



CARDINAL HEENAN  
CATHOLIC HIGH SCHOOL

# Behaviour Policy

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|----------------------------|---|--|
| <b>Author/Adapted from</b> | Behaviour Policy  |  |
| <b>Version</b>             | V2  |  |
| <b>Date approved</b>       | July 2024   |  |
| <b>Approved by</b>         | <b>Full Governing Body</b> / Governing Body Committee / Individual Governor / Headteacher |  |
| <b>Date of next review</b> | July 2025   |  |
| <b>Document History</b>    |   |  |
| <b>Version</b>             | <b>Date</b>   | <b>Notes</b>   |
| V1                         | February 2023   | This is not a “new” Behaviour Policy i.e. systems and processes remain.<br>This version gives more detail and explanation.   |
| V2                         | July 2024   | Additional information given regarding use of mobile phones and the types of sanctions in line with DfE guidance on Mobile Phones in Schools.<br>Additional information re. items that can be confiscated. |

This Behaviour Policy is central to the mission statement and the aims and objectives of Cardinal Heenan Catholic High School.

### **Our Mission Statement**

John Carmel Heenan (1905-1975) was Bishop of Leeds, Archbishop of Liverpool and Cardinal Archbishop of Westminster. This school is a living tribute to a very faithful servant of God. We are proud to bear his name.

We wear the word Veritas (Truth) on our school blazers in memory of St Thomas Aquinas. He lived a life of prayer and study which led him to the Dominican Order, whose motto is "Veritas" or "Truth". He sought truth wherever it could be found and burned with the desire to know the one truth, God, which gives meaning to all truths.

The Catholic Christian community at Cardinal Heenan endeavours to help pupils to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth. We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be, in preparation for this life and the life to come.

## Contents

|           |   |  |
|-----------|---|--|
| <b>1</b>  | <b>Introduction</b>   |  |
| <b>2</b>  | <b>Aims</b>   |  |
| <b>3</b>  | <b>Legislation, statutory requirements and statutory guidance</b>       |  |
| <b>4</b>  | <b>Roles and Responsibilities</b>                                       |  |
| <b>5</b>  | <b>School behaviour curriculum</b>                                      |  |
| <b>6</b>  | <b>Recognising and Rewarding Achievement</b>                            |  |
| <b>7</b>  | <b>Sanctions</b>  |  |
| <b>8</b>  | <b>Serious sanctions</b>  |  |
| <b>9</b>  | <b>Supporting pupils following a sanction</b>                           |  |
| <b>10</b> | <b>Mobile phones</b>  |  |
| <b>11</b> | <b>Off-site misbehaviour</b>  |  |
| <b>12</b> | <b>Online misbehaviour</b>  |  |
| <b>13</b> | <b>Suspected criminal behaviour</b>                                     |  |
| <b>14</b> | <b>Bullying</b>   |  |
| <b>15</b> | <b>Zero-tolerance approach to sexual harassment and sexual violence</b> |  |
| <b>16</b> | <b>School Uniform</b>   |  |
| <b>17</b> | <b>Reasonable force</b>   |  |
| <b>18</b> | <b>Confiscation, searches, screening</b>                                |  |
| <b>19</b> | <b>Malicious Allegations</b>  |  |
| <b>20</b> | <b>Responding to misbehaviour from pupils with SEND</b>                 |  |
| <b>21</b> | <b>Off-site direction</b>   |  |
| <b>22</b> | <b>Managed move</b>   |  |
| <b>23</b> | <b>Training</b>   |  |
| <b>24</b> | <b>Links with other policies</b>  |  |
|           | <b>Behaviour Guidance Sheet</b>   |  |
|           | <b>Behaviour Principles Written Statement (Governors)</b>               |  |

# 1. Introduction

Our children are exceptional and we have sky-high expectations of what they can achieve. As such, our lessons are challenging, requiring our pupils to think for themselves, to make connections and to apply their learning in novel situations. We support our pupils in becoming *“lifelong learners who are committed to seeking truth”* through creating an environment where we value knowledge for its own sake, but also as the vehicle for critical thinking, problem solving and evaluation.

