a student's hairstyle or hair colour does not comply with school expectations, the school will work with the student and parents/carers to resolve the matter. Consequences may be applied where a student unreasonably fails to comply.
- **Nails:** False nails, acrylic nails and excessively long nails are not permitted, as they may present health and safety concerns and interfere with learning. Coloured nail varnish is not permitted. Students will be expected to remedy any breach within a reasonable timescale determined by the school.
- **Eyelashes:** False eyelashes are not permitted. Students will be expected to remedy any breach within a reasonable timescale determined by the school.

Exceptions

The school recognises its duties under the Equality Act 2010 in respect of protected characteristics, including religion or belief, race, disability and medical need. Requests for reasonable adjustment to any of the above expectations, including for religious observance, medical necessity, disability or culturally significant hairstyles and appearance practices, should be made to the student's Head of Year and will be considered on their individual merits. Agreed adjustments will not be treated as a breach of this policy.

The school will also consider whether any request or presentation may indicate a welfare or safeguarding concern and will follow safeguarding procedures where appropriate.

C. Mobile Phones

From September 2026, Derby Cathedral School operates as a phone-free school. Mobile phones and other personal communication devices, including smartwatches with calling, messaging or internet-enabled functions, should not be brought onto the school site.

Where a family has been granted an approved exception through the school's formal process, and secure locker storage has been arranged, any phone brought onto site must be switched off and stored in the student's allocated locker immediately upon arrival. The device must not be used, seen or heard at any point during the school day, including during lessons, movement around the site, breaktimes and lunchtimes.

The school has adopted a phone-free approach to promote learning, wellbeing and positive social interaction, and to reduce distraction, cyberbullying, online harm, safeguarding risks and data protection concerns associated with personal devices.

Further details of the school's arrangements for students, sixth-form students, staff, parents/carers and visitors are set out in the school's Mobile Phone Policy, available on the school website and from the school office.

The following expectations apply:

- Students must not use mobile phones, smartwatches or other personal communication devices during the school day. This includes use for calls, messaging, photography, filming, internet access, gaming, social media or any other purpose.
- Any device that is seen, heard or used during the school day will be confiscated immediately. Students who refuse to hand over a device when instructed to do so will be sanctioned for failure to follow a reasonable instruction.
- Confiscated devices will be held securely and returned in accordance with the school's escalating sanctions process:
    - First incident: device confiscated and held for 7 days.
    - Second incident: device confiscated and held for 14 days.
    - Third and subsequent incidents: device confiscated and held until the end of the current half term.
- Parents/carers will be notified on each occasion. The school may require a parent/carer to collect the device personally. Any sanction applied will be reasonable, consistent and proportionate, taking account of age, SEND, disability, safeguarding considerations, medical needs and any other relevant circumstances.
- Requests for an exception to the phone-free policy, for example due to medical needs, digital travel passes, safeguarding considerations or exceptional travel arrangements, must be made by a parent/carer and will be considered on a case-by-case basis by the Senior Leadership Team.
- Where an exception is granted, the student must comply fully with any conditions attached to that arrangement, including secure storage requirements and any agreed code of conduct.
- Sixth-form students may access mobile phones only within designated sixth-form areas and out of sight of younger students. Any misuse of a device by a sixth-form student will be managed in accordance with this policy and may result in the withdrawal of phone-use privileges.

The school reserves the right to withdraw any approved exception, phone privilege or locker arrangement where a student fails to comply with the agreed expectations.

Serious misuse of a mobile phone or personal device will be dealt with by the relevant Head of Year in consultation with a member of the Senior Leadership Team. Examples include, but are not limited to:

- Filming or photographing another person without permission.
- Accessing or sharing inappropriate material.
- Using social media during the school day.
- Cyberbullying or online harassment.
- Deliberately recording, sharing or publishing content intended to humiliate, intimidate or harm another person.
- Behaviour that breaches the school's Behaviour, Safeguarding, Online Safety or Data Protection policies.

Parents/carers will be informed of any serious misuse, and further sanctions, restrictions or safeguarding actions may be applied where appropriate.

The school recognises that some incidents involving mobile phones and personal devices may constitute safeguarding concerns rather than solely breaches of the Behaviour Policy. This includes, but is not limited to:

- Cyberbullying and online abuse.
- Child-on-child abuse.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- The creation, possession or sharing of nude or semi-nude images.
- Exploitation, coercion or grooming.
- Sharing harmful, abusive, extremist or illegal content.
- Behaviour that places a child at risk of harm.

Where such concerns arise, staff will follow the school's Safeguarding and Child Protection Policy and report the matter immediately to the Designated Safeguarding Lead (DSL). Appropriate safeguarding action will be taken, which may include involvement of parents/carers, children's social care, the police or other relevant agencies.

Certain conduct involving mobile phones may constitute criminal behaviour. Examples include the creation, possession or sharing of nude or semi-nude images, upskirting, threats of violence, hate-related incidents, harassment, stalking, controlling or coercive behaviour, and malicious communications. The school will take such matters extremely seriously and will work with the police and other agencies where appropriate.

The school may confiscate devices and, where lawful and necessary, search devices in accordance with relevant legislation and current Department for Education guidance on searching, screening and confiscation.

Families are strongly encouraged not to bring mobile phones onto the school site. Where a device is brought into school under an approved exception, it remains the responsibility of the student and their parent/carer. The school accepts no liability for loss, theft or damage to personal devices brought onto site.

