



Loreto High School Chorlton

Behaviour Policy

October 2023

Policy Statement

All policies at Loreto High School have the Loreto values and traditions at their foundation. The behaviour policy in particular has a very strong focus on the Loreto values and seeks to include them in its everyday functions. We strive to provide a caring, inclusive Catholic ethos where each individual is celebrated and valued. The quality of the relationships between student and staff is the key to a successful school and in line with our mission statement, we develop relationships that are marked by a Christ-like respect and compassion and characterised by integrity and sincerity'.

The way in which issues are dealt with should be clearly distinctive and be such that all parties feel that the Loreto values have been used to seek resolutions. Reconciliation should always be at the centre of all our dealings with each other. The policy sets out the main procedures to be followed but the procedures should always be surrounded by a clear mission which seeks truth, sincerity, justice and reconciliation. We understand that in a school issues will arise between students, staff and families whereby reconciliation seems difficult but we will always strive for that outcome.

We will always look for healing, resolution, reconciliation and the ability to move forward with optimism. The policy does include procedures which relate to permanent exclusion for a student. The decision to permanently exclude will only be taken in extreme circumstances where it is clear that the health and safety of students or staff has been compromised or that it is felt that Loreto is not the best placement for the student at the time.

*United Nations Convention on the Rights of a Child (UNCRC) Articles 28 and 29 says that:
'Every child has the right to an education..... It must encourage the child's respect for human rights, as well as respect for their parents, their own and others cultures and the environment.'*

GOSPEL VALUE: Dignity of the Person – through this policy we uphold the values of: justice, human integrity, self-worth, listening and respect.

We believe that every child is uniquely created and loved by God and called by Him to fulfil a special purpose. It is our privilege to help each child to identify, nurture and use his/her talents to build a better world.

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Loreto Mission Statement

At Loreto High School, Chorlton we are proud to be part of an international network of Loreto schools and colleges and we will work to interpret and apply the international guidelines for Loreto Education within the context of England in the early 21st century. Within our schools and college the story of Mary Ward will be re-interpreted to, and by, each new generation. Her vision and values will find expression in the experience offered to, and shaped by, our students, parents, staff and governors. We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds. We encourage our students to become women and men who use their gifts and talents to make a difference both globally and locally; men and women of courage, who will challenge accepted notions and modes of society when they are at odds with the values for which we stand.

We will strive rigorously for the achievement of both personal and academic excellence within learning communities that:

- Introduce students to a reflective way of thinking and living and encourage seekers of **truth** who will search critically for answers to the great questions of life.
- Encourage doers of justice who will stand with those on the margins of life and become responsible global citizens and agents of social change, committed to building a better world.
- Allow all, the freedom to become their best selves and to take charge of their own lives and futures within environments that celebrate diversity and nurture independence of spirit.
- Develop relationships that are marked by a Christ-like respect and compassion and characterised by integrity and sincerity.
- Are joyful places where students enjoy their learning and flourish in a safe and healthy environment where the value of each individual is celebrated.

'If done, it must be so performed, as better cannot be'
Foundress & Educator Mary Ward 1585-1645

Statement of Intent

Our mission is to develop in our students a sense of pride in themselves, in the school and in the local community. It is also to provide an academically and physically challenging, high quality education within a caring, safe and stimulating environment where all members of the community are equally valued and feel included. Our Behaviour Policy at Loreto High is based on our Catholic Loreto ethos that generates a positive environment for those who work and learn within it.

Loreto High School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. In order for effective teaching and learning to take place, good behaviour and high standards in all aspects of school life are necessary. The keys to the successful implementation of an effective Behaviour Policy are simplicity, clarity and consistency. Everyone within the school community has a responsibility for implementing this policy and maintaining high standards of behaviour.

The school is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and disciplining misbehaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with pupils to enable early intervention
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-Child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Online Safety Policy

2. Roles and responsibilities

The governing body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body on promoting good behaviour
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this
- Determining the school rules and any disciplinary sanctions for breaking the rules
- The day-to-day implementation of this policy
- Publicising this policy in writing to staff, parents and pupils at least once a year
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing body, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits
- Being responsible and accountable for the progress and development of the pupils in their class
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly

- Supporting pupils in adhering to this policy
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Child Protection Officer
 - Headteacher
 - Assistant Headteacher Climate for Learning
 - Senior and Extended Leadership Team members
 - Heads of Year
 - Heads of Department
 - Formation Tutors
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home
- Informing the school of any changes in circumstances which may affect their child's behaviour.

