



St Cecilia's
R. C. High School

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Behaviour Principles - Written Statement

Reviewed: July 2026
Next Review Date: July 2027

St Cecilia's RC High School

Behaviour principles - written statement

St Cecilia's RC High School is committed to maintaining the highest standards of behaviour, conduct and personal responsibility so that every pupil is able to flourish academically, socially and spiritually within a calm, safe and inclusive learning environment.

This written statement sets out the principles that guide the Headteacher in determining measures to promote good behaviour, self-discipline and respect, prevent bullying, secure an acceptable standard of behaviour and regulate pupils' conduct. The governing board believes these principles reflect the school's Catholic mission and values and provide the foundation for the Behaviour Policy.

Responsibility for the day-to-day implementation of the Behaviour Policy rests with the Headteacher, who will exercise professional judgement in applying the policy fairly, consistently, reasonably and proportionately, taking account of individual circumstances and relevant legislation.

Behaviour Principles

The governing board believes that:

Catholic Ethos and Human Dignity

Every member of the school community is created in the image and likeness of God and should be treated with dignity, compassion, fairness and respect. Behaviour expectations should promote the school's Catholic ethos and encourage pupils to demonstrate kindness, honesty, forgiveness, service and responsibility towards others.

Safe, Calm and Inclusive Environment

The school should provide a calm, orderly, respectful and inclusive environment where pupils feel safe, valued and ready to learn. High standards of behaviour are fundamental to safeguarding, wellbeing and successful learning.

The school will actively promote equality of opportunity and will not tolerate discrimination, harassment or prejudice of any kind.

High Expectations

The governing board expects high standards of behaviour from all pupils at all times. Behaviour expectations should be clearly taught, consistently modelled and fairly reinforced throughout all aspects of school life.

Staff should establish clear routines, promote positive relationships and provide pupils with the support and guidance necessary to meet the school's expectations.

Positive Behaviour Culture

The governing board believes that positive behaviour should be recognised, encouraged and celebrated. A culture of praise, encouragement and recognition should motivate pupils to demonstrate the school's values and contribute positively to the wider school community.

Behaviour should be viewed as something that is explicitly taught through consistent routines, high-quality relationships, effective teaching and positive role modelling.

Consistency, Fairness and Accountability

The governing board expects behaviour systems to be applied consistently, fairly and proportionately whilst recognising that professional judgement is essential when considering individual circumstances.

Pupils should understand that positive choices bring positive recognition and that unacceptable behaviour will result in appropriate consequences which help pupils reflect, learn and take responsibility for their actions.

Safeguarding and Wellbeing

The governing board recognises that behaviour can sometimes be an indicator of unmet need, vulnerability or safeguarding concern.

Behaviour should always be considered alongside the school's safeguarding responsibilities. Staff should remain alert to whether behaviour may indicate abuse, neglect, exploitation, mental health needs, online harm or other vulnerabilities and respond appropriately in accordance with safeguarding procedures.

The welfare and safety of all pupils will always remain paramount.

Support, Inclusion and Reasonable Adjustments

The governing board is committed to ensuring that all pupils are supported to achieve high standards of behaviour.

The school will meet its duties under the Equality Act 2010 and make reasonable adjustments where appropriate for pupils with special educational needs, disabilities or additional vulnerabilities.

High expectations apply to every pupil, whilst recognising that some pupils may require additional support, intervention or alternative strategies to achieve success.

Restorative and Trauma-Informed Practice

The governing board supports a relational and trauma-informed approach to behaviour which combines high expectations with compassion, consistency and accountability.

Where appropriate, pupils should be supported to regulate their emotions, reflect upon their behaviour, repair relationships and successfully re-engage with learning. This approach complements, rather than replaces, appropriate consequences for unacceptable behaviour.

Respectful Relationships

The school should foster positive relationships between pupils, staff, parents and the wider community.

Bullying, child-on-child abuse, discrimination, harassment, sexual harassment, sexual violence, hate-related behaviour and harmful behaviour of any kind, whether occurring in school or online, will not be tolerated.

All reports of harmful behaviour should be taken seriously, investigated appropriately and responded to in accordance with safeguarding procedures.

Behaviour Beyond the School Gates

The governing board believes that pupils represent the school both within and beyond the school environment.

The school's behaviour expectations should apply where pupils' conduct outside school, including online activity, affects the safety, wellbeing or reputation of members of the school community or the orderly running of the school.

Partnership with Parents and Carers

Positive behaviour is most effectively promoted through strong partnerships between home and school.

The governing board expects parents and carers to support the school's Behaviour Policy, reinforce high standards of behaviour and work collaboratively with staff to promote pupils' wellbeing, learning and personal development.

Staff Conduct

All staff should model the behaviour, professionalism and respectful relationships expected of pupils.

Staff should apply behaviour expectations consistently, fairly and with professionalism, helping to create a culture where pupils feel safe, supported and able to succeed.

General Expectations

St Cecilia's RC High School maintains high expectations for behaviour, attendance, punctuality, conduct and respect throughout all aspects of school life.

The governing board expects the school to maintain clear and accessible behaviour expectations that are understood by pupils, staff, parents and carers. These expectations should be consistently applied and regularly reinforced through the curriculum, assemblies, tutor programme, pastoral systems and daily interactions.

The school places significant emphasis on recognising positive behaviour whilst providing appropriate support and intervention where pupils experience difficulties in meeting expectations. Behaviour systems should promote self-discipline, resilience, personal responsibility and respect for others.

The governing board supports behaviour policies which combine clear expectations, positive relationships, restorative approaches, appropriate consequences and effective safeguarding to create a culture where every pupil feels safe, respected and able to achieve their full potential.