Location-tracking devices, including AirTags and similar products, are not permitted on the school site, on educational visits or at off-site school activities unless specifically authorised by the school. Any unauthorised tracking device may be confiscated and dealt with in accordance with this policy.

D. Examining Electronic Devices

Where an electronic device has been confiscated or surrendered, the school may examine the device in accordance with relevant legislation and current Department for Education guidance on searching, screening and confiscation.

An examination of a device will only take place where there is a lawful and proportionate reason to do so and where a member of staff reasonably suspects that the device contains evidence of:

- A breach of the school's Behaviour Policy or other school policies.
- Bullying, cyberbullying or online abuse.
- Child-on-child abuse.
- Sexual harassment or sexual violence.
- Harmful sexual behaviour.
- The creation, possession or sharing of nude or semi-nude images.
- Criminal activity.
- Behaviour that may place a child at risk of harm.
- Any other safeguarding concern.

Staff will not conduct searches of electronic devices where doing so may place a child at further risk, compromise potential evidence, or conflict with safeguarding procedures.

Where material is identified that may constitute a safeguarding concern, staff must not delete, print, forward, copy or share the content unless specifically advised to do so in accordance with statutory guidance. Instead, the matter must be referred immediately to the Designated Safeguarding Lead (DSL), who will determine the appropriate course of action in line with the school's Safeguarding and Child Protection Policy, KCSIE and relevant national guidance.

Care must be taken where a device contains, or is suspected to contain, nude or semi-nude images, evidence of sexual harassment, sexual violence, exploitation, child-on-child abuse or criminal activity. In such circumstances, staff will follow safeguarding procedures and seek advice from the DSL before taking any further action.

The school may delete data from a device only where it is lawful, appropriate and in accordance with Department for Education guidance. The school will not routinely delete material that may be required as evidence in safeguarding, disciplinary, criminal or civil proceedings.

Where necessary, the school may share information or evidence obtained from a device with the police, children's social care or other relevant agencies in accordance with data protection legislation, safeguarding responsibilities and statutory guidance.

All examinations of electronic devices will be conducted with due regard to the student's privacy, welfare, age, understanding, special educational needs and disabilities (SEND), and any safeguarding vulnerabilities. The school will keep appropriate records of significant incidents and actions taken

E. Internet Access and Online Safety

Derby Cathedral School is committed to promoting the safe, responsible and appropriate use of technology. The school recognises that online safety is an integral part of safeguarding and wellbeing and is therefore embedded within the school's wider safeguarding culture, curriculum and policies.

The school provides filtered and monitored internet access in accordance with statutory guidance and takes reasonable steps to protect students from accessing inappropriate, illegal or harmful content whilst using school systems and devices. The school's filtering and monitoring systems are regularly reviewed to ensure they remain effective and proportionate.

Students are expected to use technology safely, responsibly and in accordance with the school's ICT Acceptable Use Policy, Online Safety Policy and Behaviour Policy. The use of school technology, networks and devices is monitored, and students should not expect complete privacy when using school systems.

Students must not:

- Access, create, store, share or distribute inappropriate, harmful, offensive, discriminatory or illegal content.
- Attempt to bypass the school's filtering or monitoring systems, including through the use of virtual private networks (VPNs), proxy servers or other methods designed to circumvent security controls.
- Use technology to bully, harass, intimidate, threaten or abuse others.
- Access or share content that promotes violence, self-harm, suicide, extremism, discrimination or other harmful behaviour.
- Use technology in a way that places themselves or others at risk of harm.

The school recognises that online behaviour occurring outside school can have a significant impact on students' safety, wellbeing and education. Where off-site online behaviour affects members of the school community or breaches school expectations, the school may take appropriate action in accordance with this policy and relevant legislation.

The school also recognises that some online incidents may constitute safeguarding concerns rather than solely behavioural matters. This includes, but is not limited to:

- Cyberbullying and online abuse.
- Child-on-child abuse.

- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- The creation, possession or sharing of nude or semi-nude images.
- Online exploitation, grooming or coercion.
- Exposure to harmful, extremist or illegal content.
- Behaviour that places a child at risk of significant harm.

Any concerns relating to online safety will be managed in accordance with the school's Safeguarding and Child Protection Policy and reported to the Designated Safeguarding Lead (DSL) where appropriate.

The school reserves the right to restrict, suspend or withdraw a student's access to school IT systems, networks or devices where there is evidence of misuse. Such action will be taken reasonably, proportionately and in accordance with the school's behaviour and safeguarding procedures. Parents/carers will normally be informed of significant incidents involving misuse of technology.

Further details of the school's approach to online safety, filtering and monitoring, acceptable use of technology and safeguarding responsibilities can be found in the school's ICT Acceptable Use Policy, Online Safety Policy and Safeguarding and Child Protection Policy.

5. Roles and Responsibilities

5.1 Local Trust Committee (LTC)

The Local Trust Committee is responsible for:

- Monitoring the effectiveness of this policy and its implementation.
- Seeking assurance that behaviour systems are applied fairly, consistently and lawfully.
- Monitoring behaviour, attendance, suspension and exclusion trends and outcomes.
- Holding the Headteacher to account for the promotion of a positive behaviour culture and the implementation of this policy.
- Ensuring that behaviour arrangements support the safeguarding, welfare and educational progress of all students.

5.2 Headteacher

The Headteacher is responsible for:

- Reviewing and approving this Behaviour Policy.
- Establishing and maintaining a positive, inclusive and orderly school culture.
- Ensuring that all members of the school community understand and fulfil their responsibilities under this policy.
- Ensuring that behaviour expectations, rewards and consequences are applied consistently, fairly and proportionately.

