Behaviour Policy and Statement of Behaviour Principals

Cardinal Newman Catholic High School

Source:	The Key for School Leaders
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Approved by:	EGM
Date of approval:	23.09.26
Date of next review:	Autumn 2027

Our School's Mission, Purpose and Values

Our school's Mission is: To place Christ at the centre of all we do in order to inspire our young people to enable them to 'have life and have it to the full.' (John 10:10)

Our long-term vision and objectives for Cardinal Newman Catholic High School are:

- To develop students' spirituality and morality, founded upon the teachings of the Catholic Church, in order to equip our students to make wise decisions throughout their lives;
- To deliver high quality teaching of our aspirational and relevant curriculum to ensure all students make good progress and can pursue their future goals as a result;
- Develop determined, optimistic students who are ambitious for their futures and have the confidence, knowledge and skills to maximise the opportunities available to them;
- Develop emotionally literate, caring young people who are resilient and able to cope with the challenges of life, and support those around them to do the same;
- To be a school in which all students make impressive progress, regardless of any barriers to learning, supported by highly effective programmes designed to overcome any obstacles to their success;
- To be a community with high morale, to which all stakeholders are proud to belong

Our School's Values are:

Service, Compassion, Forgiveness and Truth so that 'Heart speaks to Heart' (St John Henry Newman)



Rational and Aims

This policy is based on Catholic Christian Values. It acknowledges that good behaviour is necessary for effective for teaching and learning and allows for the development of the individual. Our shared Core values of Service, Compassion, Forgiveness and Truth are always followed.

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all students can 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 students

To ensure a sympathetic, inclusive, social environment exists and individuals treat each other with mutual respect

Define what we consider to be unacceptable behaviour, including bullying and discrimination

Behaviour will be regulated fairly and in accordance with other school policies as the governors expect any policy or actions to be.

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

Behaviour in schools: advice for headteachers and school staff 2024

- Searching, screening and confiscation: advice for schools 2022
- 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
- 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 gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Students

Students are expected to take responsibility for their own behaviour and are encouraged to support their peers in behaving well.

They are expected to obey school rules, listen, follow instructions from staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or individual behaviour plans.

They have a responsibility to support the school's stance on bullying, prejudice, harassment, disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff. Student can also use the confidential reporting system using a Green Form in school or speaking to a member of staff.

The school expects all students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated.

School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their form tutor who will work with them to draw up a support plan.

Students are ambassadors for our school even when off school premises, and we expect them to act accordingly.

School rules that apply at all times to all pupils

- Arrive promptly for school and for each lesson.
- Follow all instructions from staff in the school, without argument.
- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school.
- Coats should not be worn inside the school buildings, hoodies are not permitted
- Food must only be eaten in the canteen, assembly hall or the PE Quad for those with a packed lunch; students must not take food onto the corridors or other indoor areas. Eat it where you buy it.
- Rude, derogatory, defamatory language towards groups with protected characteristics will not be tolerated.
- Be considerate of your peers and the extended community. Move quietly and sensibly around school. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways or when in other public places.
- Be always polite and respectful to people and their belongings.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way
- Bring the correct equipment to each lesson
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Gambling is not allowed on school property.

The following items are not allowed in school under any circumstances:

- Knives or weapons or anything intended to be used as a weapon
- Alcohol and or drugs
- Fireworks
- Stolen items
- Tobacco/cigarette papers/vapes/ e-cigarettes/snus other smoking materials (including lighters and matches)
- Stink/water bomb/water pistols
- Aerosols
- Jewellery (except watches)
- Make -up/nail varnish
- Chewing gum
- Energy drinks/fizzy drinks (other than sparkling water)
- Chocolate or sweets in quantities deemed to be shared/sold to others
- Material that is inappropriate or illegal for children to have, such as racist or pornographic material
- Any other illegal item
- Unauthorised electronic or recording devices
- BB guns, air guns, toy guns, anything with a blade, or anything designed to look like a weapon

- 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 student)

The following behaviour is regarded as completely unacceptable and will result in disciplinary actions, possibly in suspension or exclusion, depending on the circumstances:

