



**St. Cuthbert's**  
Roman Catholic High School

# **WHOLE SCHOOL POLICY & PROCEDURES**

**PROMOTING POSITIVE BEHAVIOUR  
REVIEWED SPRING 1 2025**

## **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'.*

|                                      |              |   |
|--------------------------------------|--------------|---|
| Policy: Promoting Positive Behaviour |              |   |
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## 1. INTRODUCTION

A 'relational approach' is a way of interacting or communicating with others that embodies our care values: Catholic, ambition, respect and excellence as well as the St Teresa of Calcutta trust core values of hope, courage and innovation. It is much more than an approach to behaviour management. Rather it is a value-based approach which describes how an understanding of our relationships with each other, both as a school and as individuals can

enhance both academic and social learning and is a cornerstone of our commitment to community cohesion.

As such this policy must be read in conjunction with our SEND policy, our Safeguarding policy and our Anti-Bullying Policy. DfE guidelines and best available international educational research such as EEF 'Improving Behaviour in Schools' recommendations have been taken into consideration in the formulation of this policy.

This relational approach to behaviour management recognises that:

- All behaviour is a form of communication
- Concerning behaviour can be a signal for support
- Understanding our emotions is a key aspect of managing behaviour
- Learners can learn to self-regulate their own emotions and behaviour with the support of skilled adults
- Learners need high expectations, clear rules and boundaries to feel safe

## **2. RATIONALE AND BELIEFS**

At St Cuthbert's RC High School, we believe that the most powerful tool in managing behaviour is to create an environment where the children feel valued, safe and secure as they move through the school and beyond. We aim to do this through a warm/strict approach promoting positive relationships and a sense of connection between the pupils in our care and the staff. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. For most children this can be achieved by a simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing. It is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates, is a form of communication. Each pupil has individual and unique needs. However, some pupils require more support than others. We recognise that it is necessary to ensure that the school's curriculum is accessible to all children, is inclusive and differentiated, and offers children the opportunity to develop their potential to the full in a supportive environment. A whole-school relational approach means that children develop positive relationships with lots of adults and children, helping them to feel safe all of the time. A whole-school approach also means that staff also feel valued, supported and safe.

### 3. AIMS OF THE POLICY

- To create a culture of exceptionally good behaviour: for learning, for the school community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships with the whole school community.
- To teach learners to take accountability for their own behaviour and to be responsible for the consequences of it.

The **purpose** of this policy is to provide simple, practical procedures for staff and learners that recognise behavioural norms and positively reinforce these norms. Our policy promotes self-esteem and self-discipline. It also teaches appropriate behaviour through positive interventions that are personalised to meet the needs of individual pupil

### 4. OUR VALUES

The St Cuthbert's RC High School Promoting Positive 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.

Students are expected to live out the CARE values of the school in all aspects of school life.

**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.

## 5. 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: 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 - 2023
- 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
- [Behaviour Policy Checklist by The... - Flipsnack](#) 2024 Checklist written for the Children's society by students who have experienced exclusion and are now an advocate for other young people

## **6. ROLES AND RESPONSIBILITIES**

### **(a)The governing body**

The governing body is responsible for reviewing and approving the Promoting Positive Behaviour Policy.

The governing body will also review this Promoting Positive 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 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 and paying first attention to best conduct
- Carrying out restorative conversations with students

- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on Arbor

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

Attend any meetings required to support their child's behaviour

### **GENERAL PRINCIPLES OF THE PROMOTING POSITIVE BEHAVIOUR POLICY**

At St Cuthbert's RC High School, we teach pupils to:

#### **BE READY, BE RESPECTFUL and BE SAFE**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out the expectations, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. The school has 3 simple rules: 'Be Ready, Be Respectful and Be Safe' which are reinforced by the St Cuthbert's RC High School values of Catholic, Aspiration, Respect and Excellence. The 3 simple rules 'Be Ready, Be Respectful and Be Safe' can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children within our setting may have additional needs that should be met in order to help them achieve and succeed at school. In this case, these children will have bespoke positive behaviour plans to reinforce our behaviour expectations.

