

## Behaviour Policy (Incorporating rewards and anti-bullying)

Date of Review:	October 25
Date of Next Review:	October 26

### **St James' Mission Statement:**

*To ensure everyone within our school **family** achieves their full potential,  
to encourage learning and development through **faith**,  
and to strive for **excellence***

### **Rationale:**

All members of staff (teaching and non-teaching) at St James' Catholic High School have a key responsibility under the direction of the Headteacher and Assistant Headteacher Behaviour and Attitudes to promote and ensure high standards of behaviour in line with the school's values of Family, Faith and Excellence and Catholic Social Teaching principles. As a Catholic School, we promote reconciliation in all our relationships and this is a focus of our behaviour policy.

### **Aims:**

Our students behave well in and around school, however we maintain key aims for our students.  
We aim to:

- Encourage a whole school approach to behaviour
- Promote the building of good relationships and the mutual respect and tolerance of each other's needs and feelings: encouraging courteous and polite behaviour to each other, to all staff and visitors both in and out of school
- Promote and display positive attitudes to learning
- Reward those pupils who always try hard and behave well, displaying the school's values of Family, Faith and Excellence
- Manage behaviour effectively and in a way that enables purposeful learning to take place
- Maintain the entitlement of staff to dignity, respect and a safe workplace



- Support staff to ensure effective teaching and learning is taking place
- Support those students whose learning is negatively affected by the behaviour of others
- Foster and encourage self-control, resilience, responsibility and self-management among pupils
- Give pupils confidence in themselves and pride and recognition in their own achievements and those of their school
- Promote equal opportunities in learning

### **Policy Statement:**

Everyone at St James' has a responsibility to promote positive behaviour thereby ensuring that all pupils learn to the best of their ability and every member of the community is free from any and all forms of discrimination, harassment or bullying.

At St James', we fundamentally believe that each student is an individual created in the **image of God**. Human dignity originates from God, affirming the **principle of human dignity** that every person possesses inherent worth because we are made in God's likeness. This belief underlines our commitment to caring for our pupils as individuals, understanding their strengths and weaknesses and meeting their needs thus reflecting the **principle of the common good**, which emphasises that the well-being of individuals is interconnected with the well-being of the community. We explicitly uphold the **Catholic Christian values** upon which our school is based, including the sacred worth of each individual in our school family.

Moreover, we acknowledge that good behaviour is a necessary condition for effective teaching and learning and is crucial for the holistic development of everyone in our community. This aligns with the **principle of subsidiarity**, as we believe in empowering individuals to take responsibility for their actions within the context of the community. We are committed to providing opportunities for spiritual, moral, social and cultural, and academic growth in an atmosphere of mutual trust and respect, fostering an environment rooted in Catholic social teaching, where students can thrive.

We seek to provide an environment where **Christ** is at the centre of all that we do, fostering an atmosphere conducive to effective teaching and learning. This commitment aligns with the **principle of the common good**, as we believe that nurturing a Christ-centred community benefits not only the individual but also the entire school family. We aspire to embrace the **Gospel values** of faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, purity and holiness, tolerance, and peace. At St James', the teachings of the **Catholic Church** are valued and pursued in every aspect of learning, teaching, and day to day behaviour within school life, reinforcing our commitment to **solidarity** and the shared responsibility we have for one another as members of the same community.

St James' is a Catholic community which expects all its members to always demonstrate the highest standards of behaviour. We work together to promote an orderly and disciplined school environment in which care, courtesy and concern for others are central tenets of the behaviour of all members of the school community. The school is also committed to developing in our pupils a set of values and beliefs which should be considered in the light of the school's mission statement, values and philosophy. We seek to provide a clear framework of what is acceptable in terms of behaviour, attitude and activity. It is our intention to work in close partnership with our St James' families to ensure these core values are always displayed. We will provide a behaviour framework that is supportive rather than punitive and wherever possible restorative approaches will be adopted. A restorative approach aims to build and strengthen the relationships that exist within our community to help prevent or at least minimise the potential for such wrongdoing in the future. Working restoratively enables us to better live out the Gospel values, enables us to express our scriptural and Catholic sacramental tradition as an authentic experience of forgiveness and reconciliation for all members of our school community.



The systems and procedures outlined in the behaviour policy should be used as guidelines for behaviour management, however the school reserves the right to differentiate their approach to incidents on a case-by-case basis should this be necessary.