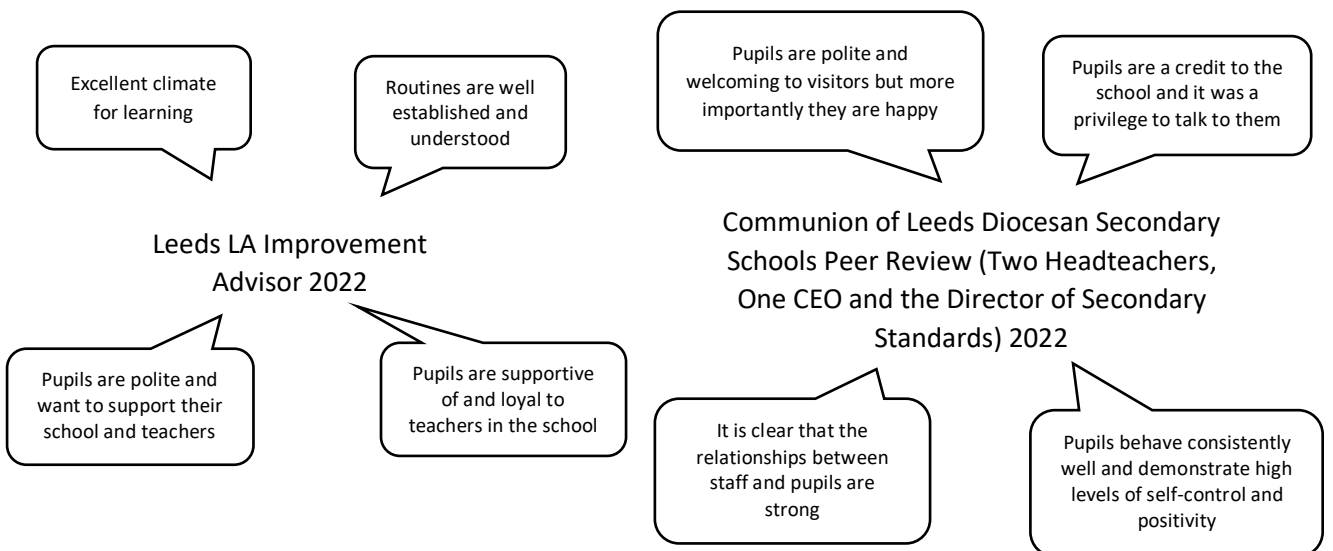
We are proud of our rich and varied curriculum and extra-curricular offer which has been carefully constructed to meet the needs of our diverse school. We believe that it *“inspires excellence by encouraging every individual to be the person that God calls us to be, in preparation for this life and the life to come”*.

Cardinal Heenan Catholic High School is a happy, harmonious learning community, where pupils feel safe and secure. We are a school that encourages pupils to understand their role in creating good relationships and showing respect for everyone in our school community. School life is characterised by a calm, purposeful environment underpinned by relationships built upon mutual respect.

One of our greatest strengths, in relation to positive behaviour is working to our mission statement that creates an atmosphere where pupils want to experience all that Cardinal Heenan has to offer:

- We endeavour to help pupils to know and build a relationship with Jesus Christ
- Make learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners committed to seeking truth
- We strive to help all to learn and grow, treating one another with respect and generosity
- Inspire excellence by encouraging every individual to be the person that God calls us to be

We achieve this through a strong curriculum model, fantastic teaching, established pastoral care and a varied extra-curricular offer, which includes creating opportunities to enrich pupils’ lives with prayer, sacraments and service.



## 2. Aims

This policy aims to:

- Inform the ethos and strategies that create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

The success of this policy relies on a consistent approach by every member of staff

## 3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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 must publish their behaviour policy online

## 4. Roles and Responsibilities

|   |   |
|---|---|
| <p>Parents and carers</p>                         | <ul style="list-style-type: none"> <li>• Get to know the school’s behaviour policy and reinforce it at home where appropriate</li> <li>• Support their child in adhering to the school’s behaviour policy</li> <li>• Inform the school of any changes in circumstances that may affect their child’s behaviour</li> <li>• Support the school in its implementation of sanctions and rewards</li> <li>• Discuss any behavioural concerns with the class teacher promptly</li> <li>• Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)</li> <li>• Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school</li> <li>• Take part in the life of the school and its culture</li> </ul> <p>The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.</p> |
| <p>Teachers and Staff</p>                         | <ul style="list-style-type: none"> <li>• Create a calm and safe environment for pupils</li> <li>• Establish and maintaining clear boundaries of acceptable pupil behaviour</li> <li>• Implement the behaviour policy consistently</li> <li>• Communicate the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils</li> <li>• Model expected behaviour and positive relationships</li> <li>• Provide a personalised approach to the specific behavioural needs of particular pupils (including any personalised approach set out in a “Pupil Passport”)</li> <li>• Consider their own behaviour on the school culture and how they can uphold school rules and expectations</li> <li>• Record behaviour incidents and achievement points promptly using Classcharts</li> <li>• Support pupils to meet the school’s expectations</li> </ul>  |
| <p>The Headteacher and Senior Leadership Team</p> | <ul style="list-style-type: none"> <li>• Review this policy in conjunction with the governing board</li> <li>• Give due consideration to the school’s statement of behaviour principles (appendix 1)</li> <li>• Approve this policy</li> <li>• Ensure that the school environment encourages positive behaviour</li> <li>• Ensure that staff deal effectively with poor behaviour</li> <li>• Monitor that the policy is implemented by staff consistently with all groups of pupils</li> <li>• Ensure that all staff understand the behavioural expectations and the importance of maintaining them</li> <li>• Provide new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully</li> </ul>  |

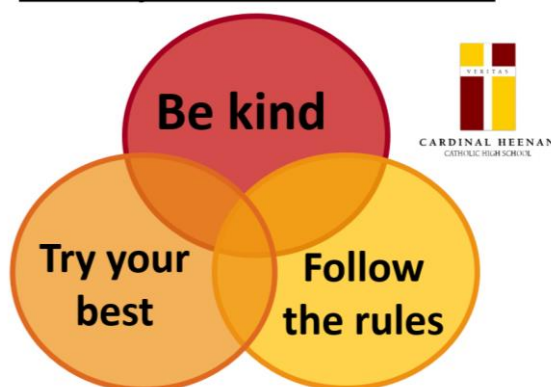
|                 |   |
|-----------------|---|
|                 | <ul style="list-style-type: none"> <li>• Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy</li> <li>• Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary</li> <li>• Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)</li> </ul> |
| Governing Board | <ul style="list-style-type: none"> <li>• Review and approving the written statement of behaviour principles (appendix 1)</li> <li>• Review this behaviour policy in conjunction with the headteacher</li> <li>• Monitor the policy's effectiveness</li> <li>• Hold the headteacher to account for its implementation</li> </ul>   |

