



Behaviour for Learning Policy

Policy Type:	Statutory https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools
Review Frequency:	Annually (in line with the Governors' Statement of Behaviour Principles)
Implementation/Approval:	Headteacher
Delegated to:	N/A
Last Reviewed/Approved:	Autumn 2025
Date of Next Review:	Autumn 2026

“The way you behave should be a model for those you teach.”

“Be warm-hearted to everyone, speaking to others in a gentle and respectful way.”

“Know your students individually and be able to understand them.”

Quotes from St Jean Baptiste de la Salle

1. Rationale

At Cardinal Langley our aim is to respond to the needs of each individual student, allowing them to reach their full potential as learners and responsible citizens. In order to achieve this, we need an ordered, settled environment where students are treated fairly and consistently.

We believe that all students have the right to learn in an engaging, stimulating and stretching environment. In order to do this, we promote excellent attendance, punctuality and self-discipline; the highest standards of work from all students; the modelling of behaviour by all staff in the school, remembering that they are always the adults in any situation, and partnership between student, parents and staff. Having high standards and expectations is a sign of care and should not be compromised on.

This policy is based primarily on the belief that students respond best to praise and positive incentives and so the basis of our behaviour management is always to ‘catch students being good’. To this end, we place great emphasis on rewards and the recognition of success. We will work actively to discourage behaviour which prevents learning and deal with such behaviour with appropriate consequences.

As a school we are committed to the idea that we teach students who are individuals with different life experiences. While aspiring to the very highest standard of behaviour for all and not compromising on expectations, we recognise that some students will need greater support and higher levels of intervention in order to achieve this. We aim to respond to these needs in such a way as to respect the unique value of all students, as is laid out in the school mission statement. In addition to our Catholic ethos and mission, this policy also reflects our statutory duties under the Equality Act 2010, the Prevent Duty (2015) and safeguarding legislation. We are committed to eliminating discrimination, supporting vulnerable students, including those with SEND, and promoting inclusion and fairness in all behaviour management decisions.

This policy is, therefore, for all students, staff and parents/carers and will be made available each year.

2. Purpose

- To ensure that the school is a safe, orderly environment where outstanding learning can take place
- To encourage behaviour based on rights and responsibilities
- To ensure that behaviour management is consistent across the school
- To promote partnership between home, school and student
- To celebrate and reward good behaviour

- To promote and assist the moral development of students in terms of responsibility, fairness, consequences and sense of community
- To ensure appropriate and fair consequences for poor behaviour

3. Guidelines

i) Behaviour in classrooms and around school

Positive behaviour for learning is based on:

Respect for the school community:

- Speaking quietly and in a polite tone of voice
- Thinking before speaking
- Speaking only when it is appropriate to do so in the classroom
- Using polite and respectful language
- Doing as you are asked or told the first time, and without arguing
- Entering and leaving classrooms quietly and sensibly
- Walking sensibly around the school building and using the correct stairs
- Accepting that members of staff have authority because they are responsible for student welfare
- Not walking away from staff when being spoken to
- Avoiding any form of bullying and intimidation
- Treating staff as professionals and working with them
- Showing that you want to learn by participating in all your lessons with enthusiasm
- Not engaging in any activity which breaks the law
- Not using a mobile device in school unless for an educational purpose directed by a member of staff
- Using ICT appropriately and following the school's e-safety guidance
- Not publishing in any way material which is inappropriate about the school or another individual
- Not selling goods in school except where this has been arranged with a member of staff

Respect for self:

- Wanting to succeed and valuing success
- Being on time to every lesson
- Having excellent attendance
- Having the correct equipment every day
- Doing all your work to the best of your ability
- Recording your homework in your diary
- Doing all your homework and handing it in on time
- Appearing smart, taking pride in appearance and conforming to uniform rules
- Eating and drinking appropriately in school – no fizzy/energy drinks are allowed in school and only water may be drunk in class with the permission of the class teacher

Respect for the Environment:

- Putting rubbish in the bin – in and out of classrooms
- Looking after and having pride in your classrooms
- Keeping the school clean, tidy and free of graffiti
- Keeping school equipment in a good condition
- Reporting any damage to a member of staff
- Making sure you are in the right place at break and lunchtime
- Not chewing gum in school
- Only eating your lunch in the dining rooms or other designated spaces
- Looking after the toilets and keeping them in good condition
- Not breaking laws which ban smoking and vaping anywhere on the school site and not associating with anyone doing so

The school reserves the right to apply sanctions for behaviour outside of school hours, or off the school premises, when a student is identifiable as a member of Cardinal Langley RC High School. This includes when behaviour: poses a threat to another individual, could bring the school into disrepute or is criminal

in nature. Examples include behaviour on journeys to and from school, on school trips or visits, or behaviour online that targets other students or staff.

