

St Cecilia's

R. C. High School



Behaviour Policy

2025/26

Purpose and Ethos



At St Cecilia's RC High School, we believe that a successful learning environment is built upon a foundation of mutual respect, high expectations, and consistent standards. Our behaviour policy aims to always promote excellent behaviour, ensuring that every pupil can thrive academically and personally.

We set **high expectations** for all pupils, both inside and outside the classroom, recognising that behaviour plays a key role in shaping an atmosphere of learning, respect, and opportunity. We are committed to fostering **positive relationships** between staff and pupils, as these connections are essential in creating a safe, nurturing, and inclusive school community.

Our behaviour policy is built on **consistency**. We believe in clear guidelines, fair consequences, and transparent processes that ensure every pupil understands their role in maintaining a positive environment. We aim to cultivate a culture where **aspiration** drives pupils to strive for excellence, not only in their academic work but also in their conduct and character.

We are proud of our **culture of rewards**, where effort, achievement, and positive behaviour are consistently acknowledged and celebrated. Pupils are encouraged to aspire to their best, knowing that good behaviour and positive contributions to the school community will always be recognised.

Together, staff and pupils work in partnership to create a school where everyone can succeed, feel valued, and develop the skills necessary to become responsible, respectful individuals who are prepared for the future.

All students are expected to follow our behaviour policy—this includes travelling to and from school.

Parents, carers, and pupils show their support for this policy by reviewing and agreeing to our Whole School Agreement each year.

"Pupils are polite, kind and considerate. They have strong, caring relationships with staff, and contribute to a calm and respectful atmosphere"

"Pupils respond well to high expectations of achievement and behaviour"

– Ofsted 2025

Roles and Responsibilities



Governing Body:

In consultation with the Headteacher, staff, and pupils, the Governing Body will create and regularly review the behaviour policy. It will ensure the policy is clear, non-discriminatory, and communicated to pupils and parents.

Headteacher:

Responsible for promoting and maintaining discipline through rules and protocols that:

- Encourage good behaviour and respect
- Set acceptable standards
- Promote self-discipline and authority
- Prevent all forms of bullying (including cyber and discriminatory)
- Ensure pupils complete assigned tasks and behave appropriately

School Staff:

All staff must follow and fairly apply the behaviour policy. They advise the Headteacher on its effectiveness and play a key role in maintaining consistency.

Parents/carers:

Through our parental Code of Conduct, parents and carers are expected to support their child's behaviour both in and out of school and work in partnership with us to uphold our high standards.

Pupils:

Through our Pupil Code of Conduct, pupils are expected to take responsibility for their behaviour, understand the school's expectations and report incidents of violence or child-on-child abuse.

Teachers:

Teachers guide pupils in understanding right from wrong and setting behavioural boundaries by:

- Being consistent and respectful
- Building positive relationships
- Providing appropriate challenges
- Following through on consequences like detentions

Classroom Conduct



We believe **behaviour** and **academic progress** are closely linked. Our curriculum sets a clear pathway for pupils to develop, and pupils are responsible for fully immersing themselves in it.

We focus on three key attributes:

1. **motivation**
2. **self-discipline** and
3. **reflection** in lessons

We teach pupils how we expect them to behave both in a classroom and around school. Pupils are rewarded through various methods for demonstrating these attributes. However, when misbehaviour occurs, we focus on **remorse** and **reparation**, ensuring that each pupil learns from their mistakes.

Our **Behaviour Recovery (BR) system** responds proportionately to the severity of the behaviour:

- **Informal Warning(s)**: Initial reminder for minor infractions.
- **BR1**: Issued if poor behaviour continues or escalates. Classroom teacher intervention is required.
- **BR2**: A further escalation where a member of the 'on-call' team will work to hopefully reintegrate the pupil into learning.
- **BR3**: Issued for ongoing or serious incidents, potentially resulting in **Classroom Isolation**.

Common reasons for issuing Behaviour Recovery include:

- Disruptive or inappropriate behaviour (e.g., not following instructions, shouting out, refusal to work).
- Mistreatment or interference with equipment.
- Not listening actively or low-level disruptions.
- Responding poorly to staff implementing the BR system.



Behaviour Outside of School

Teachers are able to apply the school behaviour policy and discipline pupils for misbehaviour outside school, as per Section 89(5) of the Education and Inspections Act 2006, if it affects the school's operation or reputation. This includes:

Participating in school-related activities

Traveling to/from school

Wearing the school uniform or being identifiable as a pupil

Misbehaving in ways that impact the school, such as threats or inappropriate social media activity

The Headteacher will determine whether such behaviour warrants disciplinary action, including exclusion.

