



**HAGLEY CATHOLIC
HIGH SCHOOL**
SEMPER FIDELIS

Behaviour for Learning Policy

Version	7
Date Created/updated	26 th June 2026
Ratified by	Local Governing Body
Date ratified:	30/06/206
Date Issued	01/07/2026
Policy review date	July 2027
Post Holder Responsible	Assistant Principal: Behaviour and Attitudes
LGB Chairperson	Geoff Taylor-Smith



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour for Learning Policy was approved and adopted by Hagley Catholic High School Governing Body on 30/06/2026 and will be reviewed in July 2027.

Signed by LGB representative for Hagley Catholic High School:

G Taylor Smith

Signed by Principal:

J Hodgson



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Summary of Changes

Page 12 – Updates to CLT and PLT detention reasons and timings

Page 12 – Increased timings of SLT detentions (to act as a deterrent)

Page 13 – Change term from Internal Exclusion to Internal Suspension (IS)

Page 15/18 – Updates to Suspensions and Permanent Exclusions, following on from DfE guidance’s

Page 20 – Updated list of DfE guidance’s and school related policies.

Page 21/31 – Updates and additions to Appendices, to bring them in line with 2026/27 plan

1. Policy Statement

Hagley Catholic High School is committed to creating a safe environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our school behaviour policy and values are inspired by Jesus Christ and based upon the Gospel values. We are a Catholic school for all and believe that by nurturing a deeper appreciation of the Gospel values in each learner, they will go on to be caring, responsible and well-rounded adults who can make a positive impact in the world.

Our behaviour policy guides staff to teach self-discipline and not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support both staff and learners.

At Hagley Catholic High School, we recognise that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority. We recognise the truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.



2. Purpose of The Policy

Hagley Catholic High School has been built on a strong foundation that places a large emphasis on high standards, good order, and respect for all members of our community. Our school sets out high expectations for both staff and students, thus enabling high quality teaching and learning for all concerned. It is our belief that if our approach to behaviour management is followed and applied consistently by all, it will make a significant difference to our teachers' ability to teach as well as our students' ability to learn and develop effectively.

We strongly believe that the vast majority of students at Hagley Catholic High School want to behave well and in turn want to learn in a positive environment. With a strong emphasis on 'positive' behaviour management, it is our belief that we can help all our students to achieve to the very best of their abilities. The school sets out clear aims with regards to being able to evaluate the effectiveness of this Behaviour for Learning Policy. These aims are highlighted below.

- to ensure that all staff and students can work in a safe environment to facilitate high quality teaching and learning.
- to give staff and students a sense of direction, by developing and then advertising a clear and easy to follow Behaviour for Learning Policy, with a particular focus on restorative justice.
- to create a positive mind set amongst students towards 'good' behaviour.
- to clearly define levels of rewards for 'good' behaviour.
- to promote within all student's responsible behaviour; self-discipline; self-respect; respect for others; respect for property as well as respect for the school environment.
- to highlight and then advertise the activities that are not acceptable behaviour in the school (so that the school community are aware of these as a whole).
- to encourage **everyone** at the school to take responsibility for identifying and then preventing poor behaviours.
- to support all staff when dealing with incidents of poor behaviour, by clearly defining procedures for initially dealing with and then reporting the behaviour.
- to clearly define levels of sanctions for poor behaviour.
- to ensure that the application of sanctions is fair and consistent and across the school.
- to teach students to understand, accept and tolerate differences in individuals.
- and finally, it must be remembered that students need to feel that they have the chance of a fresh start. Students who have exhibited poor behaviour in the past and later 're-offend' should be able to start again once they have completed and understood the consequences of their actions.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

3. Behaviour for Learning and Children with Special Educations Needs

At Hagley we are proud to support students with a diverse range of learning needs. We recognise and acknowledge that some students, across the four broad areas of needs (as outlined in the [SEND Code of Practice 2015](#)) may display behaviours that appear contrary to the expectations we have at Hagley. We acknowledge that this behaviour is not always in their control and will make reasonable adjustments to support the processing and remediation of such incidents. As a mainstream school, we believe the sanctioning must take all factors into account but an action without a consequence is not commensurate with preparing students for adulthood and life beyond school.

4. Roles and Responsibilities

Promoting positive behaviour requires the commitment of all members of our school community. Good behaviour does not happen by accident and therefore needs the commitment, consistent application and communication of all members of our community if we are to have a sufficient impact on the learning ethos at Hagley Catholic High School. The generic expectations of each group of people involved within our community are briefly outlined below.

Responsibilities of Students:

- to be prepared to listen and learn and to control his/her own behaviour.
- to work to the best of their own abilities.
- to let others, work and make progress without any distraction.
- to sort out disagreements without resorting to physical/verbal aggression.
- to respect property and not damage or misuse anything that doesn't belong to them.
- to make their best effort to understand and accept differences and the individuality of everyone and to be supportive in terms of race, abilities and sexual orientation.
- to wear full school uniform without any deviations and to follow all school rules.

Responsibilities of Teaching Staff:

- to provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity.
- to provide an environment in which students can learn.
- to teach positive behaviour and to plan and prepare stimulating lessons.
- to teach respect by treating students with fairness and consistency.
- to teach interpersonal skills by promoting positive relationships within their teaching.
- to support the school's positive behaviour for learning policy.
- to set up useful, interesting, and relevant work if absent from a lesson.

Responsibilities of Form Tutors:

- to teach interpersonal skills by promoting positive, supportive relationships each day.
- to maintain positive communications between home and school.
- to do all possible to ensure correct uniform and appropriate self-presentation.
- to provide guidance and assistance to individuals as necessary.
- to monitor student organisers.
- to support the school's positive behaviour policy.

Responsibilities of Learning Support Assistants:

- to support SEN students within all classroom and department settings.
- to work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students.
- to help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions.
- to consistently implement the school's SEN and Positive Behaviour for Learning Policy.

Responsibilities of Heads of Department:

- to ensure that departmental curriculum includes activities designed to suit different learning styles and cater for any additional needs.
- to provide a positive learning environment in their department for staff and students.
- to ensure that the school's policies are consistently implemented.
- to ensure that there is a climate of reward and praise within the department which heavily outweighs sanctions.
- to monitor the attendance, behaviour and learning of students within the department.
- to monitor the work set by absent colleagues and to liaise at the start of, and at some point, during, each lesson taught by a cover/supply teacher whenever possible.

Responsibilities of Heads of Year:

- to liaise and communicate with parents and outside agencies regarding student needs.
- to manage closely challenging students with their line manager and SENCO.
- to support individual students by:
 - tracking the student's behaviour/achievement.
 - meeting with parents and students to solve problems which interfere with their learning and/or the learning of others.
 - monitoring student attendance and punctuality.
 - consistently implementing and supporting the school's behaviour expectations.

Responsibilities of the Senior Leadership Team:

- to support staff in managing student behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- to ensure that good practice is both developed and shared.
- to ensure that the school regularly communicates with parents, carers and governors.
- to provide a visible and dependable support to staff throughout the day.
- to ensure a curriculum is in place which motivates the disaffected.

Responsibilities of the Local Governing Body Representatives:

- define the principles underlying the school's positive behaviour for learning policy.
- ensure that all aspects of the policy promote equality for all students and addresses individual needs.
- monitor, evaluate and review the implementation of the policy.
- support the practical strategies of the policy by holding disciplinary panels for students and their parents when there are serious concerns over poor behaviour.

Responsibilities of Parents / Carers:

- to take responsibility for the behaviour of their child both inside and outside the school.
- to sign/return and abide by the schools 'Home School Agreement'.
- to support the school's core Catholic ethos and its aims on positive behaviour.
- to support the school in celebrating success as well as carrying out of any consequences.
- to ensure their child's regular attendance and punctuality.

