



Stretford
Grammar School
Aspirat primo fortuna labori

Behaviour Policy

Ratified by Governors:



Behaviour Policy

Date of Policy: October 2023

Member of staff with overall responsibility: Assistant Headteacher, Mrs Dolphin

Committee with Responsibility: Student Admissions and Welfare

Committee responsible for this policy: **Student Welfare**

1. This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be acceptable and unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in school with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf
- It is also based on the special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

3. The Behaviour Curriculum

- At the start of each academic year, we carefully communicate what good conduct looks like and as we explicitly share our behaviour expectation. We are clear about the behaviours which will help students to succeed, what is prohibited and what the consequences are of making poor behaviour choices
- The Behaviour Policy is shared with parents/carers each year and they are asked to respond to show their commitment to supporting in maintaining these standards.
- We teach students what behaviour is expected of them and how it helps them to succeed. This takes place through PSHCE, assemblies, form time and across all aspects of school life, whenever the opportunity arises
- Through agreed routines, students practise making good behaviour choices so that these choices become embedded
- When students make poor behaviour choices, we remind them of the correct choice
- When students continually make poor behaviour choices, we use behaviour contracts, support plans, supportive conversations and mentoring to teach them about the correct choices and give them the opportunity for guided practice in understanding their problem behaviours, the triggers and how to make the right choices

3. Student transition

3.1 Inducting incoming students

- The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture

3.2 Preparing outgoing students for transition

- To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

4. Behaviour Choices

4.1 Behaviours for Successful Learning in the classroom

Students are expected to be READY, RESPECTFUL AND SAFE:

This means they are expected to:

- Arrive at the right time and in the right place
- Sit and remain in the place allocated by the teacher
- Wear uniform correctly
- Have the equipment needed for lesson
- Remain upright and pay attention
- Refrain from touching other students
- Be ambitious about what they want to achieve

- Value everyone by being kind, patient and tolerant
- Use respectful language
- Avoid verbal abuse including all name calling or sexual comments
- Speak quietly and avoid shouting
- Make their best efforts first
- Follow instructions the first time
- Listen and follow the One Voice rule
- Refrain from eating and drinking anything other than water
- Request help from the teacher in a way that has been agreed by the Subject Teacher
- Be respectful of the achievements of others in the room
- Follow the School guidelines on presenting their work
- Treat property with care and respect
- Use their Wellbeing Toolkit to manage their emotions and attention
- Leave classrooms tidy and litter free

4.2 Adults are expected to:

- Meet and greet students when they arrive at their classrooms
- Model positive behaviour
- Reinforce the positive, catch students being good. Praise them for their good choices
- Always respond to, and follow up on, inappropriate behaviour with a sanction
- Treat all students fairly
- Give students take-up time
- Give students the opportunity to put things right
- Allow students to put behaviour incidents behind them and have a fresh start

4.3 Behaviours for a Successful Community outside of the classroom

Students are expected to:

- Value everyone, be kind, patient and tolerant of everyone
- Avoid any verbal abuse including name calling and sexual language
- Modify behaviour when requested to do so by an adult
- Respond to what prefects ask them to do when they are on duty
- Wear the correct uniform including on the way to and from school
- Remove outdoor coats, scarves and gloves school buildings
- Observe the one-way system
- Move quietly, quickly and calmly between lessons
- Speak quietly and avoid shouting using inside voices on corridors
- Observe the rules on mobile phones and have them switched off and away on the school site
- Only eat and drink in designated areas
- Place all litter in the bins provided
- Always clear up their plates and cutlery in the Dining Room
- Avoid being drawn into antisocial behaviour when adult supervision is minimal
- Adhere to the Behaviour Code on the way to and from school

4.4 Outside the classroom adults are expected to:

- Be visible across the school site
- Wear a high visibility jacket when on duty
- Treat all students fairly
- Give students a warning when behaviour is inappropriate
- Give take – up time

- Issue appropriate sanctions where behaviour incidents are serious or where students do not respond to requests to modify their behaviour
- Remove free time from students who threaten the safety of others