Child-on-child Abuse

Child-on-child abuse can occur between pupils of any age or gender, both in school, online, and outside school. Staff are trained to recognize signs of abuse, how to respond, and report concerns to the DSL or Head of Year.

The school's aim is to ensure victims are:

- Listened to and taken seriously
- The situation/incident is fully investigated
- The victim is provided with support
- Given ongoing help to resolve the situation

St Cecilia's has a zero-tolerance approach to child-on-child abuse, including:

- Bullying (cyber, prejudice-based)
- Abuse in personal relationships
- Physical abuse, including online elements
- Sexual violence and harassment
- Non-consensual sharing of intimate images
- Upskirting
- Initiation or hazing rituals

Consequences for such behaviours can range from detentions to internal isolations to exclusions, but the pupil responsible will also receive education to understand the impact of their actions.

Supporting Pupils with Special Educational Needs or Disability

We are committed to ensuring all pupils, including those with SEND, can thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of every pupil, creating a sense of belonging and maintaining high expectations for all. Our behaviour culture will foster calm environments that support SEND pupils in their learning.

We recognise that certain behaviours may be linked to specific SEND. While we consider SEND when addressing behaviour, not all misbehaviour is linked to a pupil's needs.

We aim to manage pupil behaviour effectively, using a graduated approach when SEND is identified. This approach involves assessing, planning, delivering, and reviewing support while balancing duties related to SEND and behaviour management.

We will:

- Take reasonable steps to avoid substantial disadvantage to disabled pupils caused by school policies
- Use our best efforts to meet the needs of pupils with SEND
- Ensure provisions outlined in Education, Health, and Care plans are followed, in cooperation with local authorities
- Anticipate potential triggers of misbehaviour and implement preventative support



Sanctions and Consequences

Sanctions are used in schools to deter students from repeating negative behaviours, acting as a preventative measure. Students may receive detentions for various issues such as being late to school, not having the correct equipment or demonstrating poor behaviour. Whilst schools do not require parental consent, we aim to work with parents to reinforce the positive behaviour that is expected.

Students may receive a detention:

- at break (daily)
- at lunch (daily)
- afterschool - central (these take place on Mondays and Wednesdays until 3:45pm)
- afterschool - SLT (these take place every Friday until 4pm)

Failure to complete detentions will result in the student receiving another detention for a longer duration. Students may also work remotely in other areas of the school, not in their timetabled lessons. In these situations, they will complete age-appropriate work under supervision; they may also have their breaks and lunch times monitored. The aim of this is to give the pupil respite and time to reflect on their behaviour in line with our expectations. It serves as a positive intervention to avoid fixed term suspensions. Pupils may also have some time out of lessons for other reasons which is at the discretion of the pastoral team.

Exclusions and Suspensions

Fixed-Term Suspension:

Suspensions may be used for breaches of the Behaviour Policy, such as persistent disruptive behaviour, when lesser sanctions are ineffective. The Headteacher authorises suspensions and will consider alternative strategies if repeated suspensions don't improve behaviour.

Reintegration Meeting:

After a suspension, a reintegration meeting with the pupil, parent/guardian, and a pastoral/senior member of staff is required. Supportive measures will be discussed and clarified.

Permanent Exclusion:

A Permanent Exclusion is a last resort for serious or persistent breaches of the behaviour policy. The Headteacher will ensure all strategies have been exhausted before considering permanent exclusion. Exceptional cases/serious incidents may result in permanent exclusion after a single offence. The school may inform the police if a criminal offence is involved. The Governing Body typically won't reinstate a pupil for serious offences.



Reasonable Force

Staff may use reasonable force to safeguard pupils, meaning no more force than necessary. This includes preventing offences, injuries, property damage, and maintaining discipline. Headteachers and authorised staff can also use force during searches for prohibited items.

Searching, Screening and Confiscation

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.

Prohibited Items

Headteachers and the staff they authorise can search pupils and their possessions if they have reasonable grounds to suspect possession of prohibited items, including:

- Knives, weapons, alcohol, illegal drugs, stolen items
- Tobacco, e-cigarettes/vapes, fireworks, pornographic images
- Items that could cause harm or damage, or are banned by school rules
- Mobile phones/smart devices (banned from 08:45 to 15:15)

Confiscated items, especially related to smoking/vaping, may result in sanctions, including suspensions. This will depend on a case by case basis.

Mobile Phones and Smart Watches

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). The same will also apply for smart watches should a pupil be using the device for other purposes.



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.