



Stretford
Grammar School
Aspirat primo fortuna labori

Behaviour and Positive Relationship Policy

Ratified by Governors: September 2025

Date of Review : September 2025

Member of staff with overall responsibility: Assistant Headteacher Student Attendance, Safeguarding and Wellbeing

Committee responsible for this policy: Student Welfare and Admissions

1. Aims

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 expectations. We are clear about the behaviours which will help students to succeed, what is prohibited and what the consequences are of poor behaviour.
- 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 do not behave in a way which is consistent with school values, we remind them of behaviours which are positive
- When students continually behave in a way which is not acceptable, we use behaviour contracts, support plans, supportive and restorative conversations and mentoring to teach them about positive behaviours and give them the opportunity for guided practice in understanding their problem behaviours, the triggers and how to behave appropriately.

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 Expectations and Responsibilities

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 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
- 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

Adults are expected to:

- Create a calm and safe environment for students
- 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 reminders and behaviour choices when it is appropriate to do so. If behaviours are likely to put others and themselves at risk, this might not be appropriate
- Issue appropriate sanctions where behaviour incidents are serious or where students do not respond to requests to modify their behaviour
- Give students take-up time
- Help students in recognising and managing difficult emotions in an appropriate way supported by adult emotional co-regulation
- Give students the opportunity to put things right
- Support students in repairing and restoring relationships
- Allow students to put behaviour incidents behind them and have a fresh start
- Be visible across the school site
- Wear a high visibility jacket when on duty
- Engage in restorative actions when they are appropriate

The Pastoral Team (PT), SEND Team and The Senior Leadership Team (SLT) will:

- Support staff in promoting our expectations and in managing students when help is needed
- Remove students from the classroom who are dysregulated and who are not responded to consequences put in place by a Subject Teacher (ST)
- Support colleagues in times of crisis and stress
- Monitor behaviour referrals and put in place additional support and monitoring interventions

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.

Parents and Carers

Parents and carers are responsible for:

- Getting to know the School's Behaviour and Positive Relationship Policy and promote it at home where appropriate Inform the school of any changes in circumstances that may affect their child's behaviour or wellbeing
- Discussing any concerns with the school promptly
- Attend meetings with the Headteacher or other School staff, if requested, to discuss their child's behaviour
- Never using violence, threatening behaviour or abusive language towards staff, students or visitors to the School
- Monitor a child's online activity to ensure that it does not impact negatively on relationships with others in school

The School's Behaviour and Positive Relationship Policy is accessible to all parents/carers via the school website and parents and students are asked to sign a home/school agreement when enrolling at the school

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 behaviours 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 harassment and 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 drugs or a knife
- Combinations of the above
- Where there is a necessary deterrent value and other measures have failed to have an impact

6. Supporting Students with SEND

6.1 Impact of SEND needs on behaviour

We recognise that students' behaviour may be impacted by a special educational need or disability (SEND).

We will consider all behaviour in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a student's SEND had an impact on an incident of behaviour will be made on a case-by-case basis.

When dealing with challenging behaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

For example:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of trusted adults and/or separation spaces (identified with student) where students can regulate their emotions

6.2 Adapting consequences for students with SEND

When considering a behavioural consequence for a student with SEND, the school will take into account:

- Whether the student was able to understand the rule or instruction
- Whether the student was able to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

Consequences will be adjusted if it is considered that the SEND need has been a barrier to the student being able to meet behaviour expectations.

The school's Special Educational Needs Co-ordinator (SENCO) may lead on assessing a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs

6.3 Students with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will work with the Local Authority and other bodies in delivering these provisions

If we have a concern about the behaviour of a student with an EHC plan, we may request an emergency review of the EHC plan

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 Behaviour Points
 - Detention

They might include:

- A behaviour contract
 - An Early Help referral
 - Time in Reset
 - Fixed term suspension
 - 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 PSHE curriculum

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 Bromcom
 - 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
- Reward trips
- Progress Leader rewards for Year Groups
- Additional responsibility
- Additional privileges
- Annual Awards Evening prizes and certificates

9.2 Students' Behaviour Profile

9.3 Positive Behaviour Points are awarded for displaying the following School Values:

- Aspiration
- Endeavour
- Respect

- 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
- Each member of staff should aim to allocate a minimum of 10 additional Values Points for positive behaviours outside of lessons
- All Tutors should award a Values Point a week to students who have correct uniform, correct equipment, no punctuality points

9.3 Examples of when to award Values Points

Aspiration

Producing an outstanding piece of class or homework
 Demonstrating excellent progress
 Extra-Curricular attendance
 Excellent performance in assessments
 Good progress shown from one assessment to the next

Endeavour

Effort which goes beyond what is expected
 Helping at a school event
 Responding well to feedback
 Excellent attendance
 Consistently making a good effort
 Being well organised

Respect

Helping others
 Consistently being polite
 Consistently being helpful to others

9.4 Negative Behaviours

When a student's behaviour is unacceptable and interventions have been put in place in line with this Policy, Behaviour Points are deducted

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

- A student's Behaviour Profile is based on the number of positive Values points and any negative behaviour points deducted.
- A student's behaviour Profile is taken into account in qualification for whole-school reward events.

