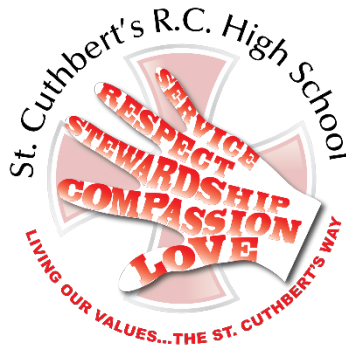




**St. Cuthbert's**  
Roman Catholic High School

# **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'.*

Policy: Behaviour for Learning		
Type: Statutory	Website: Yes	Author: T Logan
Approved:		Next Review:
Frequency: Annual		Delegated: Governors - Full
Notes:		

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## 1. 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.**

## 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](#)
  - [Keeping Children Safe in Education](#)
- [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. 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.**

**3.1 Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**3.2 Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- 
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 are referred to SELECT for support.

Staff are regularly updated and receive training in how to report, prevent and deal with a bullying incident.

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 policy.

#### **4.2 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.

## **5. 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 team and pastoral team 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

## **6. 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.



## 6.1 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 **(See Appendix G)**.

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. **Students should not have excessive make up (false eye lashes).**

Trainers are not permitted to be worn in the school (any trainer of a brand; Nike AirForce One, Puma, Converse) except in PE practical sessions. **Leather Kicker shoes are allowed.** Boots are not permitted under the school's uniform policy.

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 (false) nails are not permitted.**

Failure to comply with any of the above rules will result in students spending time in the school's Reflect Room.

## 6.2 Five Positive P's

Students are expected to live out the core values of the school (love, respect, compassion, service and stewardship) whilst following the 5P's in all lessons:

The 5 P's	
Prepared	Have all the equipment needed for the lesson – PE kit, ingredients, book, pen, pencil, ruler, rubber, calculator
Punctual	Arrive on time in the morning, 8.15am, and arrive to class on time.
Proud	Wear your uniform with pride having the correct shoes, a tie, no excessive make up (false nails/eyelashes) or haircuts. Take pride in your work; no graffiti on books/planners.
Polite	Speaking politely and respectfully; no answering back, no interruption, bad language

Participate	Completing all tasks set in class
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## 7. REWARDS & SANCTIONS

### 7.1 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 D)

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

#### Achievement Points

Achievement points can be allocated for being:

- PREPARED
- PUNCTUAL
- POLITE
- PARTICIPANTS
- PROUD

Students will be issued with FIVE POSITIVE Ps automatically for each lesson at the start of the day. Students who do not demonstrate the 5Ps will have these points deducted.

Heads of Year will monitor their year groups through the Attitudes to Learning data.

Students will also receive weekly achievement points for 100% attendance and having no C3/C4 behaviour points.

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.

#### 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.

## 7.2 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. Teachers 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
<b>C1</b> (Choice)	1 <sup>st</sup> verbal warning – noted on board.
<b>C2</b> (Chance)	2 <sup>nd</sup> verbal warning – noted on board and recorded in class charts
<b>C3</b> (Consequence)	30 minute after school detention and recorded in class charts
<b>C4</b> (Consequence)	Student moved to another classroom if disruption continues 60 minute after school detention Staff will contact home and record in class charts
<b>On Call</b>	On call requested, if a student persists in disrupting the classroom they have been removed to.

	<p>On Call can also be used to collect a confiscated item.</p> <p>The member of staff 'On Call' may stay in the lesson for a period of time to support, if required.</p>
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Parents will receive a text and/or notification via the Class charts App to advise them of an 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.

Staff who issue the same student three or more C3/C4s will be requested to speak with the student in detention so that the relationship can be repaired.

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 C

### 7.3 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 both 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)

### 7.4 Mobile Telephones, MP3 Players, Airpods Headsets etc.

Mobile phones are not to be seen during the school day. Any mobile phone that is seen or heard will be confiscated immediately and returned at the end of the school day.

Students who do not hand the phone over will be taken to Reflect and parents will be contacted.

Students who have their phone confiscated on more than one occasion will have to have their parents collect their phone and repeat offenders may be issued with a mobile phone ban.

Please refer to St Cuthbert's RC High School Mobile Phone Policy.

### 7.5 Reflect

Internal exclusion (Reflect) 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 Reflect 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 Reflect for a set period. 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 Reflect for the remainder of the day, including break and lunchtime.
- On Calls will be logged by the Pastoral Managers/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.

After a period in Reflect, parents / carers must come into school for a meeting with the student's Head of Year/Behaviour Manager/Pastoral Managers/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 E - Criteria for Reflect

## **7.6 External Exclusion**

This sanction is used when a student fails their time in Reflect 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 school's 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

## **7.7 Fixed Term Exclusions**

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

## **7.8 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 Reflect and the parents do not attend the meeting for whatever reason, the student concerned may remain in Reflect 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. Both parties must agree the appropriate adult prior to any meeting taking place.