- Promoting high standards of behaviour, attendance and conduct.
- Ensuring appropriate consideration is given to safeguarding responsibilities, SEND, medical needs, protected characteristics and individual circumstances when implementing this policy.
- Providing appropriate training and support to staff in relation to behaviour management, safeguarding and student welfare.
- Monitoring behaviour, attendance, suspension and exclusion data and taking action where patterns of concern are identified.
- Ensuring effective systems are in place to recognise positive behaviour and address behaviour that falls below expectations.

The Headteacher may delegate aspects of the implementation of this policy to other members of staff but retains overall responsibility for its operation.

5.3 Staff

All staff are responsible for:

- Implementing this Behaviour Policy consistently and fairly.
- Modelling the behaviours, attitudes and values expected of students at all times.
- Maintaining high expectations of behaviour and conduct.
- Building positive, respectful and supportive relationships with students.
- Promoting a calm, safe and purposeful learning environment.
- Recognising and celebrating positive behaviour and achievement.
- Applying rewards and consequences consistently and proportionately.
- Recording behaviour incidents in a timely and professional manner using the school's agreed systems.
- Considering whether behaviour may be linked to a safeguarding concern, unmet need, SEND, mental health difficulty or other vulnerability.
- Reporting safeguarding concerns in accordance with the school's Safeguarding and Child Protection Policy.
- Making reasonable adjustments and implementing agreed support strategies where appropriate.

5.4 Parents and Carers

Parents and carers are expected to:

- Support their child in meeting the school's Behaviour Expectations and Student Code of Conduct.
- Promote positive attitudes towards learning, attendance and behaviour.
- Work in partnership with the school to support their child's welfare, behaviour and educational progress.
- Inform the school of any changes in circumstances that may affect their child's behaviour, wellbeing or attendance.
- Engage constructively with school staff regarding any behavioural or safeguarding concerns.
- Support the school in implementing this policy and other related policies, including those relating to online safety and the appropriate use of technology.

- Attend meetings when requested and work collaboratively with the school to identify and implement appropriate support where concerns arise.
- Ensure their child attends school regularly and punctually in accordance with their legal responsibilities.
- Notify the school promptly of any concerns that may affect their child's attendance, safety or wellbeing so that appropriate support can be provided.

5.5 Students

Students are expected to:

- Follow the school's Behaviour Expectations and Student Code of Conduct.
- Demonstrate the school's FAITH values of Fellowship, Aspiration, Integrity, Tenacity and Humility.
- Treat all members of the school community with dignity, kindness and respect.
- Take responsibility for their own behaviour, conduct and learning.
- Follow reasonable instructions from staff.
- Attend school regularly, punctually and ready to learn.
- Use technology safely, responsibly and in accordance with school policies.
- Report bullying, discrimination, unsafe behaviour or safeguarding concerns to a trusted adult.
- Contribute positively to a safe, inclusive and supportive school community.

5. Student Code of Conduct

The Student Code of Conduct is issued annually to all students and parents/carers and is published within the Student Planner.

Students are expected to uphold the school's FAITH values of Fellowship, Aspiration, Integrity, Tenacity and Humility and to contribute positively to a safe, respectful and inclusive school community.

Students are expected to:

- Behave in a respectful, responsible and self-controlled manner.
- Treat all members of the school community with dignity, kindness and respect.
- Follow reasonable instructions given by staff.
- Attend school regularly, punctually and ready to learn.
- Demonstrate positive attitudes towards learning and allow others to learn without disruption.
- Move calmly and safely around the school site, following established routines and procedures.
- Wear the correct school uniform and meet the school's appearance expectations.
- Use technology safely, responsibly and in accordance with school policies.
- Respect school buildings, equipment, property and the environment.
- Report concerns relating to bullying, discrimination, safety or safeguarding to a trusted adult.
- Accept responsibility for their behaviour and engage positively with support, interventions and consequences where required.
- Act in a manner that reflects positively on themselves and the school when travelling to and from school, participating in educational visits, work experience, sporting activities or any activity where they can be identified as a member of the school community.

The school may apply consequences for behaviour that occurs outside school where it is reasonable to do so and where the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student, member of staff or member of the public.
- Could adversely affect the reputation of the school.
- Involves online behaviour that impacts upon the safety, wellbeing or education of members of the school community.

7. Rewards and Consequences

7.1 Recognising and Rewarding Positive Behaviour

Positive behaviour is recognised and celebrated in a variety of ways at Derby Cathedral School. The examples below are illustrative rather than exhaustive and may be amended from time to time:

- Verbal and written praise.
- Positive points recorded on the school's behaviour management system (Class Charts).
- Letters, postcards, emails, text messages or telephone calls home to parents/carers.
- Recognition of excellent attendance, punctuality, effort and contribution to school life.
- Student of the Week, Subject Star and other achievement awards.
- Celebration and reward events.

Positive behaviour is recognised through the awarding of positive points, which contribute towards a range of rewards and recognition opportunities available through the school's rewards system. Rewards are monitored by middle and senior leaders to ensure a strong culture of recognition and encouragement across the school.

The school aims to maintain a high ratio of positive recognition to corrective intervention and regularly celebrates student achievement through assemblies, collective worship and other recognition events.

7.2 Consequences for failure to meet behaviour expectations

Most days at Derby Cathedral School involve no consequences at all because students consistently meet the school's expectations and staff recognise and reinforce positive behaviour.

