



St Monica's RC High School

Behaviour Policy and Written Statement of Behaviour Principles 2026-27

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1. Policy and Culture Statement

St Monica's RC High School is committed to providing a safe, calm, inclusive and purposeful learning environment where all pupils can flourish academically, socially, emotionally and spiritually.

As a Catholic school, our approach to behaviour is rooted in the Gospel values of Forgiveness, Justice, Peace, Prayer and Service. We believe that every member of our school community deserves dignity, respect and the opportunity to succeed and, as such, behaviour expectations, rewards, sanctions and interventions will be applied predictably, consistently and fairly.

The school is committed to explicitly teaching, modelling, recognising and reinforcing positive behaviour whilst maintaining clear boundaries and high expectations.

At St Monica's RC High School, good behaviour is not simply expected; it is explicitly taught, modelled, practised and celebrated. We believe that all pupils can meet high expectations when supported by clear routines, positive relationships and consistent boundaries.

2. Aims

This policy aims to:

- Promote excellent behaviour and attitudes.
- Create a safe and orderly learning environment.
- Support safeguarding and wellbeing.
- Teach pupils how to behave responsibly.
- Ensure consistency across the school.
- Recognise positive behaviour.
- Provide a fair framework of sanctions.
- Support pupils to make positive choices.
- Ensure statutory compliance.

3. Catholic Ethos, Core Values and Standards

As a Roman Catholic School St. Monica's is conducted in accordance with the rites, practices and observances of the Roman Catholic faith.

The school will work in close partnership with families and parishes in the religious formation of our children. It will offer a secondary education which is broad, balanced and relevant to pupils' abilities and aptitudes. It will aim for the highest standards of attainment and provide a disciplined, ordered and caring environment in which children can be happy and secure so that they can learn and develop. All pupils have value and will be valued equally.

This policy and all related policies are underpinned by the teachings and example of Jesus Christ and His Church, namely the virtues and values outlined in the school's Mission Statement:

- Forgiveness
- Justice
- Peace
- Prayer
- Service

The St Monica's Standard requires all pupils to be:

- Punctual: arriving on time and ready to learn.
- Prepared: having the correct equipment, uniform and attitude.
- Proud: taking pride in appearance, work and environment.
- Polite: treating everyone with kindness, respect and courtesy.
- Participants: actively engaging in learning and school life.

Rights and Responsibilities:

- Everyone has the **right to learn**.
- Everyone has the **right to be safe and secure**.
- It is everyone's **responsibility** to make sure that **we enjoy our rights**.
- Adults in the school have the **right** to issue appropriate sanctions as needed based on their professional judgment and this policy.

4. Behaviour Curriculum

Positive behaviour is taught explicitly. Pupils will receive instruction in:

- Classroom conduct.
- Social time expectations.
- Respectful relationships.
- Anti-bullying.
- Online safety.
- Equality and diversity.
- British Values.
- Safeguarding and personal safety.

Behaviour expectations are reinforced through:

- Assemblies.
- Form Tutor programme.
- PSHE.
- Collective worship.
- Daily interactions.

5. Legal Framework

This policy is informed by:

- Keeping Children Safe in Education 2026.
- Behaviour in Schools.
- Suspension and Permanent Exclusion Guidance.
- Equality Act 2010.
- Education Act 2002.
- Education and Inspections Act 2006.
- SEND Code of Practice.
- Working Together to Safeguard Children.
- Searching, Screening and Confiscation Guidance.
- Restrictive interventions, including use of reasonable force, in schools (2026).
- Alternative Provision Guidance.
- Managed Move Guidance.
- Off-Site Direction Guidance.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Attendance Policy, SEND Policy, Mobile Phone Policy, Online Safety Policy, Searching, Screening and Confiscation Procedures, Suspension and Permanent Exclusion Procedures and Staff Code of Conduct. Decisions made under this policy will always be lawful, reasonable, proportionate and fair.

6. Behaviour and Safeguarding

Behaviour and safeguarding are closely linked. Behaviour may be influenced by:

- Trauma.
- Neglect.
- Mental health difficulties.
- SEND.
- Child-on-child abuse.
- Exploitation.
- Family circumstances.
- Online harm.

All behaviour incidents will be considered through a safeguarding lens.

The school recognises that behaviour may be influenced by contextual safeguarding risks, including peer group influences, community-based risks, online activity, Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), county lines activity and serious violence. Behaviour concerns may therefore lead to safeguarding enquiries and

multi-agency involvement where appropriate. Where appropriate, the Designated Safeguarding Lead (DSL) or their deputy will be involved in behaviour investigations and planning.

6.1 Bullying

The school's approach to bullying is outlined in its Anti-Bullying Policy.

Bullying is defined as persistent unpleasant behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The child who has harmed means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are identified as being in care or having ever been in care.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.
- Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:
- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic pupils.
- Pupils with SEND.