## 5. Our Behaviour Curriculum

A significant factor in our approach to creating a culture that promotes excellent behaviour is through our 'offer' as a school i.e. through a strong curriculum model, fantastic teaching, established pastoral care and a varied extra-curricular programme, which includes creating opportunities to enrich pupils' lives with prayer, sacraments and service.

Cardinal Heenan Catholic High School seeks to develop an intrinsic motivation in our pupils to follow our principles of behaviour. These principles are used as a teaching tool to promote positive behaviour and prevent poor behaviour and has been developed as a pupil friendly approach to creating a culture that promotes excellent behaviour.

### Principles of Behaviour





Our Behaviour for Learning grades, for in class behaviour, inspire excellence. They are not an exhaustive list but do provide pupils, staff and parents with a guide of the positive behaviours that we are striving for.

|                                |   |
|--------------------------------|---|
| <b>Exceptional (A)</b>         | <p>Meets the Excellent criteria, plus:</p> <ul style="list-style-type: none"> <li>• Demonstrates sustained grit, determination and perseverance when presented with difficult tasks, and actively seeks opportunities to stretch themselves.</li> <li>• Frequently approaches work with creativity and flair, going beyond the defined success criteria.</li> <li>• Independently reflects on and improves learning, utilising sources beyond the teacher and the classroom to identify ways to develop their understanding.</li> <li>• Has a notable enthusiasm and thirst for learning.</li> <li>• An outstanding role model for other students.</li> <li>• Fulfils their role within a team with maturity and compassion, seeking ways to support, encourage and promote their peers.</li> </ul> <p><i>NB: To be exceptional students need to demonstrate a significant, sustained effort over time. As such, it is unlikely that a student will be graded exceptional during HT1.</i></p> |
| <b>Excellent (B)</b>           | <p>Meets the Expected criteria, plus:</p> <ul style="list-style-type: none"> <li>• Completes all work to the best of their ability, actively seeking ways to improve this.</li> <li>• Actively seeks out support to improve their understanding, e.g. asking questions to clarify understanding.</li> <li>• Supportive of peers' learning, e.g. by taking steps to involve peers in group work.</li> <li>• Shows pride in their work.</li> <li>• Has no L2 comments (this term)</li> <li>• Often approaches work/problems creatively.</li> </ul>  |
| <b>Expected (C)</b>            | <ul style="list-style-type: none"> <li>• Completes work to the best of their ability, following success criteria where provided.</li> <li>• Actively listens to staff, students and visitors and so is able to respond well to questions.</li> <li>• Respectful towards staff, students and visitors.</li> <li>• Plays an active role in pair/group work.</li> <li>• Follows instructions appropriately.</li> <li>• Responds positively to feedback, utilising this to improve their work.</li> <li>• Punctual to lessons.</li> <li>• Rarely, if ever, needs reminding of expectations.</li> </ul>  |
| <b>Concern (D)</b>             | <ul style="list-style-type: none"> <li>• Sometimes lacks focus and/or is passive in their learning, e.g. responding with "I don't know" before taking the time to think or being passive in group/pair work.</li> <li>• Sometimes contributes to a negative classroom environment.</li> <li>• Sometimes disrespectful to staff, students or visitors, e.g. talking over them.</li> <li>• Sometimes produces work which is not in line with their ability.</li> <li>• Shows a lack of pride in their work.</li> <li>• Limited response to feedback.</li> <li>• Regularly needs reminding about classroom expectations and sometimes has to be given an instruction more than once.</li> <li>• Sometimes late to lesson.</li> </ul>   |
| <b>Significant Concern (E)</b> | <ul style="list-style-type: none"> <li>• Frequently off task.</li> <li>• Frequently seeks to distract others or disrupt the learning of the class.</li> <li>• Takes considerable time to settle.</li> <li>• Frequently has to be given an instruction more than once.</li> <li>• Classwork is frequently incomplete.</li> <li>• Rude or argumentative with staff, students or visitors.</li> <li>• Frequently late to lesson and/or frequently lacking essential equipment or books.</li> </ul>   |