Where a student fails to meet behaviour expectations, an appropriate consequence may be applied. Consequences are intended to:

- Maintain a calm, safe and purposeful environment.
- Protect the learning and wellbeing of others.
- Reinforce clear behavioural expectations.
- Support students to reflect on their actions and make positive choices.
- Encourage responsibility and accountability.

Consequences will be applied fairly, consistently and proportionately, taking account of the student's age, SEND, disability, medical needs, safeguarding considerations and individual circumstances.

The table below provides an overview of the school's consequence system; further details are set out in the sections that follow.

Behaviour	**Typical response**
Low-level disruption	Non-verbal or verbal warning (C1)
Continued low-level disruption	Negative point and possible seat move (C2)
Persistent disruption after warnings	Removal from lesson, placed in a 6th form lesson, loss of social time (C3)
Persistent lack of work after warnings	20mins same day detention
Lateness	Same-day detention
Missed homework	30mins next-day detention
Truancy	60mins next-day detention
Repeated or serious breaches of this policy	Reflection Room placement, formal report, behaviour panel or parental meeting (see 7.2 below)
Serious misbehaviour, as defined in Section 3, or a first-offence listed there	May result in suspension or, in line with our Suspension and Exclusion Policy, permanent exclusion, including at the first offence

7.3 Refusal to follow an instruction from a member of staff

Students are expected to follow reasonable instructions from staff promptly and respectfully. Where a student does not follow a reasonable instruction, the member of staff will seek to clarify the expectation and provide the student with an opportunity to comply.

Where a student continues to refuse to follow a reasonable instruction, this will be treated as a breach of the school's behaviour expectations, and a 60min next-day detention will be issued. If they refuse a second member of staff, they will be placed in reflection for the day as well.

Where the incident is repeated, serious, or has a significant impact on the safety, wellbeing or learning of others, parents/carers may be contacted and a more substantial consequence applied. This may include a longer detention, placement in Reflection or other intervention deemed appropriate by the school.

7.4 Homework and Punctuality

Students are expected to complete homework to the required standard and submit it by the published deadline. Students are also expected to arrive punctually to school, lessons, registration and other school activities.

Failure to complete homework, failure to submit homework on time, or lateness without a valid reason may result in a next-day 30mins detention and/or other appropriate intervention to support improvement.

The school will monitor patterns of poor homework completion or lateness and may implement additional support, parental engagement or further consequences where concerns persist.

7.5 Detentions and Other Consequences

Standard detentions last 20 minutes and are served at the earliest available opportunity on the same day, ensuring that consequences are timely and closely linked to the behaviour concerned. Detentions issued during Periods 1 and 2 are served during the student's morning break. Detentions issued during Periods 3 and 4 are served during the student's lunchtime break. Detentions issued during Period 5 are served immediately after school. Students arriving late to registration without a valid reason will receive a 20-minute break detention.

Parents/carers will be notified of detentions through the school's agreed communication systems. In accordance with current statutory guidance, parental consent is not required for a detention, including a same-day detention, provided that the detention is reasonable in all the circumstances. When deciding whether a detention is reasonable, the school will take account of the student's age, any special educational needs or disabilities (SEND), medical needs, safeguarding considerations, transport arrangements and the student's opportunity to eat, drink and use toilet facilities.

Detentions for longer than 20mins will take place on the following day. Parents will be notified through Class Charts. The school will seek to ensure that all consequences are fair, proportionate and appropriate to the circumstances.

Where a student fails to attend a detention without an acceptable reason, the consequence may be escalated in accordance with this policy. This may include an extended detention, a period in Reflection, loss of social time or other appropriate intervention. Any escalation will be reasonable, proportionate and take account of individual circumstances.

Other consequences, interventions and support measures may be used to address individual incidents, recurring breaches of behaviour expectations or emerging patterns of concern. The school will apply measures that are intended to support positive behaviour change whilst maintaining a safe, calm and orderly environment. The examples below are illustrative and not exhaustive:

- A restorative conversation or restorative process facilitated by a member of staff.
- Restorative or community-based consequences where a student has caused damage or negatively affected the school environment. Such activities may include assisting with supervised repair, restoration or improvement activities and are intended to promote responsibility and respect for the school community.
- Temporary removal from social times for an agreed period.
- Placement in Reflection or attendance at an agreed respite placement with another school where appropriate.
- Participation in Fresh Start, Fresh Start Plus, Supported Places or other programmes and interventions offered through Derby City Council's In-Year Fair Access arrangements.

- Meetings involving parents/carers and any other relevant professionals or stakeholders.
- A formal behaviour monitoring report issued by a Form Tutor, Head of Year, Pastoral Year Lead, member of the Senior Leadership Team or other appropriate member of staff.
- A behaviour support plan, behaviour contract or other agreed intervention programme.
- A behaviour review meeting or behaviour panel involving relevant school leaders, pastoral staff, parents/carers and, where appropriate, external professionals.

7.6 Participation in School Trips and Visits

Participation in educational visits, residential experiences and other non-essential school activities may be restricted where there are concerns regarding a student's behaviour, conduct, attendance, welfare or safety.

Decisions regarding participation will be made by the Headteacher, taking account of the student's behaviour record, attendance, safeguarding considerations, individual needs and the nature of the activity. Where appropriate, a risk assessment will be undertaken.

Any decision to restrict participation will be reasonable, proportionate and based upon the school's duty to safeguard students and ensure the safe and successful operation of the activity. The Headteacher's decision will be final.

