



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

BEHAVIOUR FOR LEARNING



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

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AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave in lessons, around school and their travel to and from school**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

1.1 Our Core Values Underpin the Behaviour for Learning Policy

The St Cuthbert's RC High School Behaviour Policy is rooted in the belief that:

'Catholic schools, while providing a quality education, hold up Christian values to children, inviting them to build their own lives on them'. Pope John Paul II (Feb 1997)

A high standard of behaviour is expected at all times. This standard enhances the good reputation of the school and is based on the Catholic values of the school and in particular Jesus' commands that we should:

'Love God and our neighbour as we love ourselves' (Luke 10:27) and 'Treat each other in the way we would like to be treated ourselves.' (Matthew 7:12)

All members of the school are to be treated with great respect and we emphasise self-discipline, courtesy and consideration for others. **Our core values of Love, Service, Respect, Stewardship and Compassion underpin everything that we do in our school.**

1.2 General Principles of our Behaviour Policy.

The Behaviour Policy at St Cuthbert's RC High School is based upon an ethos that generates a positive environment for those who work and learn within it. Central to this ethos are the elements of **choices, chances & consequences**.

At St Cuthbert's RC High School all students are expected to behave in a way that creates an environment where;

- staff can deliver engaging lessons enabling students to achieve
- students can learn, achieve and reach their full potential
- all members of the school community can work in a safe environment
- staff, students, parents and visitors can enjoy and be proud of their association with St Cuthbert's RC High School

The positive behaviour management of our young people is most effective when a true partnership exists between school and home. Our school community consists of our students, staff, Governing body, parents, carers and the wider community.

All members of St Cuthbert's school community are expected to have the utmost respect for themselves, for others and for the school and local environment. That is living our core values...the St Cuthbert's Way.

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. ROLES AND RESPONSIBILITIES

(a)The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

(b)The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

(c) Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership and pastoral teams will support staff in responding to behaviour incidents.

(d) Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

4. STUDENT CONDUCT

St. Cuthbert's RC High School actively encourages its students to foster positive relationships with each other & the staff in the school. Students are expected to:

- Behave in an orderly and self-controlled way – follow the St Cuthbert's 5 Ps.
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school & on their journey to & from school.

4.1 Student Uniform

School uniform plays a valuable role in contributing to the ethos of St Cuthbert's RC High School. Our uniform identifies students as part of our school community. Being appropriately dressed helps students to develop a positive mind set for learning and supports them in being successful learners.

It is compulsory that only those items stipulated within the official school uniform list (**see Appendix F**) are permissible to be worn by our students. The official school uniform must be worn by all students who are on roll at St Cuthbert's RC High School at all times, without exception. The uniform policy applies to students attending off-site provision (including activities) and out-of-hours activities unless parents/carers are advised otherwise. Students who contravene the uniform policy will work in internal exclusion. Students who refuse to accept the consequence, or an alternative replacement, will work in internal exclusion from the rest of the school day.

St Cuthbert's RC High School operates a zero tolerance approach to excessive jewellery and body piercings being worn by students at any of the aforementioned times. **Jewellery must not exceed a wristwatch and a small pair of studs in the earlobe.** Any other jewellery and body piercings will be confiscated by staff and stored securely. Students can collect these items at the end of the day. **If a student has jewellery confiscated on more than two occasions, then parents / carers will be asked to come to school to collect these items and a further sanction will be issued.**

Trainers are not permitted to be worn in the school except in PE practical sessions. Boots are not permitted under the school's uniform policy. However, at times of severe inclement weather the school may contact parents/carers and inform them that boots will be permitted within a specific timescale. Please note that the school will determine if and when this should occur.

All shoes must be black in colour. Footwear that is branded with a sports logo or name is also not permitted. Any shoe that is described or viewed as a sports style or training shoe is not acceptable. Where students arrive at school in trainers or shoes that contravene this policy, students will be placed in internal exclusion or an alternative form of footwear may be offered

enabling the student to remain in school and continue learning. Students who refuse to accept the consequence or refuse to wear the alternative footwear offered will receive a further sanction.

Denim style black trousers and 'legging/jegging type trousers' are not acceptable school wear. Furthermore, students are not permitted to attend school with any form of pattern shaved into their heads/eyebrows, 'Mohican style haircuts', 'long top / short side' haircuts and unnatural colourings to their hair.

The length of student's nails should also be kept to an acceptable minimum length in respect of the Health and Safety requirements for practical activities such as Sports and Design Technology etc. artificial nails are not permitted.

Failure to comply with any of the above rules will result in internal exclusion and/or a Fixed Term Exclusion until the issue has been resolved.

5. REWARDS & SANCTIONS

5.1 Rewards

Rewards are an important way of recognising effort, achievement and good behaviour. All students like to receive praise it encourages and helps students to know that their efforts have been recognised encouraging resilience and persistence. Celebrating effort and achievements are an integral part of school life at St Cuthbert's (See Appendix E)

We aim to praise our students in lessons and around school on a daily, termly and yearly basis.

Achievement Points

Students will receive weekly achievement points for 100% attendance and having no C3/C4 behaviour points. Students can be awarded achievement points based on their attitude to learning and by exhibiting the St Cuthbert's 5Ps.

