



CARDINAL HEENAN
CATHOLIC HIGH SCHOOL

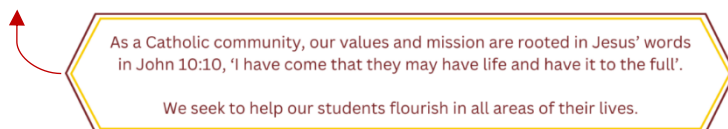
Behaviour Policy

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Document History		
Version	Date	Notes
V1	February 2023	This is not a “new” Behaviour Policy i.e. systems and processes remain. 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. Additional information re. items that can be confiscated.
V3	March 2025	Minor updates to include quotes from Education Endowment Foundation
V4	June 2025	U code sanction update
V5	June 2026	Mobile phone policy update Additional information on child on child abuse and restrictive interventions. Additional note in written statement regarding restrictive interventions

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

Our Mission Statement

Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be.



The Catholic Christian community at Cardinal Heenan endeavours to help students 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.

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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.

Excellent climate
for learning

Routines are well
established and
understood

Pupils are polite and
welcoming to visitors but more
importantly they are happy

Pupils are a credit to the
school and it was a
privilege to talk to them

Leeds LA Improvement
Advisor 2022

Communion of Leeds Diocesan Secondary Schools
Peer Review (Two Headteachers, One CEO and the
Director of Secondary Standards) 2022

Pupils are polite and
want to support their
school and teachers

Pupils are supportive
of and loyal to
teachers in the school

It is clear that the
relationships between staff
and pupils are strong

Pupils behave consistently well
and demonstrate high levels of
self-control and positivity

This is a happy
school

Pupils take pleasure in
attending. They enjoy
their learning

The behaviour and attitudes of
students is outstanding.

Ofsted 2023

Catholic Schools Inspectorate Report
2025

The Catholic character
and virtues of the
school have a strong
influence on everything
the school does.

There are high expectations of
all pupils. They are encouraged
to be kind, to follow rules and
to try their best. Pupils meet
these expectations and behave
well around the school.

There are high levels of
engagement and concentration
and students enjoy strong
working relationships with their
subject teachers. Consequently,
behaviour and attitudes in the
classroom are outstanding.

The actions of staff are
underpinned by the school’s
relentless commitment to
living the Gospel values in a
way that has become the
norm for day-to-day school
life.

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 in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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

Parents and carers	• Get to know the school's behaviour policy and reinforce it at home where appropriate • Support their child in adhering to the school's behaviour policy • Inform the school of any changes in circumstances that may affect their child's behaviour • Support the school in its implementation of sanctions and rewards • Discuss any behavioural concerns with the class teacher promptly • Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions) • Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school • Take part in the life of the school and its culture 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.
Teachers and Staff	• Create a calm and safe environment for pupils • Establish and maintaining clear boundaries of acceptable pupil behaviour • Implement the behaviour policy consistently • Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils • Model expected behaviour and positive relationships • Provide a personalised approach to the specific behavioural needs of particular pupils (including any personalised approach set out in a "Pupil Passport") • Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour • Consider their own behaviour on the school culture and how they can uphold school rules and expectations • Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions • Record behaviour incidents and achievement points promptly using Classcharts • Support and challenge pupils to meet the school's expectations
The Headteacher and Senior Leadership Team	• Review this policy in conjunction with the governing board • Give due consideration to the school's statement of behaviour principles (appendix 1) • Approve this policy • Ensure that the school environment encourages positive behaviour • Ensure that staff deal effectively with poor behaviour • Monitor that the policy is implemented by staff consistently with all groups of pupils • Ensure that all staff understand the behavioural expectations and the importance of maintaining them • 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 • 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 • Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

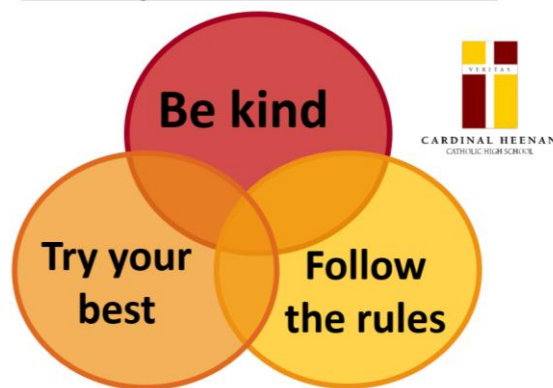
	• Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
Governing Board	• Review and approving the written statement of behaviour principles (appendix 1) • Review this behaviour policy in conjunction with the headteacher • Monitor the policy's effectiveness • Hold the headteacher to account for its implementation

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.