7.7 Reflection Room (Internal Suspension)

Derby Cathedral School operates a Reflection Room (our internal suspension provision) as part of its graduated behaviour response. Placement in the Reflection Room may be used where a student has committed a serious breach of the Behaviour Policy, repeatedly failed to meet behaviour expectations, or where temporary removal from mainstream lessons is necessary to maintain the safety, welfare and learning of others.

Students may also be temporarily removed to another supervised area of the school, such as with a Head of Year or member of the Senior Leadership Team, where this is considered appropriate.

The decision to place a student in the Reflection Room will be made by an appropriate member of the Senior Leadership Team or Pastoral Team. The duration of the placement will be determined on a case-by-case basis, considering the nature of the incident, the student's age, any SEND, medical needs, safeguarding considerations and previous interventions.

Students placed in the Reflection Room will be provided with appropriate work and will be expected to continue their learning during the period of removal. Wherever possible, work will reflect the curriculum being delivered to their peers, although it may not always be completed in accordance with the student's normal timetable.

The Reflection Room operates under clearly defined expectations and routines, which students are required to follow. These arrangements are overseen by designated behaviour and pastoral staff in conjunction with members of the Senior Leadership Team.

Placement in the Reflection Room may occur for reasons including, but not limited to:

- Serious or persistent disruption to learning.
- Repeated failure to follow reasonable staff instructions.
- Serious or repeated breaches of the school's Behaviour Policy.
- Serious or repeated refusal to comply with the school's uniform requirements after reasonable opportunities to comply have been provided.
- Failure to attend a detention or other consequence, where authorised by a member of the Senior Leadership Team.
- Incidents requiring investigation, including allegations of aggression, violence, bullying, child-on-child abuse, sexual harassment, sexual violence or other serious matters. In such circumstances, temporary removal from lessons and/or safeguarding separation arrangements may be implemented whilst enquiries are completed and should not be viewed as a disciplinary consequence.
- Other circumstances where temporary removal from mainstream lessons is considered necessary to maintain a safe, calm and orderly environment.

Students placed in the Reflection Room will be supervised at all times and will have access to toilet facilities, drinking water and appropriate welfare support. Lunch and break arrangements will be determined by the school and may be taken separately from other students where this is reasonable and proportionate.

Where a student's behaviour, presentation or circumstances suggest a potential safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and seek advice from the Designated Safeguarding Lead (DSL) as appropriate.

7.8 Student Conduct in the Reflection Room

Students are expected to always follow the expectations and routines of the Reflection Room.

Where a student fails to meet these expectations, further consequences or interventions may be implemented. These may include additional time in the Reflection Room, parental meetings, behaviour support measures, a managed respite placement or, where appropriate, a suspension in accordance with the school's Suspension and Exclusion Policy.

Serious incidents occurring within the Reflection Room, including behaviour that compromises the safety, welfare or learning of others, may result in the Headteacher exercising their power to direct a student off-site for the purpose of improving behaviour in accordance with relevant legislation and statutory guidance. Further details are set out in Section 7.6.

Persistent or serious failure to comply with the expectations of the Reflection Room may also be considered as part of the school's decision-making regarding suspension, alongside the student's overall behaviour record, individual circumstances, safeguarding considerations and any support already provided.

7.9 Behaviour Outside School

The school may apply consequences where a student's behaviour outside school falls below the standards expected by Derby Cathedral School and it is reasonable for the school to respond.

This includes, but is not limited to, behaviour:

- While representing the school, including on educational visits, sporting fixtures, work experience placements or other school activities.
- While travelling to or from school, regardless of the mode of transport used.
- While wearing school uniform or where the student is otherwise identifiable as a member of the school community.
- That could have repercussions for the orderly running of the school.
- That poses a threat to the safety, welfare or wellbeing of another student, member of staff or member of the public.
- That could adversely affect the reputation of the school.
- Involving the use of online platforms, social media or other technology where the behaviour impacts upon members of the school community or raises safeguarding concerns.

Any response to off-site behaviour will be reasonable, proportionate and take account of the circumstances of the incident, the student's age, any SEND, disability, medical needs and safeguarding considerations.

7.10 Off-Site Direction to Improve Behaviour

The Headteacher may, where it is considered reasonable and appropriate, direct a student to attend education at another setting for a temporary period as a behaviour support measure.

This may include:

- A period of respite at another local secondary school or its internal alternative provision.
- A temporary placement at another local secondary school.
- Attendance at an Alternative Provision (AP) setting.
- Attendance at an approved external provider or intervention programme.

Any off-site placement will be used with the aim of supporting positive behaviour change, maintaining engagement in education and improving outcomes for the student.

The duration and nature of any placement will be determined on an individual basis, taking account of the student's needs, safeguarding considerations, SEND, welfare, educational needs and the circumstances leading to the placement.

Parents/carers will be informed of the reasons for the placement, its intended outcomes and the arrangements for monitoring and review.

The school will retain responsibility for the student's education, safeguarding and welfare throughout the placement and will work collaboratively with the provider, parents/carers and any relevant professionals to support successful reintegration where appropriate.

7.11 Suspensions and Permanent Exclusion

The Headteacher has the authority to suspend a student for a fixed period or permanently exclude a student in accordance with relevant legislation and current Department for Education guidance.

Suspension and permanent exclusion are serious sanctions and will only be used where it is lawful, reasonable and proportionate to do so. The school will seek, wherever possible, to identify and address the underlying causes of behaviour and to provide appropriate support and intervention before exclusion is considered.