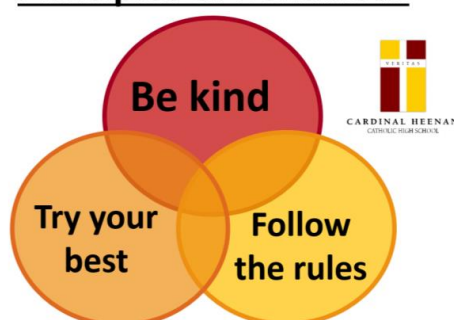
Our Homework Behaviour for Learning grades promote the understanding that homework is important and develops the skills needed for our pupils to become “lifelong learners who are committed to seeking truth”

|                                |   |
|--------------------------------|---|
| <b>Exceptional (A)</b>         | <p>Meets the Excellent criteria, plus:</p> <ul style="list-style-type: none"> <li>• The student is consistently proactive in completing additional learning outside of lessons, e.g. undertaking an extended independent research project</li> <li>• The student regularly routinely reviews and revises previous learning, beyond that directed by the teacher.</li> </ul> <p><i>NB: To be exceptional students need to demonstrate a significant, sustained effort over time. As such, it is unlikely that a student will be graded exceptional during HT1.</i></p> |
| <b>Excellent (B)</b>           | <p>Meets the Expected criteria, plus:</p> <ul style="list-style-type: none"> <li>• Some homework exceeds the standard outlined in the success criteria.</li> <li>• The student is proactive in completing some additional learning outside of lessons, e.g. further independent research, completing classwork when not explicitly set for homework,</li> <li>• Test and assessment preparation is thorough and goes beyond that directed by the teacher.</li> </ul>  |
| <b>Expected (C)</b>            | <ul style="list-style-type: none"> <li>• Homework is fully completed on time and meets the required success criteria.</li> <li>• Where appropriate, help is sought with any homework difficulties.</li> <li>• Test and assessment preparation is completed, as directed by the teacher.</li> </ul>  |
| <b>Concern (D)</b>             | <ul style="list-style-type: none"> <li>• Some homework is not fully completed to the standard the student is capable of and/or is submitted late.</li> <li>• If the student experiences difficulties completing the homework they do not seek help with this.</li> <li>• Test and assessment preparation is incomplete.</li> </ul>  |
| <b>Significant Concern (E)</b> | <ul style="list-style-type: none"> <li>• Homework is regularly not completed.</li> <li>• There is little or no evidence of test and assessment preparation.</li> </ul>  |

## 6. Recognising and Rewarding Achievement

We promote and prioritise intrinsic motivation in line with our three principles:

### Principles of Behaviour



This policy reflects the values of Cardinal Heenan Catholic High School where the school seeks to *“inspire excellence by encouraging every individual to be the person that God calls us to be, in preparation for this life and the life to come”*

Recognising and rewarding achievement leads to the promotion of good behaviour and educates pupils in understanding the behaviours that they should be intrinsically proud of. The successful management of behaviour and rewards is central to the schools’ ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within school and the community. Our Policy encourages and rewards pupils who apply themselves, support the ethos of the school and develop their own potential.

We aim to:

- Promote intrinsic reward i.e. pupils being proud of themselves
- Recognise pupil achievement
- Increase self-esteem
- Encourage positive behaviours
- Motivate pupils to be the best that they can be

Every school day offers the opportunity for members of staff to recognise and reward achievement, effort and behaviour of pupils.

One of the ways we recognise and teach good behaviours is through our use of praise and achievement points. They are an integral part of what we do every day, in every lesson. Receiving achievement points highlights Cardinal Heenan’s expectations of what we believe are positive behaviours in learning and in life.

Achievement points can be issued for:

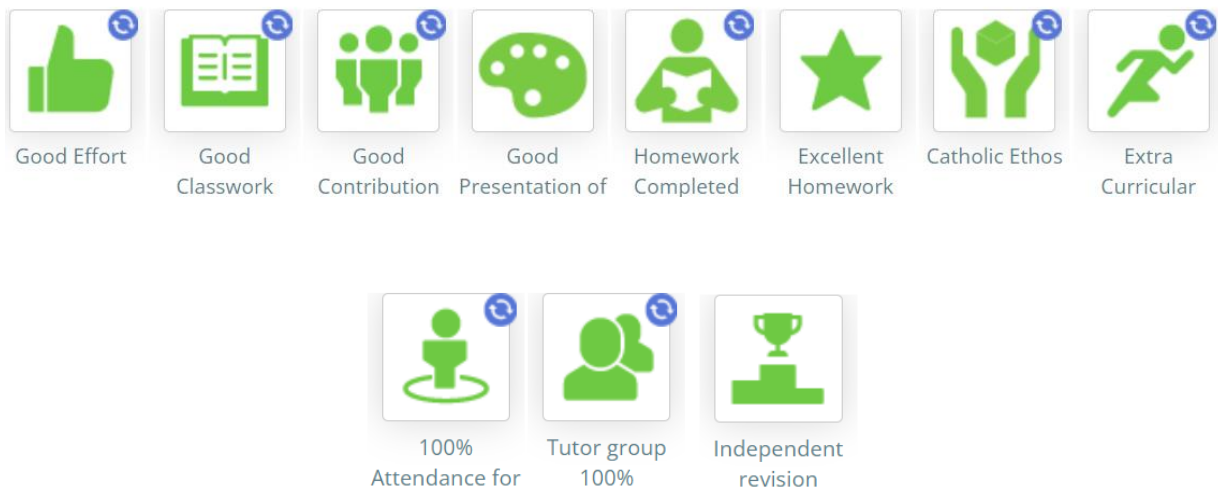
- Achievement in lessons (oral contribution, written work, effort)
- Community values, both in and out of the classroom (Catholic ethos, upholding values of the school)
- Extra-curricular commitment (participation in clubs at lunchtime or after school)
- Attendance and punctuality

Throughout the year we recognise good behaviour on a weekly and termly basis. There are a variety of reward strategies that we use to recognise successes in 'Behaviour for Learning' grades or achievement of a particular target number of achievement points. This can be recognised through tutor, a year group assembly or reward activities that occur throughout the year.

