



‘Working together to safeguard children’
“RESPECT, BELIEVE, ACHIEVE.”

Cardinal Heenan Catholic High School

Behaviour for Learning Policy

Approved by:	Name: Full Governing Body	Date: 12/09/24
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At Cardinal Heenan Catholic High School our mission is rooted in the values of Respect, Believe, Achieve. We foster a community where everyone is respected and valued, nurturing the potential of each individual.

Guided by our Catholic faith, we inspire pupils to believe in themselves and their ability to make a positive impact. With a rich curriculum and a commitment to excellence, we empower our pupils to achieve their fullest potential in every aspect of their lives.

Our school motto is, '*Respect, Believe and Achieve*'. We take pride in challenging our students to reach their full potential in every area of their lives, and at the root of all of this lies the firm foundation of the Catholic faith. To be a follower of Christ means to live out our faith through all that we do and say, to show our 'faith in action', whether this be through charity and voluntary work, during a sporting event, day-to-day in our classrooms and on our corridors, or representing our school within the wider community.

We achieve our aims by encouraging our students to explore their faith and beliefs, not only through the curriculum, retreat days and daily collective worship, but through varying activities and events.

Our mission statement attests: “We aim to live this (mission) statement out, guided by the Holy Spirit through: being a welcoming and inclusive community that demonstrates the love of God to all we meet, through our words and our actions. Building relationships with each other based on the teaching of Christ found in St Luke’s Gospel “Do to others as you would have them do to you.” Strive to be good citizens by taking on responsibility for others, locally, nationally and internationally in order to serve the Common Good. Nurturing our God given talents in every aspect of school life, caring for the environment we are privileged to live in”.

We achieve these aims through our Charter for Well-being, guided by the Values of Respect, Believe, and Achieve.

Our pupils:

- are inspired to deploy their highest strengths in every situation, developing a growth mindset and a can-do attitude. They are equipped with the tools to maximise their positive emotions and respond thoughtfully to the world around them. **Respect**
- are encouraged to find their unique potential, fully engaging in educational activities and embracing challenges with the confidence that they can overcome any obstacles in their path. **Believe**
- are coached and supported to develop strong relationships, being empathetic and responsive to both their own needs and those of others. They are empowered to achieve their personal and academic best, creating a positive impact within their community. **Achieve**



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Behaviour for Learning Policy

Introduction

Good behaviour underpins every aspect of school life. Our students tell us that they do not like behaviour that gets in the way of their learning and disrupts their lessons.

The school has high expectations of its students, teachers and other members of the school community to ensure everyone is able to be as successful as possible. Our Behaviour Policy aims to contribute to the achievement of this.

Cardinal Heenan’s behaviour policy has been written alongside guidance from the [DFE, ‘Behaviour and Discipline in schools – advice for Head teachers and school staff’](#), relating to best practice on managing behaviour in schools. It should be read in conjunction with our Anti-Bullying policy, SEND policy, Safeguarding/Child Protection policy and Equality Objectives and Accessibility Plan.

Objectives:

- To ensure that all members of the school community are aware of the aims and expectations of the school in terms of behaviour and consistency
- To encourage good orderly behaviour and self-respect as well as respect for others, uniform, equipment and the environment
- To provide consistent and effective support for staff and students
- To provide clear guidelines to colleagues on the consistent use of rewards and consequences
- To promote a positive attitude to learning and provide a learning environment that enables students to realise their potential and make progress
- To support students in achieving success and encourage patterns of excellent behaviour through a range of rewards
- To reduce incidents of low-level disruption
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all students are treated equally and fairly with regards to rewards and sanctions
- To ensure that students, parents and carers are aware of the rewards and disciplinary referral routes.
- To use restorative practice at appropriate points in the behaviour structure as a way to deal with incidents between pupils, between staff and pupils and in decision making processes regarding exclusions or returns from exclusion.
- To use restorative practice at appropriate points in the behaviour structure as a way to deal with incidents between pupils, between staff and pupils and in decision making processes regarding exclusions or returns from exclusion.

There are several sections to the Behaviour Policy:

1. Our expectations and support
2. Basic staff protocols and core routines
3. Rewards
4. Consequences
5. Cardinal Code of Conduct – in class
6. Cardinal Code of Conduct – around school
7. Roles, rights and responsibilities



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8. Support for behaviour

9. Use of Reflection Centre

Restorative practice will be used across the school but particularly in the Reflection centre to help manage conflict and tensions by repairing harm and building relationships.

10. Reflective same day detention

11. Exclusion from school

12. Use of Force Guidelines

13. Malicious allegations

14. Uniform Expectations

15. Powers to search

16. Racial harassment and bullying

17. Allegations against staff

18. CCTV

19. Monitoring and evaluating the policy



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1. Our expectations and support

At Cardinal Heenan Catholic High School we expect the highest standards of behaviour. We are committed to high standards of behaviour so that effective teaching and learning can take place and our community is safe, respectful and enjoyable for all. We firmly believe that:

Every student has the ‘Right to Learn’ and every teacher has the ‘Right to Teach’.

As a caring school we treat all our students with respect and we expect this in return from our students. Any behaviour that disrupts learning or prevents achievement for all is unacceptable and will not be tolerated.

All our students are expected to behave in a manner which does not bring the name of our school into disrepute, or threaten the health and safety of other students, staff or members of the public. This includes the journey to and from school and any school visits.

Without doubt, the essential prerequisite for the scheme’s success is a consistent commitment from all staff to operate within the agreed framework.

Our whole school focus 2024-25 is to be relentless from all, all day, everyday

- Develop good habits (expectation of uniform/equipment). ‘Sweat the small stuff and the big stuff don’t happen’ (Phil Beadle)
- Reduce disruption in classes– silence during teacher input, silence during certain tasks, agreed behaviours when answering questions (no hands rule) and hands up when asking a question
- Clear routines (see Common Lesson Format) – Teach wanted behaviours
- Focus on primary behaviours and separate the behaviour from the student
- Develop commonality of language and techniques used by all staff, all the time
- Positivity by all

Key members of staff:

Headteacher: Ms Smyth

Key pastoral staff: Ms Leech (Deputy Headteacher), Mr Edwards (Deputy Headteacher) and Mr Backhouse (AHT Behaviour),

Head of Years/Behaviour support workers:

Year	Head of Year	Leadership link	Behaviour support workers (BSW)
7	Mrs Gillmore	Mr Shillcock	Ms Morgan
8	Miss Davies	Ms Leech	Ms Gillbanks
9	Mrs Jackson	Ms Kewley	Mr Edwards
10	Miss Lyon	Mr Backhouse	Ms McCarthy



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11	Mr Forgie	Mr Edwards/Mr Sanderson	Ms Curran
12/13/14	Mr Phipps	Mr Kimberley	Ms K Smith

Senior Leadership Team:

Ms Smyth (Headteacher)
Mr Edwards (Deputy headteacher)
Ms Leech (Deputy Headteacher)
Miss Kewley (Assistant headteacher)
Mr Backhouse (Assistant headteacher)

Key Stage Coordinators/AHTs:

Mr Shillcock (KS3/AHT)
Mr Sanderson (KS4/AHT)
Mr Kimberley (KS5/AHT)

Behaviour support workers:

Ms Morgan
Ms Gillbanks
Ms McCarthy
Mr H Edwards
Ms Curran



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2. Basic staff protocols and core routines

In order to achieve the high levels of behaviour for learning that we expect, all staff are required to implement the following protocols:

- All staff to be on time (and early) to meet and greet students
- Staff who are not teaching should stand outside their classroom/office and give positive messages to all students who pass regarding behaviour and uniform
- School expectations to be displayed in all classrooms
- If a student reaches the stage of having to be removed from the lesson, ‘ON CALL’ should be contacted using L3/L4 On-Call
- Students should not be sent directly to the Reflection Centre without authorisation from a member of the Leadership Team
- Students should not be sent directly to HOY/BSW without discussion
- Students should not be allowed out of lessons except with time out pass (At teachers discretion)
- Classrooms should be left clean and tidy – following the classroom exit strategy
- Students should be dismissed in an orderly manner with the staff member escorting them onto the corridor and monitoring the nearest stairwells. (One row at a time)
- Plan for good behaviour – regularly teach the routines and rules for your classroom.
- Plan for reasonable adjustments where appropriate

Good habits – ‘Sweat the small stuff and the big stuff don’t happen’

Entry to class

- ✓ 10 second rule to do what the teacher asks
- ✓ Students enter quietly – welcomed at the door by the teacher
- ✓ Greeting pupils with good morning/good afternoon
- ✓ Uniform checked, school coats off, bags under table
- ✓ Put equipment (whiteboard/pencil case/phone) on desk
- ✓ Stand in silence behind chair in designated place in line with seating plan
- ✓ Sign of the cross/school prayer
- ✓ Lateness dealt with during the lesson not at the start
- ✓ Register completed in first 10 minutes
- ✓ Consistent use of the behaviour policy
- ✓ Consistent use of common language and scripts
- ✓ Engage students with an activity in line with the common lesson format

Exit from class

- ✓ 10 second rule to do what the teacher asks
- ✓ Pack away quietly
- ✓ Students and teacher to ensure the room is clean and tidy – no rubbish on floor
- ✓ Students straighten tables and put chairs under
- ✓ Stand behind chairs, teacher checks uniform
- ✓ Leave quietly row by row
- ✓ Teacher thanks the class, says goodbye and checks where they are going next. Reminders about sensible movement around the school and directs them the right way.



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- ✓ Teacher escorts class out to support the systems in place to avoid bottlenecks
- ✓ Staff 'staff the corridor' between lessons



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3. Rewards

FOR STUDENTS

Students will be awarded reward points for showing good effort, positive attitude and exceptional work on a regular, lesson-by-lesson basis. Also, rewards will be awarded for 100% attendance/punctuality each week. Form tutors also select a member of their form to be Citizen of the Week. It is hoped that the organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

****NOTE FOR STAFF**

Rewards

- Do not rely too heavily on either rewards or sanctions. Instead expect and demand the highest standards of work, attitude and behaviour.
- Genuine, meaningful praise is the best reward!
- Staff should only issue 1 reward point per lesson, per student (unless exceptional performance warrants more)

Each member of teaching staff should award reward points for good effort, attitude and exceptional work on a regular, lesson-by-lesson basis. A ‘Subject Star’ should be identified each half term, for each class. Reward points should also be awarded for 100% attendance/punctuality (form tutor) on a weekly basis.

Each department should also have a range of rewards for students linked to effort and attitude on a weekly, half-termly and termly basis. These could include:

- Praise postcards
- Signature on reward cards
- Letters home
- Positive telephone calls to parents
- Certificates of achievement
- Award of prizes
- Half termly star student
- Badges

Alongside this we operate a system across the year:

Daily	Weekly	Half termly	Termly	Yearly
Class charts reward points	COW – FT to contact home (certificate / early pass) Praise board Conscientious student award	Subject star of the half term HOY award– HOY to contact home Leadership link to contact home Digital Praise wall 100% Attendance	HOY of the term award SLT of the term award HT award – meet with Head (coordinated by LL/HOY) 100% Attendance Positive Monitoring End of term awards/Celebration	Subject awards Prize nights Graduation mass Rewards trip



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			Assembly	
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Ongoing rewards and actions:

Number of Positives	Reward
50	FT postcard home
100	HOY praise letter sent home to parents Certificate and badge
150	HOY praise letter sent home to parents
200	HOY/PL Pizza afternoon (half termly) HOY Rewards letter sent home to parents Certificate and badge
250	SLT praise meeting SLT letter sent home
300	HT praise meeting HT letter sent home Certificate and badge

Annual rewards – issued weekly:

	Number of Positives
Merit badge (red)	100
Merit badge (yellow)	200
Merit badge (blue)	300
Merit badge (green)	450
Merit badge (white)	600

Assemblies:

- SLT collective worship / HOY input every week (with more detail every 2 weeks)
- Positives and negatives, remind weekly about basic expectations
- Form competition
- Attendance updates
- Class charts points
- Best form – holistically

100% Attendance draw:

- Every week you gain 100% will give you one ticket into an end of term prize draw
- 100% attendance ticket = more chances to win the prize draw!



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4. Consequences

FOR STUDENTS

The maintenance of the positive climate in and around school is the responsibility of all members of the school community. Students will face various consequences for disruptive and negative behaviour in class. Consequences will also be put in place for poor behaviour outside of the classroom. Sanctions are necessary for students who choose not to follow the school’s rules and behave inappropriately. The available sanctions are used to promote and develop positive behaviour. Strategies might include:

- Verbal reminder
- Restorative practice techniques
- Detention (break/lunch/after school)
- Reflective same day detention
- Community service
- Leadership detention (2hr)
- Contact with home
- Form tutor / Head of Year report
- Letters home
- Removal from class
- Parental meeting
- Reflection Centre – removal from lessons
- Pre-Governors / Governors Disciplinary Panel
- Suspension
- Offsite direction/Managed move
- Alternative provision (alternative to permanent exclusion)
- Final headteachers warning
- Permanent exclusion

****NOTE FOR STAFF**

- Deal with issues yourself and don’t just pass them on.
- Log information on Class Charts with clear, appropriate and timely follow up.
- Be tenacious. Chase issues up. Students will soon realise that they are not going to get away with it.
- Deal with the behaviour swiftly and effectively.
- Use sanctions in a calm, consistent and controlled way.
- Take account of unique circumstances which, very occasionally, may need a modified approach.
- Use the Restorative approach where appropriate.
- Focus on the desired behaviour rather than getting caught up in ‘poor behaviour’.
- Sanctions should be progressive but this is not a flow chart to be ticked off.
- It is not the severity of the sanction but the certainty that it will happen.
- Students learn very quickly which members of staff are determined enough to impose consequences themselves and those who don’t.

The school will operate a clear system each half term outlining the consequences. If the same pattern emerges in the next half term, the student causing ‘serious concern’ is brought to SLT for a decision on further action/discussion (QA – student on 40+ needs to be reviewed by key staff – e.g. if all 40 incidents are about one thing).