Students will also be allocated achievement points at the end of each data cycle for making progress towards their target grades and for being an outstanding learner in that subject area.

Achievement points can be allocated for being:

- PREPARED
- PUNCTUAL
- POLITE
- PARTICIPANTS
- PROUD

Teacher Rewards

Our school places a great deal of emphasis on the classroom teacher rewarding students, as it is through rewards that a positive relationship with learning is fostered. Our classroom teachers and the students' form tutors will issue achievement points on a daily basis. Students may also receive positive phone calls home, stickers and 'Star of the Lesson/Star of the Week' for positive contributions to their class or homework. This also includes contributions to the wider school community and extra-curricular activities.

Each week in year group assemblies, the form with the highest attendance will be celebrated as well as the top achievers in each form group.

The form with the highest attendance at the end of each half term will gain a breakfast reward and trophy cup. The top five achievers in each form group at the end of a half term will receive a week's lunch queue jump pass.

At the end of each term, there will be a rewards assembly for each year group to celebrate the successes over the term. Students will be rewarded for their contribution to the St Cuthbert's 5P's as well as being recognised by subject areas and the pastoral team for their contributions in and out of the classroom.

Key Stage 4 Awards Evening

Each autumn, Year 11 students and their parents/carers are invited back to the Key Stage 4 Awards Evening. Prizes are awarded for attainment and effort in each Key Stage 4 course as well as rewards from the Head of Year, members of the Senior Leadership Team and the Headteacher.

At St Cuthbert's RC High School, we use both academic monitoring and behaviour monitoring data to decide on eligibility for associated trips and rewards. We seek to make praise a central theme to our pastoral system, promoting a sense of self-worth and accomplishment for our students and celebrating the many achievements of our young people.

5.2 SANCTIONS

C1-C4

Consequences are issued in relation to a student's actions after the initial settling period in lesson. The sanctions C1-C4 should be used for students who are not meeting the classroom expectations. Staff are encouraged to use the system in a calm and timely manner, always giving the student the opportunity to make the right choice about their behaviour for learning.

Sanction	Action
C1 (Choice)	1 st verbal warning – noted on board.
C2 (Chance)	2 nd verbal warning – noted on board.
C3 (Consequence)	30 minute after school detention.
C4 (Consequence)	Student moved to another classroom if disruption continues 60 minute after school detention
On Call	On call requested, if a student persists in disrupting the classroom they have been removed to. The member of staff 'On Call' may stay in the lesson for a period of time to support.

Parents will receive a text and/or notification via the Class charts App to advise them of this after school detention.

Teaching staff should follow up a C3 detention with a conversation with the student and/or student's form tutor. When a C4 detention is issued staff MUST make a phone call home to discuss the behaviour displayed in class. If this intervention does not improve student behaviour, staff should then inform the Head of Department and then the Year Team for further support.

If a student is absent from school on the day of their detention he/she will attend the detention on their next day in school.

Detentions flowchart – see Appendix D

5.3 Out of class behaviour

Students are expected to move around the school in an orderly manner, walking sensibly and quietly whilst keeping to the left. They should wear their uniform correctly, refrain from eating or drinking on the corridors or using their mobile phones. If seen, these items will be confiscated.

Students should be polite & show respect to others, staff and other students. They should also follow any instructions given whilst out of class.

Students should be punctual to all lessons. Students who are repeatedly late to lesson will be issued with a C3 Punctuality detention (30 mins)

5.4 Mobile Telephones, MP3 Players, Airpods Headsets etc.

Mobile telephones are only permitted to be used during breakfast, break and lunch time in the Cuisine or outside for listening to music or gaming. **If a student has a mobile phone it must be switched off and out of sight during all lesson times and changeovers.** Mobile phones must not be used to make any calls or for recording purposes at any time on the school site. **If a phone or headset/airpods are used inappropriately they will be confiscated.** School does not accept any responsibility for lost or stolen mobile phones. Students wishing to contact parents/carers should contact the office and likewise parents/carers should refrain from contacting students directly and ring the main school office on 01706 647761. This prevents any misunderstandings and miscommunication.

5.5 Internal Exclusion

Internal Exclusion serves as a serious school sanction. It is used as a sanction to prevent students from engaging with the school community but without negatively impacting on their learning.

When non-adherence to school expectation is deemed serious enough to warrant internal exclusion the following procedures follow:

- Teaching staff request a C4 On call and a member of the pastoral team (Pastoral Officers/Behaviour Manager) will attend the classroom. This will only be in the event of a serious incident or when a student disrupts the lesson they have been sent to following the disruption after receiving a C3.
- Students will be taken to internal exclusion for the remainder of the lesson and then sent to the next lesson unless it is a serious incident which needs to be investigated.
- A serious incident will result in a sanction of the student being placed in internal exclusion for a set period of time. A serious incident may include a serious assault on another person, the display of any discriminatory behaviour, or an incident that has brought the school's name into disrepute.
- If a student has more than 1 on call in a day they must remain in internal exclusion for the remainder of the day, including break and lunchtime.
- On Calls will be logged by the Pastoral Officers/Behaviour Manager and the data used to support and challenge any student failing to meet expectations and support staff with behaviour management. This includes lessons where students have repeated on calls.