5. Procedures

The Procedures arising from this policy will be developed by the Principal and Senior Leadership Team in consultation with staff and students. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the responsibility of every member of the school towards the whole community.

One of the ways to encourage good behaviour is to ensure everyone involved in the school has clear expectations; students, parents/carers and school staff. The student Home School Agreement sets out the values, virtues and principles of the school and demonstrates commitment to collaborative working to support and maintain excellent behaviour and attendance.

The school has identified examples of unacceptable behaviour such as that which includes name calling, threatening language or behaviour, intimidation, incitement, physical abuse, disruptive behaviour in the classroom, incidents of defiance, fighting, damage to or theft of property belonging to another, damage to school property, bullying (including all forms), harassment and all forms of prejudice-related behaviours.

The school will implement a range of strategies to address inappropriate behaviour by students, including:

- regular use of restorative communications.
- talking and reflecting 1 to 1/ verbal reminders or reprimand.
- issuing behaviour incidents through Arbor and the use of school sanctions.
- referral to Head of Year, Assistant Principal, Principal.
- staged reports to Form Tutor, Head of Year, Assistant Principal
- meetings with Parents/Carers.
- withdrawal of privileges (e.g. attendance on school trips; restricted use of the school site).
- community service (e.g. litter picking; canteen duty).
- referral to external agencies.
- referral to LGB representatives.
- the use of restorative project work in an attempt to change learnt behaviours.
- the use of student searches and potential confiscations where appropriate.
- behaviour modification programmes/adapted timetable.
- off-site directed provision
- arrangement of a managed move.
- arrangement of appropriate alternative provision.
- use of a suspension.
- use of a permanent exclusion.

6. Behaviour for Learning in the Classroom

Classroom expectations play a significant role when influencing behaviours of students, even before they have entered the learning environment. A list of classroom expectations to aid effective teaching and learning as well as a positive approach to behaviour will be shared with all students at the beginning of each new term throughout the school year. Any departments using classrooms that facilitate the use of specialist equipment such as computers, bunsen burners, craft knives, scissors or other specialist departmental equipment, should follow more specific departmental guidance's and in turn, must have effective procedures in place for sharing of this information. It is a requirement that classroom expectations are returned to by departments / classroom teacher on a regular basis.

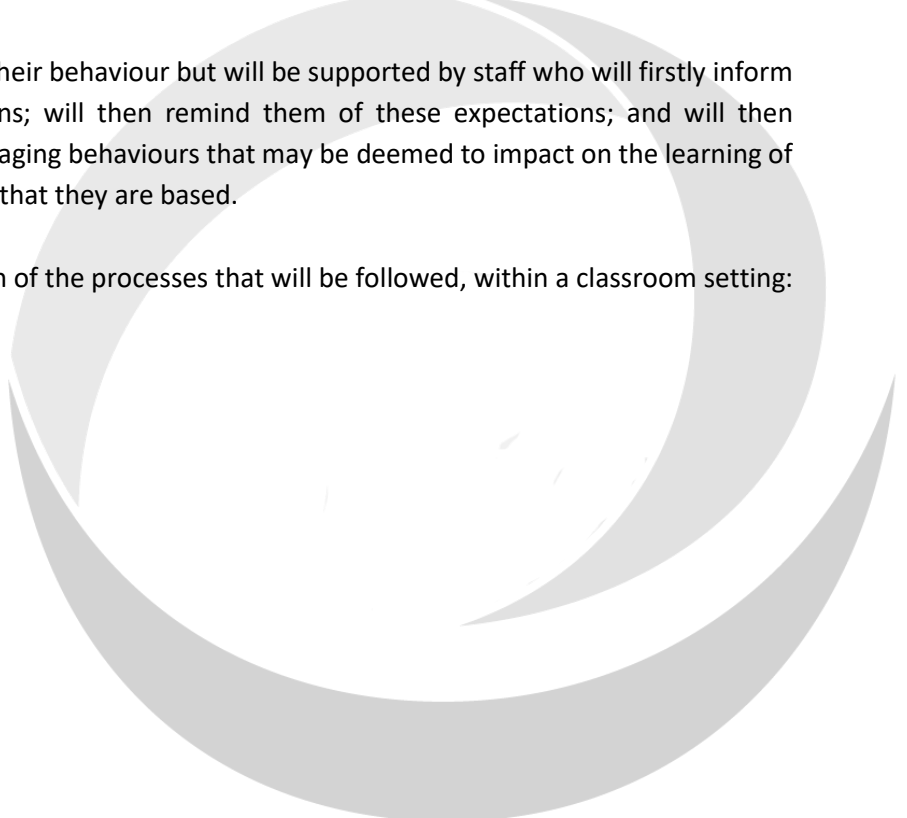
Engagement with learning is always the primary aim for all lessons at Hagley Catholic High School. For the vast majority of students, a gentle reminder of the required standards is all that is needed. Although there are occasions when it is necessary for a student to be removed from a lesson, it is understood that every minute a student is out of a lesson is one where they are not learning and will therefore have a negative impact on their educational opportunities. As a school, our objective is to have a positive and flexible approach to classroom behaviour management, where at the same time still setting a high standard and wherever possible our aim is to keep all students in their lessons.

Staff are expected to know who they are teaching and therefore the approaches that work best for every individual student in the school. Steps should always be taken with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour that they want to see and will not pander to negative attention but deal with it effectively.

It is a requirement of all staff to always make attempts to deescalate negative or disruptive behaviours in an effective and professional manner. Student behaviour is not as simple as being 'black or white' and therefore should not be treated so. Every situation is different and should be dealt with on its merits. All staff at Hagley Catholic High School are responsible for the behaviour of students within their lessons, so should always make every attempt to deal with any issue in the first instant.

Students will be held responsible for their behaviour but will be supported by staff who will firstly inform them about the required expectations; will then remind them of these expectations; and will then eventually lead onto a process of managing behaviours that may be deemed to impact on the learning of students within the classroom setting that they are based.

Next, follows a very brief identification of the processes that will be followed, within a classroom setting:



Expectations and Reminders

Classroom, departmental and whole school expectations will need outlining at all new beginning points (term times; rotations; course beginnings) or when the need requires. All students will need reminding of the required expectations on a regular basis to cover any confusion or misunderstanding. Reminders can be used to rectify behaviours. SLT will provide reminders through the form of emails, letters, posters, and PowerPoints on a regular basis to support with this process.

C1 Warning

Through use of the C system, a staged approach will take place to enable all staff to manage behaviour that falls below the expected level. Students will initially be warned that their behaviour is not where it needs to be and then positively encouraged to change it. Staff may use the term C1, for this initial warning.

C2 Warning

A second warning will be used. At this point students will be informed that their behaviour hasn't changed sufficiently and in turn are advised as to what will happen if they don't rectify the concerns quickly. This is known as a C2 warning.

C3 Departmental Time Out

If a student's behaviour continues to a point that it is significantly disrupting the learning of other students within the group, then they will be directed to work for the remainder of the lesson in the departmental time out or refocus room. **Staff will endeavour to keep all students in all lessons and therefore to de-escalate any conflicts before it gets to the need for a removal.**

C4 or on call Removal

For students who completely fail to follow a teachers' instructions, answer staff back or pose a significant safety concern, the on-call SLT member will be sent for to remove the student from the situation. This will lead to the student needing to serve a sanction with the member of SLT who had to remove them.

A detailed outline of the C system and how it links to the POWERful culture of learning expected at Hagley, is available in appendix 1. Staff will always go through the system cautiously and calmly, giving the student the opportunity to change their behaviours at each stage. It is in nobody's interest to confront poor behaviour with anger and therefore staff are always encouraged to keep their voice levels controlled when dealing with students.

