



St Cecilia's
R. C. High School

Discover • Develop • Rejoice

Behaviour & Uniform Policy

Reviewed: July 2024
Next Review Date: July 2025

*'A cheerful heart is good medicine, but a crushed spirit
dries up the bones'* (Proverbs 17:22)

Intent

“We all have offerings and talents to give...”

We believe that:

As individuals we all come with God-given talents to **discover, develop** and **rejoice**. It is our responsibility to make sure we support the growth of our own talents and gifts, along with those of each other.

We celebrate God in all we do, say, think and achieve, as we strive to succeed.

When things go wrong, God’s love will help us support each other to start again. We should never give up but should persist in the face of setbacks.

We all serve and build our community by showing respect for ourselves, respect for each other and respect for the world.

Policy Coverage

- All activities organised by the school for pupils both during and beyond the school day including all extra-curricular activities and educational visits.
- Work experience, school placements and extended work experience placements.
- The period when pupils are traveling to and from school or wearing school uniform or in some way identifiable as a pupil at the school, including traveling to and from school buses, walking home from school.
- Misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- The rights of pupils and staff to use social media appropriately without fear of embarrassment or bullying.
- The right of school staff not to be subjected to harassment at any time in their professional or private lives.

The Roles and Responsibilities of All Members of the School Community

The Governing Body will establish, in consultation with the Headteacher, staff and pupils, this policy for the promotion of good behaviour and keep it under review. It will ensure that:

- It is communicated to pupils and their parents/guardians
- The expectations are clear.
- It is non-discriminatory.

The Headteacher is responsible for:

- Promoting good behaviour and discipline in line with this policy.
- Establishing and maintaining the policy and protocols with regards to standards and expectations, including associated documents linked to pupil behaviour i.e. use of mobile phones, anti-bullying, which will all include the making and enforcing of rules to:
- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour of pupils.
- Promote, among pupils, self-discipline and proper regard for authority.
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education and otherwise regulate the conduct of pupils.

Our whole school staff are responsible for ensuring that the policy and its procedures are followed and consistently and fairly applied. The staff have a key role in advising the Headteacher on the effectiveness of the policy and its procedures.

Our parents/guardians naturally take responsibility for the behaviour of their children both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Our pupils are expected to take responsibility for their own behaviour and to be fully aware of the school's policy, its procedures and its expectations. Pupils will also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported to the school's staff.

The Role of the Teacher

Our school wants to be a place where our pupils are self-disciplined. It is recognised that young people need to have the ability to tell the difference between right and wrong and that they will want to explore the limits of what constitutes either good or unacceptable behaviour. It is the role of the teacher to help them come to an understanding of where these boundaries are and to teach them how to behave well, taking responsibility for the behaviour in their classrooms. Teachers influence the behaviour of pupils and can do this positively by:

- Being consistent in their dealings with all pupils
- Fostering strong relationships with all pupils
- Ensuring that there is appropriate challenge in all lessons. Not giving pupils the chance to avoid taking on the challenges set
- Treating all pupils with respect
- Being rigorous in following things up e.g. detentions

The Ways in Which School Encourages Good Behaviour

The school uses the following examples to reinforce positive behaviour and to recognise the efforts of its pupils:

- Upon admission to our school, parents receive a 'Home-School Agreement' which summarises the standard of behaviour expected of all pupils. Each year, parents and carers are sent an updated version of our behaviour and uniform policy, and expectation is that by reading this policy and continuing to send your child to our school that you support the school's efforts in the education, behaviour management and uniform standard of their child
- Extra-curricular activities and educational visits provide opportunities for pupils to enrich their education
- Good behaviour is made explicitly clear through our attributes of learning and St Cecilia's Virtues; pupils are rewarded for displaying these. The school staff reinforce this behaviour and it is also re-visited regularly in assemblies throughout a school calendar year
- School Council meetings give pupils the opportunity to express their opinions about all aspects of school life
- Pupils are encouraged to think of others in need by raising money for charitable causes
- Good behaviour is encouraged and promoted throughout the school and particular reference is made within school assemblies