An internal exclusion letter is always sent to parents to advise either that their child has been internally excluded that day or to advise of a future internal exclusion. This letter will be attached to the student's SIMS page.

A student can only be referred to internal exclusion by the Head of Year, Behaviour Manager, Pastoral Officer or a member of the SLT.

If a student receives an internal exclusion, the following apply:

- Students eat their lunch in the internal exclusion room.
- A packed lunch from the Cuisine will be provided for all students in internal exclusion and will be brought to students each day.
- Students do not talk to other students within the internal exclusion room.
- Mobile telephones will be removed from students prior to their placement in the internal exclusion room.
- Students will not be permitted to eat or drink other than at allocated times during internal exclusion.
- Food/drink items (brought in for a break time snack) that are not deemed suitable will be confiscated by staff (this includes all fizzy and energy drinks).

After a period in internal exclusion parents / carers must come into school for a meeting with the student's Head of Year/Behaviour Manager/Pastoral Officers/Member of SLT. At this restorative meeting the incident will be discussed, targets agreed (which will be on the student's report) and relationships restored as necessary with any aggrieved party.

See Appendix F - Criteria for internal exclusion

5.6 External Exclusion

This sanction is used when a student fails internal exclusion or when the behaviour warrants a more serious sanction. When a student is referred, to another school, for a period of up to 5 days the following procedures follow:

- Parents are notified
- Transport to another schools internal exclusion will be discussed and agreed
- The appropriate form is completed and e-mailed to the other school with the student's basic details from SIMs
- Work will be provided by our school
- The student will take lunch and work in the other school to complete this (FSM can be arranged from SCRCHS)
- Following the external exclusion, a parental meeting must be held with the student, parent/carer and either the behaviour manager, Head of Year or Assistant Head

5.7 Fixed Term Exclusions

When other strategies and interventions have failed, the Headteacher may consider fixed term or permanent exclusions.

5.8 Parental Meetings

The school may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a student's general behaviour or in relation to a specific incident. If a matter has resulted in the student receiving being placed in internal exclusion and the parents do not attend the meeting for whatever reason, the student concerned will remain in internal exclusion until a meeting has taken place and the issue has been resolved. In most cases students will attend the meeting with their parent/carer. They should do so in full school uniform without exception. Where incidents involve members of staff it is not school procedure for the staff member to be present at the meeting.

Please note that school staff will only meet with parents/carers who are officially registered on the school system. Parents/carers are entitled to bring a friend to accompany them to a meeting but only registered parents/carers are permitted to participate in the discussions.

Where a parent/carer has been banned from the school site due to their previous conduct, an appropriate adult may meet with the school and act as their representative in the meeting. The appropriate adult must be agreed by both parties prior to any meeting taking place.

5.9 Off-Site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus/in the community on the way to or from school.

5.10 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

6. BEHAVIOUR MANAGEMENT

6.1 Positive Learning Experience

Our aim is to promote a happy, positive atmosphere where students benefit from good relationships with other students and staff. It is the responsibility of all staff, not just teaching staff, to promote good behaviour.

Staff are role models in this process and we demonstrate the behaviour we expect from students by the way we behave towards both them and our colleagues. High expectations must be at the heart of everything we do. We influence the actions of students by both our direct communication with them and through our observed actions, which are all crucial in fostering the desired responses from students.

6.2 The St Cuthbert's Way – The 5 Ps

In order to promote good behaviour we aim to develop the following qualities in our staff and students.

As a member of the St Cuthbert's Roman Catholic community, you will be:

- PREPARED
- PUNCTUAL
- POLITE
- PARTICIPANTS
- PROUD

6.3 Teacher Behaviour – (planning and being prepared)

It is important to plan our response to poor or unwanted behaviour. Teachers plan lessons in great detail, however, staff should also plan and rehearse strategies for dealing with unwanted behaviour. This is important because our successes in promoting co-operation and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classroom.

Key questions for teaching staff:

- Have I greeted them at the door and made my high expectations clear at the beginning?
- Have I factored in the lesson start routine and planned for how the lesson will end?
- Have I planned my lesson appropriately and shared my learning intentions with students?
- Have I planned to meet the needs of all students (accessibility/challenge/consulted pupil passports?)
- Is the work challenging and interesting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Is my seating plan right and have I made my instructions clear?
- Have I taken into account the St Cuthbert's standard procedures?
- Am I praising and rewarding those who demonstrate positive behaviour for learning?

Appendix B contains some advice, including modelling of teaching strategies to improve behaviour for learning in the classroom in order to diffuse situations and avoid the use of sanctions.