- persistently unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- refusal to follow instructions from any member of staff, and especially pastoral and/or senior staff
- verbal abuse to staff or another pupil
- serious actual or threatened violence against another student or a member of staff
- any form of bullying, including cyberbullying
- using online platforms and/or social media irresponsibly (for example: identifying staff or students of the school without their permission; posting images or video of staff or students online without their permission; or bringing the reputation of the school into disrepute)
- serious misuse of mobile phones
- indecent behaviour
- vandalism / damage to property (if a student deliberately causes damage to anything in school, then they may be asked to contribute towards the cost of any repairs)
- smoking on school premises, including e-cigarettes / vapes
- supplying, possessing or using an illegal drug or other substances, including solvents or "legal highs"
- theft
- sexual harassment, online sexual abuse and sexual violence (including sexualised language)
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- abuse in intimate personal relationships between peers
- up skirting
- initiation / hazing or other intentional humiliating behaviour
- carrying an offensive weapon
- arson
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy / lateness
- refusal to take part in screening / searching
- possession of items prohibited under the school rules as set out above

Mobile Phones and other Electronic Devices

Students are only permitted to use mobile phones and other electronic devices on their home-school journey. School is a phone free site with all students issued with a Yondr pouch to store their mobile phone in whilst in school.
Further information on Personal Electronic devices can be found in Appendix 3 of this policy

Classroom behaviour

All students are expected to

- Arrive on time, line up in an orderly and calm manner in correct uniform outside the classroom door before being welcomed into the classroom
- Sit in a designated seat

- Bring the necessary equipment to class, have their lesson equipment on the desk throughout the lesson
- Participate fully in the lesson and present their work with care
- Put up their hand and wait for permission to speak
- Take responsibility for their own learning and ask if they do not understand something
- Try their best with classwork and homework
- Be dismissed from their classroom in an orderly manner when instructed by the teacher.

Bullying

Bullying is defined as repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe

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	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching

TYPE OF BULLYING	DEFINITION
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

If an allegation of bullying is made, the school will:

- Take it seriously
- Act as quickly as possible to establish the facts

- Record and report the incident: depending on how serious the case is, inform the headteacher
- Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group involved, they will be spoken to individually and make clear to them the impact their actions is having on others
- Ensure appropriate sanctions are used

Please refer to our anti-bullying policy for further information.

Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe in Education statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. These measures can be found in the Child Protection and Safeguarding Policy. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

Staff

Staff will be expected to:

- Endeavour to arrive on time to lessons
- Take the register and report missing any students not in class who should be there
- Deliver a suitably planned and structured lesson that meets all individual needs
- Deal with incidents of inappropriate behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom
- If a student arrives late to class record the number of minutes late on ARBOR
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Modelling expected behaviour and positive relationships
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents/Carers

Parents/cares will be expected to

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure students come to school correctly equipped and prepared to work
- Inform the school of any changes in circumstances that may affect their child's behaviour
- 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)
- 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.

Roles and responsibilities

The governing board

The full governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Approving this policy

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing 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 students to participate fully
- Offering 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
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student'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

Rewards

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Verbal Praise

Communicating praise to parents/carers via text/ email /postcard/phone call or written correspondence

Certificates, Form Tutor Awards, Golden Tickets, Heart of Newman Award, access to rewards trips , celebration or awards evenings

Responding to misbehaviour

When a student'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 students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a student 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
- Sending the students out of the class to a Good Neighbour
- Expecting work to be completed when they have been sent out, issuing a detention if they don't do this
- Detention at break or lunchtime, or after school which sanction is most appropriate
- Referring the student to the HOD/HOY or SLT if appropriate
- Contact made with home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom for a set number of lessons
- Use of Internal Exclusion or Isolation
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND, decisions on whether a student's SEND had an impact on the 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

When considering a behavioural sanction for a student with SEND, the school will consider whether the student was unable to understand the rule or instruction and whether they were unable to act differently at the time because of their SEND.

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

Searching and confiscation

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

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal or banned by the school. It is our priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. The authorised member of staff carrying out the search will have another member of staff present as a witness to the search.

Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- vapes, e-cigarettes, tobacco and cigarette papers
- fireworks, flares, 'bangers' or similar
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

Staff will take into consideration the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that enough staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. (Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves). Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which student was searched.
- who conducted the search and any other adults or students present.
- what was being searched for.
- the reason for searching.
- what items, if any, were found; and
- what follow-up action was taken because of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. If appropriate parent/carers will have to arrange a time for them to come in collect these items

Any cigarettes and e-cigarettes / vapes confiscated in school will be destroyed.

Reasonable force

School does not encourage the use of force and it will be used very rarely in special circumstances.

Staff can also use this power when they are lawfully in charge of students including off the school premises – i.e., on a school trip.

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

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

Further information can be found in the Reasonable Force Policy

Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student at our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

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

Online misbehaviour

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

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student 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.