5 .Defining Behaviour

5.1 Everyone is expected to be READY, RESPECTFUL AND SAFE

- All unacceptable behaviour choices are taken seriously and responded to

5.2 Some poor behaviour choices are very serious because they:

- Bring danger, threat or intimidation to self or others
- Impact negatively on the health of school community
- Are judged to seriously undermine or to bring the reputation of the school into disrepute
- Involve repeated disruption, defiance or disrespect.
- Cause serious deliberate damage

5.3 Examples of behaviour choices likely to be regarded as very serious:

- Repeated rudeness to staff
- Extreme verbal abuse of any member of staff
- Sexual assault which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Repeated verbal abuse including name calling and sexual comments
- Serious unprovoked first assault where the other student does not respond
- Repeated unprovoked assault where the other student does not respond
- Repeated reciprocated assault
- Total loss of control when hitting out and swearing
- Misuse of the fire bell
- Repeated bullying after warning
- Repeated or very serious theft
- Repeated or serious damage
- Illegal acts like the possession of cannabis or a knife
- Combinations of the above
- Where there is a necessary deterrent value and other measures have failed to have an impact

6. Students with a Disability

Where the misbehaviour of a student is related to a disability, it is expected that reasonable adjustments are made to enable the student to be included in the school community. The safety of all students is paramount.

These include:

- Ensuring the school is committed to making adjustments
- Ensuring that staff are aware of which students have disabilities, the nature of the disability and the potential impact this might have on behaviour

- Ensuring that staff have had training in the nature of the disabilities, and how they should treat students with disabilities
- Ensuring that staff have behaviour management strategies in relation to the student with a disability including guidance from outside agencies, where appropriate

7. Child-on-child abuse

7.1 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

In summary:

- Students, parents and staff can report alleged incidents of bullying to the school's safeguarding team, to any adult in school or by using the online reporting form on the website or homepage
- The school investigates allegations of bullying systematically and seriously, involving all parties and external agencies if appropriate;
- We will use a range of appropriate responses and support appropriate to the situation. These may include solution-focused approaches, a restorative approach, an accepted behaviour contract and individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate
- Whole school proactive strategies and reactive programmes for vulnerable groups or those involved in bullying include counselling, group work and restorative approaches
- Students, parents, teachers, staff, and governors are all involved and trained in preventing and responding to allegations and instances of bullying
- Responses to online abuse and cyberbullying can be found in our Online Safety Policy. We take seriously any online abuse whether it takes place in or out of school. All child-on-child abuse online or offline is taken seriously and acted upon. Staff know to report incidents to Progress Leaders and the DSL. Parents are always be contacted

7.2 Sexual violence and sexual harassment

Definitions

- Sexual comments are those which discriminate based on sex, particularly against women
- Sexism includes behaviour and attitudes that create stereotypes of social roles based on sex
- Sexual harassment means unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes or online harassment which involves explicit online material such as nudes or semi-nudes

7.3 Responses to sexual violence and harassment

- All staff and students are encouraged to report these behaviours. Students can report to any adult in school or online via the website
- Responses to incidents are proportionate, considered, and supportive and decided on a case-by-case basis.
- We have a zero-tolerance approach which means that we will not tolerate these behaviours but we are a place of learning so alleged perpetrators are offered support and opportunities to change their behaviour
- We will consider the following actions/sanctions taking into account the nature and frequency of the incidents
 - All responses will involve:
 - A conversation with an adult in school
 - Opportunity to apologise for the behaviour to the victim
 - Contact with parents/carers
 - A log on CPOMS
 - Loss of Choice points
 - Detention

They might include:

- A behaviour contract
 - An early help referral
 - Internal isolation
 - Fixed term exclusion
 - Reporting of the incident to the police
 - Reporting the incident to social care
- Most incidents are dealt with internally but if an offence has been committed, we consider involving the police
 - We listen to the victim and their wishes inform our responses, but we will always make the final decision
 - The issues will be addressed in an age-appropriate and inclusive way through the PSHCE curriculum

7.4 Additional responsibilities for behaviour

- Responsibilities for all staff in and out of the classroom are outlined above.