The school's Anti-Bullying Policy outlines that there are four stages within this policy, which help the school to determine when unpleasant behaviour becomes bullying, i.e. persistent. Three stages and their definitions are outlined below:

Stage	Description	Sanction
Stage 1 – Unpleasant Behaviour	One instance of unpleasant behaviour toward another individual or group.	P3 – 30-minute after-school detention
Stage 2A – Persistent Unpleasant Behaviour	Two instances of unpleasant behaviour towards two or more different individuals or groups.	P4 – 45-minute after-school detention
Stage 2B – Bullying Behaviours	Two instances of unpleasant behaviour towards the same individual or group.	One day in Reflect (Internal Exclusion)
Stage 3 - Bullying	More than two instances of unpleasant behaviour towards the same individual or group.	Suspension

This list is not exhaustive, and the school reserves the right to bypass stages in cases of persistent unpleasant behaviour. More details about the actions taken, sanctions imposed and support provided around these stages are outlined in the school's Anti-bullying Policy.

6.2 Child-on-Child Abuse, Sexual Violence and Sexual Harassment

St Monica's RC High School recognises that children can abuse other children and that such behaviour can occur both inside and outside school, including online.

The school adopts a zero-tolerance approach to all forms of child-on-child abuse and will respond to all concerns promptly, proportionately and in accordance with the school's Safeguarding and Child Protection Policy.

Child-on-child abuse includes, but is not limited to:

- Bullying, including cyberbullying.
- Physical abuse.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Upskirting.
- Intimate image abuse.
- Coercive or controlling behaviour.
- Abuse within intimate personal relationships.
- Online abuse and exploitation.
- Initiation or hazing behaviours.

All incidents of child-on-child abuse will be considered from both a safeguarding and behaviour perspective.

Where concerns are identified, the school will:

- Ensure the immediate safety and wellbeing of all pupils involved.

- Consult with the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Conduct an appropriate investigation.
- Implement safeguarding and support measures.
- Apply sanctions where appropriate.
- Work with parents, carers and external agencies where necessary.

Serious incidents of child-on-child abuse may result in:

- Reflect (Internal Exclusion).
- Suspension.
- Permanent Exclusion.

The school will ensure that victims are listened to, taken seriously and never made to feel responsible for reporting concerns. The wishes, feelings and safety of the victim will remain central to decision-making throughout any investigation and subsequent support planning. Victims will be supported throughout any investigation and beyond through appropriate safeguarding and pastoral arrangements.

6.3 Online Behaviour

St Monica's RC High School expects pupils to demonstrate the same high standards of behaviour online as they do within school.

The school recognises that online behaviour can significantly affect the safety, wellbeing and education of members of the school community.

The school may investigate and sanction behaviour which occurs online where it:

- Constitutes bullying, harassment or discrimination.
- Causes, or is likely to cause, harm or distress to another pupil or member of staff.
- Represents a safeguarding concern.
- Brings the school into disrepute.
- Has a detrimental impact on the good order and discipline of the school.
- Involves the misuse of school systems, devices or networks.

The school reserves the right to apply sanctions for online behaviour which occurs outside normal school hours where there is a clear link to the school community.

Where appropriate, incidents will be managed in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy and Online Safety procedures.

6.4 Discriminatory language and / or behaviour, including racism

Discriminatory language and / or behaviour is not tolerated at St. Monica's. Under the [Equality Act 2010](#), it is unlawful to discriminate, harass or victimise someone because they have or are perceived to have a "protected characteristic" or are associated with someone who has a protected characteristic. Discriminatory language and / or behaviour is defined as when one person speaks or acts in a way that treats another person unfairly because of one or more of their protected characteristics, outlined in the [Equality Act 2010](#), which include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any behaviours and / or language which belittle, undermine or seek to harm another person or group of people (emotionally and / or physically) because of one of these protected characteristics will be dealt with as discriminatory language and / or behaviour.

Any person alleged or found to have used discriminatory language or behaved in a discriminatory way will, in the first instance be issued with a P5 – Discriminatory language and / or behaviour and will be placed in Reflect (Internal Exclusion). A full investigation into the incident will then be carried out and any further consequences, which may include a suspension or Permanent Exclusion, will be decided and communicated. Pupils who are perpetrators of discriminatory language and / or behaviour will receive bespoke intervention and support on this subject. Victims – pupils and staff alike – will be offered support and kept informed of the investigative process which follows. Where the incident involves pupils, parents / carers will be notified of the incident, subsequent investigation and any further sanctions.

It is important to clarify that, as outlined by the [Equality and Human Rights Commission](#), there are several types of discrimination, which much be understood:

- **Direct discrimination:** This means treating someone less favourably than someone else because of a protected characteristic.
- **Direct discrimination by perception:** This means treating one person less favourably than someone else, because it is thought they have a protected characteristic.
- **Discrimination arising from disability:** This means treating a disabled person unfavourably because of something connected with their disability.
- **Direct discrimination by association:** This means treating someone less favourably than another person because they are associated with a person who has a protected characteristic.
- **Failing to make reasonable adjustments.**
- **Harassment:** this is unwanted behaviour related to a protected characteristic which has the purpose or effect of violating someone's dignity or which creates a hostile, degrading, humiliating or offensive environment.
- **Victimisation:** this is treating someone unfavourably because they have taken some form of action relating to the Equality Act.

All the above will be treated and dealt with as examples of discriminatory behaviour.