Where students are following the behaviour code then they can rightly expect to be rewarded with the School's reward points system but where students do not comply then there is a clear system of sanctions.

ii) Rewards

Praise should be at the heart of our relationships with students and there is a rewards procedure in school for attendance, good behaviour, good classwork and homework and positive contributions to the life of the school. Staff should issue reward points to celebrate success and achievement by recording them on Synergy, which is accessed by students and parents/carers through the Synergy portal. The nature of rewards will vary from time to time but students should be recognised for doing the right thing at the right time in the right place. The rewards chart in the pupil planner outlines the tangible rewards awarded at specific milestones:

- Wall of Fame
- Canteen item
- Bronze, Silver and Gold Award
- Certificate
- Gift vouchers

These are in addition to:

- Rewards assemblies
- Rewards breakfasts
- Rewards trips/activities.

iii) Sanctions

All staff responsible for students have the authority to discipline students but some sanctions are reserved to the Headteacher and the Deputy and Senior Assistant Headteachers and some may follow a formal discipline meeting with senior staff and or governors. The possible sanctions for poor behaviour include:

- Verbal warning
- Learning conversation
- Confiscation of items such as mobile phones, jewellery, fizzy and energy drinks where use is breaching school policy
- Confiscation of goods which are being sold in school without permission
- Confiscation of items which break the law and might lead to police involvement (see also search policy)
- Detention after school imposed by subject/ pastoral staff and School leadership (for after school detentions, parents/carers must be informed but there is no legal requirement for 24 hours' notice)
- Internal exclusion for a fixed number of days (see appendix for details)
- Suspension for a fixed number of days (see Exclusion Policy)
- Form Tutor, Year Head, Subject or Deputy Head Report
- Being placed on the Pastoral Support Programme as a prelude to an off-site direction
- Off-site direction leading to a Managed Move to another school (see Exclusion Policy)
- Permanent exclusion (see Exclusion Policy)
- It might also be necessary on occasion for staff to use reasonable force in order to control or restrain a student (see Policy on the Use of Reasonable Force & Physical Restraint)

Where a student is causing a persistent disturbance to the learning of others and/or will not comply with teacher instructions, the teacher may send the student to work in another classroom. This in itself is NOT a sanction; it is called our buddy room system and seeks to promote learning in a different environment. The student concerned must see the member of staff before the next lesson and the class teacher may impose a detention. Where it is not possible to remove a student to another room or

resolve a situation, the 'teacher on call' must be called for using the 'lesson support' option on Synergy. A student who is removed from class by the teacher on call on more than one occasion may be placed in the exclusion room.

The main sanctions which can be imposed for different infringements of the school rules are attached.

iv) Restorative justice

Imposing sanctions should only be a part of the follow-on from an incident of poor behaviour. Wherever possible there should be a meeting between the student and the member of staff to talk positively about ways forward and to be able to draw a line under the event so that both can move forward without recrimination or further incident.

v) Synergy as the behaviour management recording system

All staff will use the Synergy behaviour management system on the network to report both Praise and inappropriate behaviour at all levels. This allows for the consistent tracking of students across time and reports to be generated. It should be evident that a member of staff records occasions for praise and reward more than poor behaviour.

