



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

BEHAVIOUR FOR LEARNING

Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

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CONTENTS

1. Aims.....	page 4
2. Legislation and Statutory Requirements.....	page 4
3. General Principles of our Behaviour	page 5
4. Bullying	page 7
5. Roles and Responsibilities	page 9
6. Student Conduct	page 9
7. Responding to behaviour	page 11
8. Serious Sanctions	page 19
9. Responding to misbehaviours from students with SEND	page 20
10. Supporting students following a sanction	page 23
11. Transitions	page 23
12. Training.....	page 24
13. Monitoring Arrangements	page 24
14. Links with other Policies.....	page 25
Appendix A: Written statement of behaviour principles	page 18
Appendix B: Student/Staff Standard Procedures	page 27
Appendix C: Rewards.....	page 30
Appendix D: Using C1-C3 at St. Cuthbert's	page 31
Appendix E: Detention System	page 33
Appendix F: Banned items	page 34
Appendix G: Criteria for Remove	page 35
Appendix H: Official School Uniform List	page 36

1. AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave in lessons, around school and their travel to and from school**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
 - Identify any safeguarding concerns that are the root of any unacceptable behaviour
 - Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

1.1 Our Core Values Underpin the Behaviour for Learning Policy

The St Cuthbert's RC High School Behaviour Policy is rooted in the belief that:

'Catholic schools, while providing a quality education, hold up Christian values to children, inviting them to build their own lives on them'. Pope John Paul II (Feb 1997)

A high standard of behaviour is expected at all times. This standard enhances the good reputation of the school and is based on the Catholic values of the school and in particular Jesus' commands that we should:

'Love God and our neighbour as we love ourselves' (Luke 10:27) and 'Treat each other in the way we would like to be treated ourselves.' (Matthew 7:12)

All members of the school are to be treated with great respect and we emphasise self-discipline, courtesy and consideration for others. Staff and students will live out the CARE values; Catholic, Aspiration, Respect & Excellence.

2. LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)

➤ [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. GENERAL PRINCIPLES OF OUR BEHAVIOUR POLICY

The Behaviour Policy at St Cuthbert's RC High School is based upon an ethos that generates a positive environment for those who work and learn within it. Central to this ethos are the elements of **choices, chances & consequences**.

At St Cuthbert's RC High School all students are expected to behave in a way that creates an environment where;

- staff can deliver engaging lessons enabling students to achieve
- students can learn, achieve and reach their full potential
- all members of the school community can work in a safe environment
- staff, students, parents and visitors can enjoy and be proud of their association with St Cuthbert's RC High School

The positive behaviour management of our young people is most effective when a true partnership exists between school and home. Our school community consists of our students, staff, Governing body, parents, carers and the wider community.

All members of St Cuthbert's school community are expected to have the utmost respect for themselves, for others and for the school and local environment.

3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Being out of class, late to lessons or school
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is unacceptable behaviour and will not be tolerated at St Cuthbert's RC High School and we will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated.

We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no student is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

Reports of bullying are logged on Class charts and is a standing agenda item at Pastoral Meetings.

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

Incidents of bullying are reported to the Local Authority as part of their monitoring. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

4.2 Harassment (race, religion, sexuality, culture)

Any student who harasses other students will be treated in the same way as a bully. An investigation will take place by pastoral staff and the punishment will then be determined. This may include detentions or internal, external or fixed term exclusions. SLT must be informed of racist / homophobic incidents so the appropriate paperwork can be completed for LA and police purposes.

Please refer to St Cuthbert's RC High School Anti Bullying Policy.

5. ROLES AND RESPONSIBILITIES

(a)The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

(b)The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

(c) Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team and pastoral team will support staff in responding to behaviour incidents.

(d) Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. STUDENT CONDUCT

St. Cuthbert's RC High School actively encourages its students to foster positive relationships with each other & the staff in the school. Students are expected to:

- Behave in an orderly and self-controlled way – follow the St Cuthbert's Care Values (Appendix A).
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school & on their journey to & from school.