Racism is a distinct form of discrimination and can also be classed as a type of bullying. It can be both (a) institutional and (b) personal, overt or subtle, intentional or unintentional.

- **Institutional racism:**

- [The Stephen Lawrence Inquiry Report](#) defined this as: *'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'*
- When a person is subject to racism, racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. St. Monica's RC High School recognises that the racist element must be explicitly recognised and dealt with.
- This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people's instinctive responses. It can be demonstrated subconsciously in subtle ways and St. Monica's RC High School recognises the need consciously to challenge such attitudes.

- **Personal racism:**

- This is often direct and identifiable and can be manifested through harassment and offensive behaviour in the following ways (not an exhaustive list):
 - Physical assault against a person or group due to their colour, ethnicity, geographical origin or culture
 - Derogatory name calling, insults, ridiculing and racist jokes
 - Racist graffiti
 - Provocative behaviour such as wearing racist badges or insignia
 - Verbal abuse and threats
 - Incitement of others to behave in a racist way
 - Racist comments within the context of lessons

All the above will be treated and dealt with as examples of racism, under the category of discriminatory behaviour. As such, any person alleged or found to have used racist language or behaved in a racist manner will, in the first instance be issued with a P5 – Discriminatory language and / or behaviour and will be placed in Reflect (Internal Exclusion). A full investigation into the incident will then be carried out and any further consequences, which may include a Suspension or Permanent Exclusion, will be decided and communicated. Pupils who are perpetrators of racist language and/or behaviour will receive bespoke intervention and support on this subject. Victims – pupils and staff alike – will be offered support and kept informed of the investigative process which follows. Where the incident involves pupils, parents / carers will be notified of the incident, subsequent investigation and any further sanctions.

7. Roles and Responsibilities

7.1 The Local Governing Body

Governors will:

- Monitor behaviour and safeguarding data.
- Monitor suspensions and exclusions.
- Review restrictive intervention data.
- Hold leaders accountable.

7.2 Executive Headteacher / Head of School

The Executive Headteacher / Head of School will:

- Lead implementation.
- Promote positive culture.
- Authorise suspensions and exclusions.
- Ensure statutory compliance.

7.3 Staff

Staff will:

- Model exemplary conduct and professional standards.
- Apply this policy consistently and fairly.
- Use positive relationships and restorative approaches where appropriate.
- Use de-escalation strategies before sanctions wherever reasonable.
- Implement reasonable adjustments identified for individual pupils.
- Record concerns accurately and promptly.
- Consider safeguarding, SEND, equality and vulnerability factors when responding to behaviour.

All staff are expected to treat pupils with dignity, respect and consistency whilst maintaining clear professional boundaries.

7.4 Parents and Carers

Parents and carers will:

- Support school expectations, ensuring that pupils complete any sanctions issued.
- Attend meetings when requested.
- Work in partnership with the school.

7.5 Pupils

Pupils will:

- Meet the St Monica's Standard by being:
 - **Punctual** by arriving to school and class on time and with a positive attitude to learning and others.
 - Prepared by being **prepared** for lessons with the correct equipment and any homework completed.
 - Proud by taking **pride** in their appearance, work, and environment by being in full school uniform and presenting all work with care.
 - Polite by treating everyone respectfully and speaking to everyone in a **polite** and positive manner.
 - **Participants** by participating fully in the lesson by completing all work in the time given and in the way in which they are asked.
- Accept responsibility for their behaviour and comply with reasonable sanctions issued in accordance with this policy.
- Respect others.

8. Recognition and Rewards

Positive behaviour will be recognised through:

- Positive P Points.
- Verbal praise.
- Certificates.
- Celebration assemblies.
- Phone calls home.
- Rewards events.
- Leadership opportunities.

Recognition will celebrate pupils who consistently demonstrate the school's values and standards.

9. Behaviour Framework

The school operates a staged behaviour system.

- P1: First verbal warning.
- P2: Second verbal warning.
- P3: 3 Negative Ps and 30-minute P3 detention issued for the next available detention session. Parents and carers will be provided with reasonable notice of after-school detentions.

- P4: removal to a buddy classroom, 4 Negative Ps and 45-minute P4 detention issued for the next available detention session. Parents and carers will be provided with reasonable notice of after-school detentions.
- P5: 5 Negative Ps and one-day in the school's Reflect (Internal Exclusion), Reflect. Some P5 behaviours may, once investigated, lead to a suspension.

Before issuing a P3, P4 or P5 for continued disruptive behaviour, pupils must have received two verbal warnings (a P1 and a P2) / a P3 / a P4 / been removed to a buddy classroom. Only the final sanction should be recorded on Arbor i.e. if a pupil receives a P3 in a lesson, only a P3 needs to be recorded; the P1 and P2 that the pupil has received prior to this do not need to be recorded.