Suspected criminal behaviour

If a student 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, the headteacher or appropriate member of SLT will make the report.

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

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.

Students 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 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

Malicious allegations

We aim to build strong and positive relationships with students. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be false or malicious (i.e., a deliberate act to deceive) then serious sanctions will likely be applied to the student.

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 (LADO), where relevant) will consider whether the student who made the allegation needs 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 student accused of misconduct.

Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students.

Sanctions are issued with respect to the seriousness and frequency of the behaviour. The Typical Consequences Chart in Appendix 2 sets out the kinds of sanctions that can be expected for some of the most common examples of misbehaviour. For more information on the school's use of suspensions and exclusions, please refer to our Suspension & Exclusion Policy.

Cardinal Newman CHS operates using the following disciplinary measures:

Detention

Detentions may be given for breaches of school discipline e.g. misbehaviour in the classroom or failure to complete or hand in homework

Students can be issued with detentions during break or lunchtime by their class teacher or form teacher. After school detentions are issued by HOY, HOD or SLT

Parents should note that:

- Teachers have a legal power to put students in detention.
- In most cases, at least 24 hours' notice will be given in writing, email or phone call to inform a parent/carer of a detention that takes place outside of school hours (this includes staff training days or weekends).
- This is notification of the detention, not seeking permission for the student to attend the detention
- No notice is required for a detention that takes place at break time or lunchtime
- At break and lunchtime detentions a student will be allowed a reasonable time to eat, drink and use the toilet.
- At the end of a detention, where appropriate the student will receive further guidance about what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Students could also be offered support where necessary or given the opportunity to inform the school of any perceived obstacles to their improvement, such as their home circumstances.

Isolation

Students who have breached the school behaviour policy may be placed in isolation in a designated room for a limited period. On occasions, student may be withdrawn from their lessons or part of a lesson if required to assist in an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases, withdrawal is not recorded as a sanction. Those found to be truanting lessons will be placed in Isolation for 5 periods.

Internal Exclusion Room

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time in the internal exclusion room (IEx)

Students who have been removed will continue to complete the work for the lessons they are out of under the supervision of a member of staff.

In IEx students are permitted to eat and drink at designated times and visit the toilet when necessary. At all times students will be treated with respect and dignity

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.

Parents/carers will be informed if their child is in IEx

Direction Off Site

Cardinal Newman also works in partnership with other Warrington secondary schools and may place Cardinal Newman students at other schools' IEx rooms. Equally, other schools may use our IEx to accommodate students in an attempt to avoid suspensions. This approach is designed to avoid suspension but reinforce the seriousness of the behaviour/conduct that has warranted a short-term off-site placement at another school. Students attend off-site placement in Cardinal Newman uniform. Students return to Cardinal Newman immediately following a short-term agreed off-site placement. Parents/carers are responsible for transport to and from the agreed off-site placement, each day

A longer off-site placement may be used which means a student will attend another education setting to improve behaviour. When used, Cardinal Newman will follow the Warrington LA 'Managed moves and off-site directions' (2024) guidance

Serious misbehaviour, however, will warrant suspension or a fixed-term off-site period at another school in Warrington.

Suspensions 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 as a last resort.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, to attend a reintegration interview at the school with their child

Please refer to our Suspensions and Exclusions policy for more information

Monitoring Students, Suspensions, Off site Provision & Permanent Exclusions

Cardinal Newman's Governing Body delegate their power to direct students to off-site provision to the school's Senior Leadership Team and receive termly reports informing them of details of all suspensions, off-site directions, managed moves & permanent exclusions.

Students who exhibit persistent behaviour concerns within school may be monitored over periods of time with a school report card and/or ARBOR Behaviour registers. Intervention will be put in place progressively and appropriately for each individual depending on the student's needs.

Students who exhibit persistent disruptive behaviour and who, after consultation with parents/carers appear to be unable to control this behaviour, may be referred to other agencies or appropriate, suitable health practitioners for further support and guidance.

Offences of a serious nature e.g., assault on a student or member of staff, extortion or repeated incidents of disruption or defiance could result in permanent exclusion. Parents have a right to appeal against a permanent exclusion.

Students found dealing illegal substances, possession of, or consuming illegal or illicit substances on site or in the vicinity of the school site will be permanently excluded.

Legislation states that it is a parent's duty to supervise excluded children for the first five days of their exclusion and thereafter it is the responsibility of the education authority and the individual school. Excluded students will be provided with schoolwork in line with statutory requirements. Excluded students must be supervised away from the school site (i.e., at home) during exclusion periods.