Permanent exclusion will only be used where allowing a student to remain in school would seriously harm the education or welfare of the student or others, and where exclusion is considered to be the most appropriate response in the circumstances of the case. Each decision will be made on its individual merits, taking account of all relevant information, including the student's age, any special educational needs and disabilities (SEND), safeguarding concerns, support already provided and the impact of the behaviour on others.

The school does not operate a "zero tolerance" approach and does not automatically exclude students for behaviours. Every decision will be based on the specific facts and circumstances of the individual case.

Where a suspension or permanent exclusion is being considered, the school will act in accordance with its legal duties under equality, safeguarding and human rights legislation, as well as current statutory guidance. Further information regarding the school's procedures for suspension and permanent exclusion, including parental rights, governance arrangements and review processes, can be found in the school's Suspension and Exclusion Policy, available on the school website.

8. Behaviour Management

At DCS we use a tracking system called Class Charts; this allows us to manage our sanctions and rewards and effectively track all student conduct. There is a parental and student-facing app as well as one for school staff.

8.1 Classroom Management

Teaching and support staff are responsible for establishing and maintaining a calm, safe, inclusive and purposeful learning environment in which all students can succeed.

Staff will:

- Create and maintain a positive learning environment that promotes engagement, participation and high expectations.
- Display and reinforce the school's behaviour expectations, including the 7 Essentials for Students, alongside any subject-specific expectations where appropriate.

- Plan and deliver lessons that are appropriately sequenced, challenging and accessible, taking account of students' needs, abilities and prior learning.
- Build positive, respectful and professional relationships with students.
- Greet students positively at the start of lessons, registration periods and collective worship.
- Ensure students enter learning environments calmly, prepared to learn and equipped appropriately.
- Provide clear routines and expectations that support orderly transitions and maximise learning time.
- Make effective use of "Do Now", retrieval or other starter activities to ensure learning begins promptly.
- Model the behaviours, attitudes and standards expected of students.
- Apply school expectations consistently and fairly.
- Establish, teach and regularly reinforce classroom routines.
- Communicate behavioural expectations clearly through verbal and non-verbal strategies.
- Recognise, promote and celebrate positive behaviour and achievement.
- Use positive reinforcement, recognition and rewards in accordance with the school's agreed systems.
- Use appropriate strategies to prevent and respond to low-level disruption.
- Implement seating plans and make reasonable adjustments where necessary to support learning, behaviour and inclusion.
- Support students to reflect upon and improve their behaviour where expectations are not met.
- Work in partnership with parents/carers and relevant colleagues to support student progress, behaviour and wellbeing.
- Consider whether patterns of behaviour may indicate unmet need, SEND, wellbeing concerns or safeguarding issues and seek support where appropriate.
- Ensure that each day and each lesson provides opportunities for a positive fresh start.

8.2 Restrictive Interventions and Reasonable Force

The school is committed to maintaining a safe environment and will seek to prevent situations from escalating through positive relationships, effective behaviour management, risk reduction strategies and de-escalation techniques.

In exceptional circumstances, staff may use reasonable force or other restrictive interventions where it is lawful, necessary and proportionate to do so. Such interventions may be used to prevent a student from:

- Causing injury to themselves or others.
- Damaging property.
- Committing an offence.
- Seriously disrupting the good order and discipline of the school.
- Engaging in behaviour that places themselves or others at significant risk of harm.

Any use of reasonable force or restrictive intervention will:

- Be lawful, necessary, reasonable and proportionate to the circumstances.
- Use the minimum force for the shortest time necessary to achieve a safe outcome.
- Respect, as far as possible, the safety, welfare and dignity of all those involved.
- Never be used as a punishment or solely to secure compliance.

- Take account of the student's age, SEND, disability, medical needs, communication needs and known risks wherever possible.
- Be recorded and reported in accordance with the school's procedures.
- Be communicated to parents/carers as soon as reasonably practicable.

Where it is safe and appropriate to do so, staff will explain their concerns and provide the student with an opportunity to respond before any physical intervention is used.

The school will ensure that relevant staff receive appropriate training in de-escalation, positive behaviour support and restrictive intervention techniques. Following any significant incident, the school will undertake an appropriate review and consider whether any further support, risk assessment or behaviour planning is required.

8.3 Searching, Screening and Confiscation

The school will exercise its powers to search, screen and confiscate items in accordance with relevant legislation and current Department for Education guidance.

Authorised members of staff may search a student or their possessions, with or without consent where permitted by law, if they have reasonable grounds to suspect that the student may be in possession of a prohibited item or an item that is harmful to the safety, welfare, good order or discipline of the school.

Prohibited items are defined within Section 3 of this policy and include those items identified in statutory guidance and relevant legislation.

The school may also confiscate any item that is considered harmful, unsafe, disruptive or detrimental to the effective operation of the school. Confiscated items may be retained, returned, disposed of or passed to another agency where appropriate and lawful to do so.

Searches will be conducted lawfully, respectfully, sensitively and with due regard to the student's age, dignity, welfare, special educational needs and disabilities (SEND), medical needs and any known safeguarding vulnerabilities.

Where appropriate, the school may use screening or scanning devices, including hand-held metal detectors, to screen students for prohibited items. Such measures will be used in accordance with current statutory guidance and only where reasonable and proportionate.

The school recognises that some items or information discovered during a search may constitute a safeguarding concern. Where this occurs, staff will follow the school's Safeguarding and Child Protection Policy and immediately refer the matter to the Designated Safeguarding Lead (DSL). This includes, but is not limited to, circumstances involving:

- Child-on-child abuse.
- Sexual harassment or sexual violence.
- Harmful sexual behaviour.
- Nude or semi-nude images.