Examples of recognition and rewards are:

- "Shout outs" from members of staff to pupils that are chosen for standing out in their positive behaviours.
- The names of the top tutor group / pupils for achievement points / attendance per year group will be displayed in assembly.
- End of Term Award Assemblies including tutor nominee, subject nominee (pupil is nominated from each class), subject prize winner (each subject chooses one pupil to receive the overall winner prize in that subject per year group), Achievement Award for pupils per year group receiving the highest number of achievement points
- Certificates of achievement for reaching achievement point targets
- Reward activities
- Reward "hot chocolate" break with the Senior Leadership Team for pupils with fantastic Behaviour for Learning grades.

#### Achievement Points Example - ClassCharts 2023



## 7. Sanctions

**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

### L2 Sanction Recording Examples - ClassCharts 2023



**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- 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
  - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 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)

Any behaviour system in school must include a series of sanctions of varying levels in order to deter behaviours that do not match our values and to give an opportunity for reflection and restoration.

Where a misdemeanor occurs, the sanction is not open to negotiation. This ensures fairness and consistency.

To ensure we practise the restorative approach that we believe in, we always seek to implement appropriate 'follow up'. This may be with an individual teacher, form tutor, member of the pastoral team or senior leadership team.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases that may be on a "pupil passport" or an Individual Pupil Risk Assessment.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension

- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

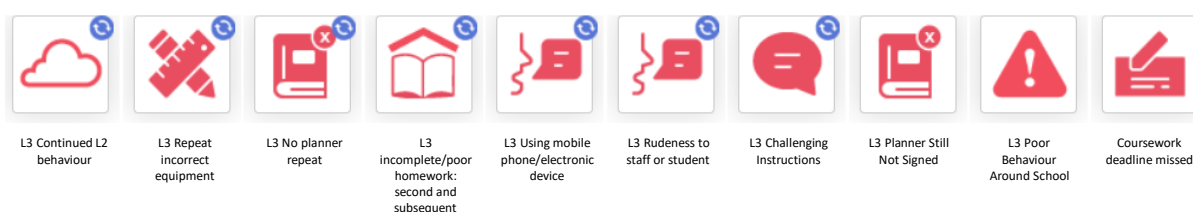
Please refer to our child protection and safeguarding policy for more information.

## 8. Serious sanctions

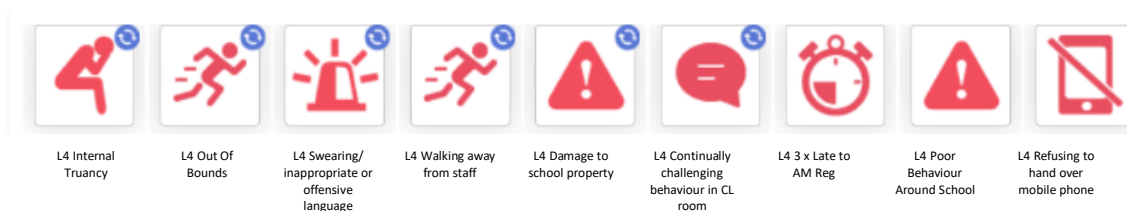
### 8.1 Detention

- Teachers have the legal power to impose detention in and outside of school hours; this is defined as after any school day when the pupil is present; parental consent is not required for detention
- School detentions are currently served after school on Tuesdays and Thursdays for one hour duration and on a Friday for one hour and a half. A member of staff can also detain a pupil at breaks and lunchtimes.
- Parents will be given 24 hours' notice if the pupil is to be detained after school for up to one hour or at any other time outside school hours

#### L3 (Lunchtime Detention) Sanction Recording Examples - ClassCharts 2023



#### L4 (Afterschool Detention) Sanction Recording Examples - ClassCharts 2023



### 8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This falls within the remit of a Level 5 sanction or if a pupil has been removed due to poor behaviour in a removal classroom / curriculum leader room.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space



The majority of supervision in the removal room (isolation) is with Assistant Heads of Year.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via the Classcharts app.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with members of staff such as classroom teacher, tutor, Assistant Heads of Year, Heads of Year
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment / referral

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, these will be reviewed and consideration of the protected characteristics of the pupil will be evaluated.

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only after consideration of what is in the best interests of the pupil, other pupils and the school.

Please refer to our Suspension and Permanent Exclusion exclusions policy for more information.