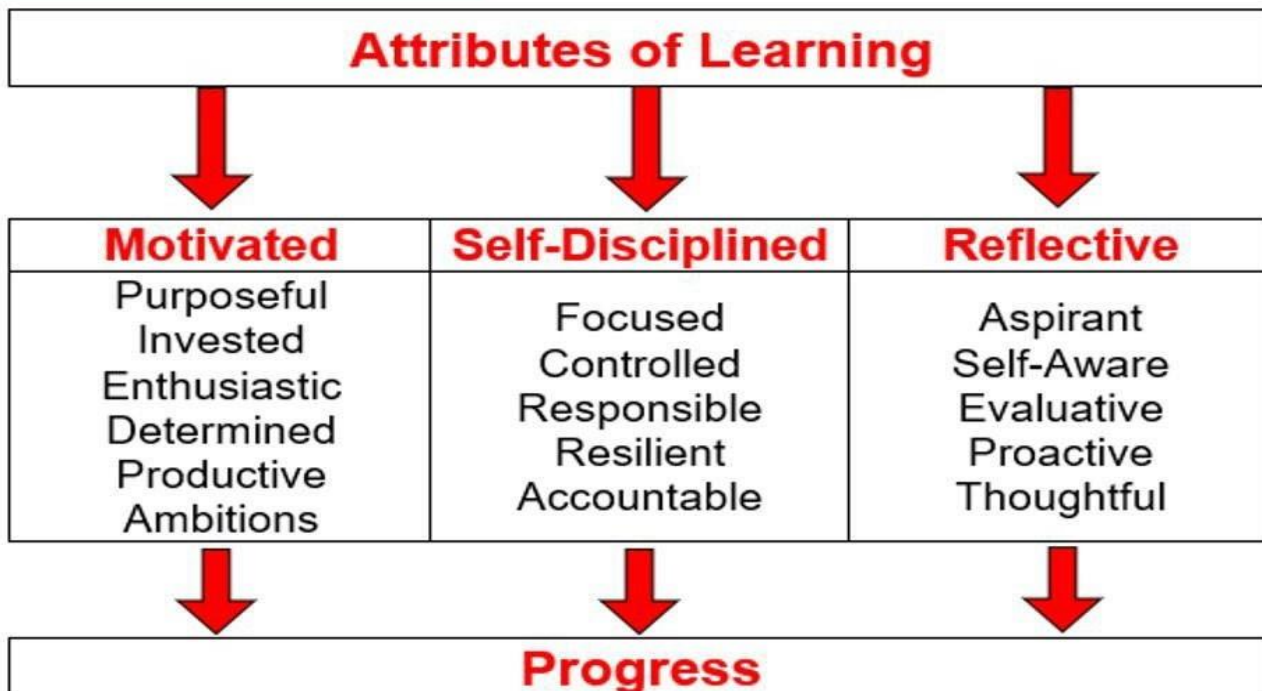
A Positive Attitude and an 'Encouragement' Approach and Rewards

These attributes are recognised as being more effective in managing pupils' behaviour than merely punishing pupils. The school uses the following rewards so that pupils see the value of good behaviour and therefore learn from their experience:

- **Verbal Praise:** Every opportunity should be given to congratulate pupils on their effort/behaviour.
- **Achievement points:** These can be awarded in the classroom, when displaying motivation, self-discipline or a reflective nature as well as for displaying any virtue that we are always growing to live for the greater glory of God and the common good by being eloquent, truthful, learned, wise, compassionate, loving, faith filled, hopeful, intentional, prophetic, attentive, discerning, curious, active, grateful or generous.

These achievements will be communicated to you over Edulink.

Achievement Points Inside the Classroom



Achievement Points Outside the Classroom

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At our school, we are always growing to live for the greater glory of God and the common good. We express and are recognised for this growth when we are...

Grateful for our own gifts, for the gift of other people and for the blessings of each day; and **generous** with our gifts, becoming men and women for others.

Curious about everything; and **active** in our engagement with the world, changing what we can for the better.

Attentive to our experience and to our vocation; and **discerning** about the choices we make and the effects of those choices.

Eloquent and truthful in what we say of ourselves, the relations between people and the world.

St Cecilia's Virtues

Learned, finding God in all things; and **Wise** in the ways we use our learning for the common good.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by our just actions and forgiving words.

Faith-filled in our beliefs and **hopeful** for the future.

Intentional in the way we live and use the resources of the earth, guided by conscience; and **prophetic** in the example we set to others.

We are incredibly proud of our pupils and look for every opportunity to both praise and reward them. We use the following rewards so that pupils see the value of good behaviour and therefore learn from their experience:

-Verbal Praise: Every opportunity is given to congratulate pupils on their effort/behaviour.

-Achievement points: These can be awarded in the classroom, when displaying motivation, self-discipline or a reflective nature as well as for displaying any virtue that we are always growing to live for the greater glory of God and the common good by being eloquent, truthful, learned, wise, compassionate, loving, faith-filled, hopeful, intentional, prophetic, attentive, discerning, curious, active, grateful or generous. These achievements will always be communicated to you over Edulink.

-Assemblies: These are used to praise pupils, recognise good effort and celebrate achievement when appropriate. Year groups have a rewards assembly at the end of each term

-Breakfasts: Students who attend 100% in the first half-term of every term (3 per year) are rewarded with a social form time in the dining room with an item for breakfast

-Letters, praise postcards and telephone calls home: Personal contact can be made on a departmental basis and reported to the Head of Year to recognise high standards of effort and/or achievement and/or improvement. All of these can be communicated to parents via Edulink

-Work Displays: Every opportunity is taken to display work, both within the classrooms, and on notice boards around the school

-Referral to Senior Staff: when a child has worked with a high standard of effort and/or achievement, or that pupil has performed well during monitoring the pupil can be referred to Curriculum Leaders, Head of Year, Senior Leadership and the Headteacher for special praise

-The headteacher awards - are for pupils who throughout the year have had the top percentages in achievement points, attributes for learning grades and attendance. Of the top 5 students in the school the students received a Samsung Galaxy Tablet and the other winners received Amazon gift vouchers totalling £25 each.

-Trips and Events

Relationship Between Behaviour and Curriculum Progress

At St Cecilia's, we believe that our curriculum describes the journey our pupils need to go on to get from level to the next the journey needed to produce better outcomes and beyond. The assessments that our pupils undertake give us a snapshot of how well a particular aspect has been learned, sometimes even being converted into a 'grade', but it cannot inform our pupils how to get better. For us, only the curriculum can do that. Our curriculum sets out the journey that our pupils must go on to get 'better' at each subject. In short, it models the progress that we would hope that each pupil will make.