6.1 Student Uniform

School uniform plays a valuable role in contributing to the ethos of St Cuthbert's RC High School. Our uniform identifies students as part of our school community. Being appropriately dressed helps students to develop a positive mind set for learning and supports them in being successful learners **(See Appendix H)**.

St Cuthbert's RC High School operates a zero-tolerance approach to excessive jewellery and body piercings being worn by students at any of the aforementioned times. **Jewellery must not exceed a wristwatch and a small pair of studs in the earlobe.** Any other jewellery and body piercings will be confiscated by staff and stored securely. Students can collect these items at the end of the day. **Students should not have excessive make up (false eye lashes).**

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

The length of student's nails should also be kept to an acceptable minimum length in respect of the Health and Safety requirements for practical activities such as Sports and Design Technology etc. **Artificial (false) nails are not permitted.**

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

6.2 Care Values

Students are expected to live out the Care values of the school in all aspects of school life. Staff and students will have signed the St Cuthbert's Charter as was it means to be a student at St. Cuthbert's RC High School (See Appendix A)

Catholic – We help others whenever we can and will be outstanding ambassadors for our faith, our school and our community.

Aspiration – We continually seek to improve ourselves and improve the world in which we live.

Respect – We always make the right choices and treat others as we would like to be treated ourselves.

Excellence – To be the best that we can be in everything that we do and make the most of our God given talents.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with students, which will include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Follow the C1-C3 system
 - Using positive reinforcement

7.2 Responding to good behaviour

Rewards are an important way of recognising effort, achievement and good behaviour. All students like to receive praise it encourages and helps students to know that their efforts have been recognised encouraging resilience and persistence. Celebrating effort and achievements are an integral part of school life at St Cuthbert's (See Appendix C)

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

Teacher Rewards

Our school places a great deal of emphasis on the classroom teacher rewarding students, as it is through rewards that a positive relationship with learning is fostered. Our classroom teachers and the students' form tutors will issue achievement points on a daily basis. Students may also receive positive phone calls home, certificates/postcards and Star of the Week' for positive contributions to their class or homework. This also includes contributions to the wider school community and extra-curricular activities.

Each week in year group assemblies, the form with the highest attendance will be celebrated as well as the top achievers in each form group.

The form with the highest attendance at the end of each half term will gain a breakfast reward and trophy cup.

At the end of each term, there will be a rewards assembly for each year group to celebrate the successes over the term. Students will be rewarded for their contribution to the St Cuthbert's Care values as well as being recognised by subject areas and the pastoral team for their contributions in and out of the classroom.

7.3 Responding to misbehaviours

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, such as the use of pre-arranged scripts and phrases.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a 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
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

7.4 Out of class behaviour

Students are expected to move around the school in an orderly manner, walking sensibly and quietly whilst keeping to the left. They should wear their uniform correctly, refrain from eating or drinking on the corridors or using their mobile phones. If seen, these items will be confiscated.

Students should be polite & show respect to others both staff and other students. They should also follow any instructions given whilst out of class.

Students should be punctual to all lessons. Students who are late to lesson will be issued with a C3.

Misbehaviours out of class that will be sanctioned with an immediate detention, a phone call home & possible restorative meeting with staff:

- Vaping
- Defiance

- Truancy
- Vandalism
- Unacceptable Language
- Littering
- Loitering
- Boisterousness
- Walking away without permission

7.5 Mobile Telephones, MP3 Players, Airpods Headsets etc.

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

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

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

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

7.6 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 of 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).

7.7 Online misbehaviour

The school can issue behaviour sanctions to students 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 student is under the lawful control of a staff member.

7.8 Reasonable force

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 (see appendix 3 for a behaviour log)

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.

7.9 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral leads (Assistant Headteacher KS3/KS4) who may have more information about the student. During this time the student will be supervised and kept away from other students.