The St. Cuthbert's Way - The 5 Ps	
Your teacher will	You will
<ul style="list-style-type: none"> • Be prepared – plan challenging and appropriate lessons which improve your knowledge and skills. • Be punctual and polite - greet you at the classroom door and welcome you in. • Allow you to participate - have a starter activity ready for you to complete on entry to the classroom and plan activities which allow you to learn new knowledge and skills in a variety of ways, which are appropriate and challenging • Take pride in their teaching and your learning - assess what you have learned through a variety of activities and give you feedback on how to improve your work. 	<ul style="list-style-type: none"> • Be prepared for lessons with the correct equipment and any homework completed. • Be punctual (within 5 minutes) and polite by arriving to class on time and with a respectful, positive attitude to learning and others. • Participate fully in the lesson by completing all classwork in the time given and in the way in which you are asked. • Take pride in your appearance and work by being in full school uniform and presenting all work neatly and with care and participate fully in all assessment and responding to

<ul style="list-style-type: none"> • Apply the school’s behaviour for learning policy consistently and fairly. 	<p>feedback activities to demonstrate what you have learned.</p> <ul style="list-style-type: none"> • Meet all expectations and contribute positively to the classroom environment at all times.
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6.4 Classroom Management

In dealing with unwanted behaviour, it is essential that good behaviour is promoted. This means developing skills and strategies that do not solely rely on sanctions. Sanctions, used in internal exclusion, do not change or improve behaviour but instead apply the limits to behaviour that enable us to reward and reinforce.

Staff should aim to:

- reprimand privately to encourage co-operation
- keep calm to model desired behaviour
- be fair and consistent
- use the minimum sanction necessary to achieve your desired outcome
- keep sanctions appropriate
- re-integrate students into the class
- seek closure after the sanction

Staff should do all they can to avoid:

- humiliation
- public confrontations
- sarcasm
- shouting often
- blanket punishments

It is crucial for all staff to remain calm, assertive and in control. Raising your voice may be necessary but never lose control and never engage in a “screaming match” with a student. Enlist the support of other colleagues where necessary.

6.5 School Expectations: Standard Procedures

To maintain consistency and high standards, teaching staff should work to the St Cuthbert's standard procedures which outline our expectations of teaching staff.

Movement between lessons	
Students	Staff
I will...	I will...
Walk directly to my classroom, without touching others, always walking on the left.	Be at my duty point promptly.
Ensure I am in the correct uniform – no coats / hoodies. Make sure my phone is out of sight.	Scan corridors and students. Be seen looking. Reset anything that's needs to be corrected, using no verbal gestures if possible. Confiscate any banned items.
Demonstrate the 5 Ps and earn achievement points.	

At the Door	
Students	Staff
I will...	I will...
Enter the classroom quickly and quietly.	Be at the doorway (half body in classroom, half body out on corridor).
Not talk or make noise as I enter the classroom.	Give a positive welcome.
Walk directly to my allocated seat.	Correct and reset discreetly if required.
Take equipment out of my bag and put my bag under the desk.	Place an activity on the screen or desks Ensure books are being given out to enable students to self-start the Do Now .
Put my planner and PREP on the desk (pen, ruler, eraser, pencil)	Ensure all students are effectively completing the routines and correct if necessary.
If asked, support with giving out books etc.	

Do Now	
Students	Staff
I will...	I will...
Start the Do Now without the need for instruction.	Set 4/5 minute timer.
Respond only to the register.	Give little or no narration – allow the tone to be set for the lesson.
Demonstrate the 5 Ps and earn achievement points.	One to one correction if required.
	Ensure all students are effectively completing the routines – correct if necessary.
	Take the register as students complete the Do Now task.

Start of Lesson	
Students	Staff
I will...	I will...
Listen to the learning objective.	Show 5 Ps slide and share learning objective.
Write down the title and date in my book in black or blue pen. I will underline these.	Give students the title for the lesson. Some may pose this as a question.
During the Lesson	
Students	Staff
I will...	I will...
Demonstrate the 5 Ps throughout the lesson and earn achievement points.	Follow the St Cuthbert's 5 part lesson.
	Issue achievement points

The end of the lesson	
Students	Staff
I will...	I will...

Complete the final learning activity as directed.	Ensure that a 'reflect' learning activity concludes the lesson.
When asked to do so, tidy away my belongings.	Ask students to pack away their equipment.
Pass my books to the row in front. If I am sitting on the front row, I will collect the books and put at the side of the desk. Follow the teacher's instructions regarding packing the books away.	Ask that books are to be collected by each row and passed to the front. Select a student(s) to then pass to the sides of the room for collection. <i>This gives a few moments to display the Do Now for the next class.</i>
Quietly, leave the classroom as instructed by my teacher.	Dismiss the class in a quiet manner, row by row on the bell.
Walk directly to my next classroom, without touching others, always walking on the left.	Be at the doorway (half body in classroom, half body out on corridor).

The relevance of our curriculum, the quality of our teaching and the opportunities we offer our students are crucial to promoting good behaviour and establishing cooperative classrooms. As teachers we can minimise the likelihood of unwanted behaviour by making lessons relevant, engaging and planning for every student.

Teachers need to create a learning atmosphere in every lesson where all students feel their efforts are continually monitored and recognised. We need to drive pace in this way to encourage and engage students whilst also minimising the opportunities for unwanted behaviour by constantly checking student understanding.

The St Cuthbert's "Teaching and Learning Handbook" provides strategies and a lesson planning framework to support with this.

6.6 Consistent Application of Behaviour Policy

Even the most skilful and / or experienced staff will experience challenging behaviour from time to time and staff actions need to be measured and remain consistent throughout the school.