- Illegal substances.
- Weapons.
- Criminal activity.
- Any behaviour that places a child at risk of harm.

Where an electronic device is searched, staff will act in accordance with current statutory guidance and the school's procedures relating to the examination of electronic devices.

The school will normally inform parents/carers where a significant search has taken place, prohibited items have been found, or where safeguarding concerns arise, unless doing so would place a child at risk of harm or be contrary to advice from safeguarding partners or the police.

Appropriate records will be maintained of significant searches, confiscations and actions taken, particularly where prohibited items, safeguarding concerns, restrictive interventions or police involvement are relevant.

Any concerns or complaints arising from the use of the school's searching, screening and confiscation powers will be considered in accordance with the school's Complaints Policy.

Further information can be found in the Department for Education guidance *Searching, Screening and Confiscation* and the school's Safeguarding and Child Protection Policy.

8.4 Student Support

Derby Cathedral School is committed to supporting all students to achieve positive behaviour, wellbeing and educational outcomes. The school recognises that behaviour may at times be influenced by a range of factors, including special educational needs and disabilities (SEND), mental health needs, communication difficulties, adverse childhood experiences, trauma, safeguarding concerns, medical needs or other vulnerabilities. Where behaviour causes concern, the school will seek to understand and address any underlying needs whilst maintaining high expectations for all students.

The school recognises its duties under the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice. Behaviour expectations will be applied consistently, whilst recognising that some students may require reasonable adjustments, additional support or adapted approaches in order to succeed.

The SENDCo, pastoral staff and other relevant professionals will review the needs of any student whose behaviour causes concern to determine whether additional assessment, support or intervention may be required.

Where appropriate, the school may seek advice and support from specialist teachers, educational psychologists, health professionals, social care professionals or other agencies to help identify and meet a student's needs.

Where additional needs are identified, the school will work in partnership with parents/carers, the student and relevant professionals to develop, implement and regularly review appropriate support and intervention plans.

Where there are significant concerns regarding a student's behaviour, wellbeing, attendance or risk of suspension or permanent exclusion, the school may consider additional support measures, including internal interventions, alternative provision, managed placements or other specialist support programmes where appropriate.

Derby Cathedral School participates in Derby City's In-Year Fair Access arrangements and may access programmes such as Fresh Start, Fresh Start Plus, Supported Places and other interventions where these are in the student's best interests and likely to improve outcomes.

8.5 Graduated Response to Behaviour Support

Derby Cathedral School operates a graduated model of behavioural, pastoral and wellbeing support. The purpose of this approach is to identify needs early, provide appropriate intervention and ensure that students receive the right level of support at the right time.

The school recognises that behaviour can be influenced by a range of factors, including special educational needs and disabilities (SEND), mental health and wellbeing needs, adverse childhood experiences, trauma, attendance difficulties, safeguarding concerns and other vulnerabilities. Support will therefore be tailored to the needs of the individual student and reviewed regularly.

The support provided through each tier sits alongside the rewards, consequences and interventions outlined elsewhere in this policy.

Tier 1: Universal Support

Universal support is available to all students and forms part of the school's everyday approach to behaviour, wellbeing and inclusion.

This may include:

- Quality-first teaching and consistent classroom routines.
- Positive behaviour recognition and rewards.
- Support from Form Tutors, Heads of Year and pastoral staff.
- Early intervention and problem-solving conversations.
- Access to short-term support programmes and wellbeing interventions where appropriate.
- Access to school counselling and emotional wellbeing support.

Tier 2: Targeted Support

Targeted support may be implemented where emerging concerns have been identified regarding behaviour, attendance, wellbeing, engagement or relationships.

Support may include:

- Regular mentoring or check-in arrangements.
- Targeted pastoral support.

- Behaviour monitoring and review.
- Parental engagement and support planning.
- Counselling or therapeutic support.
- Small group or individual intervention programmes.
- Consultation with specialist services, including Educational Psychology and other external agencies where appropriate.

Tier 3: Intensive Targeted Support

Intensive support may be introduced where a student's needs require a higher level of intervention or where previous support has not secured the desired improvements.

Support may include:

- A personalised behaviour, wellbeing or support plan.
- Multi-agency involvement.
- Increased mentoring and pastoral support.
- Internal alternative provision.
- Modified timetables or targeted intervention programmes where appropriate.
- Additional assessments and specialist support.
- Regular review meetings involving parents/carers and relevant professionals.

Tier 4: Alternative Provision and Specialist Support

Where a student's needs cannot be adequately met through the school's internal arrangements, alternative or specialist provision may be considered.

This may include:

- Temporary placements in alternative provision.
- Managed support placements.
- Off-site direction in accordance with Section 7.6.
- Programmes delivered through Derby City's Fair Access arrangements.
- Other specialist provision designed to support behaviour, wellbeing, engagement and educational outcomes.

Any placement will be arranged in accordance with relevant legislation and guidance, with due regard to safeguarding, SEND, welfare and educational needs.

Review of Support and Placement

Where significant concerns remain despite substantial intervention and support, the school may undertake a formal review of a student's provision and placement.

Such reviews will consider:

- The support and interventions already provided.
- The student's individual needs and circumstances.
- Any SEND, disability, medical, attendance or safeguarding factors.
- Advice from relevant professionals and agencies.
- The impact of the student's behaviour on their own education and welfare and that of others.

Outcomes may include the continuation of current support, amendments to provision, further intervention, a managed move, alternative provision or, where the statutory threshold is met, suspension or permanent exclusion.