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

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

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

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

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead/deputy, to try and determine why the student is refusing to comply. The Headteacher has the right to conclude the student is refusing a search because they are in possession of a banned item?

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

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

Outer clothing includes:

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

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.10 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 / member of the senior leadership team / pastoral lead 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, as long as it does not conflict with police action.

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

7.11 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.

7.12 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy

8. Serious Sanctions

Students can be issued with detentions after school during term time.

The school will inform the student's parents via classcharts.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.1 C1-C3; Class consequences

Consequences are issued in relation to a student's actions after the initial settling period in lesson. The sanctions C1-C3 should be used for students who are not meeting the classroom expectations.

Classroom Rules

1. Speak and act respectfully at all times
2. Not touch or distract
3. Stay on task
4. Not talk when teacher or anyone else is speaking

Teachers are encouraged to use the system in a calm and timely manner, always giving the student the opportunity to make the right choice about their behaviour for learning.

Staff will remind students of these at the start of each lesson – showing the class rules on the board & stating that 'BFL has now started'

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

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

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

Removal can be used to:

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

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

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

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

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

- Short term behaviour report cards (Form Tutor, HOY)
- Long term behaviour plans (Student Support Plan)
- Student support units (Remove)
- Multi-agency assessment (Early Help/SEND)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

8.3 Remove (See Appendix G - Criteria for Remove)

The school's 'Remove' room serves as a serious school sanction. It is used as a sanction to prevent students from engaging with the school community but without negatively impacting on their learning.

When non-adherence to school expectation is deemed serious enough to warrant internal exclusion the following procedures follow:

- Teaching staff request a support and a member of the pastoral team (Pastoral Officers/Behaviour Manager) will attend the classroom. This will only be in the event of a serious incident or when a student disrupts the lesson they have been sent to following the disruption after receiving a C3.
- Students will be taken to Remove for the remainder of the lesson and then sent to the next lesson unless it is a serious incident, which needs to be investigated.
- A serious incident will result in a sanction of the student being placed Remove for a set period. A serious incident may include a serious assault on another person, the display of any discriminatory behaviour, or an incident that has brought the school's name into disrepute.
- Support will be logged by the Pastoral Managers/Behaviour Manager and the data used to support and challenge any student failing to meet expectations and support staff with behaviour management. This includes lessons where support is repeatedly requested.

After a period in Remove, parents / carers must come into school for a meeting with the student's Head of Year/Behaviour Manager/Pastoral Managers/Member of SLT. At this restorative meeting the incident will be discussed, targets agreed (which will be on the student's report) and relationships restored as necessary with any aggrieved party.

8.4 External Suspension

This sanction is used when a student fails their time in Remove or when the behaviour warrants a more serious sanction. When a student is referred, to another school, for a period of up to 5 days the following procedures follow:

- Parents are notified
- Transport to another school's internal exclusion will be discussed and agreed
- The appropriate form is completed and e-mailed to the other school with the student's basic details from SIMs
- Work will be provided by our school
- The student will take lunch and work in the other school to complete this (FSM can be

arranged from SCRCHS)

- Following the external exclusion, a parental meeting must be held with the student, parent/carer and either the behaviour manager, Head of Year or Assistant Head

8.5 Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

8.6 Parental Meetings

The school may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a student's general behaviour or in relation to a specific incident. If a matter has resulted in the student receiving being placed in Reflect and the parents do not attend the meeting for whatever reason, the student concerned may remain in Reflect until a meeting has taken place and the issue has been resolved.

In most cases students will attend the meeting with their parent/carer. They should do so in full school uniform without exception. Where incidents involve members of staff it is not school procedure for the staff member to be present at the meeting.

Please note that school staff will only meet with parents/carers who are officially registered on the school system. Parents/carers are entitled to bring a friend to accompany them to a meeting but only registered parents/carers are permitted to participate in the discussions.