Consistency will be achieved by:

- all staff sharing a positive, not a repressive ethos to managing behaviour
- all staff embracing and adopting the advice and the principles of this policy
- all staff following the guidance in the Appendix B
- all staff regularly reminding students of the need to behave well
- all staff regularly reminding students of expectations and sanctions

6.7 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Further reference is within the school's Physical Intervention Policy

6.8 Risk Assessment

In order to ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, the school may carry out a risk assessment in cases when a student is considered a risk to the learning or health and safety of other students or staff.

7. SEARCHING, SCREENING & CONFISCATING ITEMS

7.1 Searching students

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

St Cuthbert's RC High School staff have a right to search students for any item banned by the school, if the student agrees. This may include items such as tobacco and cigarette papers, alcohol, fireworks, pornography, knives or stolen items.

The Headteacher, and staff authorised by the Headteacher, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff will seize any banned or prohibited item(s) found as a result of a search or which they consider harmful or detrimental to school discipline. Weapons and illegal drugs will be passed immediately to the Police.

Where a search is undertaken without the consent of the student this will, where possible, be undertaken by a member of staff of the same sex as the student and with a witness who is also the same sex. In order for such a search to be undertaken the school must be satisfied that there are reasonable grounds for suspicion. A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed. Items bought into school with the intention to sell will be confiscated and disposed of.

The Headteacher reserves the right to screen students as appropriate and congruent with the DfE searching, screening and confiscation advice updated January 2018.

Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and 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 going further than that, which only a person with more extensive powers (e.g. a Police Officer) can do.

7.2 Confiscation of item

Any prohibited items (listed in Appendix A) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

8. STUDENT SUPPORT

St Cuthbert's RC High School recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.1 SELECT (Social & Emotional Learning: Effecting Change Together)

Our SELECT staff work closely with the SENCO & pastoral team so they can offer tailored and bespoke support for those most vulnerable in our school community. All support packages and interventions are bespoke, dependent on the needs of the student. They may involve group work, counselling or one-one mentoring sessions. Some typical interventions that are offered in the inclusion centre include:

- Support for victims and perpetrators of bullying incidents
- E-safety and personal safety workshops
- Building self-esteem and emotional resilience in students
- Anger management
- Restorative justice and conflict resolution
- Self-esteem workshops

9. TRANSITION

9.1 In year transfers

Students transferring to St Cuthbert's RC High School from other schools will be monitored for six weeks to ensure an effective and positive transition takes place. Where concerns regarding behaviour are evident at transfer or develop in the probationary period these will be addressed by the Pastoral Team and interventions put in place to support progress, classroom successes and a positive start at St Cuthbert's.

9.2 Managed transfers

Students who are part of a Managed Move Protocol will be set targets and have regular reviews over a period of 12 weeks, in conjunction with the Fair Access Team, to assess the success of the placement. Where a placement is believed to be breaking down the host school and Fair Access Team will be notified. In instances of serious disruption or poor behaviour the placement may be terminated early, in agreement with Fair Access. Successful placements will allow a student the opportunity to join our school community.

9.3 Year 7 Transition

Students entering Year 7 are supported by partnership working with all primary schools, to ensure that individuals vulnerable at transition are supported by the appropriate support packages and where necessary a range of support and interventions will be put in place to assist a positive start at our school.

10. TRAINING

Our staff are provided with training on managing behaviour, key pastoral staff & senior leaders have received training on the proper use of restraint, as a last resort.

Behaviour management will also form part of continuing professional development.

11. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the headteacher and full governing body every year. At each review, the policy will be approved by the headteacher.

12. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Physical Intervention Policy

Appendix A: Situations, Actions and Sanctions – Guidance for Staff, Parents and Carers

1. Banned items

The following items are “banned items.”

Banned items

- Alcohol
- Tobacco and e-cigarettes
- Drugs and any illegal substances
- Prescription medicines without the patients name, date of prescription, dosage and name of drug
- Over the counter or other non-prescription medicines without a parental note of authorisation
- Solvents
- Volatile substances
- Aerosols
- Matches
- Cigarette lighters and any other smoking paraphernalia
- Fireworks
- Knives
- Firearms
- ICT virus equipment and external storage devices
- Any object that could potentially cause injury
- Laser pens or any laser pointing device
- Indecent or offensive images stored in any format

The following procedure will be followed should a student be suspected of being in possession of a banned item.

- a) Internally exclude the student where applicable
- b) Item confiscated (item usually requiring collection by parent/carer or police) and kept in a safe
- c) Head of Year / SLT informed
- d) Incident investigated with witness statements taken
- e) Police involved as appropriate
- f) Will result in Fixed Term Exclusion / Internal Exclusion / Permanent Exclusion

Additional Banned Items

- Chewing gum
- Fizzy drinks
- Energy drinks
- Hooded tops
- Excessive make up
- Jewellery in excess of one small pair of studs and a wristwatch

2. Searching, Screening and Confiscating Items

Please refer to page 17 of this Policy

3. School Guidelines in relation to Bladed Articles/Weapons (including replicas)

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least he/she will receive a Fixed Term Exclusion. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the police and will be dealt with accordingly. In law fireworks such as “bangers” etc. are classed as firearms.

St Cuthbert's RC High School operates a zero tolerance approach in relation to fireworks.