The curriculum is our progression model and therefore as a school we believe strongly in two principles:

- It is the responsibility of our teachers to ensure that every pupil has access to the same core knowledge and that that knowledge is sequenced and interleaved in an order and taught in a way that maximises learning.
- It is the responsibility of our pupils to immerse themselves fully in our curriculum experience.

An individual's degree of progress will be reflected in their ability to demonstrate that they are learning the curriculum that they know more and can remember more of the content. This will be evidenced formatively through low stakes quizzing, questioning and by assessing the understanding that is demonstrated through written and oral tasks. Progress is further evidenced through the summative testing of core knowledge that is outlined for each department in their assessment policies.

Progress and attributes of learning are tightly linked. Clearly, the greater the degree that each pupil applies each attribute of learning, the greater their opportunity to make progress will be. We therefore, in addition to sending you more 'real time' feedback for how your child is applying each attribute of learning, we will also provide a summative indication as to what degree it is likely that each attribute of learning is being applied by relating these to the progress grade awarded.



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Progress and Attributes of Learning

Degree to which it is demonstrated that the curriculum is understood					
Progress Grade	+2	+1	0	-1	-2
Progress Descriptor	Excellent	Good	Satisfactory	Poor	Very poor
Degree to which each attribute of learning is likely being applied					
	↓	↓	↓	↓	↓
Motivated (Initiate, guide and maintain your goals)	Highly determined, enthusiastic, and invested in learning.	Determined, enthusiastic and invested in learning.	Can show determination, enthusiasm and investment in learning.	Lacks required levels of determination, enthusiasm and investment in learning.	Frequently exhibits low levels of determination, enthusiasm, and investment in learning.
Self-Disciplined (Regulation of your actions)	Highly focused, controlled, accountable and resilient.	Focused, controlled, accountable and resilient.	Can be focused, controlled, accountable and resilient.	Lacks required levels of focus and control, accountability and resilience.	Frequently exhibits low levels of focus and control, accountability and resilience.
Reflective (Desire to produce your best and improve)	A highly aspirant nature, always proactive and seeks improvement.	An aspirant nature, is often proactive and will seek improvement.	Can show an aspirant nature, proactivity and willingness to improve.	Lacks required aspirant nature and proactivity.	Frequently exhibits a low aspirant nature, proactivity and willingness to improve.

Behaviour Recovery Tiers (for repeated instances of poor behaviour)

When there is an incident of more serious misbehaviour or there is a clear pattern of repeated misbehaviour incidents that span numerous lessons, this will require further intervention as laid out in our Behaviour Recovery Programme. The tiered programme is designed to support pupils who accumulate BR2s in lessons, chosen over behaviour points as it is directly linked to behaviour that is detrimental to their learning, the learning or wellbeing of others and when a teacher's intervention has been unsuccessful. The focus is always one of support, and the measures promote self-awareness and self-improvement, underpinned by the transparent certainty of consequence, all critical in the development of regulation. Our programme ensures that core support is timely and consistent whilst special consideration is given to need and circumstance. We involve parents and carers at every stage of this programme.

The programme includes the involvement of the Form Teachers, Heads of Year and our Senior Leadership Team and will include such interventions as:

- Communication with family
- Meeting with family
- Pupils will be monitored through written reports by FT/HOY/AHT/DHT/HT
- Detentions and the use of our Damascus facility
- Range of Behaviour Recovery interventions and mentoring

The school recognises that if the misbehaviour continues to be repeated, it may:

- Indicate a Special Educational Need or a learning difficulty
- Be indicative of lack of appropriate social skills.
- Be indicative of emotional upset

Major disciplinary problems or persistent misbehaviour are recovered by the school's senior leadership team. They are able to reinforce the range of responses normally used to deal with pupil misbehaviour and will seek the full co-operation and support of the pupil's family.

In extreme cases, or where the pupil shows persistently that he or she is unwilling to make the required improvement, the Headteacher will need to consider whether the pupil should spend time in another school's isolation facility, be formally excluded from school for a fixed period, or given the opportunity to make a fresh start as part of a 'managed move' at another school. The school may also consider involving outside agencies if deemed necessary.

Staff and Pupil Development

Staff are trained in our behaviour systems as part of their induction with our school and this is revisited in staff training sessions. Upon admission to our school, pupils' understanding of our behaviour systems are made clear and regular reminders of our systems are communicated with them.

Supporting Pupils with Special Educational Needs or Disability

We will provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We aim for our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Our behaviour culture will create calm environments which will benefit pupils with SEND, enabling them to learn.

We understand that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour is always considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We aim to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided whilst balancing a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

We will:

- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- Use their 'best endeavours' to meet the needs of those with SEND
- If a pupil has an Education, Health and Care plan, the provisions set out in that plan will be secured and we will co-operate with the local authority and other bodies.

- Anticipate likely triggers of misbehaviour and put in place support to prevent these.

Ways in Which School Disciplines Pupils for Inappropriate Behaviour

Behaviour Recovery in Class

It is acknowledged that at times some pupils do not behave in an appropriate manner. When this occurs, the school expects its pupils to show remorse for their actions and to make reparation for their mistakes. The emphasis is placed on pupils to take responsibility for their actions.