The school works hard to ensure that its response to inappropriate behaviour is consistent and proportionate to the level of seriousness. Sanctions will almost certainly be applied when inappropriate behaviour is observed or suspected.

The school recognises the professional integrity of teachers and members of support staff within the school and the behaviour policy allows staff to exercise professional judgement on the appropriate methods and sanctions to address students' inappropriate behaviour. Our behaviour framework allows a structure for dealing with challenging or disruptive behaviour.

### **Expectations and Rewards:**

Standards of behaviour at St James' are consistently high, '*Pupils enjoy attending St James' Catholic High School. They feel happy and safe in school. They described it as being like a family.*'

*'Staff and leaders have high expectations of pupils' behaviour. Pupils behave well in lessons and around the school. They are confident that any incidents of poor behaviour will be dealt with quickly.'*

*Pupils are taught to respect and value one another. Pupils told inspectors that everyone is treated equally. Bullying is dealt with quickly and discrimination is not tolerated (Ofsted 2022).* This is a result of all members of the St James' family being expected to support and display the school's core values of Family, Faith and Excellence. We believe these values are fundamental in ensuring effective learning can take place in a safe environment. Those students who consistently display these values should receive recognition and praise in line with the school's rewards system.

St James' seeks to recognise and reward good behaviour rather than simply putting sanctions in place for poor behaviour. It is the school's belief that rewards should be neither unachievable nor excessive and should not replace or diminish the importance of our school values of Family, Faith and Excellence.

The school's current whole school rewards incentive is primarily based upon:

- Attendance – Students are expected to have high levels of attendance and those who attend school regularly are rewarded by being entered into the fortnightly attendance lottery. Those students who achieve 100% attendance over a half term, term or whole school year are also rewarded.
- Value Points – Students who display any of our core values will be awarded a Value Point. This means that students can be awarded Family Points, Faith Points and Excellence Points for a range of things, which may include (but in no way restricted to): representing the school in an extra curricular activity, high levels of attainment or progress in a specific lesson, taking part in charity events or simply being kind to others in the community.

Students who meet specific criteria in relation to the two key areas stated above over a sustained period of time will be rewarded. This will be each half term, each term and at the end of each academic year.

Our recognition of positive behaviour is not limited simply to our rewards system. The Catholic life of the school constantly encourages/motivates students and staff to behave respectfully, with compassion and honesty because this is intrinsically right for the individual and the common good. Students are often given roles of responsibility within the school, such as prefects and reading ambassadors. We also recognise behaviour and attitude to learning at annual events, such as the school's Excellence evening and celebration assemblies.



### Expected Excellence:

A consistent and smart appearance plays an important role in maintaining our culture of high standards and pride in our school community. It is essential that every child arrives at school each day wearing the correct uniform and fully equipped to learn.

To help maintain these expectations, our 'Expected Excellence Card' initiative will support us in ensuring that standards are met and maintained consistently.

How the 'Expected Excellence Card' will work:

- Every child will start each half term on a Gold 'Expected Excellence Card'
- If a child fails to meet uniform or equipment expectations, the incident will be recorded on their card with the **Date**, the member of staff's **Initials**, and a **Code**; **U** = Uniform infringement, **E** = Equipment infringement, **SK** = Skirt violation
- After **five incidents**, the member of staff who signs for the fifth incident will issue a **Senior Leadership Team (SLT) lunchtime detention**
- Once the Gold card is full (25 incidents), the child will move to a **White 'Expected Excellence Card'**
- Another five incidents on the White card will result in a **60-minute SLT after-school detention**
- After each completed card, a letter will be sent home explaining the incidents recorded and reminding parents/carers that their child is at risk of missing out on school rewards trips if standards do not improve
- If a child fills in their **White 'Expected Excellence Card'** (which means they have had 25 recorded incidents), they will move onto the **Purple 'Expected Excellence Card'**. If they then have **5 further incidents** while on the Purple card, they will spend a full day in **Damascus** (the school's all-day isolation room)
- If a child reaches the Purple card stage, a letter will be sent home to parents and carers to explain that they will **not be allowed to attend the rewards trip**.
- At the start of each new half term, every child will be given a new Expected Excellence Card. However, they will remain on the **same colour** they finished on in the previous half term.
- If a child is on a white or purple card they can move back to the previous colour if they demonstrate that they have had no signatures for a period of 2 weeks
- If a child **loses their Expected Excellence Card**, they will be given a replacement of the **same colour**, and their Form Tutor will write '**Version 2**' on the new card. If the child loses it again, they will automatically move onto the **next colour card** (for example, from White to Purple).
- At the end of the half term every child with only 1 or NO incidents will be rewarded