In order for Behaviour for Learning to take place within Loreto High School, all members of our community have rights and responsibilities. These rights and responsibilities should be clear to everyone and reinforced in all aspects of school life.

The rights and responsibilities of the school, students and parents are as follows;

SCHOOL	
Rights	Responsibilities
To make clear the school's statutory power to discipline students and that students and parents will need to respect this. To enforce the school consequences and reward system. To expect students to respect the rights of other students and adults in the school. To protect students and adults from individuals who threaten to disrupt the safety and calm of the school. Not to tolerate violence, threatening behaviour or abuse by students or parents.	To ensure the school community is consulted about the principles of the Behaviour Policy. To establish and communicate clear measures to ensure good behaviour, respect and discipline. To support, praise and reward students' good behaviour. To apply consequences fairly, consistently and reasonably. To take all reasonable measures to protect the safety and wellbeing of staff and students. To keep all parents informed of their child's behaviour.

STUDENTS	
Rights	Responsibilities
To be taught in environments that are safe, conducive to learning, free from disruption with engaging teaching. To expect that other students will not bring inappropriate or unlawful items to school. To expect appropriate action from the school to deal with any incidents of violence, threatening behaviour, abuse, discrimination or harassment. To be treated with respect by staff and fellow students.	To follow reasonable instructions by school staff, obey school rules and accept consequences in a reasonable manner. To act as positive school ambassadors when on school premises. Not to bring inappropriate and unlawful items into school To show respect to school staff, fellow students, school property and the school environment. Never harm or bully students or staff. To cooperate with and abide by any arrangements put in place to support your behaviour following the ladder of consequence in school.

PARENTS	
Rights	Responsibilities
To expect that their child is safe and able to learn in a calm environment. For their child to be treated fairly in matters of behaviour and safety. To have any incidents of poor behaviour affecting their child to be investigated fully. To be informed about their child's progress including issues relating to their behaviour. To have any complaint about their child being bullied taken seriously and investigated/resolved if necessary.	To respect and openly support the school Behaviour Policy. To ensure that their child follows reasonable instruction by school staff and adheres to school rules. To send their child to school each day, punctually, in full school uniform with any equipment needed. To be prepared to work with the school to support their child's positive behaviour. To attend any meetings with the Headteacher and any other staff members to discuss their child's behaviour. To accept and abide by any arrangements put in place to support their child's behaviour following the ladder of consequence in school.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Disruption on public transport
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti and other damage to school property

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

The Loreto Behaviours were established through collaboration with our whole staff in 2019. We researched best practice both within and outside our school and worked with a behaviour consultant. We agreed that having a **consistent approach** to supporting a positive climate for learning within our classrooms was essential and that our management of any low-level disruption must be approached in exactly the same way. We also agreed that a key feature of our approach would be to ensure clarity with our students about the behaviours an excellent scholar would demonstrate.

All students and families are required to sign a home school agreement which outlines the shared responsibility of parents, students and teachers in promoting good behaviour. The expectations we have of our students are also outlined clearly in the student planner and Loreto Family Handbook.

The following is a summary of our agreed whole school approach and these expectations should be constantly reinforced by all staff, in particular Formation Tutors and Heads of Year. To be most effective it is expected that staff will use a combination of these strategies.

- **100% classroom** – the expectation is that 100% of our students give their best 100% of the time and come to lessons with 100% equipment
- **Positive Framing**- we narrate what we expect to see; highlighting excellent scholarly behaviours and using positive language in our classrooms
- **Quiet Correction** – we use consistent gestures and signals to communicate our expectations of students and correct individuals in a quiet way. A selection of commonly used strategies is available. The agreed signal for quiet in large settings such as assemblies is by using 'Hands Up'
- **Physical Presence in the Classroom** - we believe that this is a key factor in a positive climate for learning and that when staff move around the classroom during the lesson this helps with engagement and the prevention of low-level disruption. This cannot be achieved if the teacher teaches seated behind their desk.

We train our students in the following scholarly behaviours:

SLANT:

- S** Sit up straight
- L** Listen to others
- A** Ask and Answer questions like a Scholar
- N** No Interruptions
- T** Track the speaker (with your eyes)

In addition to the Loreto Behaviours, the following behaviour management strategies are also effective:

Sit, Wait & Pause Lower Voice & Decrease Proximity Use time as a tool Non-Verbal Cues Give student choice - Maybe....	Gestures (<i>Fingers to lips, etc</i>) Use student name Question behaviours with follow up of what should you be doing? Praise good behaviour around them	Praise them proactively Teacher stare Thank them in advance Move them Time out to calm/reset
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Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Assistant Headteacher Climate for Learning will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions and consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

We ask that all staff follow the school procedure for dealing with disruption and poor behaviour consistently and use the Class Charts System to log issues and record praise. Videos and 'How to' guides to support with this process are available. We operate a Ladder of Consequence for all sanctions.