7.5 SLT will:

- Strive to ensure a whole-school presence
- Support classroom teachers by removing students from lessons as a sanction at Level three when a Progress Leader is not available
- Support colleagues in times of crisis and stress
- Support behaviour support plans

7.6 Curriculum Leaders will:

- Monitor behaviour referrals in their subject regularly
- Support and encourage teachers in their subject with behaviour management issues
- Ensure that subject teachers are consistent in following behaviour management procedures
- Put in place monitoring and support programmes for behaviour for poor behaviour choices their subject
- Conduct regular learning walks to monitor standards of behaviour for learning in their departments.

7.7 Progress Leaders will:

- Monitor behavioural referrals for students in their year group at least weekly.
- Be involved in sanctions at Levels Two and Three
- Support SLT in removing students from lessons as a sanction at Level three when they are not teaching.
- Devise, monitor and review behaviour support plans
- Liaise with the parents of students whose behaviour is a cause for concern in three or more subject areas
- Conduct regular learning walks to monitor standards of behaviour for learning in their Year Group

8. Staff Training

- As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
 - The proper use of restraint

- The needs of the students at the school
 - How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

9. Rewards

9.1 Types of Reward

- Staff will seek to encourage and praise students through in and out of lessons through:
 - Gesture and positive verbal comments
 - Positive comment stickers
 - Positive comments on pieces of work
 - Positive comments on Class Charts
 - Praise Postcards
 - Letters sent home and telephone calls and email messages to parents
 - Values Points given in, and out of lessons for demonstrating the values of the School
 - Values Point certificates
 - The Headteacher's Award
 - Contributions for displaying outstanding social and community skills
 - Subject-based rewards
 - House reward trips
 - Progress Leader rewards for Year Groups
 - Additional responsibility
 - Additional privileges
 - Annual Awards Evening prizes and certificates

9.2 Behaviour Choice Points

- When students make poor behaviour choices, Behaviour Choice Points are deducted
- Behaviour Choice Point balances are taken into account in qualification for whole-school reward events. To qualify, students need to maintain a positive balance of Values Points and Behaviour Choice Points

C1 = -1 point
 C2 = -5 points
 C3 = -10 points
 C4 = -15 points
 C5 = -30 points

9.3 Values Points

- Each member of staff should award a minimum of 3 Values Points per lesson
- Values Points are also awarded for behaviour outside lessons in free time, extracurricular activities and events

9.4 Values Points are awarded for displaying the following School Values:

- Aspiration
- Endeavour
- Respect

10. Responses to Poor Behaviour Choices

- We recognise that changes in behaviour may be an indicator that a student is in need of help or protection.
- We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.
- Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.
- De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.
- All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future

10.1 Sanctions used in school could include:

- A graduated system of detentions
- Loss of Value Points
- Carrying out useful tasks to support the school
- Carrying out restorative tasks, where appropriate
- Engaging in restorative practices
- Removal from lessons, where it disrupts learning
- Withdrawal of free time at break, lunch or the end of the day
- Letters home
- Supervised reset time/ internal isolation
- Suspension
- Exclusion

10.2 Sanctions for Behaviour in the Classroom

C1

- Should students choose to not follow the Behaviour Code in the classroom, teachers employ a range of behaviour management strategies. These include non-verbal gestures, moving to another place in the classroom and should include reference to the Behaviour Code
- Before issuing a C1 sanction teachers must give a reminder, a caution and a last chance. These do not always have to be verbal and can be given to the class as a whole.
- Intervention needs to be logged on Class Charts at this Level but no sanction is issued
- If a student does not respond, they will be issued with a C1 sanction
- This will allow monitoring by the Progress Leader of low-Level incidents

- A C1 sanction is a detention of between 15 and 30 minutes
- Students complete a reflection sheet in detention and this is shared with the ST who should discuss it with the student
- The incident must be logged on Class Charts as a Level One behaviour for either Ready, Respectful or Safe. Details of the detention should be shared with the student
- Parents are informed on the day it is issued via the Class Charts Parent App