Where a parent/carer has been banned from the school site due to their previous conduct, an appropriate adult may meet with the school and act as their representative in the meeting. Both parties must agree the appropriate adult prior to any meeting taking place.

8.7 Risk Assessment

In order to ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, the school may carry out a risk assessment in cases when a student is considered a risk to the learning or health and safety of other students or staff.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

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 an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student 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](#))

- Where a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. For example

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Time out passes and safe spaces for students on a case by case basis, this may be temporary or permanent dependent on the situation
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher and for other students who may need change of place for their SEND needs on a case by case basis e.g anxiety, ADHD, ASC
- Reasonable adjustments will be made to the behaviour system including extra warnings, changes to communication to express the behaviours that need to change on a case by case basis and in line with their needs and their student passport.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and how this may affect their behaviour and responses
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

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

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

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

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

EHCP Assessment and Review Team – Rochdale

Telephone 01706925981

Email – ehc@rochdale.gov.uk

Address –

EHCP Assessment and Review Team

Number One Riverside

Smith Street

Rochdale

OL16 1XU

10. Supporting students following a sanction

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

This could include measures like:

- Re-integration meetings
- Restorative meeting with either staff/student
- A daily report with HOY/Form Tutor with personalised behaviour goals
- Appropriate intervention sessions to support modification of behaviour

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

Our SELECT staff work closely with the SENDCO & pastoral team so they can offer tailored and bespoke support for those most vulnerable in our school community. All support packages and interventions are bespoke, dependent on the needs of the student. They may involve group work, counselling or one-one mentoring sessions. Some typical interventions that are offered in the inclusion centre include:

- Support for victims and perpetrators of bullying incidents
- E-safety and personal safety workshops
- Building self-esteem and emotional resilience in students
- Anger management
- Restorative justice and conflict resolution
- Self-esteem workshops

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of 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.

11. TRANSITION

11.1 Year 7 Transition

Students entering Year 7 are supported by partnership working with all primary schools, to ensure that individuals vulnerable at transition are supported by the appropriate support packages and

where necessary a range of support and interventions will be put in place to assist a positive start at our school.

11.2 In Year Transfers

Students transferring to St Cuthbert's RC High School from other schools will be monitored for six weeks to ensure an effective and positive transition takes place. Where concerns regarding behaviour are evident at transfer or develop in the probationary period these will be addressed by the Pastoral Team and interventions put in place to support progress, classroom successes and a positive start at St Cuthbert's.

11.3 Managed Transfers

Students who are part of a Managed Move Protocol will be set targets and have regular reviews over a period of 12 weeks, in conjunction with the Fair Access Team, to assess the success of the placement. Where a placement is believed to be breaking down the host school and Fair Access Team will be notified. In instances of serious disruption or poor behaviour the placement may be terminated early, in agreement with Fair Access. Successful placements will allow a student the opportunity to join our school community.

12. TRAINING

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

- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Senior Pastoral Staff. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff

➤ By time of day/week/term

➤ By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body or appropriate committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the

Our staff are provided with training on managing behaviour, key pastoral staff & senior leaders have received training on the proper use of restraint, as a last resort.

Behaviour management will also form part of continuing professional development.

14. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

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

Appendix A:

At St Cuthbert's:

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- 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
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board 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 full governing board annually.

All of the St Cuthbert's Community will adhere to the St Cuthbert's Charter:

Catholic:

- We are inclusive and tolerant of everyone in our community
- We are kind and considerate at all times
- We take a full part in the Catholic life of the school

Aspiration:

- We always do our best in everything that we do
- We never give up and learn from our mistakes
- We believe we can do great things

Respect:

- We treat others as we would like to be treated
- We are respectful of all members of our community and follow instructions first time, every time
- We are proud of our school and being a member of this community

Excellence:

- We make the most of all opportunities in lesson and through enrichment
- We use our God given talents to be the best version of ourselves
- We are committed to making continuous improvement

Appendix B: Standard Procedures for staff & students

Student standard procedures:

MOVEMENT BETWEEN LESSONS

I will....