Exceptional (A)	Meets the Excellent criteria, plus: • Demonstrates sustained grit, determination and perseverance when presented with difficult tasks, and actively seeks opportunities to stretch themselves. • Frequently approaches work with creativity and flair, going beyond the defined success criteria. • Independently reflects on and improves learning, utilising sources beyond the teacher and the classroom to identify ways to develop their understanding. • Has a notable enthusiasm and thirst for learning. • An outstanding role model for other students. • Fulfils their role within a team with maturity and compassion, seeking ways to support, encourage and promote their peers. <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>
Excellent (B)	Meets the Expected criteria, plus: • Completes all work to the best of their ability, actively seeking ways to improve this. • Actively seeks out support to improve their understanding, e.g. asking questions to clarify understanding. • Supportive of peers' learning, e.g. by taking steps to involve peers in group work. • Shows pride in their work. • Has no L2 comments (this term) • Often approaches work/problems creatively.
Expected (C)	• Completes work to the best of their ability, following success criteria where provided. • Actively listens to staff, students and visitors and so is able to respond well to questions. • Respectful towards staff, students and visitors. • Plays an active role in pair/group work. • Follows instructions appropriately. • Responds positively to feedback, utilising this to improve their work. • Punctual to lessons. • Rarely, if ever, needs reminding of expectations.
Concern (D)	• 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. • Sometimes contributes to a negative classroom environment. • Sometimes disrespectful to staff, students or visitors, e.g. talking over them. • Sometimes produces work which is not in line with their ability. • Shows a lack of pride in their work. • Limited response to feedback. • Regularly needs reminding about classroom expectations and sometimes has to be given an instruction more than once. • Sometimes late to lesson.
Significant Concern (E)	• Frequently off task. • Frequently seeks to distract others or disrupt the learning of the class. • Takes considerable time to settle. • Frequently has to be given an instruction more than once. • Classwork is frequently incomplete. • Rude or argumentative with staff, students or visitors. • Frequently late to lesson and/or frequently lacking essential equipment or books.

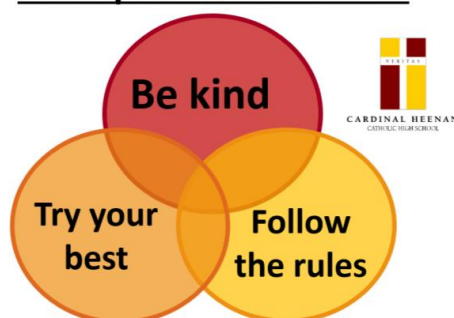
Our Homework Behaviour for Learning grades promote the understanding that homework is important and develops the skills needed for our pupils to become “lifelong learners who are committed to seeking truth”

Exceptional (A)	Meets the Excellent criteria, plus: • The student is consistently proactive in completing additional learning outside of lessons, e.g. undertaking an extended independent research project • The student regularly routinely reviews and revises previous learning, beyond that directed by the teacher. <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>
Excellent (B)	Meets the Expected criteria, plus: • Some homework exceeds the standard outlined in the success criteria. • 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, • Test and assessment preparation is thorough and goes beyond that directed by the teacher.
Expected (C)	• Homework is fully completed on time and meets the required success criteria. • Where appropriate, help is sought with any homework difficulties. • Test and assessment preparation is completed, as directed by the teacher.
Concern (D)	• Some homework is not fully completed to the standard the student is capable of and/or is submitted late. • If the student experiences difficulties completing the homework they do not seek help with this. • Test and assessment preparation is incomplete.
Significant Concern (E)	• Homework is regularly not completed. • There is little or no evidence of test and assessment preparation.