The Academic Standard of Behaviour in the Classroom

The Academic Standards of behaviour in all classrooms are linked to our model to create POWERful learners. As such in all classrooms students are expected to:

- Follow all instructions
- Be on time and complete the 'do now task' immediately on entry
- Be alert and sat up straight at all times
- Produce their best work every time
- Have all the necessary equipment to learn
- Tracking the teacher when they are talking
- Ask and answer questions voluntarily and when asked
- Ensure book work is always presentable and in line with expectation
- Listen and respect the contribution of all learners in every classroom

7. Behaviour Outside of The Classroom

High standards of behaviour are expected by all students outside of the classroom as well as in it. This policy includes expectations on ...

- behaviour in the corridors and communal areas of the school, at all times of the day
- behaviour on the way to and from school.
- behaviour outside of school if it impinges on the well-being of other students and/or staff.

Students are expected to:

- show respect for each other in the way that they communicate and behave.
- show respect for all adults in and outside of the school community.
- show respect for the physical environment to include not littering or damaging property.
- be aware of and follow without question all school routines and rules.
- behave calmly and safely so that no other student is placed at physical risk.
- refrain from any activity that could be regarded as bullying or harassment of others.
- show equality to all by not acting in a way that could be seen as prejudiced or discriminatory.

As with classroom incidents, it is expected that most out of class incidents will be dealt with on an escalating scale. In many cases restorative conversations or a verbal reminder of the expected standards from a member of staff is sufficient to alert a student to his/her inappropriate behaviour and to prevent the behaviour from developing further or from recurring.

Behaviours outside the classroom are recorded through Arbor in the same way that Classroom behaviours are. A detailed outline of the out of classroom behaviours and how they link to the POWERful culture of learning expected at Hagley, is available on appendix 2.

Staff will always deal with behaviour issues around school cautiously and calmly, giving the student the opportunity to understand their wrongdoing and change their behaviours. It is in nobody's interest to confront poor behaviour with anger and staff are encouraged to keep their voice levels controlled when dealing with any issues.

Hagley students will be regularly reminded about the whole school rules and regulations therefore leaving them in no doubt as to what they need to do to meet the expected standards. Reminders include -

- An understanding of all prohibited items in school (please see Appendix 5 for full list).
- the 8 identified Hagley norms and expectations.
- use of mobile phones – headphones – smart watches and on-line behaviour.
- school uniform expectations – to include haircuts, ear piercings, wearing of trainers etc.
- punctuality to school as well as every lesson.
- movement around the school site and rules related to the expected behaviours.
- respect for themselves, others, and the school environment.
- definition of bullying, racism and homophobia and the process involved in dealing with incidents.
- violence or fighting and the consequences of such acts.
- anti-social behaviour around the school site as well as on the way to and from school.
- the importance of excellent behaviour whilst using any form of transport to get to school.

8. Sanctions

Sanctions are needed to respond to inappropriate behaviour and as a school we believe that we have the responsibility to teach our students core gospel values and create polite, intelligent, and responsible members of society. The school prides itself on its high standards and expectations in terms of appearance, attendance, attitude to learning and conduct around all aspects of the school site and beyond. The types of sanctions available are outlined below.

A Verbal Reprimand – Restorative Conversation:

Although this may not be an official ‘sanction’, on some occasions, a student may just need it pointing out to them that in the opinion of the member of staff present, that their behaviour fell below that expected. For some students at Hagley Catholic High School, this can be a very powerful tool. These conversations might take place immediately after the lesson (as long as it doesn’t make the student late for their next lesson).

Formally recorded Arbor lunchtime detentions:

These sanctions exist to help modify or correct student behaviour demonstrated throughout the school day. Young people are not perfect, and we are responsible for ensuring that when mistakes are made, they are put right as soon as possible. The school-based sanctions used at Hagley Catholic High School are an escalated approach which is proportionate to the poor behaviour choice made by the student. The values we place on sanctions are one of respect and reconciliation. These sanctions will be logged through Arbor (for students, parents and teachers to see) and will take place with the teacher who allocated it, usually within 24 hours of the inappropriate behaviour.

A student’s entire lunchtime can be used for sanctions, if their behaviour is persistently poor; they have been involved in a one-off serious incident or they fail to attend a formal lunchtime sanction the previous day. Students will always be given the opportunity to eat lunch, but it will be supervised.

CLT or PLT detentions:

Students who persistently flaunt the school rules or disrupt the education of other students can be expected to serve a CLT or PLT lunchtime sanction. These sanctions will be logged through Arbor (for students, parents and teachers to see) and will take place at the discretion of the teacher who allocates it. HOY’s and HOD’s can request that students are allocated an CLT/PLT detention, for persistent disruptive behaviours (C3’s) or for persistently failing to attend the sanctions allocated to them.

SLT After-school detentions and Interventions:

Any student who receives a C4 from a lesson or who avoids school sanctions or engage in serious breaches of the behaviour policy will be placed into an after-school detention. This will be served with any member of staff and **can last** until 5pm.

If students accumulate a significant number of SLT C4’s during the course of one term, further sanctions maybe applied at the discretion of the Principal. Students who misbehave or choose not to attend this sanction can then be placed into Internal suspension and may require a meeting with parents before being allowed back into lesson. If getting home is an issue, then parents can request that the sanction is put back 24 hours so that alternative arrangements can be made ready for the next day. After school detentions can also be used by staff to sanction persistently poor patterns of behaviour by students.

Internal suspension

This intervention is issued for students who either, fail to attend an after-school detention; chose to defy the school rules at social time (before school; break time; lunch times and after school) or are persistently disrupting the learning of others. The internal suspension will be served with senior members of staff who are on duty that day. During internal suspension, students will not have possession of their mobile phones whilst on the school site and they will spend any free time (before school, break, lunch, transition) with a designated member of staff (CLT/PLT/SLT).

A summary of the formal sanctions used at Hagley to change behaviour can be seen in Appendix 3.

Same Day Detention System

Same day detentions can and will be used as a form of changing poor and disruptive behaviours. In these cases, all parents will be informed of the need to keep students past 3.25pm via a phone call home. As a school, we will look to work with parents and may be able to delay the sanction based on **significant** family needs but expect that the sanction is fulfilled at the earliest possible opportunity.

This is identified as an effective method for changing student attitudes over a short period of time, by understanding that school and home are working together to improve the poor behaviours being experienced.

Behaviour Monitoring Report

Students persistently experiencing difficulties in applying themselves to their classwork; their homework; managing their behaviour in the classroom or around the school can be issued with a Behaviour Monitoring Report. The Report will normally be put into place by the HOY, SLT or the Principal; however, a form tutor, who has concerns over a student in their form group, can request that a student is placed on a 'Form Tutor Behaviour Monitoring Report'.

Parents will be notified if their child is required to go on any type of report and will be asked to check and sign the report each day. This way, both parents and staff can work together to support the progress of the student concerned.

There are a variety of Behaviour Monitoring Reports that can be used to track student's behaviours, dependent on the issues that have been experienced. Normally the member of staff issuing the Behaviour Monitoring Report will agree specific targets with the student, which they will be monitored on over a specific period. These targets will then be listed on the front of the Report and will be in line with the schools Gospel Values. Staff will then be required to feedback on the progress that the student is making on a lesson-by-lesson basis.

Exclusion from Reward Opportunities

If a student's behaviour is persistently poor over a period of time, then certain reward opportunities may be taken away. This might include whole school events or specific year group trips. Parents and students will always be prewarned if this sanction is likely to be a possibility, so as to give the student opportunity to turn their behaviour around.

Significant one-off incidents may also lead to these exclusions.

9. Restorative Justice Processes

In addition to appropriate sanctions, the school operates a supportive approach to Restorative Justice in line with Gospel values. While a sanction may be required, the ability to reflect and communicate to find a positive way forward is an essential part of developing each and every one of us. Restorative practice can involve both a proactive approach to preventing harm and conflict and activities to repair relationships where conflicts have already arisen.