vi) Roles and Responsibilities

- The Governing Body approves and promotes the school policy for the promotion of positive behaviour for learning.
- The Headteacher and SLT ensure that the policy is implemented on a day-to-day basis and support staff faced with challenging behaviour
- All staff in the school are responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Staff are responsible for creating high quality learning environments, teaching positive behaviour and upholding the school's expectations of students. In particular, it is to be remembered that:
 - The Form teacher has an important role in setting the tone for the day. As well as maintaining an orderly form room, form teachers should insist on the highest standards and, on a daily basis, check uniform and equipment. The Form Teacher has a good knowledge of individuals and should be a valuable source of information and support for other staff if there are behaviour issues emerging
 - Behaviour management in the classroom is primarily the responsibility of the class teacher and where possible should be dealt with by the teacher, initially supported by the subject leader and the form teacher who may have information that will help point the way to a solution for emerging difficulties. Very serious breaches of discipline will be supported immediately by sending for a member of SLT. Students should only rarely be put outside the classroom on the corridor and should be spoken to within a couple of minutes – they should never be left on the corridor for an extended period.
 - Subject leaders are responsible for behaviour management across their subject in terms of support for staff in responding to issues, providing emergency relief from a situation where appropriate (e.g. subject arrangements for placing students in a buddy room) and strengthening sanctions. Only serious matters or issues that cross subjects should be referred in the first instance to the Pastoral & Academic Leaders for each year group.
 - PALs should take responsibility for those students whose behaviour is seriously inappropriate or where there are issues across several subjects. The PAL will put in place appropriate sanctions but also arrange for other intervention where appropriate through the school's Hub, additional needs department or external agencies or ask for the Pastoral Support Programme to be started.
 - The Deputy Head responsible for pastoral matters in school should only be involved when the matter is particularly serious. The Deputy will recommend to the Headteacher sanctions of internal and suspension where appropriate.
 - Only the headteacher has the authority to exclude students from school

The above system should be clear and act as a filter so that responsibility for behaviour within school is shared by all staff and dealt with at appropriate levels. It should be noted that where a matter is referred on, the person ultimately dealing with the incident also has the right to decide on the appropriate sanction

- Parents and Carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They are expected to work in partnership with the school to maintain the high standards of behaviour expected.
- Students are expected to take responsibility for their own behaviour and are made aware of the school policy, procedures and expectations. Students have a responsibility to ensure that any incidents of disruption, violence, damage or harassment are reported.

Behaviour for Learning - Expectations of Students:

- Arrive to school **before** 8.20am
- Be dressed in full, smart school uniform, including correct type of footwear
- Remove outer wear; switch off electronic devices and place them in bags
- Be fully equipped for all lessons – place equipment on desks during form time
- Move around the building, on the left-hand side, in a quiet, orderly fashion
- Line up quietly outside classrooms
- Show respect for others and an excellent attitude to learning
- Walk straight to the next lesson
- Display calm behaviour during social time; queue for dining areas respectfully

Equipment must be taken out at the start of every lesson:

P	R	E	P	A	R	E
Pen, Pencil	Ruler	Eraser	Planner	Additional Items	Reading Book	Exercise Book

Work in books and folders must always be of the highest standard:				
P	R	O	U	D
Prepare	Routine	Objective	Underline	Date

Behaviour around school must always be calm:			
C	A	L	M
Conduct	Attitude	Learning	Manners

Conduct in the classroom must always be respectful:

R	E	S	P	E	C	T
Ready	Equipment	Set Place	Punctuality	Education	Conduct	Talk
- to work and learn	- on the desk	Sit where directed by the teacher	Be on time!	Show a positive attitude	Show good manners to all	Contribute when asked

Behaviour for Learning – Rewards & Recognition

“Inspire and lead others by encouraging them” -St John Baptist de la Salle

Students are rewarded for good classwork/homework, good attitude, good effort and for being helpful to others.

They can earn reward points, certificates, gift vouchers and gold, silver and bronze post cards for success in school, both academically and pastorally.