Staff will utilise our behaviour recovery system according to the seriousness of the situation. The aim is always for pupils to know that incidents of misbehaviour are dealt with and that the response is both fair and in proportion to the nature of the misbehaviour.

The greater the degree that each pupil immerses themselves in their learning, the greater their opportunity to make progress will be. We sub categorise this immersion into three attributes of learning ***motivation, self-discipline and reflection***. Pupils are rewarded or sanctioned based on whether they demonstrate or fail to demonstrate these attributes in class.

This structure follows a system of an informal warning, followed by a BR1 being issued if poor behaviour continues, is repeated or escalates, followed by a BR2 if poor behaviour continues, is repeated or escalates. A member of our 'on call' team would meet with the pupil at the BR2 stage with the aim of reinducing the pupil back to their learning.

Common (but not all) reasons a pupil may receive a warning followed by a Behaviour Recovery if needed may include:

- Failure to follow the Catholic ethos of the school
- Not following staff instructions
- Inappropriate behaviour
- Shouting out/talking out of turn
- Out of seat without permission
- Slow/refusal to work
- Answering back
- Turning around
- Mistreatment of equipment
- Interference with others equipment
- Inappropriate language
- Low level disruption
- Not listening 'actively' to others

If a pupil refuses to be reintegrated back into their learning when the 'on call' deems that to be the correct choice, then this behaviour is escalated to a BR3.

A BR3 could also be issued if the poor behaviour continued to escalate following reintroduction for a BR2, or alternatively for a one-off incident deemed 'serious' in its nature e.g. abuse or disrespect. Whilst there is not an exhaustive list of reasons, this will be at the discretion of the school. Cases such as this may warrant placement in our Classroom Isolation Facility.

BR1, BR2 and BR3 instances will always be communicated via Edulink.

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Lack of **motivation, self discipline** or **reflection** displayed

Clear classroom teacher warning given

BR1

Second lack of **motivation** or **self discipline** or **reflection** displayed

Or

Pupil responds imperfectly to the previous warning

BR1 issued and reported home

BR2

Third lack of **motivation, self discipline** or **reflection** displayed

Or

Pupil responds imperfectly to the previous warning

BR2 issued and reported home

'On Call' contacted

After school classroom teacher detention issued

BR3

Following 'on call' pupil demonstrates fourth lack of **motivation, self discipline** or **reflection**

Or

Pupil responds imperfectly to the previous action

Or

A 'serious incident' occurs

BR3 issued and reported home

Pupil sent to Damascus for initial 5 periods

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Behaviour Recovery

Classroom Isolation Facility - Damascus

The use of our Classroom Isolation Facility (Damascus) is multi-functional. When a pupil is placed in Damascus, they will receive curriculum-based work timetable relevant to their age and ability for them to complete under the supervision of a member of staff. They may also have their breaks and lunch times, supervised, in this room.

A child may be placed in Damascus due to their failure to comply with and to follow the school rules, standards and expectations. In some scenario's, there may be an escalation period before they are asked to work in Damascus i.e., they have not completed a Headteachers detention. In other scenario's, a child may be asked to work in there because of a serious incident, either inside or outside of the classroom or as a result of a tier rise.

When a child is asked to work in Damascus, it gives them time to reflect on their 'actions and/or words' and the intention is always to positively manage and support the pupil's behaviour in such a way that they achieve the required improvement. As a school, we try to use internal isolations positively as an intervention; we also use them as a vehicle to avoid a fixed term exclusion from school.

Students may also be placed in Damascus if they need a time out (planned or un-planned) or a moment of quiet. This is at the discretion of the pastoral team.

Pupils will be registered on arrival and comments both positive and negative on their attributes to learning i.e. poor motivation or poor self-discipline will be recorded on each period, lunch and breaks by the member of staff during their time in Damascus.

Pupils will still be subject to the same standards i.e. equipment check on arrival and any consequences, i.e. lunch time standards detention as they would if they were in normal school circulation.

Pupil Behaviour in Damascus

- Pupils are to be silent unless asking staff a question
- Pupils needing to ask a question must raise their hand
- Pupils are only to leave the room for a toilet break and with staff permission. Pupils are not to use the toilet during lunch, break times and/ or in between lesson changeovers
- Pupils must not leave their seat without permission
- Pupils will sit at the desk and seat directed to them by staff
- Pupils will always face forward
- Pupils will complete/attempt the work given to them
- Pupils are encouraged to participate in collective prayer, relevant to their religious background and language at Registration, lunch and at the end of the day, Period 5.

Break and Lunchtimes

- Pupils may eat and drink in Damascus at break and lunch only
- Pupils must remain silent at all times unless seeking advice from the member of staff
- They are not to go to the toilet during lunch and breaks.
- Once pupils have eaten, pupils may read their own book or have a moment of calm.

Mobile Phones whilst in Damascus

- Pupils' mobile phones will be collected by duty staff and placed in a safe/secure location.
- Pupils' mobile phones will be returned to a pupil at the end of the day.

Warning System whilst in Damascus

- There is a three-stage warning system not too dissimilar to the Behaviour Recovery stages.
- Each pupil desk has a copy, and it is displayed prominently in the room.
- Pupils will be awarded Damascus stages for failure to comply with the required standards and expectations listed above (in pupil behaviour in Damascus) and any other reason deemed appropriate by the senior leadership team.