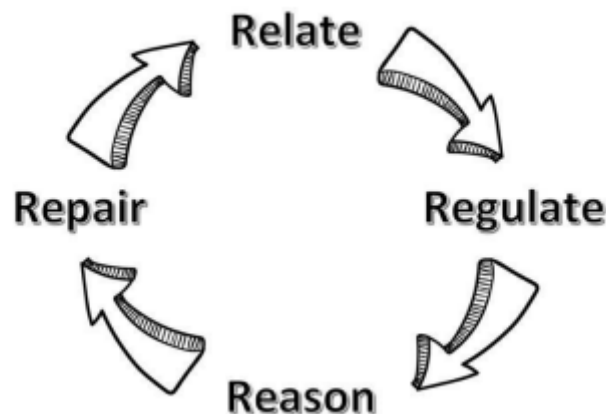


## 7.1 UNDERSTANDING BEHAVIOUR

How we feel and respond to our feelings through our behaviour is linked to underlying and unconscious physiological and emotional processes which in turn are a product of our brain development. In order to support children we must understand how to meet the underlying developmental needs not just manage the symptoms. This means providing them with relationships that can make a difference.

- If children are to engage socially and with learning we need to provide them with an environment within which they can feel safe. Children gain their sense of safety from the adults around them.
- When children feel safe we will need to provide them with opportunities to stimulate and reinforce the neurological pathways which support social engagement.
- We need to soothe children and provide them with experiences which calm their defence pathways.

## 7.2 THEORY AND RESEARCH



**Relate** In order to be successful at school all children need to develop relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life. We aim to promote positive relationships, active engagement and wellbeing for all pupils. Protection, connection, understanding and care are the cornerstones of the relationship and should be part of all interactions at all times at a whole school, classroom and individual level.

**Regulate** Every child will face challenges and at times experience strong emotions which block their access to learning and good social interaction. Catching these emotions and regulating the child so that these emotions do not become overwhelming is integral to keeping the child and classroom calm. When children experience strong emotions they may need to be co-regulated to support them to calm. Children will need repeated experiences of being co-regulated in order to be able to self-regulate.

**Reason** Once a child is in a state of calm or alert, i.e. regulated, we can then engage the thinking part of their brain and reflection and learning can take place. Within a context of safety, security and stability, pupils' brains can engage with and strengthen the following tasks: logic; cause and effect; predicting; organising; mental flexibility; working memory.

**Repair** Repairing relationships is a vital learning experience. Using a restorative framework can ensure that pupils do not carry guilt, shame or rejection and can teach them that they are worthy and deserving of lasting relationships. It supports children to develop greater understanding, empathy and responsibility

### **7.3 LANGUAGE AND BEHAVIOUR**

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Poor behaviours should be discussed as the behaviours they are, and not be made personal to the child. Most conversations around behaviour should be conducted, in the first instance, by the adult with whom the behaviour occurred. Incidents are then logged formally. This will be on Arbor. It is important we use our records of poor conduct to identify patterns in behaviour that may be linked to other events in the child's life. It is important for all members of the staff at St Cuthberts to adopt a warm/strict approach when responding to incidents of poor behaviour.

### **7.4 VISIBLE CONSISTENCY, VISIBLE KINDNESS**

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils:

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. Members of the Senior Leadership Team and specialist teachers will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will model positive behaviours – being calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid raising their voice at individuals or becoming emotionally charged.
- Staff will ‘pay first attention to the best conduct’ and will endeavour to catch children ‘doing the right thing’ in order to praise and recognise desired behaviours.
- Teachers will use a visible recognition mechanism throughout their lessons (E.G. Recognition Boards).
- Staff will pre-empt poor conduct in order to prevent sanctions.
- Staff will refer to **READY**, **RESPECTFUL** and **SAFE** when addressing poor conduct
- Adults will retain ownership and engage in reflective dialogue with pupils.
- All adults will take responsibility for behaviour at our school – poor conduct and unacceptable behaviour will not be ignored

## 7.5 REWARDS & POSITIVE NOTICING

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. 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 CARE achievement points on a daily basis. Students may also receive positive phone calls home, instant rewards such as golden tickets or 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.

Rewards are also celebrated every week in assemblies for attendance, behaviour and punctuality.

At the end of each half 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.

Rewards trips are planned at specific points throughout the academic year, to help reinforcing positive behaviour, effort, and engagement in school life students to be the best they can be.