Reasons and possible examples for suspension and permanent exclusion include:

| Reason   | Possible examples (not exhaustive)                                       |
|--|--|
| Physical assault against a pupil                       | Fighting, obstructing and jostling, violent behaviour, wounding          |
| Physical assault against an adult                      | Obstructing and jostling, violent behaviour, wounding                    |
| Verbal abuse or threatening behaviour against a pupil  | Aggressive behaviour, swearing, threatened violence, verbal intimidation |
| Verbal abuse or threatening behaviour against an adult | Aggressive behaviour, swearing, threatened violence, verbal intimidation |

|  |  |
|--|--|
| Use or threat of use of an offensive weapon or prohibited item           | Carrying or bringing onto the school site an offensive weapon or prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon |
| Bullying   | Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to a disability  |
| Racist abuse   | Derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics  |
| Abuse against sexual orientation and gender identity (for example LGBT+) | Derogatory statements about sexual orientation (for example, heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics  |
| Abuse relating to disability   | Derogatory statements or swearing about a disability, bullying related to a disability, disability related graffiti, disability related taunting and harassment  |
| Sexual misconduct  | Lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment  |
| Drug and alcohol related   | Alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse  |
| Damage to property   | Damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism  |
| Theft  | Selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property  |
| Persistent or general disruptive behaviour                               | Challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely  |
| Inappropriate use of social media or online technology                   | Sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour   |

|  |   |
|--|---|
|  | online, organising or facilitating criminal behaviour using social media  |
| Wilful and repeated transgression of protective measures in place to protect public health | Deliberate breaching of protective measures such as (but not limited to): non compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted |

## 9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

These may include:

- Restorative conversations / reintegration meetings
- Increased contact with tutor / Assistant Head of Year / Head of Year
- A report card with Behaviour for Learning monitoring or personalised behaviour goals

## 10. Mobile phones

The school site operates an 'invisible phone zone' (the DfE Mobile Phones In School Guidance could categorise our approach in prohibiting the use of mobile phones as 'never used, seen or heard'). This also includes items that would link to a mobile phone e.g. headphones. Smartwatches should be used for telling the time only and any suspicions of its use being linked to a mobile phone or its use will result in the same actions set out below.

In practice this means that there are no phones, headphones, wires etc on display in any part of the school premises at any time during the school day. The sanction for having these items on display or use of the items is an L3 and the phone will be confiscated until the end of the day.

The phone will be stored in a secure location. It can be collected at the end of the day from the pastoral office.

Where use of a mobile phone begins to move into more serious behaviour, e.g. repeated use of mobile phone in school, where the mobile phone is being used for bullying/discrimination or where images/recordings are being made on school site, school can decide to retain the phone for longer than the school day. An example of this is retaining the phone until a parent/carer is able to collect it from school or indeed for a period of time as determined by the Headteacher. Confiscation as a sanction can be an effective deterrent for a specific pupil or a general deterrent for all pupils at the school. Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate.

## **11. Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Poor behaviour on a school bus can result in the service being withdrawn from the pupil for a fixed period of time. Parents are expected to make alternative arrangements for their child to make their way to and from school.

As set out in our mission statement, parents are the first and foremost educators of our children. As such, off-site behaviour will usually result in a phone call home to inform parents of the incident and any sanctions that are being applied.

## **12. Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil or member of the school community
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **13. Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the leadership team or safeguarding team will make the report in line with safeguarding procedures as set out in the

Safeguarding Policy and guidance set out from the government or Leeds Safeguarding Children Partnership.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children’s social care, if appropriate.

## 14. 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   |
| 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> | Racial taunts, graffiti, gestures 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   |

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which can be found in the policies section of our website.

## **15. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The response will be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Along with providing support to children who are victims of sexual violence or sexual harassment, the school, as set out in paragraph 484 of Keeping Children Safe in Education, needs to provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

Sanctions for sexual harassment and violence are decided on a case by case basis and may include: detention, isolation, removal of break and lunchtime, time spent in an alternative setting, suspension or can result in permanent exclusion.

The school will follow guidance set out in Keeping Children Safe in Education.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **16. School Uniform**

The governing body of Cardinal Heenan Catholic High School believe that uniform plays a valuable role in contributing to the ethos, setting an appropriate tone and instilling pride in the school by:

- Supporting positive behaviour and discipline, encouraging identity with, and support for the school ethos
- Promoting a strong, cohesive school identity that supports high standards and a sense of community among pupils. If some children look very different from their peers, this can inhibit integration, equality and cohesion
- Ensuring that pupils of all races and backgrounds feel welcome. Protecting children from social pressures to dress in a particular way

School uniform includes clothing required for Physical Education (PE); this is practical, comfortable and appropriate to the activity involved. Appropriate hair styles that are not extreme form part of school uniform expectations.

The school building was designed for pupils to be outside during break and lunch therefore pupils are only inside for break/lunch during extreme weather. For this reason, pupils are encouraged to bring coats to school in the colder months. Pupils are required to take coats off as they enter the school building.

Full details of school uniform requirements are found in the school's uniform policy published on the school website ([www.cardinalheenan.com](http://www.cardinalheenan.com)).

### **Non-compliance with School Uniform Policy**

Teachers can discipline pupils for breaching the schools' rules on appearance or uniform. All pupils, parents / carers have signed pupil planners, outlining the requirements of the school with regard to uniform and have agreed to abide by the rules when their child is taken on roll.

The priority of the school is to keep pupils learning in classrooms, but where necessary, pupils may be sanctioned in line with the guidelines within this policy and parents contacted to ensure compliance is quickly achieved.

However, if the pupil continues to breach uniform rules, parents will be invited in for a meeting and it is possible that such a situation results in suspension or exclusion from school in line with legal requirements for exclusion where there is an ongoing breach with no resolution.