4. Smoking

St Cuthbert's RC High School is a No Smoking Site and as a result operates a strict No Smoking Policy. A detention, internal exclusion and in some cases a fixed term exclusion may be issued where students are caught smoking.

Smoking is banned for staff and students on the whole of the School site. Any students caught smoking will:

- a) Have their smoking equipment confiscated and disposed of (i.e. treated as a drug – see Drugs Policy).
- b) Parents may be called in for a discussion on health and duty of care.
- c) Be issued an internal exclusion.
- d) Be referred to the school nurse for educational material and consultation.

Students found in possession of cigarettes, e-cigarettes and/or lighters will have the items confiscated and they will not be returned. In extreme cases of persistent disregard for the no smoking rule, students will be excluded to the care and supervision of parents at break and lunch. Smoking also includes the use of electronic cigarettes. A leadership detention will be issued for all students found to be smoking / have cigarettes or lighters on their person.

5. Drugs

Students found supplying or distributing illegal substances face Permanent Exclusion from school. Students found in possession of illegal substances will on the first occasion automatically receive a Fixed Term Exclusion. He/she will face a return to school interview with a member of the senior leadership team via which he/she will be offered the opportunity to attend sessions with an independent drugs counsellor.

Students who bring or use drugs on site will be placed in internal exclusion while:-

- a) An investigation takes place involving the police when appropriate.
- b) Parents are contacted
- c) A referral to an appropriate outside agency for support work is arranged.

Using, possessing or supplying drugs will result in a Fixed Term or Permanent Exclusion. Carrying sufficient drugs which may be judged (by police) to be used for supply will result in Permanent Exclusion. Where a student is allowed to return to school a 'Drugs Free in School' contract will be signed, but these instances will be very infrequent.

Second time use, possession or supply of drugs (when applicable) following the signing of the 'Drugs Free in School Contract' will result in permanent exclusion.

The School will exercise its right to ask students to empty pockets and bags in cases where drug use/possession is suspected. All students will be referred to the police to be dealt with under the Misuse of Drugs Act.

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is unacceptable behaviour and will not be tolerated at St Cuthbert's RC High School and we will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated.

We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no student is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

Reports of bullying are logged on SIMS and is a standing agenda item at Pastoral Meetings.

Incidents of bullying are tracked, with each occurrence having a chronology of events and a designated lead member of staff. All victims and perpetrators will be referred to the Inclusion Centre for support.

Incidents of bullying are reported to the Local Authority as part of their monitoring. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

7. Harassment (race, religion, sexuality, culture)

Any student who harasses other students will be treated in the same way as a bully. An investigation will take place by pastoral staff and the punishment will then be determined. This may include detentions or internal, external or fixed term exclusions. SLT must be informed of racist / homophobic incidents so the appropriate paperwork can be completed for LA and police purposes.

Please refer to St Cuthbert's RC High School Anti Bullying Policy.

8. Truancy

If a student has been identified as truanting and disrupting the good order of the school:

- a) Parents will be contacted by phone, email or text
- b) Truancy for a lesson will result in the student being detained after school by the subject teacher / leader to complete work missed.
- c) Truancy from more than one lesson will result in the student receiving a sanction.

9. Walking out of school without permission

Walking away from a teacher or responsible adult who is giving instruction or sanction is unacceptable. Walking out of school without permission and signing out without permission is always unacceptable and poses serious safeguarding concerns (refer to Attendance Policy).

On these occasions:

- a) An attempt will be made to contact a parent
- b) The student may spend time in internal exclusion and will be given a detention
- c) Police will be contacted and the student reported as missing
- d) The safeguarding and Child Protection team will be notified, should truancy present safeguarding concerns.

10. Inappropriate Language/Swearing

Staff work on the principle 'Loud enough to be heard.....Loud enough to be sanctioned'. Students are made aware that swearing will always be an issue which will result in consequences even if unacceptable words are whispered to another student.

Instances of the use of swearing or bad language are recorded on classcharts. The repeated or extended use of extremely foul or disrespectful language (including racist and homophobic comments) will always result in a serious sanction.

If a member of staff hears bad language this should be sanctioned through the C1-C4 consequence system, challenging students for poor language choice.

Any form of verbal aggression towards a member of staff that is directed at them and is threatening in nature will lead to the student being placed in internal exclusion or, in extreme cases where there is an increased threat towards the member of staff an exclusion.

11. Fighting

Students who are physically aggressive will face serious disciplinary consequences.

Students who fight can expect:

- a) Internal exclusion whilst an investigation takes place
- b) Further Internal Exclusion, External Exclusion or Fixed Term Exclusion
- c) Parents to be contacted
- d) Possible Permanent Exclusion

12. Use of Physical Intervention

See page 16 of this policy & please refer to Physical Intervention Policy. This policy is drawn from advice contained in the 2013 Department for Education document - Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies.

13. Fire Safety

Most fire alarm buttons are protected by a flap which has to be deliberately pulled up to break glass and push a button. Any student setting off a fire alarm without just cause or abusing fire-safety equipment will be isolated / excluded / suspended. Actions which deliberately endanger the safety of others may lead to Permanent Exclusion. Any charges incurred will be passed to the parents.