In addition to misbehaviour that takes place on school premises a student may be disciplined for any act of misbehaviour which takes place:

- on any school-organised activity.
- travelling to and from school.
- when wearing school uniform or when identifiable as a school student.

Or misbehaviour:

- that may have repercussions for the orderly running of the school
- that poses a threat to another student or member of the public that could adversely affect the reputation of the school

Managed Moves

In Warrington, the local authority supports the use of managed moves as a preventative measure to avoid permanent exclusion in specific circumstances:

- Children who are in the care of the local authority, have been previously looked after or are on the edge of care (children with a social worker).
- Children who have an Education, Health and Care Plan (EHCP).

In these cases, the local authority may facilitate a managed (permanent) move to another mainstream school, special school or alternative provision only if there is clear and robust evidence that a graduated approach (assess, plan, do and review) has been used to support the child and there has been involvement of local authority professionals or external services for specialist advice, guidance and support (e.g. Specialist SEN Services, behaviour support, Educational Psychologist service, Early Help, health sector, CAMHS, emotional wellbeing / mental health services, social services, outreach teams).

The managed move will form part of either the pupil's Pastoral Support Programme (PSP), Individual Education Plan (IEP) or Personal Education Plan for Looked After Children (PEP) to support their transition to a new provision.

The managed move will only occur when it is in the student's best interests, the full agreement of parents/carers has been obtained and the views of the child to undertake a transfer to another school voluntarily have been considered.

Alternative Education Off-Site Provision

Schools have the power to direct a student off-site for education to improve their behaviour. This usually takes the form of an extended off-site placement at an alternative education provider or another secondary school. This is an agreed, planned and reviewed extended placement at an alternative provision provider. Off-site provision placements only occur in the best interests of the students and in agreement of all parties involved. The aim is that students return to Cardinal Newman following this placement. Parents/carers are responsible for all travel arrangements to and from any extended off-site placement as well as all uniform and equipment that the student may need at the alternative education placement.

Interrelationship with other school policies

For the behaviour policy to be effective, clear links with other school policies, such as Anti-Bullying Policy, Online Safety Policy, Acceptable Use Policy and SEND policy have been established.

Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaint procedure see our Complaints Procedure.

This policy will be reviewed annually.

Appendix 1

Behaviour Principles

The following principles have been approved by the governing body and outline the principles behind this behaviour policy:

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The Suspension and Permanent Exclusion Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the governing body annually.

Appendix 2 :Typical Consequences Chart

The table outlines the typical consequences for some of the more common breaches of the school rules. It is important to note that these are merely typical consequences and each incident will be dealt with individually, taking into account the specific circumstances and any mitigating or aggravating factors – including the extent to which a student has repeated the behaviour.

Example of Behaviour	Typical Consequence	Notes	Level	Behaviour Points
Low level disruption Poor attitude to learning Lack of equipment Lateness to class/form Name calling/inconsiderate of others Repeated failure to complete homework or classwork satisfactorily	Break/lunch detention (10mins) with relevant teacher Communication with home	Any student late to lesson will be issued with a detention. A second bell will ring 5 minutes after the lesson bell. Those arriving after this time are considered late.	C1	1
Continued C1 behaviour Disrespect shown to staff Inappropriate behaviour Failing to attend break/lunch detention Misuse of IT equipment Walking away from staff	After school detention (30mins) Removal from class/use of Good Neighbour (GN) * Subject Report /Form tutor report	* If a student receives two or more GN in one day, they may be placed in isolation If students do not attend this detention or they attend and do not meet our expectations resulting in a 'failed detention'	C2	2

Persistent C2 behaviour Poor behaviour on school transport Walking away from on call staff Smoking/vaping on site Truancy of lesson Stealing Vandalism Fighting/Physical aggression Inappropriate/offensive comments which are any of the following: racist/homophobic/gender/disability/religious belief motivated/harassment Sexual comments/jokes/taunting Sexual harassment online/in person Use of a mobile phone in school/failing to put phone in the Yondr pouch	HOY report SLT after school detention Isolation IEx IEx	If a student does not arrive to lesson within 2 mins of the 5 minute late bell they are considered to be truanting. If a student walks out of class or away from the classroom when asked to stand outside this is also considered truanting. This will result in 5 periods of isolation. Those students h=who have access to TS or RESET will have 5 mins to arrive at their designated space before being considered truanting	C3	3