C2

- Should a student continue to make poor behaviour choices in the classroom, they will be sent to work in another classroom or in Reset and will be issued with a C2 sanction
- The Pastoral Managers (PM) or PLS will be notified to support the move to another area
- There is a detention issued by the Subject teacher of between 30 and 60 minutes and supersedes the previous detention
- The incident must be logged on Class Charts as a C1 behaviour for either Ready, Respectful or Safe. Details of the detention should be shared with the student
- Students complete a reflection sheet in detention and this is shared with the ST who should discuss it with the student. STs should keep the sheets to refer to in further discussion about behaviour with a student
- Parents must be called by the ST
- Where students demonstrate that they have reflected on their behaviour choices and agree to making better choices, they can re-join the remainder of the lessons for that day

C3

- When a student does not agree to making better behaviour choices or continues to behave in an unacceptable manner, they will remain in Reset for the remainder of the day
- A C3 sanction is issued by the Subject Teacher and further reflection and restorative work is carried out. The incident is logged on Class Charts as C3 by the Pastoral Manager or the Progress Leader. Details of the incident must be recorded. Parents must be informed and invited in for a meeting
- Serious verbal and physical abuse and violence, as well as threatening behaviour has a sanction of at least a C3 depending on the details of the incident. The student is removed from the classroom by a member of SLT, the Pastoral Managers or the Progress Leader. The incident has to be logged on Class Charts as a C3 by the PL or PM. Details of the incident must be recorded
- Students who continue to make unacceptable behaviour choices in a specific subject area are placed on a subject behaviour support plan which is monitored by the curriculum leader
- If a student is issued with 5 sanctions from three curriculum areas or more in a half term, a behaviour contract is developed for the student by the Progress Leader. This is put in place for a minimum of two weeks. The Progress Leader meets with parents
- The contract identifies action points for the student to improve their behaviour as well as support measures. The contract is available to all staff on Class Charts. The Form Tutor discusses the contract with the student a minimum of three times a week. It is reviewed on the date agreed by the Progress Leader and the student, with comments contributed by Subject Teachers, the Form Tutor and parents. If inappropriate behaviour choices continue, a further contract is produced, monitored and reviewed. The Progress Leader meets weekly with the student on the second contract. At this Level there are 2 cycles of intervention

C4

- After two behaviour contracts, and if the expected progress has not been made, a student will be placed on a third contract. If a student is on a third contract, they will meet weekly with an Assistant Headteacher. From the third contract onwards, a student must engage in some additional learning about appropriate behaviour choices. If behaviour has not improved after three cycles of intervention, a referral must be made to Trafford Teams Together or other early help
- If poor behaviour choices are considered to be very serious, they might be categorised at C4 and therefore will be sanctioned at this level. All students who make choices which result in behaviour at this Level, will be supported with a support plan. Sanctions at this Level are likely to include Reset which will require the student to study in the Reset room and stay in school until 4.15. The outcome might be a suspension

C5

- Where unacceptable behaviour choices are considered to be very serious, the Headteacher will consider whether a suspension is an appropriate sanction
- All students who make choices which result in behaviours at this Level will be supported by a support plan and consideration will be given as to if a referral is needed to Trafford Teams together or if Early Help is needed

C6

- Permanent exclusion

11. Mobile Phones

- Students are allowed to bring mobile phones to school as they might be important for safety during the journey to and from school
- On the school site, mobile phones must be switched off and out of sight including in unsupervised areas such as the toilets
- Sanctions for improper use are outlined in Appendix 4

12. Reasonable force

- Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:
 - Causing disorder
 - Hurting themselves or others
 - Damaging property
 - Committing an offence
- Incidents of reasonable force must:
 - Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded on CPOMS and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

13. Searching, screening and confiscation

- Any prohibited items (listed in Appendix 5) found in a student's possession will be confiscated. These items will not be returned to the student
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate
- Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)
- Only SLT and Progress Leaders are authorised to conduct searches of students
- Verbal permission of the student to conduct the search should be requested before any search
- If the item is a banned item, the search can go ahead without the consent of the student
- The searcher must explain to the student the reason for the search
- Permission of the student has to be gained if the item is not a banned item
- The person carrying out the search must be the same sex as the student
- There must be another member of staff present unless the searcher believes there is a risk of serious harm if the search isn't carried out immediately
- Details of all searches must be logged on CPOMS
- Strip searches are not allowed to be conducted by school staff