Truancy / Absconding from School

If a child deliberately stays away from school or absconds from school, without permission or good reason, this is called truancy and their absence will be recorded as unauthorised.

Details regarding attendance/truancy can be found in the School's Attendance Policy.

Detentions

Teachers have a power to issue a detention to pupils. As a school, we use detentions as a deterrent. Detentions are a tool to reinforce our expectations and help school improve the particular behaviour that has arisen. Parental consent is not required for detentions but we do look to work with parents in helping address the behaviour of students, therefore there may be follow-

up correspondence from the school if deemed necessary. It is the responsibility of the parent/carer to ensure that travel arrangements can be made for the pupil, should their behaviour warrant a detention after school. Whilst we appreciate it may be an inconvenience, we will not re-arrange or clear detentions.

Departmental detentions (e.g. for lateness or non-completion of homework) can be issued on any breaktime, lunchtime or afterschool during the week.

Classroom teacher detentions for BR2 run for 20 minutes after school

Whole school detentions run until 3.45pm each Monday and Wednesday. Pupils who fail to attend after school detentions are automatically added to Headteacher detention.

Headteacher detentions run until 4.15pm each Friday.

Pupils who fail to attend Headteacher detention will be working in isolation the following Monday.

The below table gives an overview of various sanctions for certain behaviours. This can be used as broad guide to the possible actions that may be taken when dealing with inappropriate behaviour, however the following information is not exhaustive or restrictive as it cannot possibly take account of all circumstances or the needs of each individual pupil. This is constantly under review and is subject to change at the Headteachers discretion.

Lunchtime Detention (Rm12)	<p>Uniform violation (extreme fake tan/false nails/eyelashes may require a time in Damascus- SLT decision)</p> <p>Lateness to school</p> <p>Equipment Missing 5+</p> <p>Fizzy drinks on person</p> <p>Eating or drinking outside of designated areas</p> <p>Littering</p> <p>Hand graffiti</p> <p>Revision card lost or not signed (Y11)</p>
Single Break and Lunchtime Detentions	<p>Missing or defaced report card/popper wallet</p> <p>Discretion of staff for minor issues</p>

<p>5 Break and Lunchtime Detentions (Damascus)</p>	<p>Disruption during fire drill</p> <p>Haircut deemed 'extreme'</p>
<p>Rolling sequence of Break and Lunchtime Detentions (Damascus)</p>	<p>Some instances of fake tan when faded or on hands only with attempt to remove (SLT decision)</p> <p>Continued poor behaviour at break and lunch times</p> <p>Haircut deemed 'extreme'</p> <p>Failure to attend lunchtime standards detention (1 day- if this is not attended, we will escalate this sanction)</p>

<p>Departmental Detention (lunchtime/after school)</p>	<p>Homework not handed in or completed</p> <p>Lateness to lesson (minutes made up)</p> <p>BR2 in lesson (30 minute after school detention with classroom teacher)</p>
<p>After School Detention 30mins (Dining Room)</p>	<p>Failure to attend Lunchtime Detention (standards escalated)</p> <p>Poor behaviour during movement time or breaktimes</p> <p>Failure to return equipment/uniform</p>
<p>Headteacher Detention 60mins (Dining Room)</p>	<p>Failure to attend After School Detention (escalated)</p> <p>Failure to attend Department Detention (escalated)</p> <p>Serious Incident/defiance/disruptive behaviour</p> <p>Chewing gum</p> <p>Aerosol Deodorant</p> <p>Associated with vaping (1st incident)</p>
<p>Internal isolation 9-3pm</p>	<p>BR3 in lesson either sequential or for a serious incident</p> <p>Some serious incidents outside of lesson</p> <p>Some instances of fake tan (SLT decision)</p> <p>6+ standards violations</p> <p>Classroom behaviour tier rise</p> <p>Failure to follow instructions-defiant behaviour</p>

Internal isolation 9-4pm	Failure to attend Head Teacher Detention (rebook HT) Failed Damascus previous day Some serious incidents outside of lesson (immediate removal for investigation initially)
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Pupils' Conduct Beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The school may discipline a pupil for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school
- Misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school posing a threat to another pupil or member of the public; this includes inappropriate filming of incidents and/or re-circulating on social media platforms
- Could adversely affecting the reputation of the school

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the headteacher.

Prohibited/Banned Items, Searching and Confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item below or any other item that the school identify as an item which may be searched for.

The school has a statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited or banned item, including.

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes / vapes

Anyone who is found to be in the possession of paraphernalia linked to smoking or vaping will have the said items confiscated and will face additional sanctions deemed appropriate by the Headteacher which could potentially lead to a suspension.

1st offence – Headteachers suspension

2nd offence – Fixed term suspension (1 day)

3rd offence – Fixed term suspension (2 days)

Continuing offences will result in the length of the Fixed term suspension increasing every day

- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause
- Personal injury or damage to property and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Mobile phones/smart devices classed as banned items between the hours of 0845hrs and 1515hrs.

Mobile phones may be brought into school, but they must be switched off before arriving on school premises. If they are seen used or heard, they will be confiscated, and parents/carers will be required to collect the phone from school at their convenience (see our separate mobile phone policy for more information).