Climate for Learning Consequences Ladder

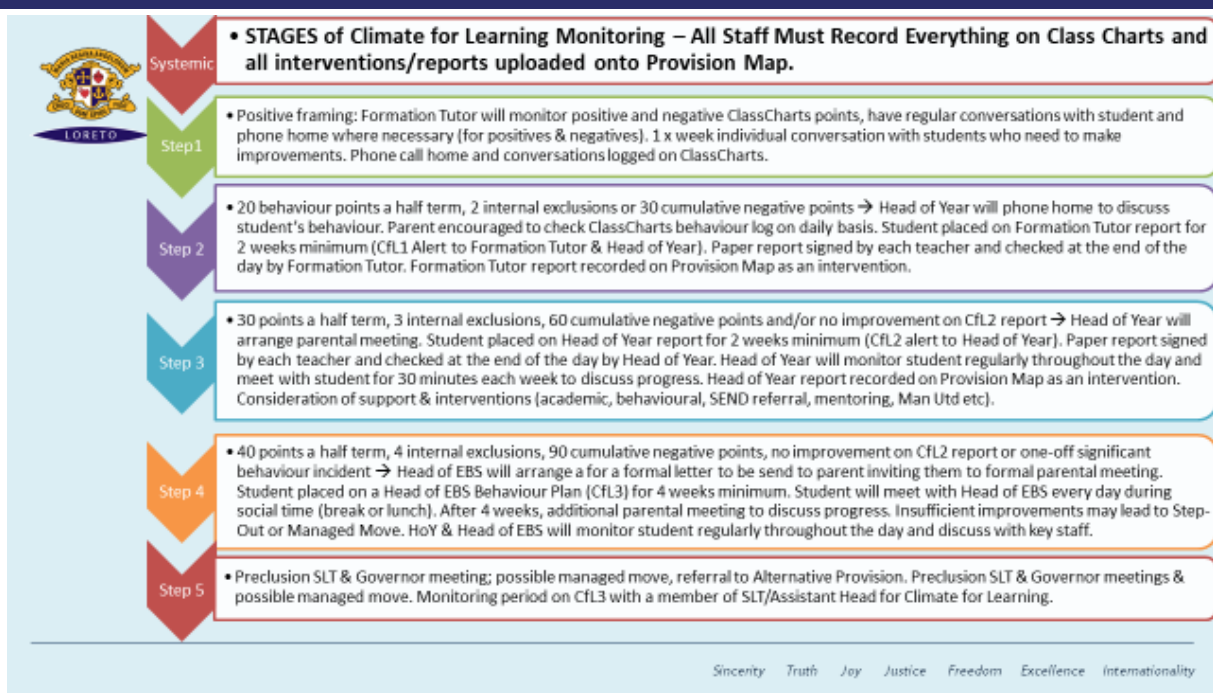
Level	Consequence	Example Behaviours	Responsible Staff	Monitoring	Further Consequences
C5	Phoenix room	Refusal to comply with behavioural policy.	ELT	SLT	Suspension, Step out, Managed move, Referral to Alternative Provision

C5	HEBS Detention (60 mins) + phone call home Parental Meeting Behaviour Plan	Repeated behavioural issues across subjects, accumulation of behavioural incidents, social time infractions, aggressive behaviours (to staff/students), H&S risk, missed detentions.	HoY	HoY (Daily) HEBS/SLT	Behaviour plan/contract, phone calls home
C4	HoY Detention (40 mins) + phone call home Parental Meeting & Report Card	Failure to attend HoY detention (1 opportunity attend); verbal abuse to staff; repeated behavioural issues across subjects; aggressive behaviours (to staff/student); social time infractions; isolated dangerous unsafe behaviour; H&S risk.	HoY	HoY (Daily)	Behaviour plan, phone calls home
C3	Removal from class; different class; HoY Detention (30 mins) with restorative justice conversation + phone call home	Refusal to follow instructions; aggressive /challenging behaviour, disruption of learning (throwing objects etc), limited work /progress. Failure to attend teacher detention, lack of work - refusal to work.	HoD	HoD	Subject Report Card, phone call home, upscale
C2	(Consequence) Teacher Detention (15 mins break/lunch) ClassCharts notification log	Repeated or increased severe of behaviours, continuous defiance, insolence, disruption to and/or lack of engagement in learning.	Class Teacher	Class Teacher	At teacher discretion
Warning (Choice) (Log ClassCharts)		Repeated or increased severe of LLD behaviours (despite repeated warnings), defiance, insolence, disruption of learning.	Class Teacher	Class Teacher	At teacher discretion
Warning (Chance)		Disturbing learning, not following instructions, poor SLANT	Class Teacher	Class Teacher	

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Staged Response to Behaviour & Climate for Learning

We operate a staged response to dealing with escalating misbehaviours in school. These have been revised for academic year 2023-24.