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No. of Negative Points	Consequence	Contact
8	FT phone call home – logged in CC	FT contacts parents and logs in notes on class charts
15	1-hour whole school detention HOY FT report started	FT contacts parents and inform of the 1-hour detention, text message will also be sent
20	2-hour whole school detention Leadership Behaviour support worker report started	BSW rings to inform parents
30	Reflection Centre – 1 day Work will be completed here, with a focus on Restorative practice Parental meeting HOY HOY report started Off-site direction offered	Parental meeting with HoY logged on class charts
40	Reflection Centre + 1-hour detention Referral to pre-governors SLT report card started	HOY/SLT to discuss the new report card starting at SLT level
50	Reflection centre 2 days Off-site direction offered	HOY/SLT link to apply for off-site direction/managed move with parental support and preference
60	Reflection centre 2 days + 2-hour leadership detention Possible Governors Disciplinary PSP to start Meeting with AHT/Deputy Head	HOY/AHT/Deputy Head - 2-hour detention will follow day in reflection
80	Reflection centre 3 days + 2- hour detention Meeting with Headteacher – possible final warning	Headteacher
100+	Possible permanent exclusion	Headteacher

As a result of all internal strategies and interventions not succeeding, an off-site direction may be suggested to parents as a preventative measure and an opportunity for a fresh start. A permanent move would be suggested to parents/carers of students who are Liverpool residents as an alternative to a Permanent Exclusion.

If the student is a resident out of borough there is no alternative available other than Permanent Exclusion.



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5. Cardinal Code of Conduct - In class behaviour

‘The severity of the sanction is less important than the certainty of the sanction.’ (Bill Rogers):

The basics – in class: You Own Your Own Behaviour

- On time, fully equipped
- Follow instructions from staff, first time, every time
- Listen carefully when the teacher or others are speaking
- Put your hand up and wait for permission to speak
- Always try your hardest – be the best version of yourself
- Stand behind chairs at the end of the lesson and wait to be dismissed in an orderly way

A further explanation of the rationale behind the code may be useful:

1. On time, fully equipped

We want all students to recognise the importance of operating in a punctual manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment. Students should bring a whiteboard/pencil case/calculator/pencil/pen/ruler each day.

2. Follow instructions from staff, first time, every time

In short, we want all students to do as they are told. The teacher will make this clear – ‘you have ten seconds to do as you are told and if you do not it will result in....’

3. Listen carefully when the teacher or others are speaking

This is to aid teaching and learning in the classroom and reduce any unnecessary interruptions.

4. Put your hand up and wait for permission to speak

It is expected that the ‘hands up’ routine will be a central feature of each classroom, except when staff are engaging students in a targeted question and answer session.

5. Always try your hardest – be the best version of yourself

We want everyone to achieve well and be a success. Put the effort in.

6. Stand behind chairs at the end of the lesson and wait to be dismissed in an orderly way

Students will be dismissed one row at a time and guided to their next lesson. The students and teacher should check their learning environment before leaving the classroom to ensure it is clean and tidy.

In terms of classroom-based sanctions, it is hoped that the good majority of students will simply choose to spend their time with us operating with the rewards framework.

It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond Level 3. Staff are encouraged to use restorative practice techniques whilst in conversations with pupils and de-escalatory language.



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It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

Each member of staff must seek to operate within the framework and apply the principles set out in this policy particularly those dealing with a student’s individual needs.

Pupils who misbehave during a lesson will be given reminders by their teacher. Staff will use a range of strategies to improve student behaviour. The focus will always be on the primary behaviours and ignoring secondary behaviours.

Teacher/Support Staff – Reminder:

- Giving positive instructions.
- Praising positive behavior.
- Explaining clearly how to get back on track. (Teaching behaviours)
- Giving a reminder of the classroom code.
- Using non-verbal signals such as a gesture; placing a hand on the desk; making eye contact with the student; pointing to the student’s work; pointing to legs of chair (for someone rocking on chair); pointing to task on board; standing within proximity of the student.
- Asking the student individually what he/she is doing using their name.
- Restorative thinking questions used to support pupils managing behaviour
- Providing equipment as needed, to be discussed at later opportunity.
- Giving a choice of moving seats to avoid escalating the non-compliant behavior.
- Partial agreement e.g. “Yes, you may have been talking about your work but I would like you to...”
- Giving a clear, calm warning.
- Explaining clearly what the problem is and asking the student to make a good choice about his/her next action and warn that the next step will be LEVEL 1.
- The teacher should end any talk with a student regarding their behaviour with “Thank you” as a clear indication that you expect them to comply.
- Use of take up time

Teacher/Support Staff - FORMAL WARNING:

As above but:

- “You are now on LEVEL 1. It is time to be polite and work hard”.
- “You are now being formally warned. Stop now to avoid LEVEL 2”.
- “You are now on LEVEL 2. If you continue you will also be dealt with by senior staff”.



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REMINDER VERBAL REMINDER

- Low level behaviour e.g.: talking, slow to start, not following instructions, not listening, shouting out, skitting, out of seat / not completing assigned work / not equipped / late to class etc.
- The teacher will tell the student what he is doing wrong and he will be clearly issued a verbal reminder.
- It goes without saying that the student must understand they have been reminded about their behaviour and the words 'verbal reminder' must be used by the member of staff. It should not be used as a blanket warning to the class.
- Lateness should be logged as a late L1 on Classcharts
- Behaviour management strategies should attempt to diffuse situations and make clear the choices and consequences.

LEVEL 1 1ST FORMAL WARNING

- Continuation of low-level behaviour / lack of work / not following instructions / chatting etc.
- A formal warning is issued. Behaviour management strategies should attempt to diffuse situations. This will be logged on Class Charts as a negative point – this MUST be in real time.
- A quiet word with the student at an appropriate time should advise them that the next stage will be LEVEL 2

LEVEL 2 2ND FORMAL WARNING – Discussion at end of the lesson

- Continuation of disruption or more concerning behaviour. Student formally informed they have reached LEVEL 2.
- A formal warning is issued. Behaviour management strategies should attempt to diffuse situations. This will be logged on Class Charts as a negative point – this MUST be in real time.
- A quiet word with the student at an appropriate time should advise them that the next stage will be LEVEL 3 (on call/removal/detention).
- Move student in classroom (move seating position - have individual table set up if possible).

LEVEL 3 ON CALL, DEPARTMENTAL EXCLUSION + DETENTION

- Continued poor behaviour will lead to removal from the classroom to departmental exclusion.
- Behaviour concern entered on Class Charts in real time (details of incident to be added later)
- The teacher should use the L3 On-Call button on class charts to request 'ON CALL' who will come to the classroom and **remove the student**.
- Parents informed on the same day about the incident by class teacher.
- Detention issued for the same day. This should include a positive after school restorative meeting between the student and staff. Restorative practice conversation will take place in the detention and can be guided by the Head of Year/Behaviour support worker/Head of subject.

LEVEL 4 ON CALL - REMOVAL

- Staff can move straight to this following a serious incident (swearing/damage/fighting/threatening or abusive behaviour/violence/Racial language/homophobic language/sexualised language /refusal to hand member of staff a banned item (mobile phone)
- Behaviour concern entered on Class Charts in real time (details of incident to be added later)



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The teacher should use the L4 button on class charts to request 'L4 – (Incident)' who will come to the classroom and **remove the student immediately**. Student may be isolated for the remainder of the lesson, placed in the Reflection centre for the remainder of the day or suspended from school. SLT will discuss the incident/behaviour using restorative practice questions to support the pupil

Throwing in and out of the classroom is deemed as dangerous behaviour and the sanction is a 2-hour detention.