Where the latter is required, a restorative meeting is held. The purpose is to support and encourage the recognition that all activities impact others and that people are responsible for the choices they make and can be held accountable for them. It enables students to reflect on how they interact with each other and consider how best to prevent harm and conflict (see Appendix 3).

The Restorative mindset enables:

- an acceptance of individual perspectives.
- promoting mutual understanding by making explicit the link between thought and feeling.
- a focus on impact and reintegration not, blame and punishment. Recognising need.
- accountability and responsibility for self and others.

When we have a restorative mindset, this will lead to us having restorative conversations which should influence our daily interactions and communications with others.

Restorative conversations should:

- be high in belief and care statements.
- focus on feelings and thoughts.
- contain open questions and based on the basic questions of restorative enquiry.
- emphasis on the 'I' not on telling others what to do e.g. 'you need... statements'.

Staff will look to use restorative conversations to:

- respond to conflict within the classroom (a daily expectation).
- resolve low level disruption without the need for escalation.
- model positive interactions and behaviours to others.
- help restore relationships following a consequence.

The Use of Restorative Project Work

When certain behaviours are demonstrated and a genuine concern is raised regarding a student's lack of understanding or potentially extreme views on certain issues, then the student will be required to complete a research project to improve their understanding of the concerns raised. The areas which will be covered as a matter of course are as concerns regarding racism, homophobia, bullying, poor behaviour online, substance misuse, anti-social behaviour and respect of authority.

10. Suspensions and Permanent Exclusions – The Principal’s Power to Suspend

Hagley Catholic High School is committed to fostering an inclusive and supportive learning environment where all students can thrive. Our policy outlines the school's comprehensive approach to managing student behaviour, including the use of suspensions and permanent exclusions, in strict adherence to the Department for Education (DfE) Statutory Guidance on Suspension and Permanent Exclusion, effective 26 July 2026. Our core philosophy prioritises early intervention, robust support mechanisms, and effective reintegration strategies, ensuring that disciplinary sanctions are applied only when absolutely necessary and always in a proportionate manner.

Core Principles and Definitions

This Suspension and Permanent exclusions policy operates in close conjunction with this policy (Behaviour for Learning Policy) and other relevant safeguarding policies. Its fundamental aims are to safeguard the well-being of all members of the school community, maintain an optimal educational environment conducive to learning, and systematically reduce the necessity of exclusion as a sanction. All decisions related to exclusions are meticulously made to be lawful, reasonable, fair, and proportionate, reflecting the individual circumstances of each case.

Key Definitions:

- **Suspension:** A formal disciplinary action where a student is excluded from attending school for a fixed period of time.
- **Permanent Exclusion:** The most severe disciplinary action, resulting in the permanent removal of a student from the school roll.
- **Disciplinary Exclusion:** Any exclusion from school that is imposed on disciplinary grounds. Such exclusions must strictly follow formal statutory processes and procedures.
- **Safeguarding Separation:** A temporary measure where a pupil is forbidden from attending school premises for non-disciplinary, safeguarding reasons (e.g., following an allegation of harm by one pupil against another where physical separation is immediately required to ensure safety). It is crucial to note that this is NOT a disciplinary exclusion and must be managed distinctly, without being recorded as such.

The Exclusion Process and Principal's Powers

Only the Principal (or, in their absence, a Vice Principal formally acting in that role) possesses the authority to administer a suspension or permanent exclusion. All disciplinary removals from school must be formally recorded and communicated.

Principal's Decision-Making

When considering a suspension or permanent exclusion, the Principal will apply the civil standard of proof (i.e., 'on the balance of probabilities' it is more likely than not that a fact is true). This involves a thorough investigation of the incident(s). The Principal must also meticulously consider their legal duty of care when making arrangements for a student to be sent home following an exclusion. Furthermore, any contributing factors identified after an incident of misbehaviour, such as underlying Special Educational Needs (SEN), mental health issues, or family circumstances, will be carefully taken into account to ensure decisions are fair and appropriate.

Suspension

A suspension may be issued for one or more fixed periods, with a cumulative maximum of 45 school days in a single academic year. It serves as an essential behaviour management tool, designed to address unacceptable behaviour, provide a clear boundary, and highlight the potential risk of permanent exclusion if behaviour does not improve. The school's legal duties to students with disabilities or Special Educational Needs (SEN) remain in force throughout any period of suspension. Any time a student is sent home for disciplinary reasons, even for part of a day, must be formally recorded as a suspension.

Permanent Exclusion

Permanent exclusion is reserved as a last resort only. This severe decision is taken exclusively in response to serious or persistent breaches of the school's behaviour policy where, critically, allowing the student to remain in school would demonstrably and seriously harm the education or welfare of the student themselves or other members of the school community (e.g., staff or other students). For any permanent exclusion, the Principal will take reasonable steps to ensure that suitable work is set and marked for students during the first five school days, particularly if alternative educational provision is not yet immediately available.

Pupil Voice (New from July 2026)

A student's views must be actively sought and taken into account, with due consideration for their age and understanding, before any decisions are made regarding exclusion, off-site direction, or managed moves. The school has a duty to support the student in expressing their view, which may include providing advocates such as parents or, if applicable, a social worker. Furthermore, the student must be clearly informed of how their perspective and views were considered in the final decision-making process.

Cancelling Exclusions

The Principal retains the authority to cancel any exclusion that has already commenced (or one that has not yet begun) provided the Local Governing Body (LGB) has not yet convened to consider the student's reinstatement. Should an exclusion be cancelled, the Principal must promptly notify parents, the LGB, the Local Authority (LA), and the student's social worker/VSH (where applicable) without delay. Any days a student has spent out of school as a result of the exclusion, prior to its cancellation, will still count towards the maximum of 45 school days permitted in any school year.

Unlawful Exclusions and Safeguarding Separation - Off-Rolling and Unlawful Exclusions

Any informal or unofficial exclusion, such as sending a student home 'to cool off' without strictly following formal statutory procedures, is unlawful. It is also explicitly unlawful to exclude a student simply because they have Special Educational Needs (SEN) or a disability that the school perceives itself unable to meet, or for reasons such as academic attainment/ability, or the failure of a student to meet specific conditions before they are reinstated. Off-rolling, defined as removing a student from the school roll without a formal permanent exclusion or by exerting undue pressure on parents to remove their child, is strictly prohibited and will be treated with utmost seriousness.

Separation of Pupils for Safeguarding Purposes (New from July 2026)

In specific circumstances where a student must be temporarily forbidden from attending school for non-disciplinary, safeguarding reasons (e.g., following a serious allegation of harm by one pupil against another where immediate physical separation is required), this action is unequivocally NOT a disciplinary exclusion. This measure should only be employed when physical separation is deemed essential and

cannot be effectively achieved while keeping both pupils on-site. When such a safeguarding separation is implemented:

- Parents must be informed without delay, and the Designated Safeguarding Lead (DSL) must be immediately involved in the process.
- The Local Governing Body must be notified of the separation without delay.
- The local authority is responsible for arranging suitable education for the pupil if the school or parent is unable to do so.
- The school must carefully consider and adhere to its duties under the Human Rights Act 1998, the Equality Act 2010, and 'Keeping Children Safe in Education' (KCSIE) guidance.

Managed Moves and Off-Site Direction

Managed Moves

A managed move is a permanent measure that may be strategically utilized to prevent a permanent exclusion, offering a student a 'fresh start' at another school. This process can only proceed with the explicit agreement of all involved parties, including the student and their parents/carers. Managed moves are typically facilitated and arranged via the local Fair Access Area Panel (FAAP).