The school works closely with the Manchester Inclusion Panel who advise and guide on inclusive practice. Referrals are made each half term and Loreto staff meet with the panel to discuss support for students.

The ladder of consequence is guided by

1. **Manchester Inclusion Strategy (October 2019, updated 2022).**
2. **Safeguarding Policy 2022**
3. **Guidance for schools on knives 2021**
4. **SEND Policy 2022**
5. **Anxiety Based School Avoidance Guidance**

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

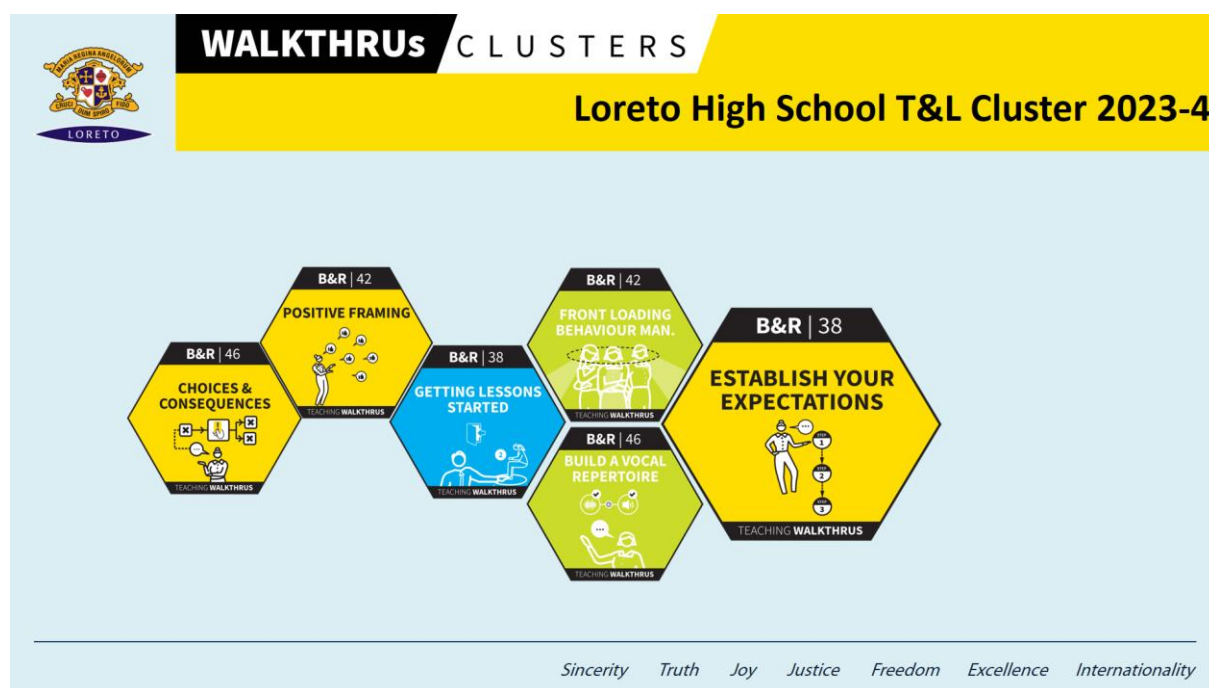
Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is

unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson. The behaviour curriculum is also delivered in formation time and assemblies and repeated as necessary throughout the academic year.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. The Loreto Behaviours, referenced in Section 6 promote positive framing as a key behaviour strategy for staff. This academic year, all staff are using the following 'Teaching Walkthrus' clusters to support highly effective behaviour management and positive relationships with students.



Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. Adaptive teaching is key to addressing the needs of all students, but particularly those students with SEND.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil

concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positively framed phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the government guidance 'Use of Reasonable Force in Schools', all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the government guidance 'Use of Reasonable Force in Schools'. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

As far as possible, all detentions should allow for restorative justice conversations with subject staff, Head of Year and/or Leadership Team as necessary.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions. However, at Loreto High School all detentions are communicated to parents who are using the ClassCharts App.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Parental Meetings

The school may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a student's general behaviour or in relation to a specific incident. If the matter has resulted in the student receiving an isolation/suspension and the parents do not attend the meeting for whatever reason, the student concerned may remain in isolation until that meeting has taken place and the issue has been resolved. In most cases students will attend the meeting with their parent/carer. They should do so in full school uniform without exception. Where incidents involve members of staff it is not school procedure for the staff to be present at the meeting. The school may link with a Police Officer and a Head of Year or member of the Extended Leadership or Senior Leadership Teams could be present in student and parental interviews.

8. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils
- Establish agreed rewards and positive reinforcements
- Establish sanctions for misbehaviour
- Establish clear responses for handling behavioural problems
- Encourage respect and development of positive relationships
- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to adhere to the following school rules which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner
- Arrive to lessons on time and fully prepared
- Follow reasonable instructions given by staff
- Behave in a reasonable and polite manner towards all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Hand in homework at the time requested
- Report unacceptable behaviour
- Show respect for the school environment.

Classroom rules and routines (see also ‘Teaching Walkthrus’ Clusters above)

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what acceptable behaviour is and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher
- Seating those who frequently model poor behaviour away from each other
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the body
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are recognised and celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired behaviour
- The way in which the praise is given is varied
- Praise is related to effort, rather than only to work produced
- Perseverance, independence and other important Skills for Life are encouraged
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour
- **Consistent** – consistently rewarded to maintain the behaviour
- **Achievable** – keeping rewards achievable to maintain attention and motivation
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents, through Class Charts positive points, post cards home or praise phone calls
- Certificates, prize ceremonies and special assemblies
- Weekly 'WOW' Award certificates & small treat
- Special 'treats' such as front of queue passes
- Subject, Head of Year, Deputy Headteacher, Headteacher and/or Loreto Values badges
- The Loreto Crest Award which recognises those attributes we most value in our community
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

9. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

10. Smoking and controlled substances

Loreto High is a No Smoking site and operates a strict No Smoking policy as per the Health Act 2006. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Students found in possession of cigarettes, lighters, vapes or other smoking paraphernalia will have the items confiscated. Appropriate sanctions will be issued as per the ladder of consequence.

Students found in possession of cigarettes, lighters, vapes, other nicotine products or smoking paraphernalia will have the items confiscated.

The school operates a zero-tolerance policy on illegal drugs, legal highs and other controlled substances including alcohol. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy and issue appropriate sanctions as per the ladder of consequence.

11. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line

with the government guidance 'Use of Reasonable Force in Schools'. The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes and Vapes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Students may be referred to the Police to be dealt with under the Misuse of Drugs Act. Any student found in possession of a bladed article or weapon (including replicas) will be referred to the Police and will be dealt with accordingly.

The school identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used in these circumstances:

- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Unhealthy drinks and snacks are prohibited at Loreto High. Where students are found to be in possession of fizzy and/or high sugar/ high fat drinks and snacks these will be confiscated and may not be returned. Chewing gum is banned from the school site.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the government's Searching, Screening and Confiscation guidance when conducting searches and confiscating items.

Any student found selling or distributing goods/merchandise will have the items confiscated and they will **not be returned**. Appropriate sanctions will be issued as per the ladder of consequence.

It is important to note that the following are criminal offences:

- throwing fireworks or setting off fireworks in a public place
- possession of 'adult fireworks' by anyone under the age of 18 in a public place
- possession of category 4 fireworks (public display fireworks) by anyone other than a fireworks professional.

The Headteacher authorises all Senior Leaders, Heads of Year and the Inclusion Manager with the power to search students. Two members of staff must be present during any search. A member of Loreto High School staff will always be present during any search undertaken by the police to act as the appropriate adult.

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Student Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom, as logged on our ClassCharts and SIMS systems
- Attendance, permanent exclusion and suspension data as logged on our ClassCharts and SIMS systems
- Use of 'step outs', Pupil Referral Units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

14. Conclusion

We believe that all students and teachers have the right to work in a calm and ordered environment. Positive discipline helps students to make correct choices and prepares them for life beyond school. Together we can make Loreto High School an extremely successful school which we are all proud to belong to.

15. Monitoring and review

This policy will be reviewed by the headteacher, SLT, Governors and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be published on the school website and made available for Ofsted inspections and reviews by the lead inspector, upon request.

Appendix A: Corridor Support

What is it?

- A member of staff who walks the school corridor to ensure that students are in lessons and there is a quiet and calm learning environment.