All behavioural incidents to be recorded in Class Charts using the specific behaviour type. All events will be recorded as receiving 1 negative point.

At any point the Pastoral Team may recommend Behaviour Modification work and/or SENCO (if child is ASD and, on the register, has EHC provision; in such cases, different strategies and/or pupil timetable and support would have to be implemented so that such a student gets the support they need to be successful in mainstream school systems).

Verbal reminders must be used to support pupils into making the right choice.

Further detail for staff is available in the micro script (Appendix 1).

Pupil Report

- If a student's behaviour is giving cause for concern, it may be appropriate to place the student on a Department Report. Parents will be informed. The school will focus this conversation toward restorative thinking.

- If disruptive behaviour is across a range of subjects:

1. Tutor Progress Tracker (Green)
2. Head of Year Progress Tracker (Orange)
3. Leadership link (White)
4. Pastoral Support Plan (PSP) (White)

If there is no improvement further support will take place with the Head of Year, KS Coordinator, AHT Behaviour and Pastoral Deputy Headteacher.

Successes will be celebrated and poor behaviour addressed with consequences. Students who do well will be taken off report. This system is an instant way of monitoring behaviour and progress. It also allows students to manage their own behaviour independently.

6. Cardinal Code of Conduct – Around school behaviour

'Consistency is key' - this is all staff.



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The basics – around school:

- Be on time
- Students should not be out of class without a time out pass (one student per HUB area at one time/multiple students should not be allowed out)
- Students should use the toilet and fill water bottles at break/lunchtime
- Students should not be sent to stand outside a classroom for sustained periods of time for any reason
- Follow instructions from all staff without discussion – 10 second rule applies
- Wear your school uniform correctly at all times – top button, tie showing 7 stripes, blazer and black school shoes and shirt tucked in
- Students should put litter in bins

*Confirmed medical conditions requiring more regular toilet breaks should be allowed with a toilet pass (issued by pastoral/SEND teams) – This must follow the on-call toilet procedure

**some students may have a time out card sanctioned by HOY however it must be used appropriately. Failure to do so could mean that the time out card is removed from the pupil.

7. Roles, rights and responsibilities

For our policy to be implemented comprehensively, there are specific roles and responsibilities for different stakeholders.

Each step below will have a deliberate conversation on restorative thinking.

1. Class teacher:

- The majority of behaviour issues are a matter of classroom management and as such will be dealt with by the member of staff involved using a variety of techniques, rewards and sanctions as previously described.

2. Subject Leader:

- In the first instance most behaviour issues will be dealt with by the member of staff involved. Should this prove fruitless/problematic then it will be discussed with the Subject Leader and dealt with jointly. Subject leaders will check that class teachers are contacting home and providing reasonable adjustments in the classroom. They can support with parental meetings if students continue to display poor behavior for a specific member of staff.

3. Form tutor:

- Every student has a tutor who monitors their general behaviour via Class Charts. They will liaise with the HOY and class teachers as appropriate. Form tutors will contact home regularly for the students in their form group.

4. ON CALL/Leadership Team

- A middle/senior leader is on duty during every period of the day. They will have a timetable of classes to visit. They will drop into classes and can be sent for if required. The timetable of



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classes to visit will regularly change based on staff requests, alongside Class Charts using data driven instruction. Should an incident be more serious or starting to escalate then staff should request Level 4 On-call.

5. Heads of Year/Progress Leader/KS Coordinators:

- If there are ongoing academic issues and behaviour/learning concerns staff should inform the relevant Head of Year. The student can then, if necessary, be discussed at the Pastoral meetings.

6. SENCO:

- If the class teacher believes that the pupil requires further assistance then a referral to the SENCO should be made citing their concerns.

School: rights and responsibilities

- To expect teachers to use their statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- To enforce the behaviour policy – including rewards, consequences and disciplinary measures.
- To expect students and parents’ cooperation in maintaining an orderly climate for learning.
-
- To expect students to respect the rights of other students and adults in the school.
- To have a firm policy in response to violence, threatening behaviour or abuse by students or parents.
- To take firm action against students who harass school staff, on or off premises - engaging external support services, including the police, as appropriate.
- To communicate to all what is expected to ensure good order, respect and discipline.
- To cooperate and agree protocols with other schools in the local area for behaviour and support networks
- To ensure the behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- To ensure that all members of staff, including support staff, implement the behaviour policy.
- To ensure staff receive necessary professional development on behaviour strategies.
- To support, praise, and as appropriate, reward students’ good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- To confiscate student’s property such as mobile phones in line with school policy
- To discipline students’ where required for misbehaviour outside of the school
- To make alternative provision from day 6 for suspended students
- To arrange re-integration meetings for students/parents at the end of a suspension
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and treat all students and colleagues with respect.
- To promote positive behaviour through active development of students’ social, emotional and behavioural skills.



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- To keep parents informed of their child’s behaviour – good as well as bad through positive/negative points on Class Charts, and using the agreed methods of communication with parents, including student planner, e-mail, phone calls, letters and the text messaging and, where necessary, supporting them in meeting their parental responsibilities.
- To use deliberate questioning processes at key points to encourage pupils to reflect and take responsibility

Students: Rights and Responsibilities

- To contribute to the development of the school’s behaviour policy
- To be taught in environments which are safe, and free from disruption.
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To appeal to SLT/Head teacher if they believe the school has exercised its disciplinary authority unreasonably.
- To follow instructions by school staff, obey rules and accept consequences in an appropriate way.
- To refrain from bringing inappropriate or unlawful items to school, such as cigarettes or other tobacco products, alcohol, weapons including BB guns, knives, illegal drugs or those drugs known as legal highs, stolen items, fireworks or pornography. Also, prohibited items to sell such as sweets and lucozade.
- To act as positive ambassadors for the school when off school premises.
-
- To show respect to school staff, fellow students, school property and the school environment.
- To refrain from any actions which would cause offence to, harm or bully other students or staff.
- To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Plan, Pupil Report, Reflection Centre or Behaviour Contracts.

Parents: Rights and Responsibilities

- To be kept informed about their child’s progress, including issues relating to their behaviour.
- To expect their children to be safe, secure and respected in school.
- To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.
- To appeal to the Head teacher/Governors, if they believe the school has exercised its disciplinary authority unreasonably.
- To respect the school’s behaviour policy and the disciplinary authority of the school
- To check Class Charts regularly in order to monitor homework and to read any messages from school staff.
- To help ensure that their child follows instructions by staff and adheres to rules.
- To send their child to school each day punctually, wearing correct school uniform, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEND or other personal factors which may result in their child displaying behaviours outside the norm.
- To work with the school to support their child’s positive behaviour.
- To attend all meetings with the school staff, if requested, to discuss their child’s behaviour.
- To adhere to the terms of any Behaviour Contract or PSP relating to their child’s behaviour.
- If their child is suspended from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion



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- To attend a reintegration meeting with the school at the end of a suspension.
- To refrain from using any abusive language or verbal or physical aggression to school staff.



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8. Support for students

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well-organised and caring school community, some students may need extra support to help manage their behaviour and attendance. Many of our students who are referred to external agencies will be vulnerable and have Special Educational Needs (SEND) (see SEND policy).