Key principles and changes (New/Clarified from July 2026):

- A managed move must be permanent from the outset. The law explicitly states that 'trial admissions' or 'trial managed moves' are unlawful. If a temporary move is required to improve a pupil's behaviour, the correct and lawful route is an off-site direction.
- A student's name will only be removed from the original school's register once the permanent move to the new school is formally confirmed.
- A student must not be permanently excluded because their parent (or the student themselves) refuses to agree to a managed move. Excluding a pupil for a non-disciplinary reason is unlawful.
- All managed moves must strictly comply with the provisions of the School Admissions Code.
- For any pupil who has a social worker, the social worker must be notified at the point the school is contemplating the managed move, rather than after a decision has already been made.
- The student must be supported to share their view before a managed move decision is finalized, and they must be kept informed of how their perspective was considered.

Use of Off-Site Direction

Off-site direction occurs when the LGB formally requires a student to attend another education setting temporarily to improve their behaviour. It is intended as a preventative measure aimed at improving future behaviour and is explicitly not to be used as a sanction or punishment for past misconduct.

Key changes (New from July 2026):

- Academies are now subject to the same statutory off-site direction framework as maintained schools, pursuant to the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.

- Written notices to parents must include mandatory prescribed information: this includes the placement address, the name of the person the pupil should report to, the number of days of the placement, the specific reasons and objectives of the placement, and the session times.
- Placement review meetings must be held at appropriate intervals, with written invitations to parents provided at least six school days before each meeting.
- The student must be supported to share their view before an off-site direction decision is made, and they must be kept informed of how their view was considered.
- Looked After Children (LAC) (New/Clarified from July 2026)
- For Looked After Children (LAC) who are at risk of exclusion or a managed move, the Designated Teacher must specifically consider how Pupil Premium Plus Funding is being effectively utilized to support the pupil and whether an interim Personal Education Plan (PEP) review needs to be promptly called to address their needs.

Information and Education Duties

Duty to Inform Parents

Whenever a Principal suspends or permanently excludes a student, parents (or the student if they are 18 years or older) must be notified immediately, in writing. This notification must clearly state the precise reasons for the exclusion, the exact period of suspension (or confirm that it is permanent), and their right to make representations to the LGB. Parents are entitled to bring more than one friend or representative to LGB meetings, subject to a reasonable limit on numbers agreed by the governing board. The notification must also include comprehensive details on how to request remote meetings, if desired.

Crucially, relevant sources of free and impartial advice for parents must also be provided, including:

- The Department for Education's official Guidance for parents and carers on behaviour, suspension and permanent exclusion.
- The local Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS).
- Coram's Child Law Advice service.
- ACE Education.
- Independent Provider of Special Education Advice (IPSEA).
- Informing Additional Parties
- Social workers, the governing body, and the local authority must be informed of any exclusion, regardless of its length, to ensure appropriate support and oversight.
- Education for Excluded Students
- From the Sixth Day: For suspensions exceeding five school days or permanent exclusions, the LGB (or LA for Pupil Referral Units - PRUs) must arrange suitable full-time education for the student from the sixth school day. For LAC, this provision should be meticulously documented in their Personal Education Plan (PEP).
- Prior to the Sixth Day: If alternative educational provision is not possible or appropriate to arrange earlier, the school should set and mark meaningful work for the student. For LAC or children with a social worker, the school and LA should work collaboratively to arrange alternative provision from the first day following the suspension or permanent exclusion.

Governing Board Data Oversight (New/Clarified from July 2026)

The LGB has a critical role to routinely challenge and evaluate pupil movement data. This includes a thorough review of suspension, permanent exclusion, off-site direction, managed move data, and safeguarding separation arrangements. They must ensure that clear processes are in place to comply with their legal duty to arrange suitable full-time educational provision from the sixth consecutive school day of a suspension.

11. Rewards

A school ethos of positive relationships, high expectations and encouragement is central to the promotion of good behaviour. Rewards are one way of achieving such behaviour. They have a motivational role in helping students to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the systems of rewards is an emphasis on praise both informal and formal to individuals and groups. In addition, our online system of offering praise, letters and postcards to parents and carers, reference to praise in the parental newsletter are ways the school recognises the achievements of the students.

Our Online method of recording positive behaviours can be found through our student and parental Arbor app and has a direct connection to the Gospel Values promoted within the school. We reward our students for demonstrating the key values we wish them to carry through into society and live as one of God's children.

During termly awards assemblies, students are recognised for the number of Arbor points they have accumulated throughout the term, their commitment to attendance and their commitment to the Catholic life of the school.

12. Staff Training

The school recognises that the training of staff is vital for the consistent use of positive behaviour strategies. Behaviour for learning is an integral part of training of all aspirant teachers (BTs, GTPs and unqualified teachers), supply teachers, newly qualified teachers and all staff through regular INSET.

Through training, staff are encouraged to employ positive behaviour strategies such as positive correction, calming techniques and positive use of language to ensure that situations are not exaggerated, and an ethos of mutual respect is fostered.

13. Review and Development

The Principal will ensure the Behaviour Policy and any guidance documents are monitored and reviewed by the staff, students and parents/carers. They will report to the Governing Body on the policies, effectiveness, fairness and consistency. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. Parent/guardian feedback will also be used to review and develop the Policy.

The outcome of the review and any changes, resolutions and solutions to the Policy will be communicated to all those involved and incorporated into a published amended Behaviour Policy and guidance documents for staff.

14. Legislation and Statutory Requirements

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

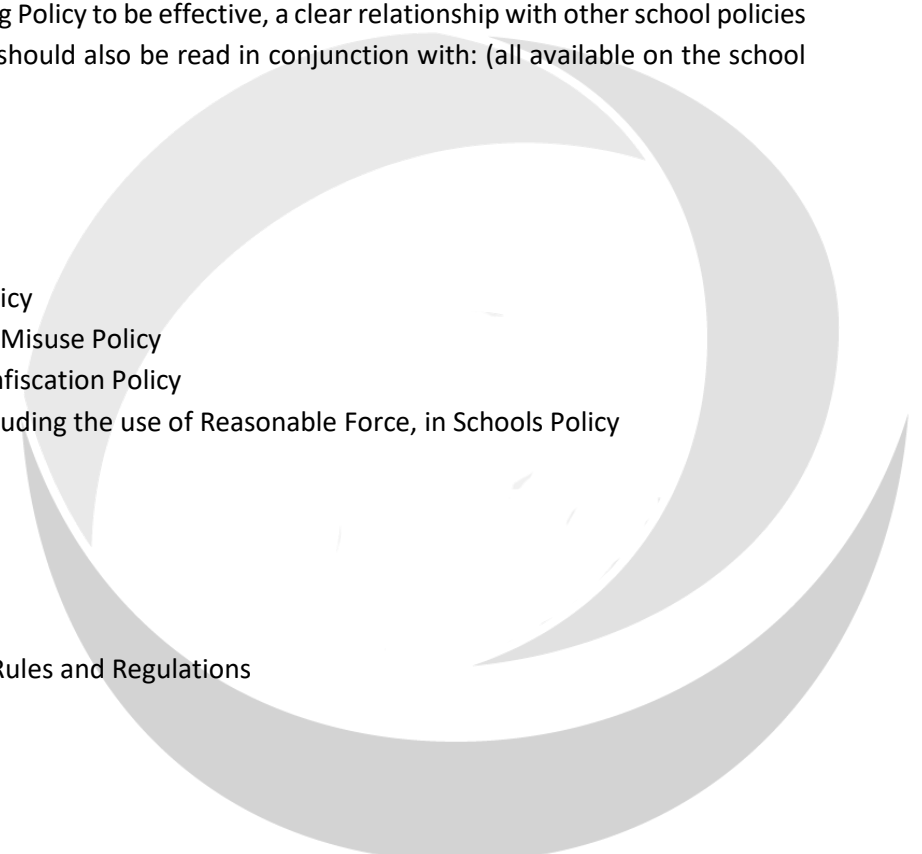
- Behaviour in schools' guidance
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) code of practice
- Keeping Children Safe in Education (KCSIE)
- Children's Wellbeing and Schools Act 2026
- School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

It is also based on the [special educational needs and disability](#) (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014;
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

15. Linked policies and guidance's

In order for the Behaviour for Learning Policy to be effective, a clear relationship with other school policies (listed below) is in place. This policy should also be read in conjunction with: (all available on the school website)

- Safeguarding Policy
 - Anti-bullying Policy
 - Online Safety Policy
 - Suspension and Exclusion Policy
 - Drug, Alcohol and Substance Misuse Policy
 - Searching, Screening and Confiscation Policy
 - Restrictive Interventions, Including the use of Reasonable Force, in Schools Policy
 - Uniform Policy
 - Mobile Device Policy
 - Smoking and Vaping Policy
 - Rewards Policy
 - School Travel Policy
 - Hagley Catholic High School Rules and Regulations
- 

16. Appendix

Appendix 1 - C System and links to Hagley's POWERful learning culture.