Who is it for?

- For all students who may need some encouragement to arrive to lessons on time or who have an issue entering the classroom.
- For all staff members who may need support settling a class after a lesson changeover or may need someone to encourage their students to attend lessons promptly.

Where is it?

- A request from class teachers can be made via ClassCharts to request corridor support or to their room and removal from lesson.

How does it work?

- The member of staff clicks on the appropriate support button on ClassCharts and an alert is sent to Student Services
- A constant presence in the school building to ensure a quiet and calm learning atmosphere.
- A reminder to students to be prompt to lessons.
- Staff feel supported with classes or individuals.
- 'Hotspots' can be detected and monitored.

Appendix B: Internal Exclusion 'The Phoenix Room'

What is it?

- The Phoenix Room - A medium term withdrawal from lessons for between 1-5 days. Internal exclusion is intended to encourage a student to reflect on their behaviour choices and to support an understanding of the consequences of poor behaviour and impact on the wider school community. This period of reflection seeks to encourage positive changes to behaviour.

Who it is for?

- Any student who demonstrates repeated defiant or anti-social behaviour in the classroom or around school.

Where is it?

- The Science Corridor.

How does it work?

- **Referral:** The decision to place a student in internal exclusion is taken daily. The student is referred to the Behaviour team who manage the internal exclusion room and details are emailed to all staff members.
- **Supervision:** Internal Exclusion coordinator.
- **Activity:** All students should complete curriculum based work and restorative justice work while in Internal Exclusion.
- **Documentation:** Parents will always be notified explaining the reason for a student being placed in Internal Exclusion and for the length of time a student will be in the Phoenix room.
- **Reintegration:** Students may only return to classes upon reconciliation which must be agreed by the HOY.

What next?

For students whose behaviour has warranted internal exclusion on repeated occasions, senior staff may consider Step Outs and/or Managed Moves to another school for a period of reflection or referral to an offsite alternative provider.

Appendix C: Suspensions and Permanent Exclusion

- Fixed term suspension for a day/ number of days up to a maximum of 45 days in one academic year.
- Permanent exclusion

Parents should refer to DfE guidance: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

The repeated refusal to adhere to the school behaviour policy following repeated warnings from the headteacher/ governors could ultimately lead to permanent exclusion as a last resort. However, there are rare serious instances of behaviour that might lead to a permanent exclusion without regard to the student's behaviour over time.

The Headteacher will consider permanent exclusion when there has been a serious breach of the school's Behaviour Policy or when allowing a student to remain in school will seriously harm the well-being of other members of the school community.

As a duty of care to the students, the Behaviour Written Principles statement and this Behaviour Policy apply to all students when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the Loreto High School community off site.

Appendix D: Uniform Requirements

Loreto High School students are proud to be members of the Loreto community. Uniform creates a sense of belonging to the community and we have high expectations for all our students. Please ensure that your child wears their uniform with pride at all times both in school and **on their journey to and from** Loreto. Students should wear their blazer at all times. Please note: only sturdy flat leather or leather type shoes should be worn. **Trainers**, pumps or boots should **not** be worn in school. Headscarves must be plain black or navy blue. Jewellery and hair styles/accessories should be appropriate. Additional guidance is available on our school website. If you are unsure, please ask before purchasing an item. Please note that students arriving without full uniform will be asked to wear replacement items or given an alternative sanction as directed by a senior member of staff. Denim jackets are not permitted.

School Uniform

- Navy blazer with Loreto crest
- Navy jumper with gold stripe and Loreto crest
- School tie
- Black tailored school trousers or black pleated knee length school skirt with crest
- White shirt with stiff collar
- Black school shoes
- Plain Black or Navy Blue Coat

PE Kit

- Navy polo shirt with Loreto crest
- Navy shorts with Loreto crest
- Navy sports socks
- Navy sweatshirt with Loreto crest (optional)
- Navy tracksuit with Loreto crest (optional)
- Light soled trainers (to avoid marking the floors)
- Navy and gold training pants – optional
- Navy and gold training top – optional

As a Health and Safety measure, long hair should always be tied off the face during lessons where there is a potential Health and Safety risk e.g. Food Preparation & Nutrition or a Science experiment where a Bunsen burner is used. This applies to both boys and girls.