We will use procedures to identify early those students most at risk, in order to establish a support programme to address issues arising, through:

- liaison with parents/carers, transition work with previous schools, outside agencies and services;
- referrals by adults to Pastoral Leaders through data analysis such as bullying, truancy, attendance data analysis. Restorative practice used to manage conflict and tensions by repairing harm and building relationships.
- regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews; discussion at weekly Pupil Intervention Panels (KS3/4);
- contact with parents on the first day of any unexplained absence and discussion between the student and staff responsible for their registration;
- contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- referrals for specialist advice from agencies linked to the school, such as the Educational Psychologist, Social Care, Early Help Team, CAMHS and so on;
- referrals to our Reflection Centre for a short period of additional support outside the usual classroom environment;
- peer mediation and counselling referrals to external services such as YPAS;
- parents/carers consultations and family sessions;
- one to one counselling with a School Counsellor or support from trained staff.

9. Use of the Reflection Centre

The use of the Reflection Centre is a very serious sanction and it provides an alternative to suspension.

Aims:

- To improve student behaviour by emphasising the principle that ‘actions bring consequences’
- To allow time for pupils to reflect upon the consequences of their behaviour
- To have deliberate conversations with a restorative practice focus
- To ensure that student learning can continue during the sanction
- To promote a restorative process to allow students to reintegrate back into school
- To use restorative practice to promote positive relationships
- To teach our wanted behaviours using Respect, Believe, Achieve.

Pupils will only go into the Reflection Centre through the proper referral process via Head of Year/SLT.
Disruption or non-co-operation whilst in Reflection Centre may result in immediate suspension.

Some of the reasons for being placed in the Phoenix Centre could include:

- persistent disruptive classroom behaviour
- accumulation of negative points



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- bullying towards any member of the school community
- threatening or violent behaviour
- fighting
- damage to school property
- complete refusal to follow all instructions
- deliberate and sustained disruption of lessons
- serious breach of school procedures/policies e.g. substance misuse etc
- blatant infringement of school rules relating to uniform or appearance

Students will spend a period of time in the Reflection Centre which could include break and lunch time. Students will not communicate with other students during this time. Students may bring food or drink to be consumed at break times only and a lunch will be provided for those students on free school meals/any student who wishes to purchase one. Alternatively, students may bring their own lunch. Students will of course be allowed to use the school toilets as any other student would. Parents will be informed via phone call and class charts.

The Reflection centre will operate a very structured environment where pupils are expected to comply fully with all the rules. All activities will be at the direction of the teacher in charge. Work appropriate to the age and ability of the student will be set. Pupils will be expected to complete the work to the very best of their ability and will be encouraged to do so. Classroom teachers will provide the relevant work to ensure that the student re-integrates into lessons with no gaps in their knowledge.

Misbehaviour in the Reflection Centre:

Senior staff will remove pupils who fail to follow the rules in the centre and further consequences will follow.

Restorative practice:

We operate a restorative system where the students must attend a meeting with a member of staff relating to any incidents of poor behaviour. This takes place at the end of the day. A student will complete a piece of work in the Reflection centre designed to support them acknowledging their behaviour and accepting the consequences. This will follow a deliberate conversation with questions posed to support the pupil. With the focus of improving relationships of pupils and staff therefore improving behaviour and harmony in the school environment.

10. Reflective same day detention

To continue to improve student behaviour by emphasising the principle that actions bring consequences. We operate an immediate reflective response to poor behaviour choices (centralised detentions). The immediacy of the consequence (same day) to discuss behaviours and reflect on actions of pupils and staff helps pupils to self-regulate and respond more appropriately in lessons. The same day response resonates with pupils and supports a more restorative and reflective approach to behaviour choices.

This is facilitated by the BSW, HOY and leadership link.



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11. Suspension from school

Whilst we do not wish to suspend any child from our school, sometimes this may be necessary in terms of a suspension or in exceptional circumstances, permanent exclusion. In some exceptional circumstances it may, in the Headteacher's and teacher in charge's judgement, be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In addition to the above ‘exceptional circumstances’, the Headteacher may permanently exclude a student for:

- persistent and defiant misbehavior/ bullying/ or repeated possession and/or use of an illegal drug on school premises.

The school endorses and works within the guidance contained within the Liverpool Social Inclusion system for managed move and off-site direction. These protocols may be used as an alternative to suspensions and permanent exclusion from school for those students who seriously breach this behaviour policy.

12. Use of force guidelines

Use of reasonable force, searching and screening

The school recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. There are also times when the Headteacher or those members of staff authorised by them may have to search or screen pupils to search for illegal items or those prohibited under the school rules.

The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Members of staff may also use reasonable force when conducting a search for illegal items, such as weapons (including knives), alcohol, illegal drugs, stolen items, tobacco, electronic cigarettes (vapes), fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

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

Staff shall exercise these powers in line with the Department for Education’s guidance.



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Recording and Reporting Significant Incidents

The term ‘significant incident’ means any incident where the use of force goes beyond appropriate physical contact between pupils and staff. A significant incident will include when physical force is used to implement a non-physical restrictive intervention.

The school recognises that at times there are circumstances in which staff may use force in a way which amounts to a significant incident in order to safeguard children.

Where there has been significant incident the member of staff must;

- a. complete a Reporting Form
- b. submit the Reporting Form to the safeguarding lead as soon as practicable and no later than by the end of the school day.

Where there has been a significant incident the school will report this to the parents of pupil involved as soon as practicable after the incident, and no later than on the same day.

If a member of staff is unsure whether an incident would constitute reasonable force or a significant incident, they should consult a senior member of staff as soon as practicable to determine whether the Reporting Form should be completed.

Use of restrictive interventions and seclusion

The school recognises that at times there are circumstances when it is appropriate for staff in schools to use restrictive interventions or seclusion.

The term ‘restrictive intervention’ means to prevent, restrict or subdue movement of the body or part of the body of a student. Restrictive intervention can involve no physical contact with a student (for example, removing a walking aid from a student).

The term ‘seclusion’ means a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Seclusion should not be confused with removal from the classroom which is a disciplinary intervention used in response to deliberate or wilful misbehaviour.

Seclusion will be used by the school as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation.

Members of staff have the power to use restrictive interventions, which may also include the use of reasonable force.

The school expects that staff should limit the use of restrictive interventions and, in most situations, will seek to minimise the use through prevention and de-escalation. The school seeks to minimise the use of restrictive interventions by;



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Adapt the following list (16.6.1-16.6.6) as required:

- 1.1.1. training staff in effective communication strategies;
- 1.1.2. recording and analysing data on the use of restrictive interventions;
- 1.1.3. working closely with parents to support individual pupils; and
- 1.1.4. implementing support for pupils based on their identified needs.

Reporting the use of restraint and/or seclusion

Where there has been use of seclusion or non-physical restraint incident the member of staff must;

complete the Reporting Form; and

submit the Reporting Form to the safeguarding lead as soon as practical and no later than by the end of the school day.

The school will notify parents of the incident as soon as practicable after the incident, and no later than on the same day. This will apply even if restrictive interventions are in place as part of an agreed behaviour support plan.

If the use of restraint occurred alongside use of a significant use of force the school will report to parents.

The School will supply parents with a written record of the seclusion or restraint incident.