14. Damage to school property - the following procedure applies

- a) Parents are contacted
- b) Where appropriate, damage to be made good e.g. washing off graffiti
- c) Where appropriate, payment is requested from parents
- d) Appropriate sanctions given e.g. litter picking, other service to the community, detention, time in Internal Exclusion

15. Theft

After an item has been reported as stolen:

- a) A full investigation will take place
- b) Students may be required to have their coats and bags searched
- c) Sanctions will apply to the thief

The School is not liable for the loss or theft of any items students bring into school.

16. Intruders/Strangers

Any student seen talking to or encouraging a stranger to come on to site or stay on site will be isolated and could be excluded. Any student letting a stranger into school or giving them any "information" will receive Fixed Term exclusion, a Governors' warning, or be permanently excluded.

Any student who meets with students from another school outside the school gates or in the immediate vicinity of the school will likely spend time in internal exclusion.

Miscellaneous

17. CCTV and Requests for Documentation

Please refer to the CCTV Policy via the school website. This policy provides guidance on the deployment and use of CCTV in St Cuthbert's RC High School, the roles and responsibilities of staff, and the operation of the system.

All requests for access or disclosure should be recorded. The headteacher will decide whether to allow request for access by third parties in accordance with school disclosure policies.

Appendix B: Positive Behaviour for Learning Strategies

Strategy	Details
Meet, greet and correct	Sets the tone for the lesson, students are received by positive body language and a smiling face. Any issues are corrected and diffused as the student enters the classroom." <i>'Hello Brad, let's have another brilliant lesson today like last week so I can make a good phone call home'</i>
Universal approach to listening	Students become familiar with same routine from all staff. Count down from 3 then <i>'1 stop what you are doing, 2 put your equipment down, 3 all eyes on me'</i>
Seating plan	Plan for differentiation and good behaviour for learning. Split up passive groups. Force non friendship groups.
Positive praise	Catch the students being good, notice the small things. PIP/RIP - Praise in public, Reprimand in private. Focus on the majority getting it right.
Follow up	Follow up poor behaviour yourself. In school systems and strategies will remove the problem short term but building relationships, being clear and consistent with your sanctions will improve behaviour long term.
Choice	Gives students some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>'Can you put that in your bag or put it on my desk. Thank you.'</i>
Take-up time	Do not get into a stand-off with a student. <i>'I'm waiting for you to open your book'</i> Be clear and confident about expressing your expectations. Follow an instruction with a pause or by speaking to someone else giving the student time to make the right choice without an audience. <i>'Could you open your book and start work now Jane'...</i> (speak to the rest of the class) <i>'Who else needs some help? (to Jane) 'I'll come back to you Jane in a minute when you have opened your book'</i>
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. Examples include: <i>'Yes, you may have been talking about your work but I would like you to...'</i> <i>'Yes, it may not seem fair but...'</i>
Tactical ignoring	May be appropriate for attention-seeking behaviour ignoring the bad and praise the good. Make it clear that the poor behaviour does not get your attention.
Redirect behaviour	Remind the students what they should be doing and avoid getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. Examples include: <i>'Okay Maria and Mark. We're looking at page 23 of your books'</i>
Deferred consequences	Deals with a student who is misbehaving later and therefore removes the 'audience' that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a student to-one situation is more likely to have a positive outcome. Examples include: <i>'Claire, I will speak to you at the end of the lesson / in a few minutes. Thank you.'</i>
Non-verbal signals to individuals	Very effective because they avoid distracting the rest of the group. Examples might include: Eye contact, shaking head to indicate disapproval, finger on lips for quiet, pointing to work to redirect attention.

Appendix C: Using C1-C4 at St Cuthbert's.

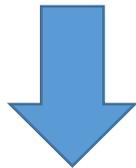
Sanction	• BfL Dialogue / Actions
<p style="text-align: center;">C1 Choice</p>	<ul style="list-style-type: none"> • Not to talk when I (teacher) or anyone else is speaking • Must stay on task (teacher will explain each task) • Not to touch or distract another student • To speak & act respectfully at all times. <p>Always offer the student the opportunity to change their behaviour before the sanction.</p> <p>Acknowledge the poor behaviour and C1 on board but then redirect behaviours with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p style="text-align: center;">C2 Chance</p>	<p>Always offer the student the opportunity to change their behaviour before the sanction.</p> <p>“Sarah, you are still talking. If you continue that will be a C2.”</p> <p>OR</p> <p>A discrete nonverbal gesture to Sarah to indicate that she is currently on a C1 which will move to a C2 if her talking persists.</p> <p>When you have given the verbal comment, try speaking privately to the student. Have a calm dialogue can help diffuse whole class communication. Additional signals or nonverbal refocusing is useful.</p> <p>“Sarah, you have continued to talk, you have now moved to a C2.”</p>
<p style="text-align: center;">C3 Consequence</p>	<p>Again offer the student the opportunity to change their behaviour before the sanction.</p>