There are incidents which result in immediate P3, P4 or P5 sanctions. These include:

- P3 – Damage
- P3 - Disrespect shown to staff
- P3 - Disruptive out of class behaviour
- P3 – Failure to address a uniform violation
- P3 - Failure to attend a P2 detention
- P3 - Failure to follow instructions
- P3 - Inappropriate language
- P3 - Inappropriate use of ICT
- P3 - Punctuality (Late to lesson)
- P3 - Punctuality (Late to school, 08.30-09.00)
- P4 - Failure to attend a P3 detention
- P4 - Failure to attend a P4 detention
- P4 – Punctuality (Late to school after 9am)
- P5 – Truancy from lesson
- P5 – Aggressive / threatening behaviour towards an adult
- P5 – Aggressive / threatening behaviour towards a pupil
- P5 – Dangerous Behaviour
- P5 – Discriminatory language and/or behaviour
- P5 - Disruptive Social Time Behaviour
- P5 – Failure to attend SLT detention
- P5 – Persistent disruptive Behaviour
- P5 – Persistent Truancy
- P5 – Possession of a prohibited item
- P5 - Serious inappropriate use of ICT
- P5 - Verbal abuse directed at staff
- P5 – Smoking / Vaping (including the possession of associate paraphernalia)
- P5 - Vandalism
- P5 – Verbal abuse

This list is not exhaustive, and the school reserves the right to bypass stages in cases of serious misconduct.

9.1 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, when wearing school uniform, when in some other way identifiable as a pupil at the school, when the misbehaviour could have repercussions for the orderly running of the

school, could pose a threat to another pupil or could adversely affect the reputation of the school. Consequences may also be applied to pupils who have misbehaved off school site or carried out bullying which occurs off the school site or online which is witnessed by a staff member or is reported to the school.

9.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher / Head of School will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher / Head of School will also consider the pastoral needs of staff accused of misconduct.

9.3 Behaviour Beyond the School Day

The school may apply sanctions where behaviour occurs outside school premises and:

- The pupil is taking part in a school-organised activity.
- The pupil is travelling to or from school.
- The pupil is wearing school uniform.
- The pupil is identifiable as a member of the school.
- The behaviour could adversely affect the reputation of the school.
- The behaviour could have repercussions for the orderly running of the school.
- The behaviour could pose a threat to another member of the school community.

This includes online behaviour and conduct occurring during evenings, weekends and school holidays where there is a sufficient connection to the school.

10. Detentions

One of the sanctions for pupils who choose not to meet the 5Ps and, therefore, fall short of the St. Monica's Standard, are detentions. After school detentions are centralised and take place in the school hall from 3pm on the day after the incident or on the next available date for a detention.

Detention Type	When?	Criteria	Length
P2 15-minute Preparation Detention	During a break or lunch time, which is convenient to the Class Teacher	P2 – Failure to complete homework	15 minutes
P2 15-minute Missing PE Kit	After school on the Friday after the sanction has been recorded	P2 – Missing PE kit	15 minutes
P3 30-minute	Following day or on the next available date for a detention	P3 incident or 3 negative Ps within one lesson	30 minutes
P4 45-minute		P4 incident or 4 negative Ps within one lesson P5 incident or 5 negative Ps within one lesson	45 minutes
SLT 60-minute	After school on the Friday after the sanction has been recorded	Failure to attend a P4 detention.	60 minutes

Notification of detentions will be communicated to parents and carers via email and via the Arbor Parent App.

Failure to attend a detention will result it being escalated to the next level. Failure to attend SLT detention will result in one day in Reflect.

Persistent failure to attend detentions will result in a Suspension being considered.

11. SEND, Vulnerability and Reasonable Adjustments

The school has high expectations for all pupils. The school recognises that behaviour may be a form of communication of unmet need. Where behaviour gives rise to concerns regarding SEND, mental health, safeguarding, attendance or wellbeing, appropriate assessment, support and intervention will be considered alongside any behavioural sanction.

The school recognises that behaviour may be a form of communication and that behaviour linked to SEND, disability, medical need or social, emotional and mental health difficulties may require a differentiated response.

When considering behavioural incidents, staff will seek to distinguish between deliberate misconduct and behaviour that may arise from an identified need, whilst maintaining high expectations for all pupils.

The school will fulfil its duties under the Equality Act 2010, Children and Families Act 2014 and the SEND Code of Practice.

The school's behaviour framework already includes reasonable adjustment through:

- P1 verbal warning.
- P2 verbal warning.

Additional adjustments may include:

- Alternative seating plans.
- Additional processing time.

- Movement breaks.
- Safe spaces.
- Check-in systems.
- Behaviour support plans.
- SEND passports.

When considering:

- Reflect.
- Suspension.
- Permanent Exclusion.

The school will always consider:

- SEND.
- SEMH needs.
- Disability.
- Medical conditions.
- Safeguarding concerns.
- Child Protection concerns.
- Vulnerability factors.