14. Off-site misbehaviour

- Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:
 - Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from school
 - Wearing school uniform
 - In any other way identifiable as a student of our school
- Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another student
 - Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

15. Online misbehaviour

- The school can issue behaviour sanctions to students for online misbehaviour when:
 - It poses a threat or causes harm to another student
 - It could have repercussions for the orderly running of the school
 - It adversely affects the reputation of the school
 - The student is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member

16. Suspected criminal behaviour

- If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police
- If a decision is made to report the matter to the police, the headteacher or other member of SLT will make the report

- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate

17. Malicious allegations

- Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.
- Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and students accused of misconduct.
- Please refer to our child protection and safeguarding policy

17. Reset

- Spending full or half days in Reset/isolation is seen as a sanction for a serious poor behaviour choice time
- The purpose of placing a student in Reset is to give them time to reflect on their actions without the distraction of their peers
- Reset is seen as a short-term sanction and students should not be placed in Reset more than 3 days
- Work must be provided for students in Reset
- Students are also supported to complete a piece of reflective work with some action planning around specific behaviours
- Break and lunchtime isolations are used as a sanction for continued uniform issues and as a response to poor behaviour outside of lessons

19. Suspension

- Full details regarding suspensions and exclusions can be found in the Suspension and Exclusions Policy
- When a student is suspended, colleagues are asked to provide work to be done at home. This is a legal requirement. Work may be set online

Appendix 1

Written statement of behaviour principles

- Every student must have the opportunity to achieve success. We believe that students have the right to learn and teachers have the right to teach. We all need a calm, safe and supportive environment in which to flourish. It is the responsibility of all to contribute to an environment which encourages this for all. High expectations, mutual respect and self-discipline are important
- Good behaviour must be the norm and antisocial behaviour must not be tolerated
- We believe that the habits and skills which comprise good behaviour need to be taught
- We expect all adults in school to lead by example and seek to challenge and support students in developing appropriate and acceptable behaviour

Rationale for the Behaviour Code

Good behaviour means that students must be READY, RESPECTFUL AND SAFE at all times and in all places in school and in the care of the school. We must all work together to develop and reflect our values of aspiration, endeavour and respect.

Rules for behaviour must:

- Be built on a whole-school approach to behaviour management
- Be built on statutory requirements
- Create a safe environment for all
- Respect the dignity of the individual
- Create an atmosphere of positive encouragement for all
- Be fair and clear to everyone
- Promote firmness as well as kindness
- Regulate student behaviour through the constant and consistent enforcement of rules by all members of staff
- Promote self-discipline and self-regulation and a proper regard for authority
- Prevent all forms of bullying
- Recognise the rights and responsibilities of parents in dealing with disciplinary issues
- Promote the concept of 'representing the School' by defining behaviour both in and outside school
- Support students in growing into responsible self-disciplined adults who show respect to others

Rationale for Rewards and Sanctions

Rewards should motivate students to:

- Aim high
- Study hard
- Develop excellent study skills
- Work to the best of their ability
- Produce work of outstanding quality
- Contribute to the school community through participation in extra-curricular events
- Help and support others
- Rewards given should outweigh the number of sanctions given
- Sanctions must be applied consistently and fairly in order to regulate student behaviour and enforce standards
- Behaviour is dependent on many factors and it is not always possible to standardise sanctions relating to behaviour in an absolute manner
- Sanctions must give students the opportunity to reflect on their behaviour and for support to be put in place, where it is needed
- All disruptive behaviour, abusive language and laziness should be addressed when it occurs. If bad behaviour is ignored or tolerated, it will be seen by students as being condoned
- Attempts are made to escalate the sanction in terms of the type of sanction and the person applying it. This is to ensure that the seriousness of the behaviour is communicated whilst giving students the opportunity to reform their behaviour
- Sanctions should not be degrading or humiliating

Rationale into how we investigate incidents of poor behaviour.