- Walk directly to my classroom, without touching others, always walking on the left.
- Ensure I am in the correct uniform.
- Demonstrate the CARE values and earn positive C points.

AT THE DOOR

I will....

- Enter the classroom sensibly and quietly.
- Not talk or make noise as I enter the classroom.
- Walk directly to my allocated seat.
- Remove my coat & place on the back of my chair.
- Take equipment out of my bag and put my bag under the desk.
- Put my PREP on the desk (pen, ruler, eraser, pencil).
- If asked, support with giving out books etc.

DO NOW

I will...

- Start the Do Now without the need for instruction.
- Respond only to the register.
- Demonstrate the CARE values and earn positive C points.

START OF THE LESSON

I will...

- Engage in my learning immediately
- Write down the title and date in my book in black or blue pen. I will underline these.

DURING THE LESSON

I will...

- Follow the classroom rules:
 1. Do not talk unless invited to or speak when anyone else is talking
 2. Stay on task
 3. Do not touch or distract others or their belongings
 4. Speak and act respectfully at all times
- Remain in my seat unless lesson unless instructed to move by a member of staff.

THE END OF THE LESSON

I will...

- Complete the final learning activity as directed.
- When asked to do so, tidy away my belongings.

- Follow the teacher's instructions regarding packing the books away.
- Quietly, leave the classroom as instructed by my teacher.
- Walk directly to my next classroom, without touching others, always walking on the left.

Staff standard procedures:

MOVEMENT BETWEEN LESSONS:

I will...

- Be at my duty point promptly
- Scan corridors and students. Be seen looking. Reset anything that needs to be corrected, using non-verbal gestures if possible. Confiscate any banned items.

AT THE DOOR:

I will...

- Be at the doorway (half body in classroom, half body out on corridor).
- Give a positive welcome.
- Correct and reset discreetly if required.
- Ensure books are being given out to enable students to self-start the Do Now.
- Place an activity on the screen or desks Ensure books are being given out to enable students to self-start the Do Now.
- Ensure all students are effectively completing the routines and correct if necessary.

DO NOW

I will...

- Give little or no narration – allow the tone to be set for the lesson
- Use one to one correction if required.
- Ensure all students are effectively completing the routines – correct if necessary.
- Take the register as students complete the Do Now task.

START OF LESSON

I will...

- Share the CARE slide and share learning objective.
- Ensure all students write the title and date in their books.
- Reiterate the BfL rules.

DURING LESSON

I will...

- Award positive CARE points.
- Adhere to the BfL policy.
- Ensure students remain in the lesson until dismissed.
- Ensure that any student who is out of my class has a note.

END OF LESSON

I will...

- Ensure that a 'reflect' learning activity concludes the lesson.
- Ask students to pack away their equipment.
- Select student(s) to support with book collection. This gives a few moments to display the Do Now for the next class.
- Dismiss the class in a quiet manner, row by row at the correct time.
- Be at the doorway (half body in classroom, half body out on corridor)