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:

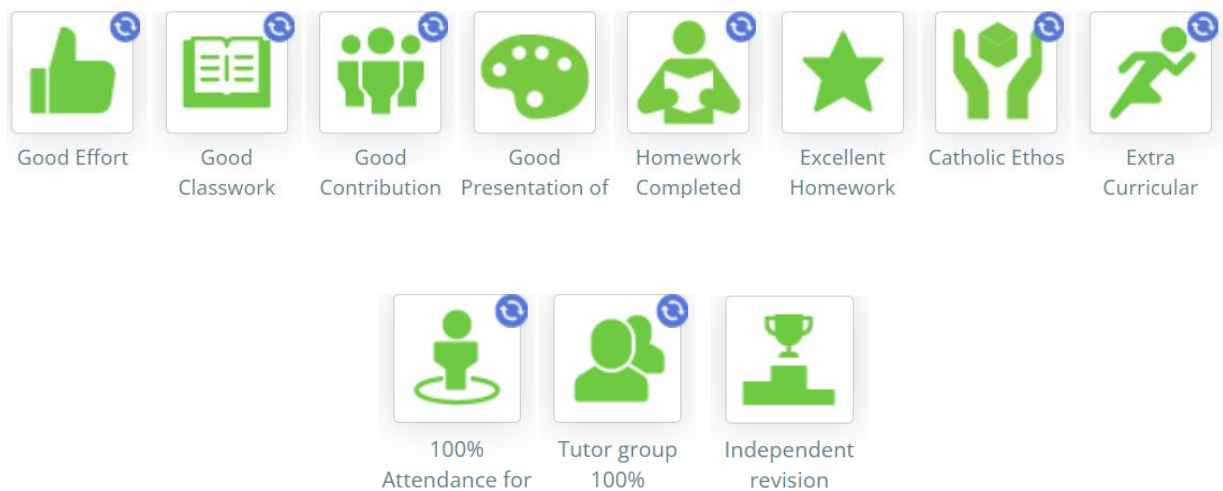
- Achievement in lessons (oral contribution, written work, effort)
- Community values, both in and out of the classroom (Catholic ethos, upholding values of the school)
- Extra-curricular commitment (participation in clubs at lunchtime or after school)
- Attendance and punctuality

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



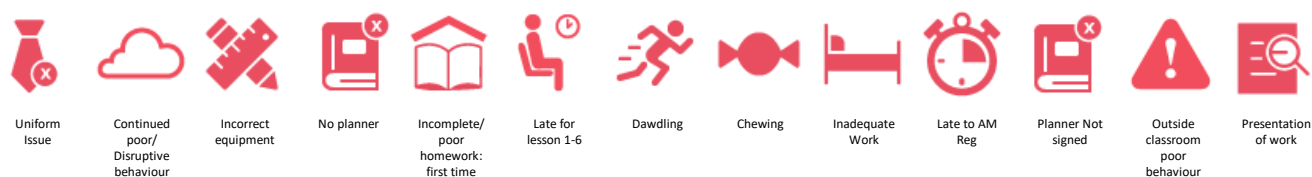
7. Misbehaviour

7.1 Definitions of misbehaviour

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 child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - 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, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video - see section 10 for specific policy and set of sanctions)
- 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)

7.2 Predictable environment

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.

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, including situations where staff may need to use a restrictive intervention (section 17). Examples of techniques include 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 (e.g. whether a pupil has specific vulnerabilities) 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

To ensure we practice 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.

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENDCO or DSL to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.3 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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.