Re offending C3 behaviours Relentless misbehaviour in lessons Repeated defiant behaviour Use of/in possession of prohibited items Offensive verbal abuse directed at staff Repeated inappropriate/offensive comments which are any of the following: racist/homophobic/gender/disability/religious belief motivated/harassment Intentional sexual touching Aggressive behaviour which could/does cause harm to others	SLT report IEx/ Suspension	Internal exclusion is used as an alternative to suspension and will generally be used where possible. Suspension is most likely to be used where a students has failed to meet school expectations Parents/ carers will be expected to attend a reintegration meeting on the morning a student returns from a suspension For incidents warranting a sanction of more than one day, a combination of internal exclusion and suspension may be used	C4 Given by SLT	5

Serious one-off breach or persistent breaches of the behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Examples include Persistent disruptive behaviour whereby various strategies have been tried and implemented but behaviour continues to disrupt the good order of the school and impact on the learning of others • Serious actual or threatened violence against another student or a member of staff • Sexual abuse or assault • Possessing, using or supplying an illegal drug • Carrying an offensive weapon • Arson • Serious and/or persistent prejudiced behaviour (e.g. racist or homophobic abuse) • Serious and/or persistent possession and/or supply of prohibited items	Permanent exclusion	Please see Suspension & Permanent Exclusion Policy for more details	C5	n/a

Appendix 3

Personal Electronic Devices

Educational research identifies a clear correlation between a young person's development and their use of electronic devices.*

Excessive screen time and unregulated use of such devices by children and adolescents can lead to potential negative impacts on physical and mental health, like sedentary behaviour, disrupted sleep, cyberbullying, and increased stress and anxiety. In addition, there is strong evidence that uncontrolled use during school hours could lead to distractions, hampering the learning process and academic performance.

After careful review and consultation, our aim is to limit the use of personal electronic devices in school. We aim to balance the benefits of connectivity and safety with the need to reduce the potential adverse effects. The goal is to minimise unnecessary and potentially harmful screen exposure while ensuring children can communicate with their parents or guardians during their commute to and from school.

As of 1st September 2025, use of electronic devices, in particular mobile phones will be limited to the home-school journey, only. Students will be required to place their mobile phone and smart watch into a Yondr pouch, other devices if used inappropriately will be confiscated and put in the office for collection at the end of the day.

Personal electronic devices

Personal electronic devices include, but are not limited to the following items:

- Mobile phones
- Smart devices such as watches
- Handheld entertainment systems, e.g. games consoles, mp3 players
- Portable internet devices, e.g. tablets, iPads

Expectations

Between the hours of 08:15and 15:10, personal electronic devices (Mobile phone, Smart watches etc) will always be switched off and mobile phone and smart watch stored in their personal Yondr pouch. Pouches must be kept either in students' lockers or in their bags until 15:10 or until the student has left the premises*.

At the start of the day

- Students will open their pouch at a centrally located unlocking station
- Turn their phone off.
- Place their phone and watch inside the Pouch and secure it in the pouch
- Store it in their bag for the day.

At the end of the day

Students will:

- Open their Pouch
- Remove their phone and watch
- Close their Pouch (important to stop the pin bending in the bag)
- Keep in their school bag overnight.

Late Starters or Early Leavers

Students arriving late or leaving early will pouch/unpouch their phone and watch at the office

Spot checks
Should the situation arise, students are required to comply with any request to check their mobile phone during an investigation, including unlocking the phone to facilitate a check of contents. All spot checks will be conducted in line with the school's Behaviour Policy.

Violations
If a student is found in possession of a phone outside a Yondr pouch, the phone will be confiscated, handed into the office for collection at the end of the day and the student will serve a day in IEx .
A second instance will result in an extended IEx
A third instance will result in a parental meeting and the student being required to hand their device in a length of time to be agreed upon by the Head teacher and a Behaviour Contract signed.

Forgotten Pouch
If a student forgets their pouch, their phone will be handed in at the office, and the office will call home to remind the parent of the policy. The phone will be returned to the student at dismissal. Students will receive 1 behaviour point for not having their pouch, 3 of these will trigger a 30 minute after school detention. If a student consistently forgets their pouch, it is considered lost.

Unlocking Stations
If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence and could lead to a suspension.