Appendix E: Jewellery /Make-up /Hairstyles/ Piercings

Students are not permitted to wear jewellery to school. This includes bracelets and rings. Students with pierced ears may wear one small gold or silver stud in the bottom of each earlobe: other piercings such as tongue and facial piercings are banned. In some instances it is acceptable to wear a plaster over a piercing. Students are not permitted to wear make up to school and they will be asked to remove any makeup. Nail varnish must be clear. Students are not permitted to wear acrylic nails or false eyelashes to school. Extreme hairstyles are not allowed. The headteacher reserves the right to determine the appropriateness for a school environment of a student's appearance.

Students wearing incorrect uniform will be loaned uniform from the pastoral office. Students who persistently come into school in the incorrect uniform will be issued a sanction. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some do not.

In some instances, *where parents meet certain criteria*, we may be able to provide assistance with the cost of purchasing uniform for your child, including the PE kit. Parents/carers who are experiencing difficulties should speak to their child's Formation tutor in the first instance.

Students are not permitted to attend school with any form of pattern shaved into their heads/eyebrows, Mohican style haircuts, long top/short side haircuts and unnatural colourings to their hair. Although the school does not operate a "zero tolerance" approach to students wearing make-up, any foundation and eye make-up must be kept to a natural tone and brightly coloured lipsticks are not permitted. The length of student's nails/false nails should also be kept to an acceptable minimum in respect of the Health and Safety requirements for practical activities such as Sports and Design Technology etc. Failure to comply with any of the above rules may result in internal exclusion and/or a suspension until the issue has been resolved. Parents are advised to refer to "The Loreto Family Handbook" for guidance.

Appendix F: Mobile Telephones, MP3 Players, Airpods, Headsets etc.

The use of mobile phones, electronic devices and/or smart Technology is strictly forbidden in school. Whilst the school recognises that mobile phones are an aid to student safety whilst travelling to and from school, parents and carers should be aware that mobile phones are a source of distraction to learning. For this reason the school insists that mobile phones, headphones and other electronic devices are only allowed in school on the understanding that they are kept *turned off* and *out of sight* during the school day. Should students choose to ignore this rule the device will be confiscated and returned to the students at a later time. Please note: **The school does not take responsibility for the loss or damage to mobile phones and other electronic devices that students choose to bring into the school environment.**

RULES

1. Mobile devices should be turned off and in bags at all times.
2. Any inappropriate images, comments or campaigns on social media will be subject to school sanctions. Activities which may take place out of school, but have consequences back in school, will be dealt with via the school's published sanction system (Behaviour Policy) if appropriate/where necessary.
3. Finally, arguments, repeated offences or defiance in relation to mobile devices/internet use will be subject to our usual school sanctions, including the student's device having to be handed in to Student Services at the start of the day and collected at the end of the day by either the student or the parent/carers as decided by the member of staff.

Mobile phones are not permitted on trips and will be collected, stored in the school safe and returned after the trip. Mobile phones will also be collected before all school examinations as per the requirements of all public examination bodies.

We also respectfully request that parent/carers who wish to contact their son/daughter during the school day do so by official means of the main reception on **0161 881 9448** and not phone or text them during school hours.

Any student in breach of the above rules will have their mobile telephone/electronic device/Headsets confiscated with immediate effect and this will only be returned through collection at the end of the day of confiscation. Persistent offenders will only have the confiscated item returned to parents.

Together we can make Loreto High and its community extremely successful, a school which we are all proud to belong.

Parents are advised to refer to "The Loreto Family Handbook" for guidance.

Appendix G: Partnership with the Police & Other Agencies

Loreto High school believes that by working closely with the Police it will promote benefits in many areas.

It should be noted that the school operates a multi-agency approach in providing pastoral care and managing student behaviour. In conjunction with the Police, information may be shared in relation to a student's behaviour record if it is deemed to be anti-social and causing problems within our school community.

One of the aims of the school is to link with the Police to encourage students to make positive choices and to steer them away from criminality. This is achieved in a number of ways.

In line with the school's Behaviour Policy during parental interviews a Police Officer may be present. This provides an opportunity for the Police to explain to the student the wider implications of their actions, especially if these actions may constitute a criminal offence.

On occasions a Police Officer may facilitate inputs at the school including assemblies and lessons. These inputs are invaluable and provide students with information on various subjects which we hope will assist them in making the right choices throughout their school life and beyond.

See also guidance

[When to call the Police: Guidance for Schools and Colleges](#)

Loreto High School will also seek advice and guidance from Children's Services, the Virtual Headteacher for Looked After Children, the Manchester Pupil Referral Unit (MSPRU) staff and members of the Local Authority with responsibility for attendance and exclusions.