Appendix 2 - Out of Classroom Behaviours and links to Hagley's POWERful learning culture.

Appendix 3 - Internal Detention Systems

Appendix 4 - Gospel values linked to expectations – Rewards

Appendix 5 - Prohibited Items

Appendix 6 – Suspension and Permanent Exclusion Behaviours

Appendix 7 – Smoking and Vaping Procedures

Appendix 8 – General Hagley Expectations

Appendix 9 – Summary of Searching, Screening and Confiscation Policy



Appendix 1 - C System and links to Hagley's POWERful learning culture.

Classroom Behaviour Management

LEVEL	BEHAVIOUR	ACTION
C1	Behaviours not representing a POWERful learner	Verbal reprimand
<p>Recognising a C1 - Through use of the C system, a staged approach will take place to enable all staff to manage behaviour that falls below the expected level. Students will initially be WARNED that their behaviour is not where it needs to be and then positively encouraged to change it. Staff may use the term C1, for this initial warning.</p>		
C*	Student not arrived at lesson (0 bp)	Record only
C*	Use of Hub pass (0 bp)	Record only
C*	Homework fail	Up to 20-minute department detention
C*	Missing equipment	3 x per half term = 30-minute lunch
<p>Recognising a C* - C*'s are logged to support in tracking and monitoring of non C2 disruptive behaviours, but behaviours which may have a negative impact on learning if allowed to develop. The C* behaviour can also be used to track students who may not have arrived at a lesson or a student who has needed to use their allocated hub or toilet pass.</p>		
C2	Inappropriate language	3 x per week = 30-minute C3 detention
C2	Reluctance to learn	3 x per week = 30-minute C3 detention
C2	Disruption to learning	3 x per week = 30-minute C3 detention
C2	Insufficient work completed	3 x per week = 30-minute C3 detention
<p>Recognising a C2 - Behaviours that prevent learning. A C2 can be used by all teachers to effectively manage student behaviour in a classroom setting. Any behaviour that breaches POWER in the classroom can be allocated a C2.</p>		
C3	Unacceptable language	30-minute detention*
C3	Persistent reluctance to learn	30-minute detention*
C3	Persistent disruption to learning	30-minute detention*
C3	Persistent failure to complete work	30-minute detention*
C3	Dangerous behaviour	30-minute detention*
<p>Recognising a C3 - A C3 can be a single one-off event where the member of staff believes that the student should not remain in the classroom. It could also be a series of persistent behaviours that haven't been remedied despite warnings of C1 and C2's. The purpose of a C3 is for the student to completely re-set outside of the classroom. * PERSISTENT C3's can be sanctioned by using after school detentions, if required, to change the behaviour.</p>		
C4	Complete failure to follow teachers' instructions	60-minute after school detention
C4	Swearing at a member of staff	60-minute after school detention
C4	Answering back	60-minute after school detention
C4	Unacceptable language	60-minute after school detention
<p>Recognising a C4 - A C4 is when any direction on a C3 sanction is defied. C4's can also be allocated, if there is a serious significant safety risk to a teacher or student (including the perpetrator). If a child swears directly at a member of staff or demonstrates threatening behaviour towards teachers or staff as well as unacceptable language and answering back.</p>		

Appendix 2 - Out of Classroom Behaviours and links to Hagley's POWERful learning culture.

Out of Classroom Behaviour Management

LEVEL	BEHAVIOUR	ACTION
P1	Failure to attend detention	Sanction can be upscaled in required
<p>Recognising P1 behaviours – Similar to C1 (warning) in the classroom, a warning can also be given to any student who doesn't meet the expected standard arounds the school out of lesson time. P1's are only recorded however through Arbor, if the student fails to attend a detention. Arbor will then automatically upscale the detention to the next level for the member of staff.</p>		
P2	Mobile device breach	Confiscation and 30-minute PLT detention
P2	Uniform breach (wearing of jewellery)	Confiscation and 30-minute PLT detention
P2	Uniform breach (all areas of uniform)	Option of a 30-minute PLT detention
P2	Eating around the school site/littering*	Option of a 30-minute PLT detention
P2	Damage to property	Option of a 30-minute PLT detention
P2	Failure to follow instructions	Option of a 30-minute PLT detention
P2	Failure to follow school rules	Option of a 30-minute PLT detention
P2	Disorderly conduct around school	Option of a 30-minute PLT detention
P2	Rudeness/discourteous behaviour	Option of a 30-minute PLT detention
P2	Inappropriate language around school	Option of a 30-minute PLT detention
P2	Disruptive during prayer	Option of a 30-minute PLT detention
<p>Recognising P2 behaviours - All staff are on duty whenever they are moving around the school site and therefore play a significant role in ensuring that all students are behaving appropriately and in turn meeting the expectations of behaviour whilst at Hagley. Any behaviour that breaches POWER around the school site and therefore doesn't follow the expectations, will be challenged. This may well simply be a verbal reprimand or a more formal detention.</p>		
P4	Unacceptable language around the school	Sanction decided by SLT/PLT
P4	Answering back around school	Sanction decided by SLT/PLT
P4	Deliberate distribution to school life	Sanction decided by SLT/PLT
P4	Absolute defiance around school	Sanction decided by SLT/PLT
P4	Unacceptable travel behaviour	Sanction decided by SLT/PLT
P4	Unacceptable use of social media	Sanction decided by SLT/PLT
P4	Cheating in an exam	Sanction decided by SLT/PLT
P4	Serious safety and well-being concern	Sanction decided by SLT/PLT
P4	Persistent lateness to lessons	Sanction decided by SLT/PLT
P4	Truancy	Sanction decided by SLT/PLT
P4	Swearing/abusing a member of staff	Sanction decided by SLT/PLT
P4	Deliberately set the fire alarm off	Sanction decided by SLT/PLT
P4	Incident of bullying	Sanction decided by SLT/PLT
P4	Incident of homophobia/racism or misogyny*	Sanction decided by SLT/PLT
P4	Incident of theft/vandalism/violence*	Sanction decided by SLT/PLT
P4	Incident of vaping/smoking	Sanction decided by SLT/PLT
P4	Possession of a weapon	Sanction decided by SLT/PLT
P4	Incident involving illegal substances	Sanction decided by SLT/PLT
<p>Recognising PLT and SLT behaviours - All staff are on duty whenever they are moving around the school site and therefore play a significant role in ensuring that all students are behaving appropriately and in turn meeting the expectations of behaviour whilst at Hagley. Certain behaviour breaches may need further investigation and or greater level of sanctioning, therefore should be passed onto the students HOY in the first instance who will then seek support from SLT if required. Sanctions may vary from SLT/PLT detentions – afterschool detentions – internal suspension – Suspension. *Are all individual behaviours</p>		