Rewards System: Appendix C

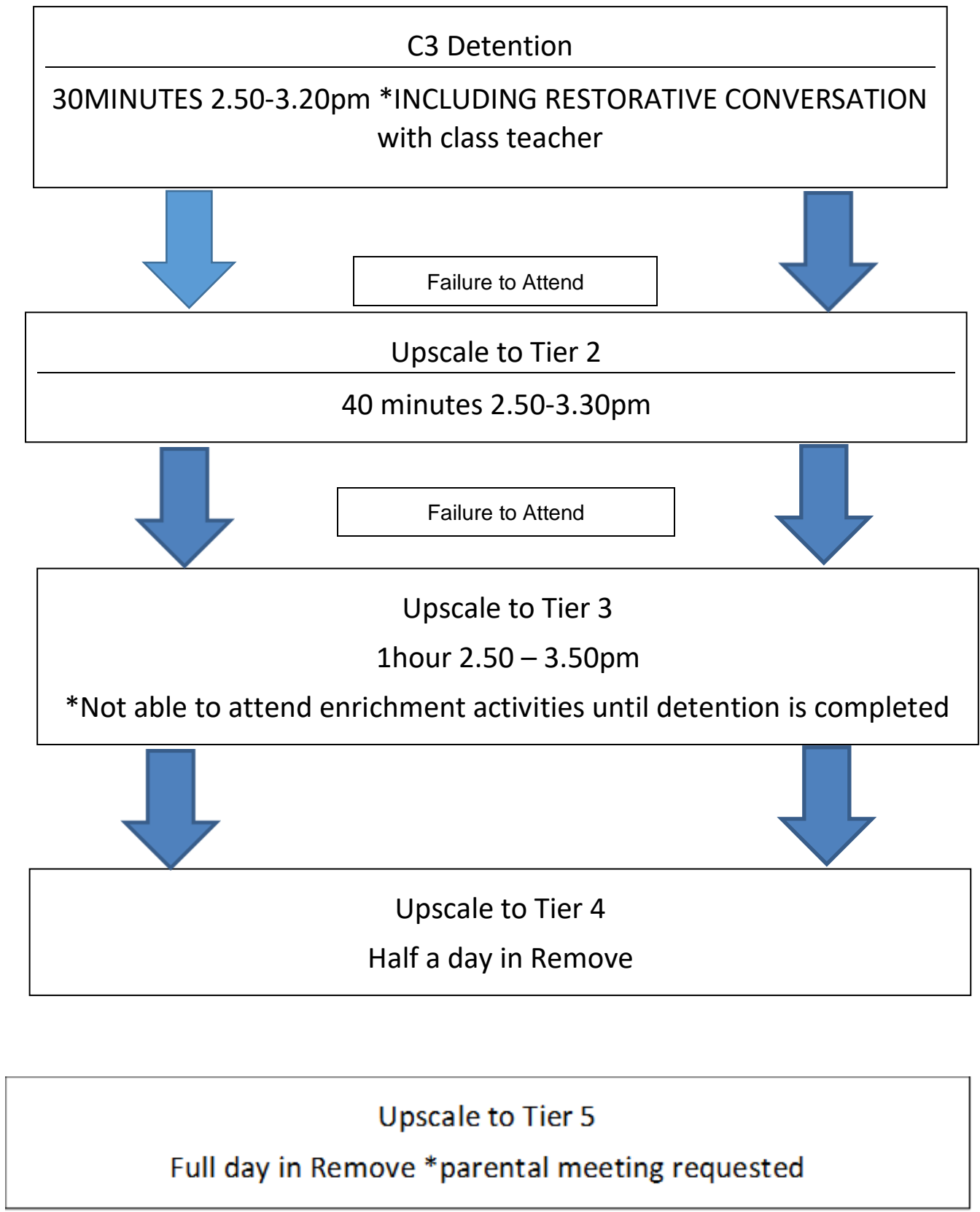
REWARD	Positive C POINTS		OTHER REWARDS (in addition to CARE achievement points)
			<ul style="list-style-type: none"> Weekly staff awards including 'subject star of the week', 'Form Tutor star of the week' and 'Head of Year star of the week'. Half termly free breakfast rewards for form tutor groups with the most achievement points/highest recorded attendance End of each term rewards including possible internal rewards such as film/movie periods, as well as external reward trips (e.g. tenpin bowling trips). These will be based on pastoral factors (attendance, behaviour, punctuality) and achievement within one of these areas Rewards lunches and possible queue jump passes for students who have recorded a high number of achievement points (staff selection) Certification/postcards sent home for positive contributions to school life/CARE values. End of term Reward assemblies for students. This will include rewards set for attendance, behaviour and punctuality, as well as for academic achievement and excellence across subject areas Breakfast with the Headteacher at the end of each term (selected students based on progress and achievement).
Form Tutor Postcard & call	150		
Head of Year Postcard & call	300		
Bronze Award Badge	500		
Silver Award Badge	850		
Gold Award Badge	1200		
Platinum Award	1500		
Head of Key Stage Award	2000		
Headteacher commendation	2500		

Appendix D: Using C1-C3 at St Cuthbert's.