The school uniform policy is fair and reasonable and fulfils the schools' obligations under the Human Rights Act 1998 and the Equality Act 2010. It can be found on our website.

## 17. Reasonable force

'Reasonable force' covers a broad range of actions, which involve a degree of physical contact with pupils.

Force is considered reasonable when:

- It is in proportion to the consequences it's intended to prevent
- The level and duration are the minimum necessary to achieve the desired result

Force is usually used either to control or restrain pupils.

Using force to control pupils includes:

- Passive physical contact, such as standing between pupils or blocking a pupil's path
- Active physical contact, such as leading a pupil by the arm out of a classroom

Restraint is typically used in more extreme circumstances, such as when 2 pupils are fighting and refuse to separate. This might include:

- Holding a pupil back physically
- Bringing a pupil under control

Staff should try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible.

All members of school staff have the legal power to use reasonable force.

Reasonable force can be used to prevent pupils from:

- Hurting themselves or someone else
- Damaging property
- Causing disorder

It can never be used as a form of punishment.

Staff will use professional judgement to decide whether to physically intervene. This decision should always depend on the individual circumstances.

Examples of situations where force can be used:

- Remove disruptive children from the classroom where they have refused to follow an instruction to leave the room
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Conduct a search for a set list of prohibited items which includes knives and weapons (if you're the headteacher or an authorised member of staff, see section 18 for more information)

This list of examples isn't exhaustive.



When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

If a pupil is displaying a pattern of behaviour that means there is a need to use reasonable force repeatedly, consideration will be given in making a plan to deal with this situation.

## **18. Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **18.1 Confiscation**

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

The list of prohibited items;

- Knives, bladed items, weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vapes
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause harm, damage property or undermines the safe environment of the school and disrupt teaching

We will also confiscate any item that is harmful or detrimental to school discipline. School reserves the right to make a judgement on any item that may have a negative impact on the learning or welfare of pupils. These items include those which are in breach of the school's uniform policy and mobile phones (see 'Section 10' regarding confiscation of mobile phones). These items may be returned to pupils after discussion with senior leaders and parents, if appropriate, however school may decide that a parent may be required to collect the item from school.

### **18.2 Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will contact the DSL or Headteacher, to try and determine why the pupil is refusing to comply. A sanction for non-compliance may be applied.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, or possessions.

Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including their bag.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **18.3 Electronic devices**

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State below.

- In determining whether there is a **'good reason' to examine** the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.
- In determining whether there is a **'good reason' to erase** any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

## 19. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

## 20. Responding to misbehaviour from pupils with SEND

### Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of reasonable adjustments may include

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema (medical information required)
- Training for staff in understanding conditions such as autism and ADHD
- Use of separation spaces (A25) where pupils can regulate their emotions during a moment of sensory overload.

### Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, 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.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **21. Off-site direction**

The government recognises that off-site direction is an essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools, maintain the safety of school communities and used as a preventative measure to exclusion.

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange placements at an AP or another mainstream school.

The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews.

## **22. Managed move**

The government recognises that use of a managed move is an essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools, maintain the safety of school communities and used as a preventative measure to exclusion.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

## **23. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The escalation of sanctions
- Our Principles of Behaviour
- Key values that we believe in for positive behaviour for learning and positive behaviour overall
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## **24. Links with other policies**

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- RSHE Policy

# Behaviour Guidance Sheet



**“The Catholic Christian community at Cardinal Heenan helps all to learn and grow, treating one another with respect and generosity.” (Mission Statement)**

|                |  |  |  |
|----------------|--|--|--|
| <b>LEVEL 5</b> | Serious behaviour incident<br>Threatened/actual physical violence<br>External truancy<br>Smoking<br>Repeated violation of school rules<br>NB: Failure to attend SLT detention can result in a range of sanctions including loss of lunchtime for 1 week or a period of time in isolation | Failure to attend after school detention<br>Swearing at a member of staff<br>Fighting or inciting a fight or violence<br>Possession of a banned or inappropriate item<br>Repeated intransigent behaviour | <b>Possible Sanctions:</b><br>SLT detention, isolation, suspension, exclusion, behaviour contract, parental meeting schedule etc<br><br>Log on CLASSCHARTS |
|----------------|--|--|--|

|                |  |  |
|----------------|--|--|
| <b>LEVEL 4</b> | Continuing to disrupt once removed from the classroom. The pupil will be taken to isolation and receive a 1 hour after school detention. | <b>After school detention</b><br><br>Log on CLASSCHARTS (CL) |
|----------------|--|--|

- Failure to attend lunchtime detention
  - Direct confrontation with a member of staff\*
  - Internal truancy
  - **Tutor: 3 x Late to registration in a term**
- \*If a Level 4 misdemeanour occurs in CL room, use Emergency Call button to send for a member of staff.

|                |   |   |
|----------------|---|---|
| <b>LEVEL 3</b> | Repeated L2 behaviour. The pupil will be required to work in another room and will receive a 25 minute lunchtime detention. | <b>Removal from classroom &amp; 25 minute lunchtime detention</b><br><br>Log on CLASSCHARTS (Teacher) |
|----------------|---|---|