Use of force

Under Government guidelines **all members of staff** have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. It is no longer acceptable for schools to have a ‘no contact policy’.

At Cardinal Heenan we have worked hard to place support structures in place to help create a calm, orderly and supportive climate. As a result, instances of physical restraint are very rare.

- Avoid blocking doors/pathways of students. Let them go, get them later.
- Physical intervention should always be a last resort and clear directions to stop the dangerous/unacceptable behaviour should be given first.
- In the very rare instance of physical restraint being necessary please contact a member of the Senior Leadership Team. Any incident involving restraint of any kind should be reported to Mr Edwards (or one of the other Deputy Heads) as soon as is possible and details recorded on Class Charts/sent via email.

Members of staff should not put themselves at risk and so would not be seen as failing in their duty of care by not using force to prevent injury, if by doing so threatened their own safety.

It is unlawful to use any form of physical force as a punishment.



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Schools can use reasonable force to:

- 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 to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

The school will always use de-escalation strategies/techniques to support the pupil.

13. Malicious Allegations

We will not tolerate malicious allegations against staff or students. Should a student make malicious allegations against a member of the school, that once investigated are found to be unfounded, then the full range of sanctions available to school could be employed, including involvement of the school-based Police officer, Reflection and even permanent exclusion.

Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance parents/ member of the public would be in breach of the reporting restrictions and as a result there would be a range of legal consequences.

14. Uniform Expectations

Uniform and Standards of Appearance

We expect all students to wear their uniform with pride, whether they are in school or outside in the community as they travel to and from school. We expect students to be smart in appearance at all times.

Students must be in full uniform at all times including upon arrival. This means:

Black formal shoes (no trainers/fashion shoes) see school website

Black trousers (no tracksuit bottoms)

White shirt (no sports/polo shirts)

School tie (compulsory)

School jumper (optional)

School blazer (compulsory)

School bag (compulsory)

School PE kit (To be brought in school bag on the days you have PE)

School coat (compulsory)

We expect students to be smart in appearance at all times.

Therefore,

- Shirts should be tucked in at all times.
- Ties should be worn properly with 7 of the same colour stripes visible.
- The school blazer is compulsory and should be worn at all times.
- Sensible black leather shoes should be worn trainers/fashion shoes **will not** be permitted.
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- Footwear with excessive colour, branding or logos will not be permitted.
- Students may wear a wrist watch.
- Students must not wear any ear studs or other piercings.
- Hair must be of a conventional style and natural colour.
- Hair longer than the collar, ‘Mullet’ cuts, ‘Tramlines’ cut into hair or unusual, outlandish colours or extreme styles (skinheads) will not be permitted.
- Longer length hair will only be allowed if it is tied back at all times.
- Fringes should not be longer than the eyebrow.
- Students must be clean shaven.
- Non-school coats are banned

Students not in school uniform may be given uniform by the school, particularly if not wearing correct footwear. Where there is a breach of rules regarding uniform, hairstyle, or jewellery a student may be removed from lessons and placed in the Reflection Centre, or suspended from school until the matter is resolved.

Mobile phones/ Electrical equipment

- Students are allowed to bring a phone into school but it is to be switched off inside their blazer pocket from 8:30 until their allocated finish time.
- Students should expect the mobile phone or electrical equipment to be confiscated by a member of staff if it is seen or heard. Students will then serve a same day detention for using the phone on school site.
- As mobiles/electrical equipment are not allowed to be used in school staff should not condone their use in lessons in any way. No student should be allowed to use a phone or listen to music on their headphones in any lesson or around school. If photographs need to be taken, please use the school cameras.
- Should you need to confiscate a phone simply ask the student to hand the phone over to you. If they refuse, log as Level 4 - Mobile phone issue. On-call staff will come and support you to confiscate the phone. Please do not attempt to physically take a phone off a student who refuses.
- If you do confiscate a phone please take it to the School Office at the earliest convenience. Inform the student that they can collect it at the end of the day from their negative detention. If this is a repeated occasion of phone misuse, their parent may be asked to collect it. Students who persistently breach the guidance in relation to phones will be subject to increasingly serious sanctions including handing their phone into the HOY upon arrival to school each morning.
- Any incident involving recording, photographing or videoing will be treated very seriously and will be dealt with promptly. This will usually involve confiscation of the phone/equipment, and a period of time in the Reflection Centre for the student. It could also result in police involvement and suspension from school.

Please note:

Where the person conducting a search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.



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In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it should be passed to a Senior Leader or a member of the Safeguarding Team who may need to retain it as evidence (of a criminal offence or a breach of school discipline) or discuss whether the material is of such seriousness that it requires the involvement of the police. Please follow the Child Protection policy and seek advice in relation to the material found on the device.

15. Powers to search

The following adults are authorised to search for prohibited items without consent, using agreed methods:

- Any member of the Senior Leadership Team
- Any member of the Pastoral Team

Please note:

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a **statutory power** to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a ‘prohibited item’. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff 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).

DFE Searching, screening and confiscation, February 2014

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. This would include:

- Sweets, crisps, chocolate and drinks brought into school with the intention of selling them
- Energy drinks/High sugar content drinks
- Lighters/Matches
- Water bombs
- Stink bombs
- E cigarettes
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- Laser pens
- Fidget spinners
- BB guns
- Paint
- Non-school coats

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Weapons and knives and extreme or child pornography will always be handed over to the Police

Please see appendix – Screening, searching with consent, and searching without consent.

Energy drinks/drinks with high sugar content

Water may be consumed in lessons with the permission of the class teacher. Stimulation/energy drinks or drinks with a high caffeine content are not allowed in school (these drinks have ‘Not suitable for children’ printed on them) and they will be confiscated. Any other soft drink should only be consumed in or around school at break and dinner.

Smoking

Cardinal Heenan Catholic High School, as per Liverpool Council guidelines, operates a no smoking policy on school property for all members of the school community including students, staff and visitors. Therefore, smoking will not be tolerated anywhere on the premises, indoors or outside. Smoking paraphernalia will be confiscated from students as outlined in the section on Confiscation. Any students caught smoking will be expected to extinguish the cigarette immediately and hand over any paraphernalia in their possession. Heads of Year should be informed and a range of sanctions could be applied including contact with parents and a detention (break, dinner, after school). Repeat offenders could be placed directly into Leadership Detention. Any student smoking blatantly, openly and refusing to comply with the above could be placed directly into the Reflection Centre. Similarly, a student caught smoking indoors will be placed directly into Isolation. Any student caught selling smoking paraphernalia will be placed directly into isolation from mainstream lessons. Electronic ‘e-cigs’ are not allowed and will be treated the same as smoking. However, a confiscated ‘e-cig’ should be handed to the School Office to be collected by parents (if they so wish).

Gambling

Students involved in gambling will face severe consequences. Money or paraphernalia will be confiscated. If it is a first offence, parents will be informed and the student will complete a detention. Further instances will result in the student being placed in the Reflection Centre and possibly, suspension.

Confiscation of inappropriate Items

School will only seek to confiscate inappropriate items or items that are causing a problem within school on a temporary basis (i.e. for the rest of the school day or for the duration of the lesson) and will then return the item to the student. However, there are some items that will not be returned to students and these include:

- Any item that could cause damage to the school building or any member of the school community (including lighters, weapons, permanent markers etc)
- Any illegal object/substance
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- Any object or substance that while not illegal could be considered harmful (i.e. cigarettes, energy drinks, alcohol or a ‘legal high’)
- Any item considered offensive
- Non-school coats – If families need support with a school coat we can gift one.