<u>Sanction</u>	• <u>BfL Dialogue / Actions</u>
<p style="text-align: center;">C1 Choice</p>	<ul style="list-style-type: none"> • Not to talk when I (teacher) or anyone else is speaking • Must stay on task (teacher will explain each task) • Not to touch or distract another student • To speak & act respectfully at all times. <p>Always offer the student the opportunity to change their behaviour before the sanction.</p> <p>Acknowledge the poor behaviour and C1 on board but then redirect behaviours with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p style="text-align: center;">C2 Chance</p>	<p>Always offer the student the opportunity to change their behaviour before the sanction.</p> <p>“Sarah, you are still talking. If you continue that will be a C2.”</p> <p>OR</p> <p>A discrete nonverbal gesture to Sarah to indicate that she is currently on a C1 which will move to a C2 if her talking persists.</p> <p>When you have given the verbal comment, try speaking privately to the student. Have a calm dialogue can help diffuse whole class communication. Additional signals or nonverbal refocusing is useful.</p> <p>“Sarah, you have continued to talk, you have now moved to a C2.”</p>
<p style="text-align: center;">C3 Consequence</p>	<p>Again, offer the student the opportunity to change their behaviour before the sanction.</p>

	<p>Remind the student that they have a choice, they can still make the right decision. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work. “You are here now and when I come back you should be here.” • Moving seats <p>“Sarah, you are being issued with a C3 detention because you are not following instructions and are disrupting the lesson.”</p> <p>A C3 detention should be issued (40minute detention completed the following day)</p>
<p>Remove to another classroom within the faculty</p>	<p>“Sarah, you have been issued with a C3 detention. If you now continue with the same behaviour, you will be removed from this lesson.</p> <p>“Sarah, you are now being removed to another classroom because... which means you can no longer stay in this lesson.”</p> <p>The student should be sent to another room to complete their work for the rest of the lesson</p> <p>After a removal to another room, it is crucial that the classroom teacher discusses the behaviour with the student so that next lesson can start with a clean slate. This will be recorded & parents will be notified by class teacher</p> <p>*Curriculum leader report will indicate who has been removed & may need further curriculum support/input</p>
<p>Student who has left the classroom without permission</p>	<p>Notify pastoral office & record in classcharts; as support - trauncy</p> <p>Student will receive immediate Tier 3 detention</p>
<p>*Support</p>	<p>This is for urgent health & safety & safeguarding requests within the classroom and/or on the corridors/social areas.</p>

Appendix E - Detention System



Appendix F: Banned items

The following items are “banned items.”

- Alcohol
- Tobacco and e-cigarettes
- Drugs and any illegal substances
- Prescription medicines without the patient’s name, date of prescription, dosage and name of drug
- Over the counter or other non-prescription medicines without a parental note of authorisation
- Solvents
- Volatile substances
- Aerosols
- Matches
- Cigarette lighters and any other smoking paraphernalia
- Fireworks
- Knives
- Firearms
- ICT virus equipment and external storage devices
- Any object that could potentially cause injury
- Laser pens or any laser pointing device
- Indecent or offensive images stored in any format

Additional Banned Items

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

2. Searching, Screening and Confiscating Items

Please refer to pages of this Policy

3. School Guidelines in relation to Bladed Articles/Weapons (including replicas)

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least he/she will receive a Fixed Term Exclusion. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the police and will be dealt with accordingly. In law fireworks such as “bangers” etc. are classed as firearms.