All decisions will be made on the individual facts of the case and in accordance with the school's legal duties relating to safeguarding, SEND, equality and inclusion.

9. Staff Training

All staff receive appropriate training on behaviour, safeguarding and student welfare as part of the school's induction process and ongoing professional development programme.

Training will include, where appropriate:

- The school's Behaviour Policy and behaviour expectations.
- Safeguarding responsibilities and the links between behaviour and safeguarding
- Behaviour management strategies and the promotion of positive behaviour.
- Relationships and behaviour culture.
- Special educational needs and disabilities (SEND).
- Reasonable adjustments and inclusive practice.
- Child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour.
- Online safety and behaviour.
- Trauma-informed and relational approaches to behaviour.
- De-escalation techniques and behaviour support strategies.

Staff with specific pastoral, safeguarding or behaviour responsibilities will receive additional training appropriate to their role. This may include training in de-escalation, positive behaviour support, restrictive interventions, risk assessment and multi-agency working.

The school's behaviour expectations, routines and procedures will be communicated clearly to all staff. Behaviour management, safeguarding and inclusion will form part of the school's continuing professional development programme and will be regularly reviewed to ensure practice remains effective and aligned with current statutory guidance.

10. Monitoring and Review Arrangements

This Behaviour Policy will be reviewed annually by the Headteacher and the Local Trust Committee (LTC), or sooner if required by changes to legislation, statutory guidance or local circumstances.

As part of the review process, the school will consider relevant behaviour, attendance, suspension, exclusion and safeguarding data to evaluate the effectiveness of the policy and identify any areas for development.

The Local Trust Committee will monitor the implementation and effectiveness of the policy and seek assurance that it is being applied fairly, consistently and in accordance with the school's legal duties.

Following each review, the policy will be approved by the Headteacher and Local Trust Committee

11. Links with Other Policies

This Behaviour Policy should be read alongside the following policies:

- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Mobile Phone Policy
- Attendance Policy
- Restrictive Interventions and Use of Reasonable Force Policy
- Staff Code of Conduct
- RSHE Policy
- ICT Acceptable Use Policy
- Complaints Policy

Appendix 1: Frequently Asked Questions

Can I refuse to let my child attend a detention?

No. In accordance with current statutory guidance, schools do not require parental consent to issue a detention, including a same-day detention, provided the detention is reasonable in the circumstances. When determining reasonableness, the school will consider factors such as transport arrangements, safeguarding needs, SEND, medical requirements and the student's wellbeing.

My child's phone has been confiscated. When can it be collected?

Confiscated devices will be returned in accordance with the school's Mobile Phone Policy. Parents/carers will be informed when a device has been confiscated. Where exceptional circumstances exist, such as medical or safeguarding needs, parents/carers should contact their child's Head of Year to discuss appropriate arrangements.

My child has forgotten an item of uniform. What happens?

The school will seek to support students in meeting uniform expectations wherever possible. Where available, a temporary replacement item may be issued for the school day. Students are expected to return any loaned items promptly and in good condition.

Can my child receive a consequence for behaviour that happens outside school?

Yes. The school may respond to behaviour outside school where it is reasonable to do so, including behaviour that:

- Occurs whilst travelling to or from school.
- Occurs on educational visits or other school activities.
- Affects the safety, wellbeing or education of members of the school community.
- Brings the school into disrepute.
- Involves online behaviour that impacts upon students, staff or the wider school community.

Further information can be found in Section 7.5 of this policy.

My child has a medical, religious, disability-related or cultural reason for a hairstyle, item of jewellery or aspect of appearance. What should I do?

Please contact your child's Head of Year to discuss the matter. The school recognises its duties under the Equality Act 2010 and will consider requests for reasonable adjustments on an individual basis. Agreed adjustments will not be treated as a breach of this policy.

What if my child has SEND, a disability or another need that affects their behaviour?

The school recognises that behaviour can be influenced by special educational needs and disabilities (SEND), medical needs, mental health needs, trauma, safeguarding concerns and other vulnerabilities. Where appropriate, reasonable adjustments, additional support and targeted interventions will be

considered. While behavioural expectations remain high for all students, individual circumstances will always be considered.

What happens if my child's behaviour raises a safeguarding concern?

Some behaviour incidents may also constitute safeguarding concerns. This can include bullying, child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, online abuse, exploitation or other behaviour that places a child at risk of harm. In these circumstances, the school's Safeguarding and Child Protection Policy will be followed and concerns will be referred to the Designated Safeguarding Lead (DSL).

Can my child's mobile phone or electronic device be searched?

The school has legal powers to search, screen and confiscate items in accordance with relevant legislation and statutory guidance. Where there are reasonable grounds to do so, authorised staff may examine an electronic device in line with the school's Behaviour Policy, safeguarding procedures and current Department for Education guidance.

Why does Derby Cathedral School have such high expectations?

We believe that every student has the right to learn in a calm, safe and purposeful environment. High expectations help create a culture where students feel safe, valued and able to achieve their potential. At Derby Cathedral School, high standards and strong relationships go hand in hand; our expectations exist because we care about the success, wellbeing and future of every student.

Who do I contact if I have concerns about how my child's behaviour is being managed?

In the first instance, parents/carers should contact their child's Form Tutor or Head of Year. Most concerns can be resolved quickly through discussion and partnership working. If further support is required, parents/carers may contact a member of the Senior Leadership Team. Where concerns remain unresolved, the school's Complaints Policy sets out the formal process that can be followed.