### Behaviour Framework:

When the promotion and recognition of positive behaviour is not effective and students do not meet our high expectations, the school will use the behaviour framework to put suitable sanctions in place. Wherever possible, pupils should be given the opportunity, through a restorative conversation or meeting, to apologise for their actions and likewise experience forgiveness as befits a Catholic school. In many cases, minor infringements on the school's behaviour policy result in a detention at break, lunchtime or after school, however the school reserves the right to issue a more severe sanction depending on the individual circumstances.

All staff are expected to use the school's behaviour framework (below) consistently and fulfil their individual role for it to work successfully, however it is recognised that the staff members' professional judgement will be respected in dealing with each individual circumstance. Staff are responsible for promoting good behaviour and responding to incidents of poor behaviour. At each stage of the school's behaviour framework detailed information must be logged on our internal information management system (SIMS). A restorative

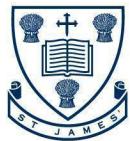


conversation between staff and students should always be considered, to reduce the chance of behaviour issues reoccurring.

**De-escalation strategies are used to support children in crisis and trained staff recognise crisis and implement interventions to support the child to de-escalate before any conversations relating to sanctions take place.**

St James' acknowledges the school's legal duty under the Equality Act 2010 in supporting and safeguarding pupils with special educational needs and disabilities, recognising that some students may require a more sensitive, differentiated and flexible approach to the behaviour policy and framework (outlined below) Therefore we will make reasonable adjustments with each individual child on a case by case basis, liaising with the Special Educational Needs Coordinator as appropriate.

Level/Stage	Behaviour Examples	Consequence
C1	Being off task, 'low level' disruption, lack of equipment, uniform infringements.	Verbal warning.
C2	Lesson punctuality. Continued examples of C1 behaviours. Disruptive behaviour. Homework failure. Chewing gum.	10-minute detention with the subject teacher including a restorative conversation between teacher and student.
C3	Persistent C2 behaviours. Persistent homework failure. Defiance to staff. Failure to attend C2 detention.	30-minute detention with the subject teacher including a restorative conversation between teacher and student.
C4	Repeated defiance or gross defiance to staff, refusal to engage with learning, higher level disruptive behaviour in lessons (e.g. persistent arguing/shouting) failure to attend C3 detention Truancy	Internal buddy system used if during lesson time and 1-hour detention with class teacher. This may be supported by the Director of Faculty. Director of Faculty support/ intervention including restorative conversation between teacher and student. Range of Head of Year/SLT sanctions including detentions
C5	Refusal to cooperate in the buddy system Dangerous classroom behaviour Repeated gross defiance Swearing or other offensive language ICT incidents Repeated truancy Selling items in school without permission	On call – students will be removed to Damascus and remain there from period 4 until 4pm (parents notified) – restorative conversation held in the pastoral suite between teacher and student. Director of Faculty/ Head of Year intervention if required. Range of Head of Year/SLT sanctions including detentions, Offsite direction internal isolation (Damascus), Internal or external Suspension and Permanent Exclusion.



C6	Fighting, bullying, Hate Crime incidents, vandalism, smoking, drugs, severe gross defiance, Verbal abuse towards or about a member of staff, Swearing or other offensive language ICT incidents, Social media incidents Possession of a weapon and or high risk banned items Persistent truancy Refusal to be searched	Range of Head of Year/SLT sanctions including detentions, internal isolation (Damascus), Offsite direction, Internal or external Suspension and Permanent Exclusion. A restorative conversation will be held between teacher and student.
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This policy is designed to create an atmosphere where pupils recognise boundaries and behave appropriately. There may, however, be instances of a more serious nature whereby a member of the school's pastoral team may feel it necessary to put other sanctions in place. If any of these sanctions are used, the pupil's parent/guardian will be informed. Sanctions for more serious incidents can include (but not limited to):

- Detention until 4pm
- Form tutor report
- Head of Year report
- SLT report
- Internal isolation in the school's Damascus room
- Offsite direction
- Suspensions (internal or external)

Students on report will be expected to show their report to their parents/ carer every evening and the report signed. A weekly review meeting will take place between the staff mentor and parents/ carer to discuss ongoing behaviour and the next steps.