	<p>Remind the student that they have a choice, they can still make the right decision. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work. “You are here now and when I come back you should be here.” • Moving seats <p>“Sarah, you are being issued with a C3 detention because you are not following instructions and are disrupting the lesson.”</p> <p>A C3 (30 MINUTE) detention should be issued.</p>
<p style="text-align: right;">C4</p> <p>Consequence</p>	<p>“Sarah, you have been issued with a C3 detention. If you now continue with the same behaviour, you will be removed from this lesson.</p> <p>“Sarah, you have now moved to a C4 because... which means you can no longer stay in this lesson.”</p> <p>The student should be sent to another room to complete their work for the rest of the lesson. A C4 (60 MINUTE) detention should be issued by the original class teacher.</p> <p>After a removal to another room, it is crucial that the classroom teacher discusses the behaviour with the student so that next lesson can start with a clean slate. This could be completed at lunch time or at the start of the detention.</p>

Appendix D- Detention System

C3 Detention

½ hour 2.50-3.20pm



Failure to Attend



C4 Detention

1 hour 2.50-3.50pm



Failure to Attend



Leadership Detention

1 ½ hours 2.50pm-4.20pm



Failure to Attend



Internal Exclusion

1pm -4.20pm

Appendix E – Rewards Milestones

REWARD	ACHIEVEMENT POINTS		OTHER REWARDS
Form Tutor Postcard & call	150		Every half-term Form group with most achievement points & best attendance in each year Free breakfast pass
Head of Year Postcard & call	300		Termly Film Afternoon Year 7 Top 30 students in the year (attendance/achievement points) are invited
Bronze Award Badge	500		Termly Rewards lunch 8/9/10 Top 5 students in each form (attendance/achievement points) are invited end of each term
Silver Award Badge	850		Year 11 Monthly Reward Each month based on criteria set by HOY
Gold Award Badge	1200		Rewards Assembly End of each term: 95+% attendance, zero behaviour points, form tutor, subject, head of year rewards
Head Teacher Award	1500		Deputy & Head teacher reward card given in class
Diamond Award	1700 or 2000?		Subject Star of the Week Form Star of the Week Form of the Week

Dinner queue pass – 1 week	650		
Love to Shop Voucher £5	900		
Rewards Shop	100+ points		

Appendix F – Criteria for Internal Exclusion

Criteria for issuing an Internal Exclusion

The reasons for being placed into internal exclusion will vary and the list below is not exhaustive.

Reason for Internal Exclusion	Duration
Persistent refusal to follow staff instructions	1 day
Deliberate dangerous behaviour	Dependent on severity. Could lead to external internal exclusion or fixed term exclusion.
Fighting (both parties)	Dependent on severity. Could lead to external internal exclusion or fixed term exclusion.
Deliberate damage to school property	1 day. Payment for repair and community service within school.
Threatening or intimidating behaviour to an adult	Dependent on severity. Could lead to external internal exclusion or fixed term exclusion.
Serious Incident (e.g. serious assault, discriminatory behaviour)	Student isolated immediately for remainder of the day and same day detention (4.20pm).
2 C4s in one day	1 day

Appendix G: Official School Uniform list

- Black blazer with school badge
- Tie (clip on tie preferable)
- White shirt, buttoned at the neck
- St Cuthbert's mid-grey knee-length skirt (with school badge) or mid grey trousers.
Skirts must be knee length if wearing ankle socks
- Black tights or black ankle socks (no Knee High/over the knee socks)
- Tailored, full length mid-grey trousers (no skinny/tight trousers or jeans, track suit bottoms, culottes, ski pants, leggings or jeggings)
- Black shoes (school shoes must not display any brand names or sports logo on the actual shoe. Black trainers of any description are not permitted. Please see the school website for further details)
- Optional V-neck grey sweater
- Religious dress (Hijab plain black Hijab or turban)
- Jewellery and piercings - 1 pair of small studs in lower earlobe and wristwatch only (smart watches are not permitted)

ALL ITEMS OF CLOTHING SHOULD BE CLEARLY MARKED WITH THE STUDENT'S NAME.

Please note: The colour of trousers and skirt is mid-grey; charcoal or black is not acceptable.

- Skirts must be knee-length.
- Shoes must be all black with a sensible heel. Boots, trainers, platform shoes, canvas shoes or leisure shoes are not acceptable. **Parents are strongly advised to consult our website before purchasing school shoes.** Students in incorrect footwear will be offered replacement shoes to borrow until appropriate footwear is worn. Failure to wear appropriate school shoes may result in the student working in internal exclusion.
- Logos, decorations and labels on shoes are not acceptable as are any branded training or sports shoe.

Students should bring a bag, such as a black rucksack, suitable to carry their books (A4 size), writing equipment and planner for every lesson. All students are expected to take responsibility for their books and equipment. Small handbags / fashion bags are not suitable school bags.

The following items are not permitted in school:

- Baseball caps
- Training shoes (outside of PE lesson)
- Boots
- Canvas trainers
- Hooded tops and hooded sweaters (these will be confiscated)
- Denim skirts, jeans and jackets or leather jackets
- Culottes, cargo pants or track suits
- Shaved heads or extreme hairstyles (including extreme hair colours).
- Excessive make up
- Jewellery other than watches (smart watches are not permitted) and a single stud in each ear lobe.

All Students in Year 7 to 11 are required to wear full uniform. We have zero tolerance policy towards incorrect uniform. The school uniform is available from Moses, Oldham Road, Rochdale and Top Form, Drake Street, Rochdale.