Enquiries will be conducted within the context of:

- 'loco parentis' (not as a legal enquiry). i.e. conclusions may be reached upon an assessment of the whole situation and a knowledge of the students involved and not necessarily upon absolute proof
- the amount of time given to the enquiry;
- balancing probability when absolute proof is not possible;
- assessing the relative reliability of witnesses on the probability of them telling the truth or not;
- the consistent application of policies

Poor Behaviour Choice	Action	Support
Low Level	Reminder, Caution, Last Chance. Log on Class Charts.	Reference to the Behaviour Code/School Values
Repeated low Level poor behaviour choices despite Reminder, Caution, Last Chance	C1 15-minute detention. Loss of 1 Choice Point	Reflection sheet to be completed. Supportive conversation with the ST.
Repeated unacceptable choices despite intervention	C2 Reset time spent in The Hub or another classroom. Pastoral Managers/Progress Leaders/SLT to be contacted. 30-60-minute detention. Loss of 5 Choice Points. Phone call/email/message home.	Reflection sheet to be completed. Supportive conversation with the ST.
Repeated unacceptable choices despite intervention Serious incident Minimum of 5 incidents from at least 3 subject areas	C3 Behaviour continues to be unacceptable. 1 day in Reset. Loss of 10 Choice Points. Phone call/email/message home.	Reflection sheet to be completed. Behaviour Contracts in place. Three cycles of interventions Contract 1 = supportive conversations with the FT 3 X a week Contract 2 = Supportive Conversations with the PL 3 X a week
Serious Incident No improvement despite 2 cycles of behaviour intervention	C4 Enrolment on a Behaviour Intervention Course Reset time/Fixed Term Suspension Loss of 15 choice points	Reflection sheet to be completed. Contract 3= Supportive conversations with the PL 3X a week and weekly with a member of SLT Pastoral Support Plan Positive daily conversations with the PL. Supportive conversation with a member of SLT Monday and Friday
Very serious incident	C5 Fixed Term Suspension	Pastoral Support Plan Daily PL supportive conversation. Weekly SLT review session

READY	RESPECTFUL	SAFE
1. Be ambitious about what you can achieve.	1. Value everyone. Be kind, patient and tolerant of all Use respectful language	1. Follow instructions the first time
2. Arrive on time. Start and end lessons as agreed.	2. Follow instructions the first time	2. Follow the one-way system. Walk, don't run
3. Bring all the equipment you need.	3. Listen and follow the One Voice rule	3. Speak quietly and avoid shouting
4. Best efforts first.	4. Treat property with care and respect	4. Be mindful of others around you. Be patient and give space where you can.
5. Respond to feedback positively.		5. Use all resources safely.
6. Ask for help if you need it.		6. Only bring agreed items into school
7. Use your Wellbeing Toolkit to regulate your emotions and behaviours		

Appendix 4

Sanctions

Sanctions for Infringement of the Dress Code

- Students carry a Uniform and Appearance Card with them at all times
- Students must produce it when requested to do so by a member of staff
- Failure to have the card or refusal to show the card results in an automatic detention
- If they do not have the card, students are required to go to the Office to receive a new card. They will be issued with a detention of 60 minutes
- Students receive one mark on the card for incorrect uniform and are placed in a detention of 60 minutes if 3 marks are received or if they do not produce the card when requested
- If a student has a full card of signatures, they will be required to be in supervision for lunches and breaks for one week
- If a card has been washed they should present the washed or damaged card at the office
- They will not receive a detention in this case, as long as they produce the damaged card or a note from parents
- If they do not have the damaged card or a note, the card will be treated as lost and they will receive a detention
- Where an infringement of the school's Uniform Policy is as a result of that item being lost, damaged or soiled, or as a result of an injury etc. to the student, then parents/carers will be expected to furnish a letter/note explaining this circumstance and the time frame for its replacement
- Jewellery may be confiscated. If it is, it must be logged with the pastoral support assistants and kept in the safe
- A receipt will be issued to the student
- The item will be returned to parents/carers on application to the school or at the end of each half term
- Students will be asked to remove make-up. Make-up remover and nail polish remover will be available in the Office
- Should a student not wear the appropriate footwear they will be required to wear footwear provided by school until they wear the appropriate shoes
- Where a student repeatedly breaches the school's uniform policy, this will be seen as defiance of school rules and the student will be subject to school sanctions. Following DfE advice, these sanctions may include suspension, depending on the circumstances of the case, even if the student does not otherwise display poor behaviour