There is no legal requirement for the school to give parents notice of after-school detentions, however we do believe that it is good practice to do so and will always endeavour to do this. It is the student's responsibility to bring the detention to the parents' attention, and if there is a particular issue with any detention the parent will need to contact the teacher concerned. If a student normally travels from school by bus, parents will need to make alternative travel arrangements on the day of any after school detention. We understand that this may inconvenience parents but such sanctions are effective in modifying pupils' attitude and behaviour and we would ask for the support of parents and carers in this regard.

The Headteacher may issue an internal suspension or external suspension for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any suspension it is the parent's responsibility to provide care and supervision for their child.

Any child that has been suspended either internally or externally from school may not be able to attend any non curricular trips, visits, Duke of Edinburgh Expedition or events within that academic year. This will be at the discretion of the Headteacher and decisions will be taken on an individual basis.

Whilst the school works hard to avoid permanently excluding any student, this may be used as a very last resort. All appropriate steps will be taken to prevent this, however if a pupil continuously behaves in such a way as to seriously affect the working environment or health and safety of the school then this option will have to be considered.

In line with the Department for Education's statutory guidance the Headteacher at St James' has 'the power to direct a pupil off-site for education to improve their behaviour'.

All examples of behavioural misconduct are for illustrative purposes only. St James' reserves the right to apply any behavioural sanctions where it is deemed reasonable and appropriate to do so.



The Headteacher and the Senior Leadership team reserve the right to search any child that they suspect is in possession of a banned item. If a child refuses to be searched then sanctions will be applied inline with the behaviour policy.

### **Behaviour Curriculum:**

At St James', our Behaviour Curriculum underpins our commitment to nurturing a safe, respectful and inclusive environment for all, grounded in our core values of Family, Faith, and Excellence, and the principles of Catholic Social Teaching. We believe that high standards of behaviour create the conditions for every student to flourish academically, socially and spiritually. As part of our ongoing commitment to supporting all pupils, termly behaviour data will be used to identify children who may benefit from additional support through our Behaviour Curriculum intervention. This targeted approach ensures that each child receives the guidance and teaching they need to understand expectations, make positive choices, and fully embody our shared values within the school community.

### **Behaviour incidents outside of classrooms:**

At break and lunch times all incidents must be reported to the duty team leader – the duty team leader will work with the pastoral team to issue an appropriate sanction and the member of staff who reported the incident will record the incident on SIMs.

All staff must deal immediately with any incidents when a student's attitude or behaviour outside of lesson time falls outside of the behaviour expectations outlined in this policy. Staff are made clear that no incident should be ignored and that the guidance below should be followed.

Any students whose attitude or behaviour outside of lessons is deemed to be unacceptable should initially be verbally warned (if this is a minor incident). If poor behaviour during social times continues or the behaviour is deemed to be of a more serious nature students should be asked to accompany the member of staff to TA1 (Senior Leadership lunch-time detention room) or Damascus. If students refuse to do as they are asked or are defiant towards the member of staff this should be referred to the duty team leader, who will in turn refer to the appropriate HoY for guidance. The member of staff on duty must make a log of any behaviour incidents on SIMs. If the incident is of a serious nature a senior member of staff may be informed. The pastoral managers may take statements for HoY/ SLT to action.

Persistent behaviour problems around school will be reported to the appropriate HoY who may warn students of their behaviour and potential future consequences, issue suitable sanctions and inform parents/carers of the students behaviour. In some cases it may be necessary to refer behaviour incidents to our Special Educational Needs Coordinator (SENCO) or Designated Safeguarding Lead (DSL).

### **Behaviour incidents that occur outside of school (including travel to and from school):**

St James' constantly promotes positive behaviours and attitudes and this also applies to the behaviour of our students outside of school, this includes (but is not limited to) their behaviour and conduct whilst travelling to and from school. Students are aware that whilst they are wearing school uniform they are representing the school and its values of Family, Faith and Excellence. We expect our same high standards of behaviour to be adhered to when students represent the school on educational trips, extra-curricular activities and residential trips. If there is behaviour travelling to or from school which is seen to not reflect these values appropriate sanctions will be issued, including bus warning letters, bus bans, detentions, internal or external suspension In line with Department for Education statutory guidance, the school may issue appropriate sanctions, including suspensions, for behaviour incidents which occur outside of school. The school may also liaise with other agencies, such as the local police, if poor behaviour outside of school is reported.