## 8.1 Behaviour Escalation

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. Sanctions should always:

- Make it clear that poor conduct and unacceptable behaviour affect others and impacts the school community
- Should not be applied to a whole group for the behaviours of individuals
- Be consistently applied by all staff to help to ensure that children and staff always feel supported and secure.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Staff should always use a measured, gentle approach when addressing poor conduct and then leaving the conversation to give the child 'time to process.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further. We adopt the following system to help monitor and respond to any low level behaviour in the classroom.

- **C1 (chance):** the student has the choice to stop misbehaving, but their name goes on the board.
- **C2 (choice):** the student has made the wrong choice, their name is ticked.
- **C3 (consequence):** The member of staff alerts on call for the student to be removed and taken to reflect for the lesson. As a consequence, a 30-minute detention is issued for 24 hours later, via Arbor.

## 8. 2 DETENTIONS

Detentions will run from Monday to Thursday 3-3.30 and ran by the senior leadership team on a Friday till 4. Detentions and are issued for students who have received a C3 and are also issued by members of the senior team for serious breaches of the school behaviour policy. Break and lunch time detentions will also operate for those students who are late to school and fail to attend detentions.

### **8.3 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 and be placed in reflect or depending on the needs of the child also spend some time in SEND/D.E.N (Discover, Educate and Nurture).

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 (Reflect/Inclusion)

#### ➤ 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. 4 REFLECT**

The school's 'Reflect' room is used for students who have been exited from their lesson (C3), truancy or who have been booked in for other serious behaviours. It is used to prevent students from engaging with the school community for a short period of time but without negatively impacting on their learning. Students booked into reflect for the day will be given a laptop, work will be emailed to students to provide consistency with their curriculum. In addition, students will be given an opportunity for reflection which will then be fed back to their teacher(s).

Students will not be able to go out at social times; however, they will have a 30-minute lunch break supervised by staff.

The SEND department must be informed if any student with SEND needs is booked into reflect to ensure that any necessary reasonable adjustments are given, this could include a hybrid approach and /or rest breaks.

### **8.5 PUPIL PLACEMENTS**

When Reflect has not been successful in improving student behaviour, they can be directed to attend another local school for up to 5 school days.

When a student is referred, to another school 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
- 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 pupil placement a parental meeting must be held with the student, parent/carer and a member of the Pastoral Team.

## **8.6 SUSPENSION AND PERMENANT EXCLUSION**

The school can use suspension and permanent exclusion in response to serious incidents which may include the following:

- Persistent disruptive behaviour which could encompass truancy and failure to respond to offers of support.
- Defiance towards staff including the use of foul and abusive language.
- Physical violence/threatening behaviour towards members of the school community.
- Bringing illicit substances on site.

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

## **8.7 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).

## **8.8 ONLINE MISBHEAVIOUR**

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.

## 8.9 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.

## 8.10 MOBILE PHONES, ELECTRONIC DEVICES, HEADPHONES ETC.

All students must ensure that their mobile phones and other related devices are **switched off and out of sight** before entering the school grounds. Only students with medical exemptions (such as those who have been medically diagnosed with diabetes) will be permitted to have access to their phone during the school day.

- If a student is found to be using a mobile phone or a related device on school grounds, the phone and/or related device(s) will be confiscated and taken to the Student Services office.
- Students will then be able to collect their item(s) from Cuisine at the end of the school day. This rule will not apply if they have had their mobile phone, or a related device, confiscated five times or more.
- If a student refuses to hand over their mobile phone and/or related device(s), the student will incur a serious sanction such as reflect.

The number of times a student has their mobile phone confiscated will continue to be tracked and monitored throughout the whole of the academic year, and a student's total confiscation number within the tracker will not reset until they start the next academic year.



If a student has had their mobile phone or another technological device confiscated five times or more, the student will be issued with a sanction. The student's parent or carer will be required to collect the device from school after every future confiscation. The student's parent or carer will be able to collect the device from school reception, which is open from 8am to 3:45pm, Monday to Friday.