12. Behaviour Interventions and Support

Where a pupil's behaviour choices are a cause for concern, behaviour interventions and support will be considered and implemented to support the pupil's behaviour choices:

Wave	Threshold	Intervention(s)
1 (Behaviour Concern)	5 P3, P4 and / or P5 incidents	• Behaviour Concern Letter 1 • Behaviour Monitoring
2 (Form Tutor)	10 P3, P4 and / or P5 incidents	• Behaviour Concern Letter 2 • Form Tutor Pastoral Report (Green)
3 (Pastoral Manager)	20 P3, P4 and / or P5 incidents	• Behaviour Concern Letter 3 • Pastoral Manager Pastoral Report (Yellow)
4 (Head of Year)	30 P3, P4 and / or P5 incidents	• Behaviour Concern Letter 4 • HOY Pastoral Report (Amber)
5 (Behaviour Contract)	40 P3, P4 and / or P5 incidents	• Behaviour Concern Letter 5 • Behaviour Contract
6 (Suspension)	Suspension Issued	• FTS Letter • Post-suspension Report
7 (Local Authority / Governors)	Failed Behaviour Contract Multiple Suspensions	• LA Outreach Referral • Off-site Direction • Managed Move • Governors' Pupil Disciplinary Committee

This list is not exhaustive and the school reserves the right to bypass stages in cases of serious misconduct. Where necessary, the school will also consider additional SEND assessment and screening for pupils whose behaviour choices are not improving despite the above interventions.

13. Mobile Phones and Electronic Devices

St Monica's RC High School operates a mobile phone-free school day. The school's approach to mobile phones can be found in its Mobile Phone Policy.

13.1 Expectations

Upon arrival:

- Mobile phones must be switched off.
- Phones must be placed in the school's approved mobile phone pouch.
- Pouches must be locked.
- Locked pouches must remain in pupils' bags throughout the day.
- Pouches must only be unlocked upon departure from school.

13.2 Pupils Without a Pouch

Where a pupil arrives without a pouch:

- The phone must be handed to a member of staff.
- The phone will be securely stored.
- The phone must be collected at the end of the day.

13.3 Breaches

Breaches include:

- Accessing a phone during the day.
- Failing to store a phone correctly.
- Recording others.
- Refusing to hand over a phone.

Serious breaches may result in:

- Reflect (Internal Exclusion).
- Suspension.

Repeated breaches of the school's mobile phone procedures may result in enhanced sanctions, including parental collection requirements or other appropriate consequences in accordance with this policy.

13.4 Safeguarding and Mobile Phones

The misuse of mobile phones presents significant safeguarding risks.

Any use of a mobile phone to:

- Record pupils or staff without permission.
- Photograph pupils or staff without permission.
- Share images or videos of others.
- Facilitate bullying or harassment.
- Access inappropriate content.
- Circumvent school safeguarding systems.
- Engage in discriminatory, threatening or abusive behaviour.

will be treated as a serious safeguarding concern.

Such incidents will be investigated by senior leaders and may result in:

- Reflect (Internal Exclusion).
- Suspension.
- Permanent Exclusion in the most serious cases.

The Designated Safeguarding Lead will be involved where safeguarding concerns arise from misuse of mobile technology.

14. Reflect (Internal Exclusion)

Reflect is the school's Reflect (Internal Exclusion) and is used to support behaviour improvement, maintain good order and protect learning.

Reflect placements may be used:

- Following serious breaches of the Behaviour Policy.
- Whilst incidents are being investigated.
- To support reintegration following suspension.
- To prevent escalation towards suspension.

Pupils placed in Reflect will:

- Remain supervised at all times.
- Continue to receive educational provision.
- Follow an adapted programme where appropriate.
- Participate in restorative and reintegration processes before returning to lessons.

Parents and carers will be informed of all Reflect placements and the reasons for them. Placements will be regularly reviewed to ensure they remain appropriate and proportionate.

15. Suspension (Formerly Fixed Term Suspension)

A suspension is a temporary exclusion from the school site. Before issuing a suspension, the Headteacher will consider:

- The seriousness of the incident.
- Alternative interventions available.
- Safeguarding concerns.
- SEND and disability.
- Medical needs.
- Vulnerability factors.
- Previous interventions and support.
- Duties under the Equality Act 2010.

The school will ensure that suspension decisions are evidence-based, proportionate and in accordance with statutory guidance. Suspensions may be issued:

- For part of a school day.
- For a fixed number of days.
- For a cumulative number of days during an academic year.

Suspensions are used where serious breaches of the Behaviour Policy have occurred or where a pupil's continued presence in school would negatively affect the safety, welfare or education of others. Suspension decisions will be made by the Executive Headteacher or Head of School and will always be lawful, reasonable, fair and proportionate.

Suspension may be used for serious breaches of this policy.

Examples include:

- Bullying.
- Disruptive behaviour.
- Physical assault.
- Smoking or vaping.
- Drug-related incidents.

- Serious verbal abuse.
- Mobile phone breaches.
- Persistent disruptive behaviour, including persistent truancy.
- Discriminatory incidents.

This list is non-exhaustive, and all suspensions are at the discretion of the Executive Headteacher / Head of School.

When a pupil has received a suspension, the school will confirm to parents / carers, via telephone and in writing, the period of the suspension and the reason(s) for it and a reintegration meeting arranged and recorded. The Executive Headteacher / Head of School will notify the local authority without delay, regardless of the length of a suspension. Additionally, the Executive Headteacher / Head of School will also notify the social worker if a pupil has one and the Virtual School Head if the pupil is LAC, without delay, after a suspension has been issued.

Prior to any suspension decision, safeguarding, SEND and equality duties will be considered.

