



St Cecilia's
R. C. High School

Discover • Develop • Rejoice

Behaviour Policy 2026 - 2027

Reviewed: July 2026

Next Review Date: July 2027

Purpose and Ethos

This revised Behaviour Policy has been updated for September 2026 to reflect current safeguarding, behaviour and online safety guidance including Keeping Children Safe in Education (KCSIE) 2026 consultation updates, Behaviour in Schools Guidance, Suspension and Permanent Exclusion Guidance, and online safety legislation and guidance relating to artificial intelligence, harmful sexual behaviour and mobile phone use in schools.

At St Cecilia's RC High School, we are committed to creating a calm, safe, respectful and inclusive learning environment where all pupils can thrive academically, socially and emotionally. Our behaviour culture is rooted in high expectations, consistency, safeguarding and positive relationships. We believe behaviour should be taught, modelled and supported through clear boundaries, restorative practice and effective pastoral care.

Following whole-school trauma-informed training, staff recognise that behaviour can communicate unmet need, distress, anxiety or safeguarding concerns. Staff use consistent routines, emotionally available practice, de-escalation strategies and restorative approaches whilst maintaining clear expectations and accountability. A trauma informed approach does not remove consequences; rather, it ensures responses are supportive, proportionate and relational.

The school recognises that behaviour can be both a safeguarding concern and an indicator of safeguarding need. Staff will always consider whether behaviour may be linked to abuse, neglect, exploitation, mental health needs, online harm or other vulnerabilities and will respond in accordance with safeguarding procedures where appropriate.

Our most recent Catholic Schools Inspectorate (November 2024) acknowledged the ***'exemplary quality of relationships between all members of the community has created a family atmosphere in which every person is highly valued'***. Furthermore, it also rated the pastoral care and well-being for all students, especially those who are most vulnerable, is of ***'a very high standard'***. Our school community was described as ***'a place of inclusion and hope'***.

In similar fashion, Ofsted (January 2025) described our pupils as ***'polite, kind and considerate; making a strong contribution to the calm and respectful atmosphere that exists at the school. They are happy here'***. They also recognized the school's quality of work to ***'develop the pupils' emotional resilience'*** as well as ***'keeping themselves physically and mentally healthy and ultimately safe, including online'***.

High standards of behaviour are taught explicitly through routines, modelling, curriculum, assemblies, tutor time and positive relationships. Staff recognise that behaviour is a curriculum in itself and that consistency across the school is fundamental to pupils feeling safe, respected and ready to learn.

Roles and Responsibilities

Promoting positive behaviour, safeguarding pupils and maintaining a culture of respect, inclusion and high expectations is a shared responsibility across the whole school community.

Governing Body

The Governing Body is responsible for reviewing and monitoring the effectiveness of the Behaviour Policy and ensuring that the school maintains high standards of behaviour, safeguarding and inclusion. Governors support and challenge school leaders to ensure that behaviour systems are fair, consistent and effective.

School Leaders and Staff

School leaders, teachers and support staff are responsible for creating a calm, safe and purposeful environment where pupils can learn and thrive. Staff are expected to model professional conduct, uphold the school's values and apply the Behaviour Policy consistently, fairly and proportionately.

Staff explicitly teach, model and reinforce the behaviours expected of pupils. Through assemblies, tutor time, classroom routines and daily interactions, pupils are regularly reminded of the standards expected both within school and as members of the wider community.

Pupils

Pupils are expected to take responsibility for their behaviour and contribute positively to the school community. All pupils are expected to adhere to the school's Pupil Code of Conduct, which outlines the standards of behaviour, attitudes and conduct expected at St Cecilia's RC High School.

The Pupil Code of Conduct is shared with pupils and families, reinforced through assemblies, tutor activities and pastoral programmes, and forms an important part of the school's behaviour culture. Pupils are expected to engage positively with learning, follow staff instructions, demonstrate respect towards others and make responsible choices both in school and beyond the school gates.

Parents and Carers

Parents and carers play a vital role in supporting positive behaviour and are expected to work in partnership with the school. The school's Parent and Carer Code of Conduct outlines the expectations for respectful communication and positive engagement with the school community.

Parents and carers are expected to support the school's Behaviour Policy, reinforce the importance of good behaviour, attendance and punctuality, and work collaboratively with staff to address concerns and support their child's progress and wellbeing.

By working together, governors, staff, pupils and parents help create a culture where high standards, positive relationships and personal responsibility enable all pupils to flourish.

Praise and Reward

At St Cecilia's RC High School, we believe that recognising and celebrating success plays a vital role in promoting positive behaviour, engagement and personal development. The school operates a broad and comprehensive whole-school rewards system designed to acknowledge pupils who consistently demonstrate the school's values, meet behaviour expectations, contribute positively to the school community and strive for excellence in all aspects of school life.