### **Bullying:**



Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life.

An anti-bullying ethos is in place at St James's, which is exemplified by the students and reinforced by all adults. Pupils are aware that both staff and the school community as a whole fundamentally disapprove of bullying behaviour and staff will act if bullying is brought to their notice.

All pupils are regularly reminded of the school's expected standards of behaviour, including bullying and anti-bullying behaviour and advised on what to do if they encounter bullying.

The issue is an important part of the school's robust PSHCE programme. What bullying can involve, its causes and results and strategies to deal with it are explored in detail with all the pupils throughout the course of their time at St James'. The programme is structured to enforce the message about community involvement and taking care of each other in line with the school's values of Family, Faith and Excellence.

Pupils are listened to carefully and opportunities are provided for them to express views and opinions whether it be in lessons, in form time or informally with a member of staff. Use is made of pupil, parent and staff surveys to find out if there are bullying issues and what the extent of these may be, so we can work to reduce them.

St James' promotes a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore the school's behaviour policy promotes practices within the school to reinforce our values and vision, and to remove or discourage practices that negate them.

Bullying is treated seriously at St James' and dealt with severely. Any form of bullying will be dealt with seriously and appropriately by a member of the school's leadership team in line with the sanctions outlined previously in the behaviour policy. Forms of bullying may include (but not restricted to):

- Physical bullying
- Verbal bullying
- Social bullying
- Cyber bullying
- Racial bullying
- Prejudice (including the bullying of any minority group)
- Sexual bullying
- Ableism
- SEND

All staff have a responsibility to prevent and report bullying incidents in school. All staff in school have a responsibility to:

- Implement procedures to confront bullying in any form
- Listen to all parties involved in incidents
- Investigate incidents promptly and as fully as possible
- Take appropriate action or to refer to Tutor/HoY/SLT as appropriate
- Record in the appropriate students' files
- Share with parents of the victim and bully, incidents of persistent and/or serious bullying
- Implement appropriate procedures for a member of staff
- Promote the use of a range of learning styles and strategies which challenge bullying behaviour
- Promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- Model the values our school believes in from the mission statement and Catholic social teaching.



- Promote the use of interventions which are least intrusive and most effective.

If a bullying incident is identified, the school will investigate this thoroughly to ensure all details are gathered and recorded. A member of the school's pastoral team will decide whether the school's behaviour framework and C1-6 system is appropriate in dealing with such an incident or if other sanctions and actions are necessary.

The school also utilises a range of supportive pastoral strategies to prevent further incidents of bullying behaviour and ensure the safety and well-being of all students.

St James' actively promotes anti-bullying through our robust PSHCE programme, participation in the national anti-bullying week and signposting students as to where they can access support should they need it.

#### **Sharing concerns:**

Pupils are encouraged to report any bullying which may occur, whether this be to their Form Tutor, Head of Year, a member of the pastoral team or another member of staff. We work to ensure that students who report bullying incidents are not penalised in any way and are supported.

Any staff who witness any form of bullying, or are concerned that bullying may be taking place, should report it to a member of the pastoral team. These incidents may be part of a bigger picture of which the pastoral team may be aware.

Members of the community (pupils, staff and parents) need to be mindful that the school expects any knowledge of bullying to be reported. A bystander who does not report bullying is complicit in the act. Relevant lines of communication are made clear to parents so that they can contact the school should they have a concern about a bullying incident. All reports of bullying are taken extremely seriously and will be investigated thoroughly.

#### **Procedures for dealing with incidents of bullying:**

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform a member of the pastoral team or senior leadership team as soon as possible.
- The victim will be interviewed on their own and asked to write a statement of events.
- The alleged perpetrator, together with all others who were involved, will be interviewed individually and asked to write an immediate statement of events.
- The incident will be recorded on a School Bullying Incident form and signed and dated before forwarding to the Assistant Head Behaviour and Attitudes. All records of bullying and other serious incidents are stored securely in a locked cabinet.
- The victim will meet with a member of the pastoral team at a later stage, separately from the alleged perpetrator. They will be offered support to develop a strategy to help them.
- The alleged perpetrator will also meet with a member of the pastoral team at a later stage separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour. If appropriate a disciplinary sanction will be given as set out previously in the schools behaviour policy. In particularly serious and/or persistent cases, the school may issue more serious sanctions (as outlined previously).
- The parents/guardians of all parties will be informed and invited into school to discuss the matter. Their support will be sought.