St Cuthbert’s RC High School operates a zero-tolerance approach in relation to fireworks.

4. CCTV and Requests for Documentation

Please refer to the CCTV Policy via the school website. This policy provides guidance on the deployment and use of CCTV in St Cuthbert’s RC High School, the roles and responsibilities of staff, and the operation of the system.

All requests for access or disclosure should be recorded. The headteacher will decide whether to allow request for access by third parties in accordance with school disclosure policies.

Appendix G – Criteria for Remove

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

Reason for Internal Suspension	Duration
Tier 4 detention	Half day in Remove
Tier 5 detention	Full day in Remove Parental meeting requested
Persistent refusal to follow staff instructions including truancy	1 day
Deliberate dangerous behaviour	Dependent on severity. Could lead to external internal exclusion or fixed term suspension.
Fighting (both parties)	Dependent on severity. Could lead to external internal exclusion or fixed term suspension.
Deliberate damage to school property	1 day. Payment for repair and community service within school.
Threatening or intimidating behaviour (including direct verbal abuse) to any member of the school community	Dependent on severity. Could lead to external internal exclusion or fixed term suspension.
Serious Incident (e.g. serious assault, discriminatory behaviour)	Dependent on severity. Could lead to external internal exclusion or fixed term suspension.
Inappropriate online use	Dependent on severity. Could lead to external internal exclusion or fixed term suspension.

Appendix H: Official School Uniform list

- Black blazer with school badge
- Tie (clip on tie preferable)
- White shirt, buttoned at the neck
- St Cuthbert's mid-grey knee-length skirt (with school badge) or mid grey trousers.
Skirts must be knee length if wearing ankle socks
- Black tights or black ankle socks (no Knee High/over the knee socks)
- Tailored, full length mid-grey trousers (no skinny/tight trousers or jeans, track suit bottoms, culottes, ski pants, leggings or jeggings)
- Black shoes (school shoes must not display any brand names or sports logo on the actual shoe. Black trainers of any description are not permitted. Please see the school website for further details)
- Optional V-neck grey sweater
- Religious dress (Hijab plain black Hijab or turban)
- Jewellery and piercings - 1 pair of small studs in lower earlobe and wristwatch only (smart watches are not permitted)

ALL ITEMS OF CLOTHING SHOULD BE CLEARLY MARKED WITH THE STUDENT'S NAME.

Please note: The colour of trousers and skirt is mid-grey; charcoal or black is not acceptable.

- Skirts must be knee-length.
- Shoes must be all black with a sensible heel. Boots, trainers, platform shoes, canvas shoes or leisure shoes are not acceptable. **Parents are strongly advised to consult our website before purchasing school shoes.**
Students in incorrect footwear will be offered replacement shoes to borrow until appropriate footwear is worn.
Failure to wear appropriate school shoes may result in the student working in internal exclusion.
- Logos, decorations and labels on shoes are not acceptable as are any branded training or sports shoe.

Students should bring a bag, such as a black rucksack, suitable to carry their books (A4 size), writing equipment and planner for every lesson. All students are expected to take responsibility for their books and equipment. Small handbags / fashion bags are not suitable school bags.

The following items are not permitted in school:

- Baseball caps
- Training shoes (outside of PE lesson)
- Boots
- Canvas trainers
- Hooded tops and hooded sweaters (these will be confiscated)
- Denim skirts, jeans and jackets or leather jackets
- Culottes, cargo pants or track suits
- Shaved heads or extreme hairstyles (including extreme hair colours).
- Excessive make up (false eye lashes)
- Artificial (false) nails
- Jewellery other than watches (smart watches are not permitted) and a single stud in each ear lobe.

All Students in Year 7 to 11 are required to wear full uniform. We have zero tolerance policy towards incorrect uniform. The school uniform is available from Moses, Oldham Road, Rochdale and Top Form, Drake Street, Rochdale.