7.4 Child on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

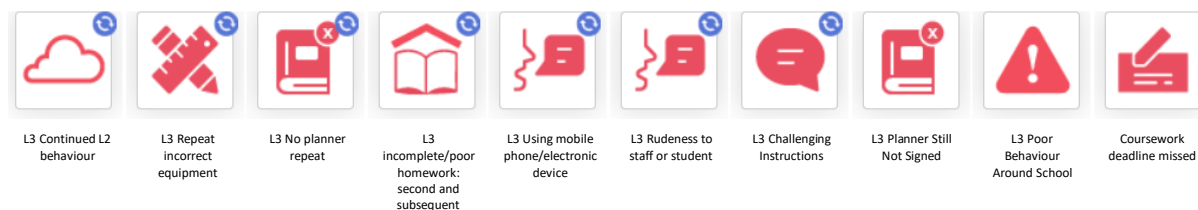
Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

8 Serious sanctions

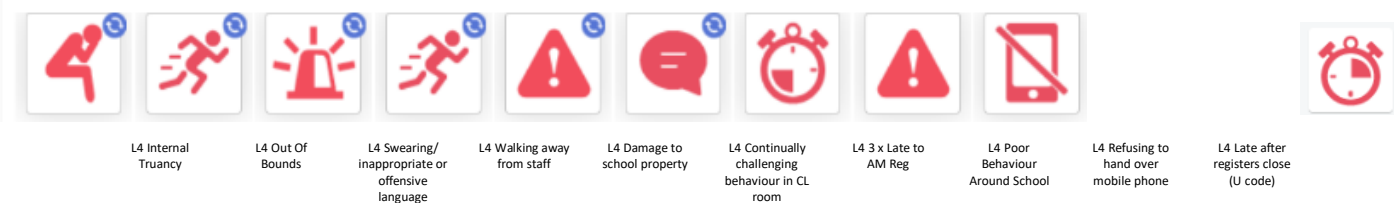
8.1 Detention

- 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
- Afterschool detentions are 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 notice if the pupil is to be detained after school for up to one hour or at any other time outside school hours. The notice will be any time up to the day before the detention is due to take place.

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. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 17.2 for more detail on seclusion and its use).

Removal from classrooms 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 (Reflection) 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 operates an “invisible phone zone”. In line with Department for Education guidance, mobile phones must be never used, seen, or heard during the school day. For clarity, this starts from when students enter the perimeter fence on a morning not the start time (i.e. includes playgrounds and front of school) and finishes when students leave the building at the end of the school day or afterschool activity whichever is later. Note that the end point is defined as exiting the building, rather than perimeter, to allow use of phones for travel arrangements. This also includes items that would link to a mobile phone e.g. other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video.) Examples include smartwatches, earphones or headphones.

In practice, this means that mobile phones, headphones, earbuds, wires, or any related accessories must not be visible anywhere on the school premises at any time during the school day.

To support consistent application of this rule across all areas of the school, mobile phones must be switched off and stored in students’ bags at all times. They must not be kept in pockets (e.g. trousers, blazers, or coats).

- First breach- Level 3 sanction and device confiscated until the end of the school day
- Second breach - Level 4 sanction and device confiscated until the end of the school day
- Third breach - Level 5 sanction (SLT detention), parental meeting and device confiscated until the end of the school day
- Fourth breach - device confiscated for 48 hours, escalating thereafter to one week

The escalation of sanctions reflects the context of our city-wide catchment, where many students use public or school buses and in doing so use their mobile phones. Therefore, overnight confiscation is only used following repeated breaches.

Where a mobile phone has been confiscated, it will be stored in a secure location. It can be collected at the end of the day from the pastoral office, unless a longer confiscation period has been applied.

Where use of a mobile phone begins to move into more serious concern, 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. As set out in the DfE guidance the law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction.

We encourage parents to reinforce and discuss the policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment. Where parents need to contact their child during the school day, they must do so via the school office. Under no circumstances should a parent contact their child via their device during the hours of the school day.

The principles of the school’s mobile phone policy apply to all educational visits and trips. Specific expectations may vary depending on the nature of the visit; for example, limited use of phones as cameras may be permitted in certain contexts. However, there may also be times where mobile phones are not permitted at all. Clear guidance will be provided to pupils in advance of each trip.

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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).