10. Consequences

10.1 Consequences used in school could include:

- A graduated system of detentions
- Loss of Behaviour 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 Consequences for Unacceptable Behaviours

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 always include reference to the Behaviour Code
- Before issuing a C1, teachers must give students a Chance to modify their behaviour so that it is consistent with the Behaviour Code. If their behaviour continues to be unacceptable, they are issued with a C1 and given a Choice between the behaviour which is expected and their current behaviour which will result in a consequence being issued. Student must be told that they have given a C1 and it should be logged on Bromcom as a C1 in the category of Ready, Respectful or Safe. No detention consequence is issued.

C2

- If a student does not respond to the Chance and Choice, they will be issued with a C2 Consequence.
- A C2 Consequence is a detention consequence of 30 minutes and it is logged on Bromcom under the category of either Ready, Respectful, Safe. The time is served in a weekly Pastoral Detention. STs must communicate to students that this consequence has been issued and must give students a consequence sheet to complete. The C2 is logged on Bromcom.

- Students are expected to complete the reflection sheet in their own time and return to the ST to discuss it. This should facilitate a restorative conversation. If the ST is satisfied that reflection has taken place and the student understands the improvements they have to make, the ST signs the reflection sheet and returns it to the student. They bring the sheet to the Pastoral Detention for checking by the Pastoral Team. If the Supervising Teacher is satisfied that the sheet has been completed satisfactorily, the student is dismissed from the detention. The reflection sheets are returned to the relevant Progress Leader. The C2 is logged on Bromcom by
- Outside of the Classroom, Students are given a chance and behaviour choice, if it is appropriate. The same consequences are applied if students do not modify their behaviour C3
- Should a student's behaviour continue to be unacceptable despite a Consequence being issued, the student should be sent to work in another classroom or in Reset and will be issued with a C3 Consequence. A Pastoral Manager should be requested to escort the student. An email can be sent to the Pastoral Managers and the Pastoral Admin Team to make this request. Students must be informed that they are being issued with a C3 consequence and the reason why. Students should already have been issued with a reflection sheet. They are expected to complete in their own time and return to the ST to discuss it. This should facilitate a restorative conversation. If the ST is satisfied that reflection has taken place and the student understands the improvements they have to make, the ST signs the reflection sheet and returns it to the student. They bring the sheet to the Pastoral Detention for checking by the Pastoral Team. If the Supervising Teacher is satisfied that the sheet has been completed satisfactorily, the student is dismissed from the detention. The reflection sheets are returned to the relevant Progress Leader.
- A C3 Consequence is a detention of 60 minutes and it is logged on Bromcom under the category of either Ready, Respectful, Safe. This supersedes the C2 Consequence. The detention is served in a weekly Pastoral Detention.
- A child who is dysregulated must never be sent to work in another classroom, but should be removed from the Classroom by a member of the Pastoral Team or SLT and taken to the Hub or another appropriate quiet area. The child should be given Reset time to regulate their emotions. If students are able to regulate their emotions and are able to, they can go to the next lesson. If the dysregulation continues, students remain in the Hub to do their work for the rest of the day
- A phone call must be made by the ST to the Parent or Carer if a C3 has been issued. This should be logged on CPOMS.
- If a student does not modify their behaviour outside of the Classroom, a student should be sent to the Pastoral Managers' Office where their free time will be removed

Examples of C1/C2 Chance, Choice, Consequence Conversations in and out of the Classroom

	What will happen	Example in Class	Example Out of Class
<p>Chance Always allow for “take up” time – time for a student to act on your request</p>	<p>Students are given a Chance to correct their behaviour. Those with additional needs may need more than one Chance.</p>	<p>“You are talking over me and we have a One Voice Rule around here. Remain silent whilst someone else is speaking”</p>	<p>“You are not following the One Way system. Please turn around and go the agreed way”</p>
<p>Choice Always allow for “take up” time – time for a student to act on your request</p>	<p>If the behaviour continues, students are given a Choice so they are aware of the Consequence of not following the Behaviour Code. They are issued with a C1 consequence.</p>	<p>“You are continuing to talk over me. You need to listen and be silent now or if you continue to talk over me, you will have a detention to reflect on your behaviour”</p>	<p>“You are still going the wrong way. Either go the correct way or you will be issued with a Consequence”</p>
<p>Consequence</p>	<p>If there is still no improvement, a student will be set the Consequence. Log as a C2 on Bromcom</p>	<p>“You have continued to talk over me and this is impacting on your learning and the learning of others. You will now have a detention and need to reflect on your behaviour” Log as either a C2 Ready, Respectful, Safe Consequence on Bromcom and set the detention. Issue the student with a reflection sheet.</p>	<p>“You have continued to ignore the One Way rule so I will have to issue you with a Consequence where you will reflect on your behaviour” Log as either a C2 Ready, Respectful, Safe Consequence on Bromcom and set the detention.</p>
<p>Exit = C3</p>	<p>If there is still no improvement, a student will be asked to leave the Classroom and go to another classroom or the HUB to work. Send for a member of the Pastoral Team</p>	<p>“Go to Room XXX and complete this reflection sheet. You have a detention and will have to catch up on the work missed.” Log as either a C3 Ready, Respectful, Safe Consequence on Bromcom and set the detention.</p>	