- A way forward, including disciplinary sanctions and counselling, will be agreed. This will recognise that suitable support is needed both for children who are being bullied and for pupils who bully others.
- a. A restorative meeting involving all the parties, with close staff supervision, may take place and be helpful in developing a strategy for all concerned to close the episode.
- b. In very serious cases, and only after the Headteacher has been involved, it may be necessary to make a report to the Police. In line with Keeping Children Safe in Education 2024 (KCSIE 2024) any bullying incident will also be addressed as a Safeguarding concern where a child is suffering, or is likely to suffer, significant harm.
- c. In line with KCSIE 2024 all peer-on-peer abuse will also be treated as a serious Safeguarding matter. It is the policy of St James' to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. If this is the case, then the School's Safeguarding Policy should be referred to for guidance

The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

**We appreciate the full support of parents and carers in the application of the behaviour policy.**

**Please also see the following policies which support the behaviour policy:**

**Attendance**

**Safeguarding**

**Safer Working Practice**

**Exclusions policy**

**Uniform policy**

**CCTV Policy**



## Appendices

- Appendix 1 – Banned items
- Appendix 2 – information on school uniform
- Appendix 3 – Reasonable force
- Appendix 4 - Chromebooks

### Appendix 1

#### Banned items:

St James' Catholic High School has a zero-tolerance policy towards the possession of any banned item including (but not restricted to) the possession, use or supply of illegal and other unauthorised drugs. This includes the possession or use of cigarettes, e-cigarettes, tobacco, lighters and any other smoking paraphernalia. Any banned items which are brought into school will be confiscated by a staff member and sent to Emmaus, where it will be locked in the safe. The school may suspend a pupil, either internally, externally or permanently if such banned items are brought into school.

Mobile phones and electronic devices (including Smart watches) are not allowed on the school site. This supports the school's promotion of e-safety as outlined in the safeguarding policy and aids in preventing cyber-bullying in school. If any pupil's phone or other electronic device is seen or heard in school it will be confiscated by a staff member and sent to Emmaus, where it will be locked in the safe.

Mobile phones and other electronic devices are not to be used outside the front of the school, students are able to use such devices when they have left the school grounds or boarded their bus to go home.

When students are arriving at school they must make sure that they are not seen with a mobile phone or electronic device as they are leaving the bus/car that they have made their journey in or entering the outer school gate if they have walked to school.

If students have missed a bus or have stayed late at school for whatever reason and they need to contact home they should either wait until they have left the school grounds to use a mobile phone or ask permission from any member of staff to use the school phone. St James' will not be accountable for the loss, theft or damage to personal equipment such as mobile phones or Smart watches and will not investigate any such incidents.

Confiscated items will be put in an envelope and be placed in the school safe as soon as is practical and must be collected from the reception by a parent or carer. Any illegal or unauthorised drugs, cigarettes, e-cigarettes, tobacco, lighters and smoking paraphernalia will not be returned to parents. At the discretion of SLT random bag checks can be completed at any time to ensure the safety of our pupils and staff.

Other banned items include (but not limited to):

Aerosols

Jewellery (see appendix 2)

Energy drinks

Fizzy Drinks

Glass bottles

Hoodies (see appendix 2)

Chewing gum

Weapons

Laser pens

Water guns

Other electronics (such as handheld games consoles)

Sharp instrument that could be used to self harm



**Appendix 2**

**Information on School Uniform:**

All students are expected to meet basic standards of uniform at all times. This includes:

- School tie and blazer must be worn at all times (unless a student is given specific permission to not wear them by a member of staff)
- Students must wear plain formal black leather or leather look school shoes, closed toe school style shoe with no studs or metal. Heels may not be higher than 2.5 cm. Fabric plimsoll type footwear is not permitted. No trainers or sports brands.

**These are examples of acceptable types of shoes:**



**Shoes which are NOT acceptable:** Please note these shoes are often marketed as School Shoes but they are not formal shoes as **required** and so although they may be made of leather, they would **NOT be acceptable**.