Following any suspension, the school will offer a reintegration meeting involving the pupil, parent/carer and appropriate staff. The purpose of this meeting is to review the incident, identify any support required and reduce the likelihood of further behavioural difficulties.

15.1 Pupil Disciplinary Committees

Where a pupil has been issued more than 15 days of suspensions in a term, the Governing Board will meet its statutory responsibilities in accordance with Suspension and Permanent Exclusion Guidance.

16. Permanent Exclusion

Permanent Exclusion is a serious sanction and will only be used where:

- There has been a serious breach, or persistent breaches, of the Behaviour Policy; and
- Allowing the pupil to remain in school would seriously harm the education, welfare or safety of others.

Examples of behaviour which may result in Permanent Exclusion include, but are not limited to:

- Serious violence.
- Possession of a weapon or offensive weapon.
- Supply of illegal drugs.
- Serious child-on-child abuse.
- Serious sexual violence.
- Persistent disruptive behaviour despite extensive intervention and support.
- Serious safeguarding concerns.
- Repeated serious breaches of this Behaviour Policy.

This list is non-exhaustive, and all permanent exclusion decisions are made by the Executive Headteacher / Head of School in accordance with statutory guidance and the circumstances of the individual case. Before deciding to permanently exclude a pupil, the Headteacher will consider:

- The available evidence.
- Safeguarding concerns.
- SEND.
- Disability.
- Medical conditions.
- Vulnerability factors.
- Previous interventions and support.
- Duties under the Equality Act 2010.

Permanent Exclusion decisions will be lawful, reasonable, fair and proportionate.

Parents and carers will be informed in writing and provided with information regarding their rights of representation and review.

17. Alternative Provision

Alternative Provision may be considered where a pupil requires additional support to improve behaviour, engagement, attendance or educational outcomes. Alternative Provision may be used:

- As part of a planned intervention programme.
- To reduce the risk of suspension or permanent exclusion.
- To support reintegration into mainstream education.
- To provide specialist support which cannot reasonably be delivered within the school's mainstream provision.

Prior to any placement, the school will consider:

- Educational needs.
- Behavioural needs.
- SEND needs.
- Safeguarding considerations.
- Vulnerability factors.
- Reintegration potential.

The school remains responsible for:

- Safeguarding.
- Attendance.
- Educational progress.

- Quality assurance of provision.
- Reintegration planning.

Review meetings will normally take place every six weeks and will involve parents, carers and relevant professionals where appropriate.

18. Off-Site Direction

An Off-Site Direction may be used where attendance at another educational setting is considered to be in the best interests of the pupil and the wider school community.

Off-Site Directions may be used to:

- Improve behaviour and engagement.
- Provide specialist intervention.
- Reduce the likelihood of suspension or permanent exclusion.
- Support successful reintegration into mainstream education.

Parents and carers will normally:

- Be consulted before any placement is agreed.
- Receive written information about the placement.
- Be informed of review arrangements.

Whilst the school will work collaboratively with parents and carers, parental consent is not required for an off-site direction to be implemented.

The school retains responsibility for:

- Attendance.
- Safeguarding.
- Welfare.
- Educational progress.
- Reintegration planning.

Placements will be reviewed regularly to ensure they continue to meet the pupil's needs.

19. Managed Moves

Managed Moves may be considered as a voluntary alternative to Permanent Exclusion where another school may be better placed to meet the needs of the pupil.

A Managed Move will normally:

- Be agreed voluntarily by parents and carers.
- Be supported by the pupil.
- Operate under a written agreement between both schools.
- Include clear success criteria.
- Include a trial period.
- Be subject to regular review meetings.

Review meetings will typically involve:

- The pupil.
- Parents or carers.
- Representatives from both schools.
- Relevant external agencies where appropriate.

The intended outcome of a Managed Move will be clearly communicated from the outset and may include either:

- A permanent transfer to the receiving school; or
- A return to the home school where appropriate.

20. Searching, Screening and Confiscation

The school may search pupils, possessions and lockers in accordance with DfE Searching, Screening and Confiscation Guidance.

Searches may be conducted:

- With a pupil's consent.
- Without consent where authorised staff have reasonable grounds for suspecting that a pupil possesses a prohibited item or an item banned by school rules.

Wherever possible:

- Searches will be conducted by a member of staff of the same sex as the pupil.
- A witness will be present.

These requirements may be waived where staff reasonably believe there is a risk of serious harm if the search is delayed. School staff will not conduct strip searches. Any search involving exposure of intimate body parts beyond that required for a routine search must only be undertaken by appropriately authorised police officers in accordance with statutory guidance.

Authorised staff may examine electronic devices where there is good reason to do so and may delete data where there is good reason to believe it has been used to:

- Cause harm.
- Commit an offence.
- Breach school rules.
- Create a safeguarding risk.

Confiscated items will be retained, disposed of or handed to the police in accordance with statutory guidance and the circumstances of the case.

20.1 Weapons and Dangerous Items

The possession, use, threatened use or distribution of weapons and dangerous items is considered a serious breach of this policy.

Weapons and dangerous items include, but are not limited to:

- Knives.
- Bladed articles.
- Offensive weapons.
- Imitation weapons.
- Fireworks.
- Explosive materials.
- Dangerous tools.
- Any item carried or used with the intention of causing harm.