Pupils are regularly recognised for their achievements, effort, progress, attendance, leadership, service to others and positive conduct. Recognition may take a variety of forms, including achievement points, positive communication home, certificates, prizes, leadership opportunities, rewards events, extra-curricular activities and celebration assemblies.

The school holds regular celebration and rewards assemblies throughout the year to recognise individual and collective success. Through its rewards system, the school seeks to foster a culture of aspiration, personal responsibility, resilience and pride, ensuring that pupils feel valued, motivated and encouraged to achieve their full potential.

The school reserves the right to determine the most appropriate methods of recognition and reward in line with its values, priorities and behaviour expectations.

Behaviour Recovery and Classroom Conduct

At St Cecilia's RC High School, positive behaviour is explicitly taught, modelled and consistently reinforced. Pupils are regularly recognised and rewarded for demonstrating the school's values, meeting expectations and making positive contributions to the school community.

The school believes that pupils should be given opportunities to reflect upon, amend and improve their behaviour. Staff work proactively with pupils to promote self-regulation, positive choices and successful engagement in learning.

The school operates a staged Behaviour Recovery system consisting of:

- **Warning 1 (W1)** – classroom teacher warning, pupil amends behaviour
- **Warning 2 (W2)** - classroom teacher warning, pupil amends behaviour
- **Behaviour Recovery 1 (BR1)** – classroom teacher intervention
- **Behaviour Recovery 2 (BR2)** – Pastoral support requested for intervention
- **Behaviour Recovery 3 (BR3)** – Pupil removed from the lesson for intervention

The Behaviour Recovery system provides pupils with clear opportunities to respond to feedback, modify their behaviour and return successfully to learning. Each stage provides pupils with opportunities to reflect, regulate and successfully re-engage with learning before further escalation is considered.

Throughout the process, teachers and support staff will use a range of strategies, including reminders, restorative conversations, reflection, positive reinforcement, de-escalation techniques and reasonable adjustments where appropriate. Staff will seek to understand and address any underlying factors that may be affecting a pupil's behaviour whilst maintaining high expectations and clear boundaries.

Where a pupil's behaviour significantly disrupts learning, compromises safety, or indicates that they are not currently able to engage positively in the lesson, they may be removed from the classroom environment. Pupils may receive an appropriate sanction, restorative intervention and/or pastoral support, depending on the circumstances.

This allows learning to continue for others whilst providing the pupil with an opportunity to regulate, reflect and prepare to re-engage successfully.

Behaviour Outside of School

The school has the power to apply this Behaviour Policy to behaviour that occurs outside of school where it is reasonable to do so.

The Behaviour Policy may be applied where conduct negatively affects:

- the safety, welfare or wellbeing of pupils or staff;
- the education of other pupils;
- members of the school community;
- the orderly running of the school; or

- the reputation of the school.

This includes, but is not limited to:

- travelling to and from school;
- behaviour whilst wearing school uniform or otherwise identifiable as a pupil of the school;
- educational visits, residentials and work experience placements;
- behaviour at school-related events;
- online activity, social media use and digital communication;
- child-on-child abuse;
- bullying or cyberbullying;
- the sharing of inappropriate, harmful or explicit content;
- behaviour which may pose a safeguarding risk to others.

The school may investigate incidents and apply sanctions where appropriate, regardless of whether the behaviour took place on school premises. Decisions will be made on a case-by-case basis, taking account of the circumstances, available evidence and any safeguarding considerations.

The school will consider whether any behaviour occurring outside school may indicate a safeguarding concern requiring referral under the Child Protection and Safeguarding Policy.

Mobile Phones and Smart Devices

In line with the Mobile Phone Policy 2026, pupils must hand in switched-off mobile phones, smart watches and any other communication-enabled smart devices on arrival. This also includes smart watches and any other communication-enabled smart devices. This supports a calm, safe and distraction-free learning environment and helps to promote positive wellbeing, learning and safeguarding.

Where a pupil uses a mobile phone irresponsibly, inappropriately, unsafely or in breach of school expectations, sanctions may be applied under this Behaviour Policy. This includes, but is not limited to:

- refusing to hand in a device;
- using a device during the school day without permission;
- recording, photographing or filming others without consent;
- Patterning (the filming of physical assault or severe humiliation for sharing online);
- accessing inappropriate material;
- online bullying, harassment or intimidation;
- sharing harmful, abusive or explicit content;

- misuse of social media;
- behaviour which may place the pupil or others at risk of harm.