We will not tolerate the selling of any item for personal gain on the school premises. Students found to be selling items on the school premises will have the item(s) confiscated, be referred to the Safer School Police Officer and could be placed in the Reflection Centre. Repeat offenders will face further consequences such as fixed term exclusion.

Any confiscated item (other than those mentioned above) should be kept in a secure location and be returned to the student in the same condition it was in. Staff should be aware that the person confiscating the item will be responsible for it.

16. Racial harassment and bullying

We will not tolerate bullying in any way, shape or form and will deal with incidents of bullying towards any member of the school community very seriously. Any racial or bullying incident must be recorded on Class Charts by the member of staff the bullying is reported to and should be reported immediately to the Head of Year or DSL. They will then investigate the incident and take appropriate action.

- Homophobic/Racial/Sexualised bullying and language has no place in school and will not be tolerated. This includes bullying on the school premises and bullying which occurs anywhere off the school premises which is witnessed by a member of staff or reported to the school.
- This refers to cyber-bullying such as through mobile phones and social networking sites that have a direct impact on a student’s welfare and wellbeing at Cardinal Heenan.
- Allegations of bullying will be rigorously investigated and should they prove to be founded then the full range of sanctions available to school could be employed including reflection and in extreme and sustained instances involvement of the police and/or permanent exclusion.
- Racism has no place in this school and will be treated very seriously.

17. Allegations against staff

Any allegation against staff will be treated seriously and will be investigated by Mr Edwards through the Complaints Procedure. The procedures are in accordance with the ‘Working Together’ Guidance (2018).

If an allegation is found to be malicious it will be referred to the Head teacher and a meeting with parents will take place. Further sanctions will be applied and restorative justice may be used if deemed appropriate.

18. CCTV

CCTV is used to record incidents on the school site and to assist in the identification of culprits. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV once their purpose has been served.

19. Monitoring and evaluating the policy

The effectiveness of the policy will be monitored and evaluated in the following ways: -



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Data gathered consistently and analysed will reinforce good news stories about the school; contribute to the School Self Evaluation process and inform discussions with staff, governors, students (including through the School council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it.

- We monitor the distribution of rewards and negatives on a half termly basis by: age, ethnicity, special educational needs, curriculum areas, tutor group, year group, and reason.
- Subject Leaders are expected to provide analysis of the data through our QA procedures, which will then lead to identified actions in the Subject Action Plan.
- Further reports may be given to the Senior Leadership Team and Governors Committee.



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Appendix 1: Rules and sanctions

Our behaviour policy focuses on our three core values; Respect, Believe, Achieve. We ask students to meet our expectations:

At various points below staff will use restorative practice deliberate conversations to support pupils in managing behaviour.

Issues	Rules	Sanctions
Uniform	<p>Uniform issue(s) that <i>can</i> be addressed for example wearing coat, tucking shirt in, adjusting length of tie etc.</p> <p>Incorrect uniform that <i>cannot</i> be immediately rectified. e.g. wearing trainers / boots / etc., no shoes /Non-school coat</p>	<p>Addressed immediately – no further action. Lack of response or repeat offence, FT contact home. Repeat offence HOY/BSW informed and detention issued.</p> <p>Students will be sent to HOY/BSW uniform given and must be worn and returned at the end of the day, non-compliance will result in Parents being contacted to ask them to bring in the item(s) or student provided with one from the pastoral team If a student refuses to wear school item(s) he / she will be referred to the Reflection centre.</p>
School bag	<p>All students must have a school bag and carry each day.</p>	<p>Addressed immediately – no further action. Lack of response or repeat offence, FT d/t contact home. Repeat offence HOY/BSW informed and detention issued.</p> <p>If student refuses to bring the item he will be issued with a detention and a phone call home from BSW/HoY</p> <p>Spare bags will be available for particular students based on their needs.</p>
Hair violation (not in line with school policy – hair too long, hair over face, hair not tied back or hair cut too short)	<p>1st offence</p> <p>2nd offence (Non-compliance)</p>	<p>Parental contact BSW/HOY, detention and/or reflection</p> <p>Parental contact HOY, letter sent home 1-day reflection + 2 hour leadership detention</p>



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<p>Mobile Phones, iPods, iWatches, earphones, etc.</p>	<p>Mobile phones MUST NOT be used by students on the school premises, 8.30am-2.55pm. (If any student brings a mobile to School, then it MUST be in their school blazer/bag at all times and switched off ALL DAY).</p>	<p>1st offence Mobiles will be confiscated and handed in to the office where it will be stored in a labelled envelope and locked away for the day in the first instance. Students collect at the end of the day after they’ve completed their negative detention.</p> <p>If student argumentative / defiant etc., this will result in a member of senior staff being involved ‘on call’. The mobile phone(s) will be labelled confiscated and stored in the safe and parents will have to collect. Parents may ring up and request the phone. Student will be placed into reflection for a period of time.</p> <p>2nd offence Mobile phone confiscated and handed to the office. Collected by parent in person (tracked by HOY).</p> <p>If student argumentative / defiant etc. 2nd time = double points. This will result in a member of senior staff being involved ‘on call’. The mobile phone(s) will be labelled confiscated and stored in the safe and parents will have to collect. Parents will have to collect phone. The phone will now be handed into the HoY each day.</p> <p>3rd offence Mobile phone confiscated and parental meeting to inform parents that the phone will no longer be allowed onto the school site.</p> <p>Failure to hand over the phone for the 3rd time will result in: parental meeting, reflection and/or a suspension from school.</p> <p>* If students need to contact home in an ‘emergency’, then they can use a phone with Admin and/or the BSW/HoY office</p>
<p>Equipment</p>	<p>Students must arrive to school every day and to every lesson with their basic equipment of a whiteboard, pencil case, pen, pencil, calculator and ruler. Equipment should be on the desk at the start of EVERY lesson and Registration.</p>	<p>Repeat offence after opportunity to purchase daily from the Student Services/HOY will result in a same day negatives detention after school. For repeat offenders’ meetings with parents will be facilitated.</p>



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Litter	Every student and staff member are expected to dispose of their own litter using the bins located around the school. Non-compliance in this rule will lead to consequences.	Addressed immediately – no further action. Lack of response or repeat offence, 1-hour d/t. Repeat offence HOY/BSW informed Reflection centre - plus parental contact
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Appendix 2: Examples of sanctions for serious incidents – for use as a guide in conjunction with professional judgement

Meetings with parents to discuss persistent issues

All meetings with parents follow the school’s restorative culture and conversations will be focused in this direction.