Where there is reason to believe that a pupil may be in possession of a weapon or dangerous item:

- A search may be conducted in accordance with statutory guidance.
- Police may be informed immediately.
- Appropriate safeguarding procedures will be followed.
- Parents and carers will be notified.
- A risk assessment will be completed.

The school will follow local authority guidance and Greater Manchester Police procedures where appropriate. Possession, use or threatened use of a weapon will normally result in suspension and may result in Permanent Exclusion.

20.2 Substance Misuse

The possession, use, distribution or suspected distribution of alcohol, illegal drugs, psychoactive substances, prescription medication misuse, vaping products or associated paraphernalia is considered a serious matter. Incidents will be investigated individually and may result in:

- Reflect (Internal exclusion).
- Suspension.
- Permanent Exclusion.
- Referral to external agencies.
- Police involvement where appropriate.

Safeguarding, vulnerability, SEND and contextual factors will be considered when determining an appropriate response.

21. Abuse, Intimidation or Aggression Towards Staff

St Monica's RC High School is committed to providing a safe working environment for all employees.

The school will not tolerate any behaviour that abuses, threatens, intimidates or undermines members of staff.

This includes, but is not limited to:

- Verbal abuse.
- Threatening language.
- Swearing directed towards staff.
- Intimidating behaviour.
- Discriminatory language.
- Aggressive conduct.
- Online abuse directed towards staff.
- Physical aggression.

Any incident involving abuse towards a member of staff will be treated as a serious breach of this Behaviour Policy.

Sanctions may include:

- Reflect (Internal Exclusion).
- Suspension.
- Permanent Exclusion.

Any incident involving abuse towards a member of staff by parents and carers will be addressed by the Executive Headteacher / Head of School and may result in:

- Parents and carers being banned from school site
- Communication limited to written communication only

The school reserves the right to involve external agencies, including the police, where behaviour may constitute a criminal offence.

The welfare, safety and dignity of staff will always be a priority.

22. Restrictive Interventions and Use of Reasonable Force

22.1 Definition

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently.

22.2 Principles

The school seeks to minimise the use of restrictive interventions through:

- Prevention.
- Positive relationships.
- Behaviour support.
- De-escalation.
- Reasonable adjustments.

Restrictive interventions will never be used as punishment. They will only be used when lawful, necessary, reasonable and proportionate.

22.3 Use of Reasonable Force

Staff may use reasonable force to:

- Prevent injury.
- Prevent serious damage.
- Prevent criminal offences.
- Prevent serious disruption.
- Prevent absconding where safeguarding concerns exist.
- Remove a pupil who is seriously disrupting learning after refusing a reasonable instruction.

The minimum force necessary will always be used.

22.4 Unacceptable Practice

Reasonable force will never be used:

- As punishment.
- To intentionally inflict pain.
- To humiliate.
- To secure compliance where no safety risk exists.

22.5 Prevention and De-escalation

Staff should use:

- Calm communication.
- Positive reinforcement.
- Processing time.
- Redirection.
- Movement breaks.
- Behaviour support plans.
- SEND adjustments.

Before considering restrictive intervention, where it is safe to do so.

22.6 SEND and Vulnerable Pupils

When making decisions about restrictive intervention, staff must consider:

- EHCPs.
- Behaviour Support Plans.
- Positive Handling Plans.
- Risk Assessments.
- SEND Passports.

22.7 Recording and Reporting

All significant incidents will be recorded.

Records will include:

- Date and time.
- Staff involved.
- Pupils involved.
- Antecedents.
- De-escalation attempts.
- Nature of the intervention.
- Outcome.
- Any injuries.

Parents will normally be informed as soon as reasonably practicable and, where required, on the same day.

22.8 Post-Incident Support

Following any significant restrictive intervention:

- Pupils will receive appropriate support.
- Staff will receive debrief and support.
- Risk assessments and behaviour plans will be reviewed.
- Safeguarding implications will be considered.

22.9 Medical Welfare Checks

Following any significant restrictive intervention or use of reasonable force, consideration will be given to whether medical attention or assessment is required for any person involved. Any reported injury will be recorded and managed in accordance with the school's health and safety procedures.

22.10 Restrictive Intervention Log

The school will maintain a central log of all significant restrictive interventions and incidents involving the use of reasonable force.

The log will be reviewed periodically by senior leaders to:

- Identify trends and patterns.
- Monitor compliance with statutory guidance.
- Evaluate the effectiveness of de-escalation strategies.
- Ensure that restrictive interventions remain rare and proportionate.
- Inform staff training and development needs.

Summary information regarding restrictive interventions may be reported to the Local Governing Body as part of the school's wider behaviour, safeguarding and inclusion monitoring arrangements.

22.11 Training and Governance

Appropriate staff will receive training in:

- Behaviour management.
- De-escalation.
- Positive handling.
- Restrictive interventions.
- Safeguarding.

Governors will receive regular reports on restrictive intervention data and trends.

23. Attendance and Behaviour

Attendance and behaviour are closely linked. Where attendance and behaviour concerns coexist, coordinated intervention plans will be implemented.