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed or any other item that the school rules identify as an item which may be searched for.

If members of staff suspect a pupil has a prohibited/banned item in their possession, the pupil may be asked to be searched.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff of the same sex as the pupil, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search.

Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if there is a good reason to do so.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes / vapes, lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Staff are lawfully able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for a prohibited item (listed earlier in the policy).

Removing Pupils from the School Site

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

1. There is sufficient evidence that a pupil has committed a disciplinary offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.
2. A pupil is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community, for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
3. For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of themselves, other pupils or school staff. In these circumstances the Headteacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.
4. The pupil is given permission by the Headteacher, or person authorised by the head teacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily - this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as an unauthorised absence. In all such cases the parent must be notified, and the absence should be recorded.

When making this decision, the child's age, vulnerability, and the parent's availability, will need to be considered. Please refer to the school's Uniform Policy for details of the school's very clear expectations.

Malicious Allegations

All members of staff are expected to treat students with respect. Any allegations made against a member of staff will be investigated and appropriate action taken.

Where an investigation concludes that the allegation was, on the 'balance of probabilities', malicious in nature, a decision will be taken by the Headteacher about what further action may be appropriate.

Where it is believed that a false allegation has been made, and potentially tarnishing a staff member's reputation, the Headteacher may consider a suspension or permanent exclusion, depending on the nature of the allegation.

Exclusions and suspensions

Fixed Term Suspension

A decision to suspend a pupil for a fixed period will be taken on a balance of probabilities, in response to breaches of the school's Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention or an internal isolation would be considered inappropriate. Fixed term suspensions must be authorised by the Headteacher. Where fixed term suspensions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, the Headteacher will consider alternative strategies and responses to support the child.

Reintegration Meeting

Fixed term suspensions will be followed up with a compulsory reintegration meeting with a member of the senior leadership/Pastoral Head of Year, a parent or guardian and the pupil. This process is to support the pupil on return to school and address any strategies that can be put in place to enable the pupil to succeed in school and avoid further suspensions. If a parent does not attend a re-integration meeting, the child may be placed to work in isolation until the meeting takes place. This is at the headteachers discretion. We will aim to work with parents/carers to support students who display concerning behaviours. Some possible support measures could possibly include (but are not limited to):

- The school engaging with parents
- If necessary, a change of a personalised group/classes
- Temporary placement in ASL or a classroom isolation facility as part of a planned positive programme for pupils

- If necessary, temporary or part-time placement in alternative provision where they are able to provide preventative programmes and where it is felt to be more appropriate for the pupil to be away from the school site for a period of time
- A managed move to another school with the consent of all parties involved - this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion
- If necessary, consideration by the Special Educational Needs Co-ordinator (SENCO) of possible interventions within the school
- If necessary, assessment of Special Educational Needs and potential adaptations
- Allocation of a key worker from within or beyond school
- If necessary, further referrals to a specific support service
- Initiate a behaviour contract

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, where allowing the pupil to remain in school may potentially seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a very serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child.

There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon.

The school may inform the police where a criminal offence may have taken place. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where the Headteacher has permanently excluded a pupil for one of the above offences or persistent and defiant misbehaviour including bullying, repeated failure to follow academic instruction, failure to complete a behavioural sanction or repeated possession and/or use of an illegal drug on school premises and where the basic facts of the case have been clearly established

on the balance of probabilities, the Secretary of State would not normally expect the Governing Body to reinstate the pupil.

Child on Child abuse

This is defined as abuse between pupils. All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL (and respective Head of Year) if they have any concerns about child- on child abuse.

The aim of this policy is to establish a culture where pupils who are victims of child-on-child abuse knows that:

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated thoroughly and dealt with sensitively and swiftly
- Together we will resolve the situation and provide ongoing support

St Cecilia's Catholic High School has a zero-tolerance approach to any form of child-on-child abuse. All staff understand the importance of challenging inappropriate behaviour between peers and know it may manifest itself in many forms, including:

- Bullying, including cyberbullying and prejudice-based discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse- this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence- this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual Harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and no-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting
- Initiation and hazing type violence and rituals, which can include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group, and may also include an online element.

Further information can be found online within our **anti-bullying policy**.

Consequences

A range of sanctions will be used in response for the behaviours listed above, from detentions, internal isolations and in some situations, exclusions may be deemed appropriate by the Headteacher. However, the pupil responsible will also receive education surrounding their actions, so they fully understand the impact of their behaviours, seeing it from the 'other side', to prevent the behaviour from occurring again. This may derive from the respective Head of Year or a member of the Pastoral Support team.

Uniform and Equipment

Introduction

Our pupils are proud of our school and our school community. Our pupil council have fed back to our Senior Leadership Team that our high uniform standard makes them feel more a part of the school, proud to show Longridge who they are, relieved at not having to be someone they are not and delighted that we have eliminated 'peer pressure' to be the latest version of what is currently popular, 'who can afford what' and who is deemed 'popular enough to break rules'. We see this positivity transcend uniform and enhance wellbeing and equality every day within our school community.

All pupils at St Cecilia's are expected to adhere to the school uniform policy, supported by their parent/guardian. These expectations also apply on journeys to and from school and pupils will be sanctioned in the same way as they would inside the school gates. Pupils and parents/guardians agree to support the school in this policy by signing the Whole School Agreement on admission and by choosing to attend our school.