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 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

17.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

17.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them for example in a pastoral office.
- The pupil will be supervised at all times, by at least one member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

17.3 Recording and reporting

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

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 or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video - see section 10 for specific policy and set of sanctions)
- 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)

The school reserves the right to confiscate any item deemed to be harmful or detrimental to school discipline. The school will exercise professional judgement in determining whether an item may negatively impact the learning, safety, or welfare of pupils. Such items may include, but are not limited to:

- Those in the list of prohibited items
- Mobile phone related devices (see section 10)
- Items in breach of the school's uniform policy

Any item considered inappropriate for the school environment

Where an item has been confiscated, it may be returned following discussion with senior leaders and, where appropriate, parents/carers. However, the school may require that a parent/carer collects the item from school.

In certain circumstances, the school reserves the right not to return an item to the pupil, particularly where there is a concern that its use may be inappropriate for the pupil's age or may continue to have a negative impact on behaviour, learning, or wellbeing.

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 (or Deputy), 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 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

18.4 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

“While pupils with behavioural issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with special educational needs and disabilities will not necessarily need additional support with their behaviour.”

Improving Behaviour in Schools (Education Endowment Foundation 2021)

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.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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.

The school will comply with its duties under the Equality Act 2010 to consider and implement reasonable adjustments where a pupil's disability places them at a substantial disadvantage. In determining what constitutes a *reasonable* adjustment, the school will consider factors including effectiveness, practicality, impact on teaching and learning, safety, consistency of expectations, and fairness to the wider school community. While the school will give full and careful consideration to the views of pupils and parents, the school retains the final decision on what adjustments are reasonable. This decision may not always align with parental or pupil preference. The legal duty is to take reasonable steps to reduce disadvantage; it is not a duty to implement a specific adjustment or to achieve a particular outcome.

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.

“...a tailored approach to support an individual’s behaviour should complement the school’s behaviour policy without lowering expectations of any pupil’s behaviour. The research behind Ofsted’s latest inspection framework warns against ‘expectancy effects’: low expectations communicated from teachers can detrimentally affect pupils’ achievements.”

Improving Behaviour in Schools (Education Endowment Foundation 2021)

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 tool 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
- Trauma-informed practice and behaviour management
- 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)

LEVEL 5	Serious behaviour incident Threatened/actual physical violence External truancy Smoking Repeated violation of school rules 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 Swearing at a member of staff Fighting or inciting a fight or violence Possession of a banned or inappropriate item Repeated intransigent behaviour	Possible Sanctions: SLT detention, Isolation, suspension, exclusion, behaviour contract, parental meeting schedule etc Log on CLASSCHARTS

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

Examples of L4:

- Failure to attend lunchtime detention
 - Direct confrontation with a member of staff*
 - Internal truancy
 - Late after registers close (U code)
 - 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.

LEVEL 3	Repeated L2 behaviour. The pupil will be required to work in another room and will receive a 25 minute lunchtime detention.	Removal from classroom & 25 minute lunchtime detention Log on CLASSCHARTS (Teacher)

Examples of L3:

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

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

Examples of L2

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

LEVEL 1	Repeated low level disruption in class.	Formal Warning 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.

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

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

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.

Other issues of note:

- Uniform: Pupils without the correct uniform are sent to an AHoY by their tutor. They will be offered a replacement item of uniform and given an L2 in the first instance. Where the uniform cannot be fixed quickly the pupil will be given an L3. If the uniform cannot be fixed that day they will receive a deadline to correct the uniform. Jewellery 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.

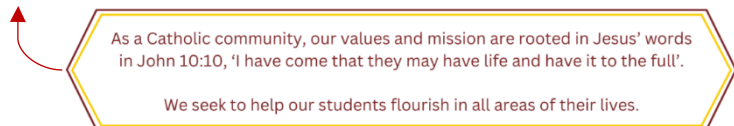
The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles which the Governors expect to be followed. The policy aims to underpin the Governors' duty of care to pupils and employees; promote teaching and learning and high standards 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

Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be.



The Catholic Christian community at Cardinal Heenan endeavours to help students 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.
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with government guidance
- 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.