24. Equality, Inclusion and Fairness

St Monica's RC High School is committed to ensuring that this policy is implemented fairly, consistently and in accordance with the Equality Act 2010.

The school recognises that some groups of pupils may be more vulnerable to adverse outcomes and therefore routinely monitors behaviour data to ensure fairness and proportionality. Behaviour data monitored includes:

- Behaviour incidents.
- Negative P Points.
- Reflect placements.
- Suspensions.
- Permanent Exclusions.
- Restrictive interventions.

Data may be reviewed by:

- SEND status.
- Sex.
- Ethnicity.
- Disadvantage status.
- Looked After Child status.
- Previously Looked After Child status.
- Child Protection status.
- Other identified vulnerability factors such as EAL status and Young Carer status.

The purpose of this monitoring is to:

- Identify trends and patterns.
- Promote equality of opportunity.
- Ensure reasonable adjustments are effective.
- Inform intervention and support strategies.
- Challenge disproportionality where it exists.

Behaviour, suspension, exclusion and restrictive intervention data may also be analysed against protected characteristics where appropriate to identify disproportionality and ensure equitable outcomes for all groups. Where disproportionality is identified, leaders will evaluate policy implementation, intervention effectiveness and staff practice to ensure compliance with the Equality Act 2010.

The school remains committed to maintaining high expectations for all pupils whilst ensuring decisions are lawful, reasonable, proportionate and individualised.

25. Monitoring, Evaluation and Review

The Local Governing Body will:

- Review behaviour data.
- Monitor suspension and exclusion rates.
- Monitor trends relating to vulnerable groups.
- Review restrictive intervention data.
- Scrutinise equality and inclusion outcomes.
- Challenge leaders where disproportionate outcomes are identified.
- Seek assurance that statutory duties are being met.

Governors will receive regular reports to support effective scrutiny and continuous improvement.

The implementation and impact of this policy will also be reviewed through:

- Feedback from pupils.
- Feedback from parents and carers.
- Staff voice.
- Safeguarding audits.
- Behaviour and attendance reviews.

Findings will be used to inform continuous improvement and staff training.

Appendix 1: Written Statement of Behaviour Principles

The Local Governing Body of St Monica's RC High School believes that high standards of behaviour are fundamental to creating a safe, calm, inclusive and productive learning environment in which every pupil can thrive academically, socially, emotionally and spiritually. The Governing Body expects the Behaviour Policy to reflect the school's Catholic mission, values and commitment to the dignity of every individual.

The Governing Body expects that:

1. Every Pupil Has the Right to Learn

All pupils have the right to learn in an environment that is safe, orderly and free from disruption. Behaviour expectations should support learning, aspiration and achievement for all pupils.

2. Every Member of the School Community Has the Right to Feel Safe

The safety, welfare and wellbeing of pupils, staff and visitors must be central to all behaviour decisions. Safeguarding considerations should underpin the implementation of the Behaviour Policy.

3. Behaviour Expectations Should Be High, Clear and Consistent

The school should promote high standards of conduct through clear routines, consistent expectations and positive relationships. Behaviour should be explicitly taught, modelled, recognised and reinforced.

4. Rewards and Sanctions Should Be Fair and Proportionate

Rewards, sanctions and interventions should be applied consistently, fairly and proportionately, taking account of the circumstances of each case whilst maintaining high expectations for all pupils.

5. The School Must Meet Its Equality and Inclusion Duties

The school must fulfil its duties under the Equality Act 2010 and make reasonable adjustments where required. Behaviour decisions should consider SEND, disability, medical needs, safeguarding concerns and other vulnerability factors.

6. Bullying, Discrimination and Abuse are Unacceptable

The school should maintain a zero-tolerance approach to bullying, discriminatory behaviour, child-on-child abuse, sexual harassment, sexual violence and any behaviour that undermines the dignity, safety or wellbeing of others.

7. Positive Behaviour Should Be Recognised and Celebrated

The school should promote a culture in which positive behaviour, effort, kindness, service, responsibility and contribution to the school community are recognised and celebrated.

8. Staff Should Be Supported in Maintaining Good Order

Staff should be supported in exercising their professional judgement and authority to maintain high standards of behaviour and conduct. Abuse, intimidation or aggression towards staff will not be tolerated.

9. Suspension, Permanent Exclusion and Restrictive Intervention Must Be Used Lawfully

Suspension, permanent exclusion and restrictive intervention should only be used when lawful, reasonable, necessary and proportionate. Such measures should be implemented in accordance with statutory guidance and only when appropriate alternatives have been considered.

10. Parents, Carers and Pupils Should Be Involved

The school should work in partnership with parents, carers and pupils to promote positive behaviour, strong attendance, safeguarding and successful outcomes.

11. Behaviour Policy Should Reflect the School's Catholic Ethos

The Behaviour Policy should be rooted in the Gospel values of:

- Forgiveness
- Justice
- Peace
- Prayer
- Service

and should promote respect, responsibility, reconciliation and the intrinsic value of every person.

Approval

This Written Statement of Behaviour Principles has been approved by the Local Governing Body and will be reviewed annually alongside the Behaviour Policy.