Please note that any student who brings a mobile phone, smartwatch or related devices, or any other costly items onto school premises, does so entirely at their own risk. The school is not liable for any loss, damage or theft of phones or related devices, including any intentional or unintentional breakage or any other forms of damage. The school would advise that parents and carers take precautions in making sure that their child's phone or related devices has the appropriate insurance cover (e.g. as 'additional items' to your main home and contents insurance cover) should they bring any such items into school.

## **9. PUNCTUALITY**

Students are expected to be on time, first time, every time to both school and lessons.

### **Late to School**

Students are expected to arrive by 8.15am each morning to give them time to be ready in registration at 8.25am. If a student arrives between 8.25 - 8.49am, this will result in a late mark and will result in a 15-minute detention at lunchtime on the same day. Failure to attend this detention will require the student to attend a 25-minute detention the following day.

If a student is late after 8.50am, this will be recorded as U (Late after registers close) and will impact on attendance which could eventually result in a Fixed Penalty Notice. The student will also be expected to attend a 25-minute lunch time detention the same day. Failure to attend this detention will result in escalation to the Year Team Detention System.

If a student has a legitimate reason for lateness, evidence should be provided by parents.

### **Late to Lessons**

Students have 5 minutes between each lesson to ensure that they arrive on time. If a student is late, this will be recorded by their class teacher. Persistent lateness will result in punctuality reports and parental meetings.

## **10. INFORMING PARENTS OF THEIR CHILDS BEHAVIOUR**

If a child's behaviour has resulted in them needing to have time to cool off followed by a restorative conversation, parents will be notified.

If a child's behaviour is consistently poor, i.e. disruptive to their learning or that of others, or puts their safety or that of others at risk, parents will be asked to attend a formal meeting. At the discretion of the Headmaster / Headmistress, the necessary next step will be decided; which will be monitored and the progress will be evaluated over a given period of time. This may result in a temporary or permanent exclusion. At every point, there will be clear communication between school and the parent in order to help the pupil improve their behaviour.

### **10.1 RECORDING INCIDENTS OF MISBEHAVIOUR**

In addition to informing parents of their child's behaviour, the incident will be recorded on Arbor. Behaviour records will be monitored and reviewed to ensure that appropriate support and intervention is offered.

## **11 MONITORING THIS POLICY**

This 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.

## **12 LINKS WITH OTHER POLICIES**

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- SEND Policy
- Anti-bullying Policy
- Physical Intervention Policy
- Online Safety Policy
- Searching and Confiscation Policy

## **APPENDIX A: SCHOOL RULES**

We expect that young people within our school are always Ready, Respectful and Safe. Students are regularly reminded of these standards and expectations through interactions with staff in lessons, on corridors, at social times and assemblies.

The rules and expectations are explicit around school and staff will use the language of Ready, Respectful and Safe to help teach students recognise and reflect on where their behaviour may have been unacceptable.

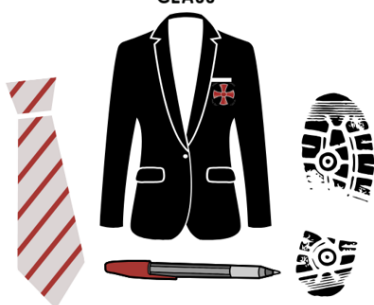


# RULES AND EXPECTATIONS

**OUR SCHOOL RULES OF READY, RESPECTFUL AND SAFE ARE USED IN ALL SUBJECTS AND ASPECTS OF SCHOOL LIFE**

## READY

ALWAYS BE READY TO LEARN. THIS INCLUDES WEARING FULL SCHOOL UNIFORM AND HAVING THE CORRECT EQUIPMENT FOR EACH CLASS



## RESPECTFUL

BEING RESPECTFUL TO EACH OTHER. THIS INCLUDES LISTENING AND DEMONSTRATING OUR CARE VALUES TO PEERS AND STAFF AT ALL TIMES



## SAFE

KEEPING YOURSELF AND OTHERS SAFE AT ALL TIMES. THIS INCLUDES NOT PUTTING YOURSELF OR ANYONE IN DANGER



## APPENDIX B: 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

### **Searching, Screening and Confiscating Items**

Please refer Searching, Screening and Confiscation Policy.

### **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 Suspension. 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. The Local authority’s Weapons Protocol will be initiated and a potential referral into children’s social care JWT,