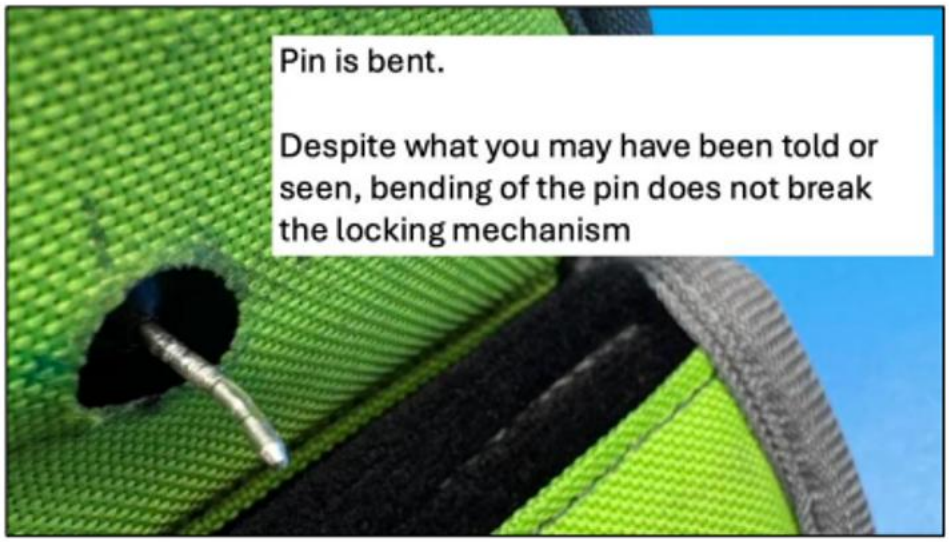
Accidental Damage
Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the student has raised it previously.
Pouches will be checked regularly to make sure they have not been damaged

Pouch Damage or Lost Pouch
If a student damages or loses their Pouch, their phone will be placed in the office and a call made to parents for them to come and pick up the phone and a sanction given (IEx or SLT isolation) **AND £20 fee for a replacement Pouch**.
Your phone will need to be stored in the office each day until the fee is paid for a new one.
Examples of damage:
- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station, failure to hand over a phone or any other electronic device when requested to do so by any member of staff will result in an escalation in sanction.

Examples of damage:

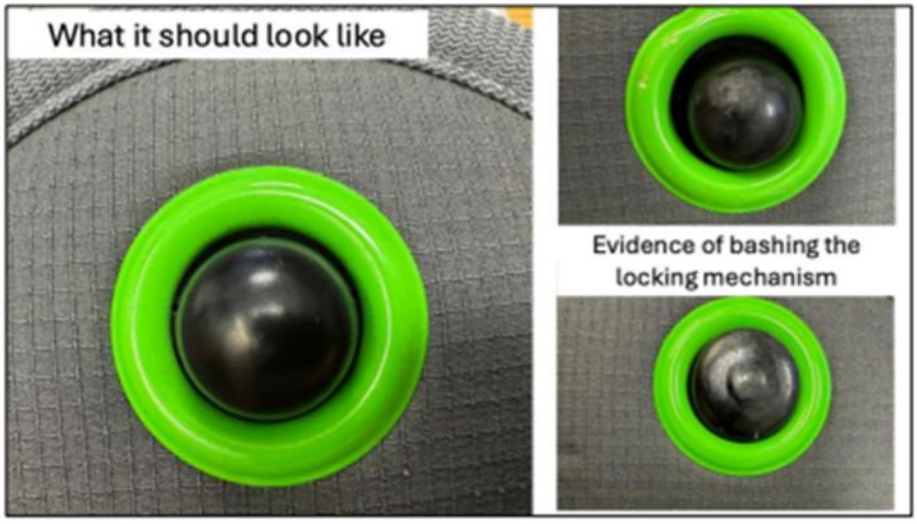





Pin is bent.
Despite what you may have been told or seen, bending of the pin does not break the locking mechanism


Pin is bent.
It should be able to retract completely into the base.
If not, this is classed as damage


Pin is bent (a lot)


What it should look like
Evidence of bashing the locking mechanism


YONDR
Make sure that your pouch is **locked** after school for the journey home.
This will prevent any damage

Ownership and responsibility
Students are responsible for their own belongings. The school accepts no responsibility for replacing property that is lost, stolen or damaged either at school or travelling to and from school.
Students are responsible for replacing lost or damaged school property, including electronic devices. Every student is assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Legal Framework
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
• DfE Current 'Keeping children safe in education' guidance
• DfE Current 'Searching, screening and confiscation' guidance
• The Data Protection Act 2018
• The UK General Data Protection Regulation (UK GDPR)
• The Voyeurism (Offences) Act 2019