**ST JAMES'**  
CATHOLIC HIGH SCHOOL

**'Kickers' in any form are NOT permitted in school.**



- Students must wear **black** trousers or **navy** pleated skirt (of an appropriate length and **NOT rolled up** to appear shorter).



**Skinny trousers or jeans are NOT permitted.**





1. **Incident Tracking:** Every time a student is asked by a member of staff to roll down their skirt because the length is shorter than mid-thigh, this will be recorded as one incident on their Expected Excellence card with the initials (SK) to represent a skirt infringement
2. **Persistent Offence:** Upon reaching five recorded incidents of the skirt being inappropriately rolled up, the child will be deemed a persistent offender
3. **Consequence:** The student will be required to wear black school uniform trousers (as per the uniform policy) for a period of two school weeks (10 days) from the next school day. This decision aligns directly with the solution proposed and endorsed by parents at the Parent Forum.

See below examples of **acceptable school trousers for girls**. These are formal black straight leg trousers:



See below examples of **unacceptable school trousers**. These are skinny fit, leggings or flares:





# ST JAMES'

CATHOLIC HIGH SCHOOL

- Students must wear a white formal shirt which must be tucked in.



**White casual/ designer shirts NOT permitted.**



- Students are not allowed to wear coats in the school building. They may wear them in the areas outside but must then remove them upon entering school. Coats must be worn over the top of the school blazer and **NOT underneath**.

**These are examples of acceptable types of coat:**





- **Hoodies in any form are NOT permitted in school.** Anyone student wearing one in school will be asked to remove it and this will be confiscated. Confiscated items must be collected by a parent or carer.



- For all students, hairstyles must be sensible, tidy and of a natural colour. Extreme hairstyles are forbidden. For example, shaved haircuts (**less than a number 2**) where the scalp is clearly visible or dyed hair an unnaturally bright colour, dipped dyed and ombre hair styles. If hair is tied back it should be with a plain coloured bobble. Any hair accessories should be plain and dark coloured.

These are examples of acceptable hair styles:



These are examples of extreme hair styles and are NOT permitted in school:





- Pupils must wear black or navy blue socks as part of their uniform and any other colour is NOT permitted. Girls can wear black / navy blue tights or black / navy blue socks one or the other but NOT together and socks must be worn underneath the knee.
- If pupils are wearing the navy blue jumper with school trim (optional) this must NOT be tucked in the school trousers or skirt and cannot be worn instead of the school blazer.
- Jewellery of any kind is not to be worn by pupils. We expect ALL pupils to have high standards of appearance and dress. Any member of staff who sees a pupil wearing jewellery should immediately request that it is removed and the item of jewellery should be confiscated. St James' will not be accountable for the loss, theft or damage to jewellery (in line with other banned items) and we will not investigate any such incidents. All confiscated items, including jewellery, will be put in an envelope and be placed in the school safe as soon as is practical. Confiscated items must be collected from the main reception by a parent or carer.
- Students are expected to wear little or no make-up and no fake tan or fake eyelashes. If students have excessive make-up they will be asked to remove it, if they refuse to remove the make-up sanctions will be applied in line with the behaviour policy. If students are wearing fake tan they will be kept out of circulation during break and lunchtimes. Students must not have tattoos or other skin modifications.

The Headteacher and Assistant Headteacher Behaviour and Attitudes have responsibility for the uniform code of the school as agreed by Governors and their judgement is final on all matters of uniform. We would ask parents and carers to recognise this and be supportive of both the expectations and spirit of the uniform code to maintain high standards across the school.

The school has a clear uniform code and form tutors will make it clear to the students what our requirements are with respect to school uniform and general appearance as it is better that students are made aware of these requirements regularly than it being necessary to confront a pupil who has broken them. Regular infringement of the uniform rules should be reported to the appropriate Head of Year. However, if a pupil comes to school without appropriate uniform or has an extreme hairstyle this should be reported immediately to the Head of Year to decide on the suitable course of action. **Students may be kept out of circulation when not in lessons so the rest of the school community do not see a drop in the school's high standards and expectations.**



### Appendix 3

#### Reasonable Force:

Whilst staff will always endeavour to avoid using any kind of force to manage behaviour, this may sometimes be necessary. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.



**Appendix 4 Chromebooks:**

Children are expected to bring their Chromebook to school, fully charged every day. The Chromebook is an essential part of their equipment. Children must comply with the user agreement and sanctions will be applied in line with the behaviour framework if they break this agreement.