Sanctions for Hair Infringements

- Should students not follow the Dress Code in relation to hair, for the first infringement, parents are contacted and the student is isolated at break and lunchtime for one week
- Subsequent infringements in the same year will result in a student being isolated for a week during break and lunchtimes. Parents will be invited to an in person with the Progress Leader

Sanctions relating to Equipment

- When a student does not have the essential equipment of an exercise book, ruler, pen and pencil, they will lose a Behaviour Choice Point. This will be logged on Class Charts.

Sanctions relating to Punctuality

- Late detentions are given for am registration when a student has been late more than 5 times. For each subsequent late, students are given a 15-minute detention to be served at lunchtime. A letter is sent to parents to inform them of this.
- When a student has been late 10 or more, they will be issued with a 30 minute lunchtime detention. Consideration will be given as to whether or not Early Help is required
- If students are late to lessons, they will lose choice points for not being ready which will result in a pastoral detention

Sanctions relating to Mobile Phones

- If a student does not follow the rules relating to mobile phone usage in school, the student's phone is confiscated by the teacher observing the behaviour and taken to the School Office. The student is issued with a sanction at Level One and loses 1 Choice Point
- If a student breaks the rules a subsequent time, his/her phone is confiscated by the adult observing the behaviour and is taken to the School Office. The phone can be collected at the end of the day but has to be handed in to Student Services at the start of the day for 2 weeks and can be collected at the end of each day. A C2 sanction is issued. The student loses 5 Choice Points
- If a student breaks the rule a third time, in relation to mobile phone use, the student is requested to leave his/her phone at the school office at the start of each day for a half term (minimum of 5 weeks) and parents/carers are required to attend a meeting in school with the FT or PL

Sanctions related to Smoking or Vaping

- If a student chooses to smoke or vape whilst under the jurisdiction of the school and or when they might be identified as a student of the school, they will be issued with a sanction. This will be decided on a case-by-case basis but with a sanction of at least a Level three. Supervision at lunch and break times for a week may be chosen as a sanction. Parents are always contacted.
- If a student's behaviour leads to a vape sensor going off, the student's property will be searched; this will be logged on CPOMS
- A referral is made to the school nurse and parents are contacted.

Sanctions relating to illegal substances and the possession of weapons

- Should a student chose to be involved in instances relating to the possession or consumption of illegal substances or illegal materials, the school will always inform the police and a sanction will be issued at the discretion of the headteacher but is likely to be at least a fixed-term exclusion and a referral will be made to early help

Appendix 5 Items prohibited in school:

- knives or weapons
- lighters
- alcohol
- Vapes
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

READY		
Positive Behaviour	Reason	Negative behaviours that will lead to serious sanction
Be ambitious about what you can achieve	Being ambitious can help us to stay motivated and be successful in our learning.	<ul style="list-style-type: none"> • Chatting to another student rather than doing as you have been asked • Clear off-task behaviours (head on desk; seeking distraction; silliness; not working on the task that has been set; etc.) • Clear lack of evidence of enough work being completed. • Being slow to start a task. • Body language that shows a clear lack of engagement and interest (slouching; feet on chair; swinging on chair; etc.)
Arrive on time. Start and end lessons as agreed.	Getting into good habits has a very positive impact on your learning.	<ul style="list-style-type: none"> • Being late to lessons • Not standing behind your chair at the start of a lesson • Chatting rather than waiting in silence to be told to sit down • Walking around the classroom at the end of a lesson
Bring all the equipment you need	Students who forget basic things have a negative impact on their own learning and that of others in the group.	<ul style="list-style-type: none"> • Repeatedly forgetting exercise books or basic equipment (more than 3 times in one subject)
Best efforts first.		<ul style="list-style-type: none"> • Eating or chewing in lessons • Drinking in lessons (except water) • Chatting to another student rather than doing as you have been asked • Clear off-task behaviours (head on desk; seeking distraction; silliness; not working on the task that has been set; etc.)