### **7.9 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.

### **7.10 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.

## **8. BEHAVIOUR MANAGEMENT**

### **8.1 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.

Staff will apply the 5Ps in all lesson (section

### **8.2 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

### **8.3 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

## 8.4 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.

## 9. SEARCHING, SCREENING & CONFISCATING ITEMS

### 9.1 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.

## 9.2 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.

## 10. STUDENT SUPPORT

St. Cuthbert's R.C. 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.

If it is deemed appropriate, reasonable adjustments will be made to support student's SEND in collaboration with school. 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.

### 10.1 SELECT (Social & Emotional Learning: Effecting Change Together)

Our SELECT staff work closely with the SENDCO & 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

## **11. TRANSITION**

### **11.1 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.

### **11.2 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.

### **11.3 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.

## **12. 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.

## **13. 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.

## **14. LINKS WITH OTHER POLICIES**

This behaviour policy is linked to the following policies:

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

- Online Safety Policy

### **Appendix A: Banned items**

The following items are “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

### **Additional Banned Items**

- Chewing gum
- Fizzy drinks
- Energy drinks
- Hooded tops
- Excessive make up (false eye lashes)
- Artificial (false) nails
- Jewellery in excess of one small pair of studs and a wristwatch

## **2. Searching, Screening and Confiscating Items**

Please refer to pages 14-15 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. 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: Using C1-C4 at St Cuthbert’s.**

<b><u>Sanction</u></b>	<b>• <u>BfL Dialogue / Actions</u></b>
<p style="text-align: center;"><b>C1 Choice</b></p>	<ul style="list-style-type: none"> <li>• Not to talk when I (teacher) or anyone else is speaking</li> <li>• Must stay on task (teacher will explain each task)</li> <li>• Not to touch or distract another student</li> <li>• To speak &amp; act respectfully at all times.</li> </ul> <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</p>

	defuse the situation by praising those who are working well.
<b>C2 Chance</b>	<p>Always offer the student the opportunity to change their behaviour before the sanction.</p> <p><b>“Sarah, you are still talking. If you continue that will be a C2.”</b></p> <p><b>OR</b></p> <p><b>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.</b></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><b>“Sarah, you have continued to talk, you have now moved to a C2.”</b></p>
<b>C3 Consequence</b>	<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"> <li>• Set time markers for completing work. “You are here now and when I come back you should be here.”</li> <li>• Moving seats</li> </ul> <p><b>“Sarah, you are being issued with a C3 detention because you are not following instructions and are disrupting the lesson.”</b></p> <p>A C3 (30 MINUTE) detention should be issued.</p>
<b>C4 Consequence</b>	<b>“Sarah, you have been issued with a C3 detention. If you now continue with the same behaviour, you will be removed from this lesson.</b>

	<p><b>“Sarah, you have now moved to a C4 because... which means you can no longer stay in this lesson.”</b></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>
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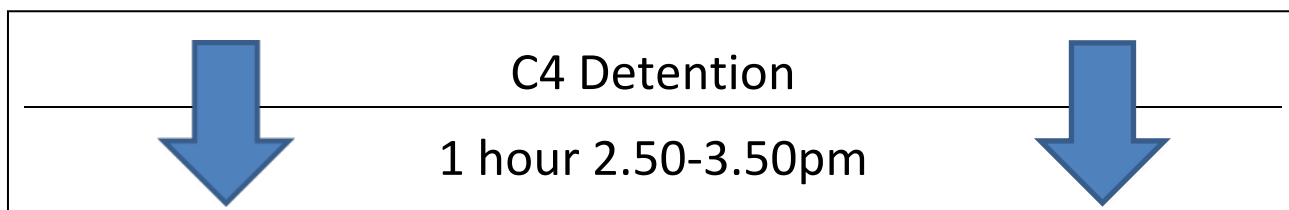
**Appendix C - Detention System**

<p style="text-align: center;"><b>C3 Detention</b></p> <hr/> <p style="text-align: center;"><b>½ hour 2.50-3.20pm</b></p>
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**Failure to Attend**





Failure to Attend

Reflect  
All day

**Appendix D – 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
Platinum Award	1500		Deputy & Head teacher reward card given in class
Headteacher Award	2000		Subject Star of the Week Form Star of the Week Form of the Week
Rewards Shop	100+ points		

### **Appendix E – Criteria for Reflect**

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

<b>Reason for Internal Exclusion</b>	<b>Duration</b>
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).

### **Appendix F: 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 (false eye lashes)
- Artificial (false) nails
- 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.