Appendix H: The Loreto Way for Behaviour Management

The following strategies are used at Loreto High School to encourage excellent behaviour for learning and calm and orderly school environment. They are detailed in the Staff Handbook 'The Loreto Way' and in the 'Loreto Family Handbook' which is published on the school website.

SLANT /Classroom Management

The routines listed below have been tried and tested as best practice for our students, they have been proven to enable students to form positive learning habits across the school throughout the school day and reduce low level disruption in the classroom. From their first day at Loreto High School, each student is expected to learn and maintain these five important learning habits: **SLANT**:

S Sit up straight

L Listen to others

A Ask and Answer questions like a Scholar

N No Interruptions

T Track the speaker

Attitude to Learning

At Loreto High School, we strive rigorously for the achievement of academic excellent within our learning community and we expect all our students to meet the Attitude to Learning Outstanding standard which will support excellent, lifelong learning habits.

Learning Habit 1: Christ-like Respect and Compassion

Students who are respectful, kind and courteous help themselves and others to achieve in their learning. Students are expected to speak to all members of the community with respect and courtesy, displaying excellent manners at all times. Students will allow others to work hard by ensuring they keep noise in corridors and stairwells to a minimum.

Learning Habit 2: Work Hard

Students who wish to succeed are always on task in every lesson. Failure to Work Hard or allow others to Work hard will result in a **Chance, Choice** or **Consequence** being issued.

Learning Habit 3: Equipment

Successful students always bring the right equipment to school. All equipment, along with exercise books needed for the day ahead and PE kit (if needed) should be packed into their school bag. Handbags are not allowed. Students should pack their bags the night before school as they are less likely to forget things. Daily equipment checks take place in Formation Time to ensure that any equipment issues can be resolved before lessons begin.

This basic equipment list will ensure that students are able to complete learning tasks in lessons and ensure that students learn to become independent and self-managing. There are others times they may need to bring in other resources, eg: ingredients for food technology.

Students must bring with them the following basic equipment **every day**:

- Pencil Case containing:
 - 2 Black or Blue Pens
 - 2 Highlighters
 - 2 Pencils
 - 1 30cm ruler
 - 1 Sharpener
 - 1 Rubber
 - 1 Scientific Calculator
 - 1 Protractor
- 1 Planner
- 1 Reading Book

Learning Habit 4: No Answering Back

We know that students who achieve well do not answer back and trust that teachers' instructions are to help them to be successful. If an adult tells a student to do something, we expect it to be done straight away and not question any adult's decision. If a student feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation.

Learning Habit 5: Homework

We insist on all homework being completed on time and to a good standard, neatly and with care and precision. Your child will be issued with a homework timetable and all Homework is uploaded on to the Show My Homework website. All students and parents/carers are issued with log in details for this. A homework club runs daily in school and students are permitted to use the school computers to complete homework tasks at lunchtime and after school. Regular completion of homework is key to achieving well in tests and examinations. Sanctions will be issued for non-completion of homework.

Learning Habit 6: Extracurricular clubs

Successful students take a full and active part in the wider life of the school. We ask that all students join at least one extracurricular club and encourage participation in as many as possible. Loreto offers an extensive range extracurricular activities including sports, music, language and science clubs, chaplaincy, Student Council, Justice & Peace Group, Manchester United Foundation events and theatre trips. Details are available on our website.

Appendix I: Staff Behaviours to enable Behaviour for Learning

At all times staff should:

- Challenge poor behaviour and disruption wherever they are, inside the classroom and around the school.

At the start of a lesson staff should:

- Be at the door of the classroom in order to meet and greet students as they arrive and to ensure that the corridor remains calm.
- Encourage the students to enter the room without delay and in a calm and orderly manner.
- Have a seating plan that students are aware of.
- Ask students to go to their seats and take out their planner and other equipment.
- Have the lesson's learning objectives clearly displayed.
- Greet the students and begin the lesson.

During the lesson staff should:

- Keep their staff planner organised and to hand so that you have copies of everything they are using.
- Keep the students engaged and on task by using a variety of resources/activities.
- Only allow students out of lessons if they have a valid pass stating where they are going ie (music lesson)
- Use low impact strategies to gain 'Behaviour for Learning' such as **non-verbal to verbal** rather than direct confrontation, which can slow down the pace of a lesson.

At the end of the lesson staff should:

- Give plenty of time for the plenary activity and for tidying up the room so that it is left in a state of readiness for the next lesson.
- Complete report cards for any students who are on report so that they are not delayed for their next lesson.
- Have a formal end to the lesson, culminating in an orderly and phased dismissal of pupils.
- Move to the doorway to ensure that the corridors are supervised during lesson changeover.