		<ul style="list-style-type: none"> • Clear lack of evidence of enough work being completed • Being slow to start a task • Body language that shows a clear lack of engagement and interest (slouching; feet on chair; swinging on chair; etc.)
Respond to feedback positively.	Feedback helps us to improve and make better progress	<ul style="list-style-type: none"> • Not acting upon feedback given by the teacher
Ask for help if you need it.	If after trying your best to do something, you still can't do it, asking for support can help you to make progress	<ul style="list-style-type: none"> • Clear lack of evidence of enough work being completed
Use your wellbeing toolkit to regulate your emotions and behaviours	We all have a responsibility to make the right behaviour choices to create a positive learning environment. Sometimes this is difficult and we need to use strategies or tools to help us	<ul style="list-style-type: none"> • Anger directed to self and others • Shouting
RESPECTFUL		
Value everyone. Be kind, patient and tolerant of all. Use respectful language	All members of our community deserve to be treated with respect.	<ul style="list-style-type: none"> • Inappropriate language (swearing; name calling; racist language; homophobic vocabulary; sexist language etc.), even if the other student does not object to this language • Aggressive, confrontational manner to other students • Refusing to work with another student. • Deliberately causing damage to another student's property • Openly supporting the poor behaviour of another student

		<ul style="list-style-type: none"> • Disrespectful of the diverse community of the schools • Aggressive, confrontational manner to a member of staff • Refusing to work with another student
Follow instructions the first time	<p>All members of our community deserve to be treated with respect.</p> <p>Learning time is precious. We shouldn't waste it</p> <p>Getting organised quickly can save time</p>	<ul style="list-style-type: none"> • Refusing to do as you are told by a member of staff (no matter how minor the issue). • Refusing to participate in the lesson. • Openly challenging or questioning instructions from a staff member in school
Listen and follow the One Voice rule	All members of our community deserve to be treated with respect.	<ul style="list-style-type: none"> • Speaking over other students and not listening to their contributions in lessons • Not listening to the teacher's instructions
Treat property with care and respect	Valuing things as well as people	<ul style="list-style-type: none"> • Deliberate / malicious damage to school equipment. • Damage caused through a total lack of care or by deliberately not following clear guidance. • Graffiti on school property
Valuing effort and success	We are a high achieving school and value personal and academic success	<ul style="list-style-type: none"> • Belittling the achievements of ourselves and others • Not putting sufficient effort into schoolwork and homework • Not following the school presentation policy

SAFE		
Follow instructions the first time	Keeping everyone safe is a priority. Some instructions are to keep us safe. Ignoring them could put us and other at risk of harm	<ul style="list-style-type: none"> • Ignoring the instructions of an adult given to keep us safe
Follow the one-way system. Walk, don't run	Risk of harm to others Lack of consideration for those with additional needs	<ul style="list-style-type: none"> • Ignoring the one-way system • Running on the corridors
Speak quietly and avoid shouting	A noisy environment can be frightening for those who are younger or for those who have additional needs If instructions need to be given, it might not be possible if the noise Level is too high	<ul style="list-style-type: none"> • Shouting • Not using inside, quieter voices
Be mindful of others around you. Be patient and give space where you can.	This can help others to feel more comfortable	<ul style="list-style-type: none"> • Pushing others • Shoving others
Use all resources safely	If you misuse some resources, you can harm yourself and others	<ul style="list-style-type: none"> • Misusing IT resources. • Logging into someone else's account • Trying to access inappropriate information and sites online • Not following safety instructions in Science and DT lessons
Only bring agreed items into school	Some items are dangerous and can harm your own health and safety and the health and safety of others	<ul style="list-style-type: none"> • Bringing in any of the prohibited items listed in this policy