- Significant disruptive behaviour (in lesson)
- Offensive language
- Not meeting second homework deadline
- Rudeness to staff
- Not following (immediate) reasonable staff instruction / challenge staff instruction

|                |   |   |
|----------------|---|---|
| <b>LEVEL 2</b> | Repeated L1 behaviour. At the end of the lesson the teacher will record on CLASSCHARTS.<br>5x L2 in a term = detention at lunchtime | <b>Recorded L2 sanction</b><br><br>Log on CLASSCHARTS (Teacher) |
|----------------|---|---|

- Lack of correct equipment
- Lack of homework (first deadline)
- Incorrect uniform
- **Tutor: Late to registration**

|                |   |  |
|----------------|---|--|
| <b>LEVEL 1</b> | Repeated low level disruption in class. | <b>Formal Warning</b><br><br>This is the second opportunity for the pupil to modify behaviour without a record of the sanction |
|----------------|---|--|

Repeated low level disruption or escalation of behaviour in the classroom is recorded on the class wall chart.

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CLASSCHARTS sanctions buttons should be pressed towards the end of the lesson.

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A one off incident within the classroom or elsewhere is recorded on CLASSCHARTS. If they occur in lesson they are **not** recorded on the class wall chart.

|   |  |
|---|--|
| Low level disruption <b>in class</b> , for example:<br>Calling out                      Lack of focus<br>Off task                              Inappropriate comment(s)<br>Not following instructions | <b>Name on the board</b><br><br>This is the teacher's way of letting the pupil know that their behaviour is not acceptable |
|---|--|

Other issues of note:

- Uniform: Pupils without the correct uniform are sent to the inclusion room (RBL) by their tutor. They will be offered a replacement item of uniform and/or placed in Isolation/given lunchtime detention depending on the uniform infringement. Where the uniform cannot be fixed easily the pupil will be given a sticker with a deadline to correct the uniform. Jewellery/headphones/mobile phone will be confiscated for the remainder of the day.
- No PE Kit: L3 due to the significant impact on learning
- No planner (tutor): L3 logged on CLASSCHARTS & planner sheet given to pupil. This should be collected the next morning by the tutor.
- No planner sheet in lesson: L3 logged on CLASSCHARTS.
- Mobile Phones: Confiscated if seen around school. Pupils collect at 3.15pm from the pastoral office.

NB. The examples on this page are a guide to levels of sanction, they are not an exhaustive list of sanctionable behaviours.



## **Behaviour Principles Written Statement (Governors)**

The Governing Body of Cardinal Heenan Catholic High School is charged with the duty to set the framework of the school's behaviour policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all staff and pupils.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles which the Governors expect to be followed. The policy aims to underpin the Governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. Our intent is that our mission statement guides us in our policy and for Cardinal Heenan Catholic High School to continue to be a happy, harmonious learning community, where staff and pupils feel safe and secure.

The statement will be revisited annually to ensure the general principles are at the forefront of the day to day work of the school.

Our school's Behaviour Principles have our school's mission statement as their foundation.

### **Our Mission Statement**

John Carmel Heenan (1905-1975) was Bishop of Leeds, Archbishop of Liverpool and Cardinal Archbishop of Westminster. This school is a living tribute to a very faithful servant of God. We are proud to bear his name.

We wear the word Veritas (Truth) on our school blazers in memory of St Thomas Aquinas. He lived a life of prayer and study which led him to the Dominican Order, whose motto is "Veritas" or "Truth". He sought truth wherever it could be found and burned with the desire to know the one truth, God, which gives meaning to all truths.

The Catholic Christian community at Cardinal Heenan endeavours to help pupils to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth. We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be, in preparation for this life and the life to come.

### **Our Behaviour Principles**

- School life is characterised by a calm, purposeful environment underpinned by relationships built upon mutual respect.
- Good behaviour is necessary for effective learning to take place.
- Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.
- To create a positive and safe learning environment
- To communicate clear expectations to pupils which support effective teaching and learning
- To encourage pupils to understand their role in creating good relationships and showing respect for everyone in our school community.

- To ensure that rewards and sanctions are consistently applied
- To use the rewards system to promote good behaviour and educate pupils to know when they should feel 'intrinsic reward'
- To create a culture where achievement is valued
- That a sanction must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs and therefore alongside applying sanctions and rewards, take appropriate action to support the pupil in overcoming these barriers.
- Respond to behaviour to such an extent as is reasonable to uphold school values even when pupils are not in school e.g.
  - misbehaviour when the pupil is:
    - taking part in any school-organised or school-related activity or
    - travelling to or from school or
    - wearing school uniform or
    - in some other way identifiable as a pupil at the school.
  - or misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school or
    - poses a threat to another pupil or member of the public or
    - could adversely affect the reputation of the school.
- That the focus on positive behaviour, relationships and reconciliation will significantly reduce the need for exclusion. Suspensions are, however, important in supporting the integrity of the behaviour policy in this school. They are a sanction that is used as an end point of specific negative behaviour and therefore used as a starting point for 'drawing a line' and moving forward to positive behaviour that we value at Cardinal Heenan. When making decisions the Headteacher must balance the needs of the individual with those of the wider school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. Considering this, the Governing Body support the right of the Headteacher to exclude for a single offence, permanently if necessary, where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others in the school.