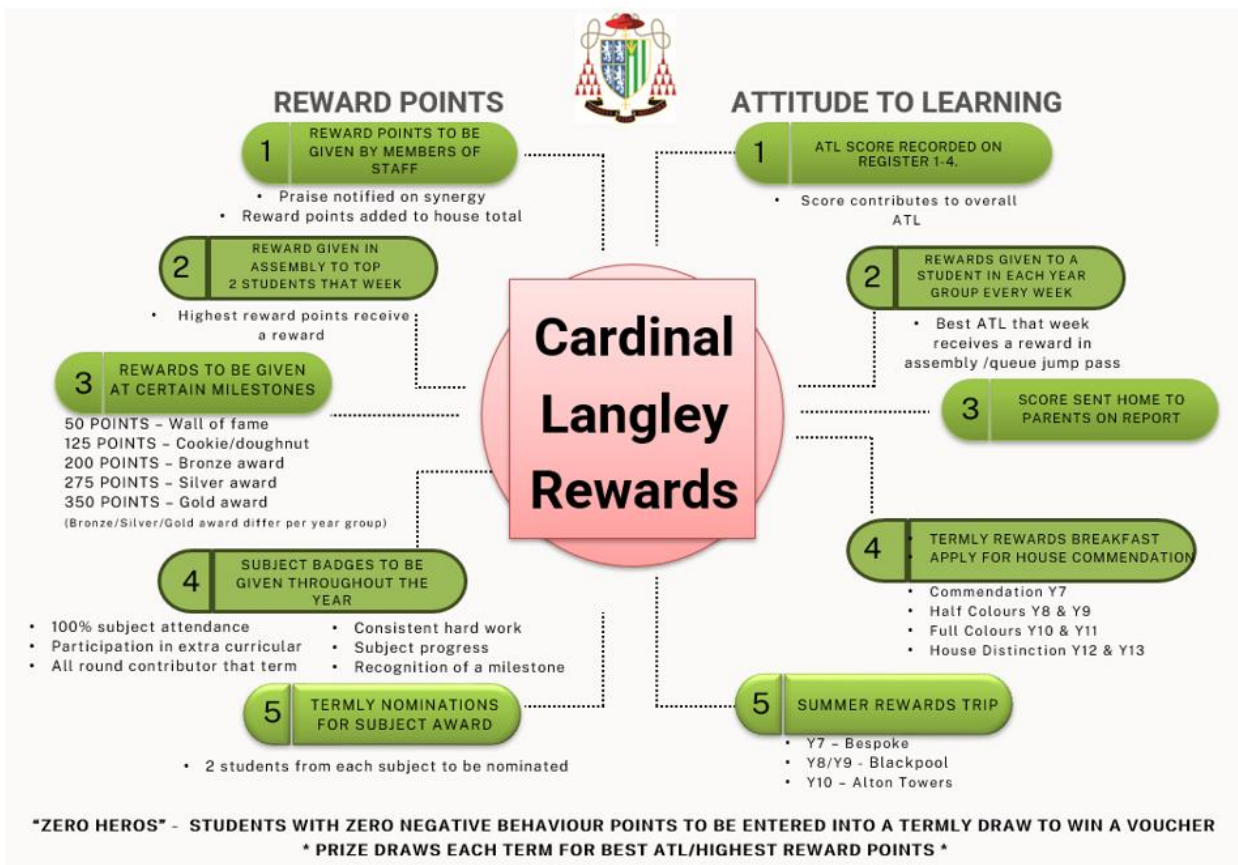
Students with the best attitude to learning score (ATL) are celebrated in assembly and are invited to rewards breakfasts.

The rewards chart in the student planner (see below) outlines the tangible rewards awarded at specific milestones: Canteen item, Wall of Fame, Bronze, Silver and Gold Award, certificates and gift vouchers.

Students are also shown recognition for consistent good behaviour and attitudes, with subject badges and at rewards assemblies, rewards breakfasts and many rewards trips/activities.

The top achievers in all year groups and subjects receive a certificate and prize at the end of each term, based on their performance that term.


Rewards System 2025



At the end of each half term, students can nominate themselves for House Colours and, if successful, they are awarded a House badge or House tie to show that they have demonstrated an outstanding attitude towards the Catholic ethos of the school.

At the end of the academic year, students in Years 7 to 10 have an Achievement Evening in which successes in all areas of the school are celebrated; the previous year’s Year 11 cohort have a graduation ceremony in the autumn term, in which we celebrate the achievements and successes of their school careers.