The school may use portable hand-held metal detectors as a routine screening measure to support compliance with the Mobile Phone Policy. In line with current DfE guidance, schools have the power to screen pupils using such devices without consent. For more information, please refer to the mobile phone policy.

Incidents involving mobile phones may also be managed through safeguarding procedures where there are concerns relating to child-on-child abuse, harmful sexual behaviour, online safety, bullying, harassment or other safeguarding risks.

Repeated breaches of the Mobile Phone Policy may result in escalating sanctions. The school reserves the right to search, confiscate and retain devices in accordance with statutory guidance and school procedures where appropriate.

Child-on-Child Abuse and Harmful Behaviour

The school maintains a zero-tolerance approach to child-on-child abuse and recognises that such behaviour is never acceptable and should never be dismissed as banter, part of growing up or simply having a laugh.

Child-on-child abuse can occur both inside and outside of school, online and offline, and may occur between pupils of any age or gender.

This includes, but is not limited to:

- bullying and cyberbullying;
- discriminatory, prejudice-based or hate-related behaviour;
- misogyny and sexist behaviour;
- sexual harassment and sexual violence;
- coercive or controlling behaviour;
- abuse within intimate personal relationships;
- physical abuse;
- harmful sexual behaviour;
- upskirting;
- initiation or hazing-type behaviour; and
- harmful online conduct.

All reports will be taken seriously and investigated appropriately. The school will adopt a victim-centred approach, ensuring that pupils are listened to, supported and kept safe.

The school recognises the importance of identifying patterns of behaviour over time. Repeated incidents, escalating concerns, online activity and wider safeguarding indicators will be considered when assessing risk and determining appropriate interventions, support and sanctions.

Incidents will be managed in line with the Child Protection and Safeguarding Policy, Anti-Bullying Policy, Online Safety Policy and current statutory guidance.

The school is committed to ensuring that all concerns, disclosures and allegations are listened to and investigated appropriately. Deliberately fabricated, malicious or vexatious allegations against pupils or members of staff are taken extremely seriously, as they can have a significant impact on the wellbeing, reputation and professional standing of those involved. Where an allegation is found, following investigation, to have been intentionally false or malicious, appropriate sanctions will be applied in accordance with this Behaviour Policy and any relevant safeguarding procedures.

Nude and Semi-Nude Images

The consensual or non-consensual creation, possession, sharing or distribution of nude or semi-nude images or videos involving children is a serious safeguarding matter and will be responded to in accordance with safeguarding procedures and current national guidance.

This includes:

- images or videos shared through social media, messaging services or other online platforms;
- pressured, coerced or exploitative image sharing;
- the redistribution of images without consent;
- sexually explicit manipulated imagery;
- AI-generated, edited or "deepfake" nude or semi-nude images; and
- behaviour linked to sexual harassment, exploitation, coercion or abuse.

All incidents will be considered on a case-by-case basis and managed in line with the DfE guidance *Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People*, KCSIE and the school's safeguarding procedures.

The welfare of all pupils involved will remain central to the school's response, and appropriate safeguarding, pastoral and external agency support will be sought where necessary.

Artificial Intelligence and Online Conduct

The school recognises the increasing use of artificial intelligence and emerging technologies and the opportunities and risks these present to young people.

Pupils must not use artificial intelligence, digital technologies or online platforms to:

- create, generate, manipulate or distribute harmful, abusive, threatening or explicit content;
- create or share AI-generated sexualised imagery;
- impersonate, humiliate or harass others;
- facilitate bullying, discrimination or abuse;

- spread misinformation or harmful content; or
- engage in conduct that may place themselves or others at risk.

The Behaviour Policy applies to online conduct where there is a clear link to the school, its pupils, staff or wider community.

Serious incidents, repeated incidents or escalating concerns relating to online behaviour may result in significant sanctions, safeguarding intervention, external agency involvement or, where appropriate, suspension or permanent exclusion.

The school will consider patterns of online behaviour, potential safeguarding risks and the impact on victims when determining appropriate action.

SEND and Additional Needs

The school recognises its duties under the Equality Act 2010 and acknowledges that some pupils with SEND, disabilities or additional vulnerabilities may require reasonable adjustments, targeted support or alternative strategies to enable them to meet behaviour expectations. Such considerations do not remove expectations for positive behaviour but help ensure that support is fair, proportionate and appropriate. Staff will also consider whether SEND, mental health or safeguarding concerns may be contributing factors whilst maintaining high expectations for behaviour and safety.

Sanctions and Consequences

Sanctions are an important part of a school's behaviour culture. When used consistently, proportionately and alongside positive relationships, they help pupils understand boundaries, take responsibility for their actions and contribute to a calm, safe and purposeful environment in which everyone can learn.