Appendix 3 – Internal Detention Systems

Internal Detention Systems

LEVEL	BEHAVIOUR	ACTION
Break (10 minutes)	<ul style="list-style-type: none"> - C2 behaviour concerns from P1 lessons. - Restorative conversations. - Handing in of missed homework. - Arriving late to P1. 	<ul style="list-style-type: none"> - Informal – no need to log in Arbor.
NO UPSCALE – Students will remain with staff at the end of the lesson.		
Lunch (20 minutes)	<ul style="list-style-type: none"> - C2 behaviour concerns from P2 lessons. - Failure to complete any homework tasks set. - Persistently late to lessons. - Persistent equipment issues. 	<ul style="list-style-type: none"> - Homework fail to be logged in Arbor - Equipment issues logged in Arbor - Lateness issues logged in Arbor - Register must be completed.
AUTOMATIC UPSCALE – Log P1, failed to attend detention (1.lunch) through Arbor. Upscales to a C3 (CLT).		
C3 (CLT) (30 minutes)	<ul style="list-style-type: none"> - Allocation of a C3. - 3 x C2's in a week. - Failure to attend a department lunchtime detention. 	<ul style="list-style-type: none"> - Must be logged through Arbor. - Register must be completed. - Upscale if not attended.
AUTOMATIC UPSCALE – Log P1, failed to attend detention (2.C3) through Arbor. Upscales to a PLT.		
PLT (Up to 40 minutes)	<ul style="list-style-type: none"> - Persistently failing to attend detentions. - 3 x C3's per week or failure to attend a C3 detention - Referral by HOD/HOY. - Allocation of certain P4 behaviours. 	<ul style="list-style-type: none"> - Must be logged through Arbor. - Register must be completed. - Upscale if not attended.
AUTOMATIC UPSCALE – Log P1, failed to attend detention (3.PLT) through Arbor. Upscales to an SLT after school		
SLT After School (Up to 90 minutes)	<ul style="list-style-type: none"> - Allocation of a C4. - Persistently failing to attend detentions. - Concerns regarding persistent/extreme issues. - Lateness to school and or lessons. 	<ul style="list-style-type: none"> - Must be logged through Arbor. - Register must be completed. - Upscale if not attended.
AUTOMATIC UPSCALE – Log P1, failed to attend detention (4. After school) through Arbor. Upscales to IS		
Internal Suspension (IS)	<ul style="list-style-type: none"> - Failure to attend an after-school detention. - Persistent/extreme out of class issues (SLT) - Persistent/extreme department issues (SLT) - Refusal of school sanctions. 	<ul style="list-style-type: none"> - Must be logged through Arbor. - Register must be completed. - Added to the IE register
UPSACLE – Parental meetings; extended periods of internal suspension; suspension; Offsite direction.		

Praise and Rewards



PRAISE AND REWARDS



GRATEFUL AND GENEROUS

- School contribution
- Good manners
- Respect to others
- Lesson contribution



- Well prepared
- On task in class
- Good judgement
- Well answered question



ELOQUENT AND TRUTHFUL



- Excellent work quality -
- Persuasive in debate -
- Expressive in work -
- Honest -



- Good discipline -
- Good work -
- Good progress -
- Successful corrections -

ATTENTIVE AND DISCERNING

LEARNED AND WISE

COMPASSIONATE AND LOVING

CURIOUS AND ACTIVE

- Involved in charitable work
- Engagement with others
- Demonstrate kindness
- Helpful to others



- Perseverance
- Positive attitude
- Leading in prayer
- Upholding Catholic ethos



- Whole school participation -
- Engagement in learning -
- Ask searching questions -
- Improve environment -



- Role model -
- Upstanding -
- School leader -
- Presentation to others -

FAITH FILLED AND TRUTHFUL

INTENTIONAL AND PROPHEPIC



Catholic life
Contribution



Hub
Reward



Outstanding
Performances



Successful
Monitoring



Senior
Staff Merits

SPECIAL RECOGNITION REWARDS

Appendix 5 – Prohibited items

Prohibited Items List

The list of prohibited items at Hagley Catholic High school is as follows:

- Any form of vape or vape paraphernalia (vape juices)
- Any form of cigarettes or cigarette paraphernalia (rizla paper; tobacco; lighters)
- Any form of nicotine (pouches; gum; patches)
- Alcohol
- Any form of legal or illegal drugs and or drugs paraphernalia
- Legal highs; nitrous oxide; poppers etc.
- Any item that could be considered as a weapon (to include)
 - Bladed articles
 - Knives (to include training knives)
 - Guns
 - Tasers
- Any item that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the student).
- Any item specified in regulations:
 - Fireworks (to include firecrackers and fire snaps)
 - Polytechnic flares; smoke bombs; stink bombs
 - Fog or airhorns
 - Pornographic videos or images.
- Stolen items
- An item identified as banned by school rules or regulations.
 - Any form of jewellery or piercings not permitted through the uniform policy
 - Any form of energy drink (to include Red bull; Prime; Lucozade)
 - Confectionary intended for sale in school
 - Laser pens
 - Water pistols or water balloons
 - Mobile devices (as outlined in the schools Mobile Device Policy)
 - Hoodies, Balaclava's, Snoods

Suspension and Permanent Exclusion Behaviours

In line with DfE national guidance, where a student has committed a serious breach or persistent breaches of the school's behaviour policy and allowing that pupil to remain in school would seriously harm the education or welfare of themselves, other students or staff, a student may be suspended or permanently excluded.

The following list provides examples of what may constitute a serious breach (in or out of school). The list is neither exhaustive nor definitive.

- The possession of any vaping or smoking items or paraphernalia, to include, vapes; vape juices; cigarettes; rizla paper; tobacco; lighters). **This will lead to a suspension.**
- Refusal to hand over a mobile device to any senior member of staff when requested to do so.
- Refusal to follow the directions of any senior member of staff.
- Any form of violence, actual or threatened, against a student or member of staff.
- Deliberate involvement in or instigation of conflict of any form.
- Swearing at, or inappropriate gestures – particularly towards staff.
- Persistent verbal aggressive behaviours towards peers or staff.
- Any form of bullying towards peers or staff.
- Any form of discrimination to include racism; homophobia; misogyny.
- Cyberbullying or other harmful online behaviour towards peers or staff.
- Sexually inappropriate behaviour, sexual abuse or assault, in any form.
- Persistent disruption to school life, disobedience or serious disrespect to staff.
- Persistent disruption to learning.
- Persistent truancy from school and or lessons.
- Theft or knowingly possessing stolen property.
- Vandalism and destruction of property.
- Wearing, displaying or drawing graffiti 'gang' affiliated items and phrases.
- Setting off a fire alarm or extinguisher, intentionally or because of inappropriate behaviours.
- Cheating in a public exam.
- Bringing the school into disrepute in any way.
- Bringing into school or being in possession of anything that could constitute an offensive weapon.
- Bringing into school or being in possession of anything that could constitute an illegal substance.
- Bringing into school any prohibited item, which could lead to a significant safety concern.
- Or any other one-off offence considered by the Principal to be exceptionally serious.

The Principal will have the final say in any and all disciplinary measures prior to escalation requiring Governor intervention.

Smoking and Vaping Procedures

1. Our Commitment: A Smoke-Free and Vape-Free Environment

Hagley Catholic High School is dedicated to fostering a safe, healthy, and inclusive environment for all. This guidance enforces a 100% smoke-free and vape-free zone across all of the school site and during all school-related activities, 24 hours a day, 7 days a week. This commitment extends to all students representing the school whilst travelling to and from school.

We recognise the serious health risks associated with smoking and vaping, the addictive nature of nicotine, and the potential for vapes to be used for illegal substances or linked to child criminal exploitation. This guidance aligns with the DfE Statutory Guidance on Suspension and Permanent Exclusion (July 2026) and the Tobacco and Vapes Act.

1. Prohibited Items and Actions

Strictly prohibited on school premises and during school activities are:

- All tobacco products (cigarettes, cigars, smokeless tobacco).
- All vaping products (electronic cigarettes, vapes, e-liquids, with or without nicotine).
- Associated paraphernalia (lighters, matches, rolling papers, charging cables for vaping devices).