Students are awarded achievement points for:




Resilience and effort



Helping others



Positive attitude to learning



Contribution to their form, subject lessons and the life of the school

House Awards

Award:	Full Colours	Half Colours	House Commendation	House Distinction
To:	Y10 & Y11	Y8 - Y11	Y7	This is an award which specifically recognises the contribution that our sixth form students make to their House and school community.
For:	Stepping up to Leadership	Contribution to the school ethos		
Reward:	School tie in House colours	Shield badge in House colours	Pin badge in House colours	

Behaviour for Learning – Sanctions

A small minority of students will struggle to meet the high standard of behaviour expected at Cardinal Langley. In these rare instances, Pastoral staff will work closely with students, parents/carers and the Fair Access Team to ensure every strategy possible is employed to avoid permanent exclusion from school.

Sanction		Examples of Behaviour (not an exhaustive list)
C1	Verbal Reminder	Talking when asked not to; lack of concentration in lesson; distracting others; insufficient work rate; being impolite; needing to smarten uniform; using an electronic device without permission; failing to follow an instruction; running in school; displaying disorderly behaviour
C2	Subject Detention (40 Minutes)	Arriving late without good reason; insufficient classwork or homework; repeated lack of equipment; continued disruption of learning
	Pastoral Detention (40 Minutes)	Not wearing correct uniform; poor behaviour out of the classroom - for example, repeated no homework, heightened disruption, walking away from staff when being spoken to, smoking or associating with smokers, littering, being out of bounds. Misuse of the school's ICT network
	Detention (60 Minutes)	Failure to attend 40 minutes detention
C3	Internal Exclusion	Failure to attend detention or disruption of detention; bullying; theft; persistent breaches of the behaviour code; serious, one-off incidents; incidents pending investigation; serious breaches of uniform code; selling goods; gambling; accumulation of incidents
C4	Suspension	Serious, one-off incidents; inappropriate actions or language towards staff; acts of violence or aggression; persistent bullying or serious one-off incidents of bullying; deliberate damage to property; possession of illegal or inappropriate substances, objects or material. Refusal to follow rules during an internal exclusion
C5	Managed Move	Students at risk of permanent exclusion are placed on a plan with specific targets which, if not met, will lead to a managed move to another school
C6	Permanent Exclusion	Physical assault on a member of staff; dealing in controlled substances; persistent, serious failure to meet the school's expectations; critical one-off incidents

Any student found to have made a malicious allegation against a member of staff will face serious disciplinary action, which may include suspension or permanent exclusion. Staff who are subject to such allegations will be supported pastorally by the school.

Reasonable Force, Searches and Exclusions

Staff may, in rare and exceptional circumstances, use reasonable force to prevent a student from:

- harming themselves,
- harming others, or
- damaging property, or to maintain good order in the classroom.

Searches of students and their possessions may be carried out in line with DfE guidance, where there is reasonable suspicion of prohibited items. Prohibited items include, but are not limited to: knives, weapons, alcohol, drugs, stolen items, fireworks, pornographic images, and any article that could cause harm.

Exclusion (suspension or permanent exclusion) will always be a last resort and follow the statutory guidance. See the Exclusion & Suspension Policy for full details.

Internal Exclusion Guidelines

Where a student's behaviour merits an internal exclusion rather than a suspension, the student will be kept excluded from the rest of the school community for a certain number of days in a room identified for the purpose. When placed in internal exclusion the following rules apply:

- Attendance is from 8.20am until 3.00pm
- Students to wear full school uniform
- There is to be no communication with other students and silence is to be maintained
- Students are to complete work provided at the designated desk in an identified booth
- Students can choose a packed lunch from the food order form

Where a student cannot follow these rules, a suspension will follow and the day in the internal exclusion room will be repeated on the first day back in school.

Discipline Panel

Where the behaviour of a student is becoming a real concern, they may be asked to attend a meeting of the Senior Leadership Team or a Governors' Pupil Discipline Panel where they will be expected to explain to the panel the reasons for their behaviours. The panel will make recommendations regarding next steps. Parents/carers are expected to attend any meetings of the Governor or SLT Discipline Panel.

Related documents

- Teaching & Learning Policies
- Feedback Policy
- Child Protection & Safeguarding Policy & Procedures
- Anti-Bullying Policy
- Exclusion & Suspension Policy
- Search Policy
- Restrictive Interventions Policy
- School Uniform Requirements
- Mobile Phone Policy
- Home-School Agreement

Policy Approval:

Signature of Headteacher:



21.10.2025

Date