The following is a detailed description of our policy to help avoid any misunderstandings of our expectations.

Uniform List

- Black Blazer with the school badge

Blazers are to be always worn unless pupils are instructed otherwise by a teacher. Blazer cuffs are not to be rolled or folded over.

- Red jumper with the school badge (optional)

Jumpers must not be tucked into the waistband of skirts and trousers.

- White shirt

Shirts must be tucked into the waistband of skirts and trousers. The shirt top button must be always fastened.

- Long black tailored trousers

Trousers must be loose-fitting, not hugging the skin in any way and always worn with plain dark socks.

- Knee length school skirt

Skirt length must be resting at the knee. Please allow room for growing. Please see the illustration below as an example. The skirt must be stitched down knife-pleat waist band skirt worn with plain white socks (no trainer socks) or thick black tights. Allow growing room and please ensure that the skirt rests at the knee, not above it.

We will ask you to exchange skirts that do not meet this requirement so please ensure that the fit is correct before removing labels, and that the hem sits at the knee. All of our suppliers (Mary

Frances, Top One and Bang Bang) are aware of our policy and will advise you on length. When a skirt becomes too short (as pupils grow), the form teacher will make you aware and advise you on the next steps available, whether that be establishing a timescale for a replacement or making arrangements to be provided a clean but second hand one by school.



- Socks

Black socks that cover the ankle are to be worn with trousers. Plain (no frills and unbranded) white socks that cover the ankle or opaque black tights are to be worn with skirts. No trainer socks or patterned socks are permitted.

- Tie

Key Stage 3- red with a black/white stripe

Key Stage 4- black with a red/white stripe

Prefects- plain black with the school badge (awarded by school)

Ties should show 7 stripes

Shoes

Plain black leather/synthetic leather flat shoes with black soles and laces

Boots or shoes raised at the ankle, or with additional colour stripes, patches, studs, large buckles or tassels are not allowed. Shoes should have black soles only. Trainer type soles are not allowed and please be aware that some shoes sold as school shoes may not be compliant with our guidelines especially if they have a trainer type sole. Pupils who arrive in school wearing non regulation school shoes will be given a pair of sanitised school pumps to wear in school until such time as regulation school shoes are worn. The only exception is a medical note that states why the medical condition means that only trainers (and not shoes or pumps) are required.



- Black belt (optional)

Black leather or synthetic leather with a single metal buckle.

- Plain winter coat (optional). Hooded tops and sports jackets/tracksuits are not permitted.

School coats are permitted outdoors only. No sports jackets, tracksuit jackets or hoodies are permitted either under or over blazers. If worn, these will be confiscated for the day and a lunchtime detention issued. A second instance will require the collection of the hooded top or tracksuit top by parents. Balaclavas are not permitted.

- Piercings containing jewellery are not permitted, including earrings (or anything that covers jewellery in piercings, eg plasters covering earrings)

PE Kit

Compulsory items

- Red dry-fit t-shirt or racer-back dry-fit t-shirt with the school badge

- Full zip or quarter zip training top with the school badge
- Black football shorts or skort with the school badge
- Red football socks

Optional items

- Plain black training pants (no branding)
- Black leggings with the school's name down the left calf
- Gilbert black/red netball dress
- Plain black sports socks to wear with leggings or training pants (no branding)

Full Uniform

Full uniform must be worn on the way to school and the way from school

Haircuts

Hair must be one natural colour: no patterns or artificial colour. There must be no extremes of style or fashion (this is at the discretion of the Headteacher) and the hair must not cover the eyes. Hair will be deemed unacceptably short if school considers more skin is visible than hair (typically, but not exclusively, nothing shorter than a 2 blade should work).

Make Up

Make-up may NOT be worn. Please be aware that henna, fake tan and false eye lashes and false nails/gel nails and nail polish are classed as make-up. A limited, moderate application of henna, to mark a recognised and evidenced cultural celebration will be considered if a prior written request is provided. Pupils wearing make-up will be given a lunchtime detention and will be required to remove it with a hypoallergenic facewipe. Pupils wearing fake tan or false eyelashes will work in Damascus until the tan fades and the eyelashes are removed. Tattoos, either real or artificial, are not permitted.

Fizzy drinks and Food

Pupils are not permitted to bring fizzy drinks or energy drinks onto the school premises. Water and flavoured water are permitted. Fizzy drinks and energy drinks will be removed from pupils and a lunchtime detention will be issued. Food eaten outside of the dining room will be issued with a lunchtime detention.

Summer (hot day) Uniform Adjustment

If the weather is judged by the Headteacher to be too hot, pupils will be invited to make the following adjustments to their uniform over the school Tannoy system:

- Tie may be removed
- Top button maybe unfastened
- Blazers may be removed

- Shirts must remain tucked in

Pupils must travel to school in full uniform. If a pupil is seen wearing their uniform incorrectly the consequences will be as above. The options are always full uniform or summer uniform.

Consequences for Incorrect Uniform

We will **consistently** challenge pupils who do not comply with our uniform standards.