Prohibited actions include smoking, vaping, or the possession, sale, or distribution of any prohibited items by any student, staff, parent, visitor, or contractor.

2. Prevention, Detection & Enforcement

Our PSHE curriculum includes age-appropriate education on the harms of smoking and vaping. Staff receive training to identify vaping devices and signs of nicotine addiction

To ensure compliance and maintain a safe environment, the school utilises:

- Vape sensors installed in all toilet facilities.
- Handheld metal detectors which may be used as needed for searches.
- Staff duties around all toilet areas.

3. Incident Management & Sanctions

If a student is found in possession of, or using, any prohibited item:

- Immediate Confiscation: Items will be confiscated and disposed of safely.
- Searching: The Principal or authorised staff may conduct searches without consent if there are reasonable grounds to suspect possession of prohibited items.
- Mandatory Suspension: Being caught in school with a vape or any vape paraphernalia will lead to a minimum one-day suspension from school.
- Reintegration Project: Upon return to school, the student will be required to complete a 'Harms of Vaping Research Task' before being allowed back into lessons. This project will be designed to educate the student on the health, legal, and social consequences of vaping.
- Parental Notification: Parents/carers will be informed immediately.
- Safeguarding: If the incident suggests potential child criminal exploitation (e.g., selling vapes), the Designated Safeguarding Lead (DSL) will be informed, and appropriate external agencies (e.g., Police, Trading Standards) may be contacted.
- Further Sanctions: Repeated incidents or serious breaches (e.g., linking to illegal substances) will result in escalating disciplinary action, up to and including permanent exclusion, in line with the school's Suspensions and Exclusions Policy.

4. Support for Cessation

We offer support for students wishing to quit smoking or vaping through referrals to the School Nurse, local youth stop-smoking services, or advice for agencies available for on-going support.

Appendix 8 – General Hagley Expectations

General Hagley Expectations

Morning line up.

This is not optional and **MUST** be attended by all students every day. Once the first whistle is blown, students have 30 seconds to stand in silence in alphabetic order within form groups, ensuring that school uniform is as required and that mobile phones are turned off and put away into school bags, not blazers.

School toilets.

- Under no circumstances should students congregate or loiter in any toilet area.
- Toilets should be used sensibly and then left tidy afterwards, by always flushing them.
- Students should never be in the toilet cubicles with other students at the same time.
- Under no circumstances should food be eaten in the school toilets.
- During all free time (out of lessons), toilets should be used as following.
- Yr7 and 8 = G Block; Year 9 = D Block; Yr10 and 11 = F Block. All other toilets are out of bounds.

Non-teaching times.

Before school; breaktime; lunchtime; during wet days and after school, congregating in classrooms, corridors or prohibited areas is forbidden.

Prohibited areas (out of bounds).

The following areas are out of bounds throughout the school day.

- A block and the area between B and C block (the benches here are reserved for yr12 and 13 only).
- The sports hall corridor and changing rooms (unless taking part in a sports club).
- C Block to include the toilets. This area is only to be used for Music or Performing Arts students.
- Bottom stairs of D block by DG3 and DG4. Students must not congregate under the stairs.
- Yr7 and 8 must not use the chapel doors or doors from the PE corridor as a short cut to the canteen.
- The school hall or field are not to be used as short cuts to the buses/trains at the end of the day.
- The memorial garden must not be used by students unless supervised by a member of staff.
- The area behind the gymnasium and in front of the caretaker's house.
- The stairs of I block. Students must not congregate under or around the stairs.
- Under no circumstances should students congregate in the G block (science) corridor.
- Any area behind the perimeter school gate. Especially down by the courts.

General school rules.

Below are some other specific rules which need to be followed by all students at Hagley Catholic High School.

- Selling – The selling of confectionary (chocolate, sweets, crisps drinks etc.) is strictly forbidden.
- Eating food – Food is only to be eaten under the canopy and in the canteen – nowhere else in school.
- Hagley village or park – Under no circumstances are students who catch either the school bus or a train to and from school, to go into Hagley village or park. Students must come straight into school or go straight home.
- Access to the train station – At the end of the day, students heading in the Kidderminster direction should enter the platform by using the car bridge path. Students heading towards Stourbridge, should enter via the school path access (as directed by West Midlands Trains).
- Mobile Phones – must be '**not seen, not used and not heard**'. Therefore, they must be stored away in bags throughout the day and not on your person (please see mobile device policy).
- Courts and Fields – Our outdoor spaces must be treated with respect. All litter must be put into bins. When using the courts, no footballs are allowed – only tennis balls. When on the fields, only size 1 footballs can be used.
- Behaviour towards others – Physical or threatening behaviour towards other students will NOT be tolerated.

Not following these requirements will lead to sanctions as outlined in the school's behaviour policy.

Summary of Searching, Screening and Confiscation Policy

At Hagley Catholic High School, our paramount commitment is to provide a safe, calm, and supportive environment where all students can learn and thrive. This document summarises our procedures for searching, screening, and confiscation, which are implemented to safeguard our school community and maintain high standards of behaviour. These procedures are fully aligned with the latest Department for Education (DfE) guidance on 'Restrictive Interventions, including the use of Reasonable Force, in Schools' (effective 1 April 2026) and other relevant legislation.

Searching

To ensure the safety and welfare of all, the Principal and authorised staff have statutory powers to search students or their possessions where there are reasonable grounds to suspect the presence of prohibited items. Our approach is always proportionate, respectful, and focused on prevention.

What can be searched for?

The comprehensive 'Prohibited Items List' is available in full within the school's main Restrictive Interventions, Searching, Screening and Confiscation Policy as well as Appendix 5, in this Policy and is communicated to all members of the school community.

Key Prohibited Items with Specific Procedures:

While all prohibited items are subject to search and confiscation, particular emphasis is placed on:

- **Weapons, Drugs, and Alcohol:** Including bladed articles, illegal drugs, alcohol, and any associated paraphernalia.
- **Vapes and Vaping Paraphernalia:** This includes any form of vape, e-liquid, charging cables, and nicotine products (pouches, gum, patches).
- **Mobile Phones:** As outlined in our Mobile Device Policy and in line with the latest government directives.

How we search:

- **Procedure:** Searches are conducted by a staff member of the same sex as the student, with a witness present (unless in urgent, high-risk situations). Students are informed of the reason for the search, and cooperation is sought. Searches are limited to outer clothing and possessions (bags).
- **Handheld Metal Detectors:** These may be used at designated entry points, during random checks, or in specific situations to detect prohibited items.
- **Vape Sensors:** We utilise vape sensors installed in all toilet facilities to detect vaping activity.

Confiscation

Any item found that poses a risk, is prohibited, or is evidence of an offence will be confiscated. Our confiscation procedures are designed to be clear, consistent, and to support student welfare.

Specific Confiscation Rules:

- **Vapes & Paraphernalia:** Any student caught in school with a vape or any vape paraphernalia will receive a minimum one-day suspension from school. All items confiscated, will be safely destroyed.
- **Mobile Phones:** In line with the latest government directives, mobile phone searches will take place if there are reasonable grounds to suspect a breach of policy. Confiscated phones will be held by the school. For persistent offenders, phones will not be returned to the student; parents will be informed and required to collect them from the school office.
- **Jewellery:** To support with maintaining school standards, all items of jewellery found to be worn or possessed in breach of school uniform policy will be confiscated immediately. These items will only be returned to parents/carers and will not be given back to students.
- **Other Prohibited Items:** Illegal drugs, weapons, and evidence of criminal offences will be passed to the Police. Other items will be disposed of safely or returned to parents as appropriate.

Recording and Reporting:

All incidents involving searching, screening, and confiscation are recorded in our safeguarding system. Parents/carers will be informed as soon as practicable of any such incident and its outcome, including details of items confiscated and any sanctions applied.

Hagley Catholic High School is committed to working in partnership with parents and students to maintain a safe and positive learning environment for all.