Fighting (equal involvement) 1st offence 2nd offence 3rd offence	<p>Parental contact. Reflection number of days depending on severity. Student may be sent home on the day if there are medical issues/Staff will consider if any other actions are needed in order to prevent further incidents + Restorative practice.</p> <p>Suspension, parental re-integration with HOY and Safer Schools PC involvement.</p> <p>As above + Parental meeting with SLT. Reflection, External support to be investigated. Managed move and/or off-site direction offered.</p>
Smoking – in or out of the building including e-cigs and vape-sticks or pens.	<p>Decision will be made by the Head teacher/SLT on action to be taken which could include:</p> <ol style="list-style-type: none"> 1. Reflection centre 2. Suspension 3. Referral to Safer Schools Officer <p>Permanent exclusion could also be used due to the serious nature of this issue.</p>
Misuse of Fire Alarm 1st offence 2nd offence	<p>Suspension. Referral to Liverpool Fire and Safety and /or Police Liaison = external fine.</p> <p>Possible permanent exclusion.</p>



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<p>Community issues</p> <p>1st offence</p> <p>2nd and subsequent offences</p>	<p>These issues will be dealt with in partnership with Safer Schools Officer and Local Police.</p> <p>Discussion will take place with SLT/Head teacher regarding appropriate sanction in conjunction with police involvement. Sanction may include internal reflection/suspension or permanent exclusion.</p>
<p>Assault of another student</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p>Internal reflection or suspension for serious assault. Restorative practice with victim when appropriate.</p> <p>Suspension and reflection centre/Parental meeting, including SLT link +Safer schools’ officer</p> <p>Referral to Governors’ Disciplinary Panel.</p>
<p>Threatening, aggressive behaviour/inciting such behaviour.</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p><i>This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier.</i></p> <p>Reflection centre and detentions. Parental contact and safer schools police referral. (Depending on the severity could lead to a suspension once investigated)</p> <p>Reflection centre. Parental meeting, detention at break and lunchtime. . (Depending on the severity could lead to a suspension once investigated)</p> <p>Referral to Governors’ Disciplinary Panel.</p> <p>Suspension. Re-integration with HOY & SLT (Potential risk of permanent exclusion)</p>
<p>Damage to the School Site Any incident of damage to the School *</p>	<p>Parental contact, including letter home. School based community service or imposition of a task – such as picking up litter or weeding School grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti and/or Restorative practice session and/or Safer Schools referral and/or Exclusion/ Isolation</p> <p>*The school will always attempt to recoup losses by invoicing parent(s)/guardian(s).</p>



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<p>Verbal abuse to staff (<i>direct swearing at staff or racism/homophobic/sexualized language will result in a suspension</i>)</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p><i>This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier. Any racism or direct swearing will lead to Fixed Term Exclusion.</i></p> <p>Reflection plus RP meeting</p> <p>Reflection centre plus rest meeting. Parental meeting with HOY</p> <p>Suspension. Re-integration with HOY and SLT Referral to Governors’ Disciplinary Panel.</p> <p>Suspension. Re-integration with SLT – Final headteachers warning.</p>
<p>Theft</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p>Reflection centre. Parental meeting. Referral to Safer School Officer.</p> <p>Reflection Centre + 3 days. Parental meeting with SLT & Safer School Officer</p> <p>Referral to Governors’ Disciplinary Panel.</p>
<p>Selling items such as confectionery products to other students on the school site for profit</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p>Parental contact, including letter home. 2-hour leadership detention. Contraband confiscated and given to charity.</p> <p>Parental meeting with HOY. Reflection one day + 2-hour leadership. Contraband confiscated and given to charity. Break and lunch time isolated for 1 week.</p> <p>3 days reflection. SLT parental meeting. Break and lunch time isolated for 2 weeks.</p>
<p>Truancy (full day)</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p>Parental contact + letter sent home. 2-hour leadership detention must catch up on missed work.</p> <p>Parental contact HOY + letter. Reflection 1 day + 2-hour leadership must catch up on missed work. Referral to Governors’ Disciplinary Panel.</p> <p>Parental meeting HOY. 3 days reflection + 2-hour leadership must catch upon missed work.</p>



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<p>Gambling</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p> <p>Non-compliance</p>	<p>Money confiscated, parents contacted, letter sent home + 2-hour leadership work completed.</p> <p>Money confiscated, parents contacted, letter sent home + 1day isolation +2-hour leadership work completed/break and lunch times reflection for 1 week. Referral to Governors’ Disciplinary Panel.</p> <p>Money confiscated, parents contacted, letter sent home + 2day reflection +2-hour leadership, work completed/break and lunch times isolated for 1-week Parental meeting HOY</p> <p>Same as above + SLT meeting</p>
<p>Use of mobile phone to record in class / around school or use of social media to bully another student</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p><i>This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier.</i></p> <p>Reflection centre plus RP meeting. Possible referral to SSPO.</p> <p>Suspension plus RP meeting. Parental meeting with HOY/SLT.</p> <p>Suspension/Permanent exclusion. Readmission with SLT. Referral to Governors’ Disciplinary Panel.</p>

The Headteacher retains the right to administer discipline to all students in the school based upon facts and knowledge of an incident at that time including information about the student. The Headteacher further retains the right to; use suspension or permanent exclusion based upon facts and evidence available at the time, or that come to light at a later date; refer any incident to the police at any point.



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Legislative links

This policy relates to legislation as follows:

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Restorative practice

<http://www.restorativethinking.co.uk/schools/about-us/>

To further improve the behaviour and relationships of staff and pupils we have introduced restorative practice into the school’s behaviour policy.

The aim of restorative practice is to develop community within the school and to manage conflict and tensions by repairing harm and building relationships.

This academic year we are trying to build a restorative culture, whilst allowing the development of staff and pupil skills and provide longer term capacity building so the school becomes self-sufficient in its restorative needs and development.

Ultimately improving relationships of pupils and staff therefore improving behaviour and harmony in the school environment.



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Appendix 3: DFE Behaviour and Discipline in Schools February 2014

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS

What the law allows:

23. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

24. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child 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.

26. In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member



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DFE Behaviour and Discipline in Schools February 2014

DETENTION – TEACHERS POWERS

What the law allows:

27. Teachers have a legal power to put pupils (**aged under 18**) in detention.
28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
29. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - a. any school day where the pupil does not have permission to be absent;
 - b. weekends - except the weekend preceding or following the half term break;
 - c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
25. The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

26. Parental consent is not required for detentions.
27. The school must act reasonably when imposing a detention as with any disciplinary penalty.
28. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

34. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities, which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent



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DFE Behaviour and Discipline in Schools February 2014

CONFISCATION OF INAPPROPRIATE ITEMS – TEACHERS POWERS

What the law allows

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- 1) The **general power to discipline** (as described in the bullets following paragraph 12 above) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out
 - 2) **Power to search without consent** for ‘prohibited items’ including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - paint
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation is provided in [‘Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies’](#).



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DFE Behaviour and Discipline in Schools February 2014

SCREENING – TEACHERS POWERS

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools’ statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil’s absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

- Searching with consent

Schools’ common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school’s behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff –in such circumstances, school
- Is can apply an appropriate disciplinary penalty

- Searching without consent

What the law says:

- What can be searched for?
 - Knives or weapons, alcohol, illegal drugs and stolen items; and



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- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

1. Can I search?

- Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

2. Under what circumstances?

- You should be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to
 - summon another member of staff.

3. When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.

DFE Behaviour and Discipline in Schools February 2014

POWER TO USE REASONABLE FORCE – TEACHERS POWERS

38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

41. Separate advice is available in [‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’](#).



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USE OF ISOLATION – TEACHERS POWERS

42. Schools can adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. If a school uses isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

43. It is for individual schools to decide how long a pupil should be kept in isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.