For each instance of uniform non-compliance, a lunchtime detention will be given, and parents/guardians will be informed of this over 'EduLink'. In the rare cases that a pupil reaches 5 of these detentions within a school year, we will arrange for their form teacher to contact home. A 6th day of uniform detention will result in the pupil being removed from our school community for a day and a meeting will be arranged in school with the Head of Year. Pupils will not be allowed back into our school community until this meeting has taken place. Sanctions continue to escalate from here. For a 7th offence, and every further offence, that pupil will be placed in Damascus from 10am-4pm. There is no 'reset' point as we are very clear in what we expect, and standards should remain high for the entire academic year.

Offence	Sanction
5	Form Teacher phone call and final warning issued
6	Head of Year meeting and one session in Damascus
7	Uniform contract, 1 day in Damascus and 1 day 10-4 in Damascus for every repeat

Be advised that the same sequence applies for **chewing gum**

Detentions and Further Intervention

As parents, you will be notified of any lunchtime detentions over 'EduLink' as well as being informed what the uniform violation incurred was. Lunchtime detentions run every day from 1.25-1.45pm, leaving pupils adequate time to eat and drink. Failure to attend a lunchtime detention is moved to an after-school detention and a behaviour point is issued. These run on Monday and Wednesday from 3.15-3.45pm. Failure to attend this detention is escalated to a Headteacher detention and a further behaviour point is issued. Headteacher detentions run every Friday from 3.15-4pm. Pupils who do not attend a Headteacher detention will be issued with a 9-4 internal isolation on the following Monday. They will also be expected to do the HT detention the week after and a further behaviour point will be issued.

For pupils who are persistently non-attenders/refusers of departmental and/or afterschool detentions, the above sanction will also apply.

Equipment

Equipment will be checked frequently in Forms and lessons.

The 'must have items' listed below are 'essential' and if found missing may result in sanctions.

Must have Items to be included in checks:

- Black pen
- Pencil
- Ruler
- Reading book

Recommended Items:

- Pencil Sharpener
- Scientific calculator (Discretion will be used for disadvantaged pupils)
- Green pen (For self-corrections)
- Purple pen (For peer marking)
- Ruler
- Protractor
- Maths's compass
- Glue stick
- Scissors
- Highlighter
- Coloured pencils/ Crayons
- Felt pens
- White board (non – permanent) marker
- Hair bobble (If hair is long for practical work and PE)
- Technology apron

Home-school Agreement

Introduction

Close links between home, school and parish enhance the caring atmosphere in school. They foster the sense of spirituality and community, which supports the school's Catholic nature and confirms its uniqueness. This distinctive agreement embodies the principles and commitment of the school in pursuing the highest standards for each child, to **discover, develop** and **rejoice** during their journey to live as adult Christians.

The School

- Will be a true community of faith that will foster a sense of spirituality to support its distinctive Catholic ethos.
- Will be a place of learning where all pupils will be able to enjoy their study and achieve to the best of their ability.
- Will provide a balanced curriculum to ensure that each pupil's individuality and talents are recognized and developed to the full.
- Will achieve high standards of work and behaviour, based on positive discipline, to engender a sense of responsibility.
- Will keep parents informed about general school matters and their child's progress.
- Will assess and monitor each pupil's progress and report to parents.
- Will ensure that homework is set.
- Will aim to provide a learning environment where all pupils feel safe, secure and valued.
- Will encourage and support pupils to adopt healthy lifestyles.
- Will provide opportunities for pupils to make a positive contribution to the school and wider community.

The Parents/Guardians

Parents/Guardians are requested to:

- Support the school's distinctive Catholic Ethos
- Ensure, to their best efforts, that their child has excellent attendance and punctuality and works with school to remove any barriers if necessary.
- Support's the school policies regarding uniform and behaviour, and subsequent actions to address issues should they arise.
- Notify the school of their child's absence.
- Make school aware of any concerns or problems that might affect their child's work or behaviour.

- Attend parent's evenings and any individual discussions about their child's progress.
- Support their child in homework and other opportunities for developing potential.
- Take responsibility for their child's use of social media outside of school hours and ensure this does not impact on school life.
- Support the implementation of our mobile phone policy which is in line with Government legislation. If a mobile phone is seen, used or heard in school, during school hours, it will be confiscated, and parents will be required to collect the device from reception at their convenience.
- Ensure discussions and any concerns relating to school are kept confidential and discussed only with the school and refrain from making negative comments on Facebook or other social media sites.
- Conduct themselves politely and appropriately whilst on school premises, or when in contact with school, behaving in a way that sets a good example to children.
- Supporting the respectful ethos of the school by setting a good example of their own speech and behaviour towards all members of the school community.
- Be respectful to all staff, treating them with dignity without the risk of threatening behaviour or violence.
- To follow our complaints procedures when not satisfied with our response to concerns.

The Pupils

- Will respect the school's distinctive Catholic ethos.
- Will attend school regularly, punctually and with the required equipment.
- Will be aware and understand that schools have a filtering and monitoring system in place and will use technology safely and responsibly.
- Will turn any mobile phone or smart device off (not on silent) from 8:45am-3:15pm
- Report any concerns of child-on-child abuse (bullying/harmful sexual behaviours) or discrimination/derogatory language to a member of staff.
- Will show self-respect and always respect others in the school community.
- Will work hard at classwork and homework and always do their best to achieve to the best of their ability.
- Will make school aware of any concerns or problems that might affect work or behaviour.
- Will keep the school's rules regarding behaviour, appearance and respect for others.
- Will care for all school property and the school environment.