Sanctions may include break or lunchtime detention, after-school detention, restorative work, removal from lessons, internal isolation, suspension or permanent exclusion where appropriate. All sanctions will be lawful, proportionate, reasonable and consistent with statutory guidance.

The school reserves the right to apply professional judgement when determining appropriate sanctions, taking account of the individual circumstances, seriousness of the incident, safeguarding considerations and any relevant statutory duties.

Suspensions and Permanent Exclusion

Suspension and permanent exclusion are serious sanctions and will only be used where appropriate, lawful, reasonable, fair and proportionate. The school will always consider the individual circumstances of each case and will have regard to current statutory guidance.

A suspension may be used in response to serious breaches of the Behaviour Policy, including persistent disruptive behaviour, defiance, violence, bullying, child-on-child abuse, harmful online behaviour, incidents involving prohibited items, or behaviour which places the safety, welfare or education of others at risk.

Permanent exclusion is a sanction of last resort and may be considered where there has been a serious breach, or persistent breaches, of the school's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school community.

In exceptional circumstances, a permanent exclusion may be considered for a single serious incident. Examples may include, but are not limited to:

- Serious actual or threatened violence against another pupil or member of staff.
- Serious child-on-child abuse.
- Sexual violence or serious sexual misconduct.
- Supplying or intending to supply illegal drugs.
- Carrying an offensive weapon.
- Serious safeguarding incidents.
- Serious criminal behaviour.
- Behaviour that presents a significant risk to the safety and welfare of others.

The examples above are not exhaustive and the Headteacher retains discretion to consider the specific circumstances of each case.

Where a suspension is issued, the school will work with pupils, parents and carers to support a successful return to school. Reintegration meetings will normally be held following a suspension to review expectations, identify any additional support required and reduce the likelihood of further incidents.

The school recognises that repeated suspensions may indicate a need for additional support or intervention. Where appropriate, further pastoral, safeguarding or SEND support will be considered.

When making decisions about suspension or permanent exclusion, the school will consider any relevant individual circumstances, including SEND, disability, mental health or safeguarding concerns. However, all pupils are expected to meet the school's behaviour expectations and contribute to a safe and respectful learning environment.

Searching, Screening and Confiscation

To maintain a safe, calm and orderly environment, authorised staff may search pupils, their possessions or school property where there are reasonable grounds to suspect that a pupil may be in possession of a prohibited item, an item banned by the school rules, or an item which may pose a risk to the safety, welfare or learning of others.

Searches, screening and confiscation will be conducted lawfully, respectfully, sensitively and proportionately, having regard to current statutory guidance and the school's safeguarding responsibilities.

Items which may be searched for, screened for or confiscated include, but are not limited to:

- mobile phones and smart devices;
- vapes, cigarettes and tobacco products;
- alcohol;
- illegal drugs or drug-related paraphernalia;
- stolen items;
- weapons or items that could be used to cause harm;

- fireworks or other hazardous items;
- inappropriate, harmful or explicit material;
- items that may be used to commit an offence; and
- any item banned under the school's rules.

Where permitted by legislation and statutory guidance, authorised staff may examine data stored on electronic devices and, where appropriate, delete data in accordance with DfE guidance.

Where a search identifies a safeguarding concern, criminal offence or risk of harm, the school may involve the Designated Safeguarding Lead, parents/carers, external agencies or the police, as appropriate.

Reasonable Force and Physical Intervention

The school is committed to maintaining a safe environment for all pupils and staff. In line with current legislation and DfE guidance, authorised staff may use reasonable force where necessary to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- causing serious damage to property; or
- seriously disrupting the good order and discipline of the school.

The use of reasonable force will always be a last resort and will be proportionate, necessary and reasonable in the circumstances.

The school adopts a preventative and de-escalation-focused approach wherever possible. Staff will seek to resolve situations through positive behaviour strategies, restorative approaches, communication and de-escalation techniques before considering physical intervention.

Certain members of staff have received specialist training in physical intervention and restrictive practices in accordance with current guidance. This training supports staff in responding safely and appropriately to situations where intervention may be necessary to protect pupils, staff or others from harm.

Any use of reasonable force or physical intervention will be recorded, reviewed and monitored in line with school procedures. Parents and carers will be informed where appropriate, and safeguarding considerations will be taken into account following any incident.

The school will have regard to statutory guidance, safeguarding responsibilities and the individual needs of pupils, including any relevant SEND, disability, medical or behavioural needs, when considering the use of physical intervention.

Monitoring and Review

This policy will be reviewed annually by governors and senior leaders to reflect changes in legislation, safeguarding guidance and school context.

Related Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy
- Mobile Phone Policy
- SEND Policy
- Attendance Policy
- Searching, Screening and Confiscation Procedures
- RSHE Policy