		Make a phone call home.	
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C4

- When a student's behaviour is judged to have had a serious impact on others, they may be required to spend a fixed period of time in Reset and will be required to remain in school until 4pm. In Reset, reflection, restoration and repair activities take place
- A student may also be placed on a Behaviour Contract following a C3 consequence
- 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 consequence
- 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. Positive Handling and Use of Reasonable Force

At Stretford Grammar School, we are committed to maintaining a calm, safe and inclusive environment for all pupils and staff. We recognise that in very rare and exceptional circumstances, a pupil's behaviour may present a serious and immediate risk to themselves, to others, or to property. In such cases, trained staff may use restrictive physical intervention as a last resort, and in line with the school's Positive Handling Protocol.

Our approach is grounded in the relational ethos developed by Team Teach, which underpins the certified Behaviour Support Training undertaken by SEND and Pastoral staff. This training focuses first and foremost on de-escalation, emotional regulation, relationship-building, and risk reduction. Only a small number of physical techniques are taught, and these are framed as a last resort in safeguarding and safety planning, not as routine behaviour management tools.

Staff who hold current certification in Behaviour Support Training (Foundation or Intermediate) are authorised to use restrictive physical interventions where necessary, reasonable, and proportionate. However, this approach is not a restraint technique; it is a whole-school

approach rooted in respect, dignity, and reflection. Its greatest impact lies in the consistent use of preventative strategies, not physical holds.

Restrictive physical intervention is only used:

- When a pupil is at risk of harming themselves or others.
- When there is a risk of serious damage to property.
- When other approaches have not worked or are judged to be inappropriate in the moment.
- And only using the minimum force necessary for the shortest time required.

All incidents involving physical intervention are recorded and reviewed, and parents/carers are informed as soon as possible.

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

- Consequences are issued 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 at our school
- Consequences will also be issued 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

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

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

18. Reset

- Spending full or half days in Reset/isolation is seen as a sanction for a serious behaviour incidents which require a period of reflection, restoration and repair.
- The purpose of placing a student in Reset is to give them time to reflect, restore and repair on their actions/relationships 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 Reset is used as a sanction for continued uniform issues and as a response to poor behaviour outside of lessons.

19. Restorative Actions

- We consider that it is important for relationships to be restored and repaired when they have broken down.
- The Pastoral team has been trained in restorative practices and will support other members of staff in engaging in these activities
- Reflection and Restoration is an opportunity for both staff and students to reflect and repair relationships

19.1 Restorative conversation guide

Reflection questions C1/C2:

What happened?

What were you thinking/feeling?

What needs to happen to put things right?

What are we going to do differently next time?

C3/C4 Reflection questions:

What happened?

What were you thinking/feeling?

What do you think/feel about it now?

Who has been affected and how?

What needs to happen to put it right?

What are we going to do differently next time?

20. 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
- We encourage and support our students to manage and be in control of their own emotions and reactions.
- Our communications are empathetic but there are boundaries – we are firm but kind.

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
- Consequences must be applied consistently and fairly to regulate student behaviour and enforce standards
- Behaviour is dependent on many factors, and it is not always possible to standardise consequences relating to behaviour in an absolute manner
- Consequences 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 inappropriate behaviour is ignored or tolerated, it will be seen by students as being condoned
- Attempts are made to escalate the consequences in terms of the type of consequence 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
- Consequences 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.

Behaviours not in line with School Values	Action	Support
First warning.	Chance given verbally and reminder of the appropriate behaviour.	Reminder of the Behaviour Code and School Values
Continuation of the unacceptable behaviour.	Choice given and a C1 consequence. Log a C1 on Bromcom No detention given .	Choice given. A reminder of the behaviour expected and the consequence of not modifying the behaviour.
Repeated unacceptable behaviour despite intervention	C2 A C2 event is issued and communicated to the Student. It is logged on Bromcom which leads to a 30 minute detention.	Detention is communicated to the Student. Reflection sheet to be issued to the Student. Restorative conversation to be held when the Student returns the reflection sheet.
Repeated unacceptable choices despite a consequence being issued. Serious incident Minimum of 5 incidents from at least 3 subject areas	C3 Behaviour continues to be unacceptable. The Student is sent to work in another classroom or to Reset in the Hub. Time in Reset. Loss of 10 Behaviour Points. Phone call home by the Subject Teacher.	Reflection sheet to be completed and a restorative conversation with the Subject Teacher when the reflection sheet is returned. 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 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.
Serious Incident/repeated Inacceptable behaviour.	C4 Day/s spent in Reset time Loss of 15 Behaviour Points.	Reflective discussions with the Pastoral Managers (PM) or Progress Leaders (PL). Targeted behaviour courses. Behaviour contract.
Very serious incident.	C5 Fixed Term Suspension. Loss of 20 points	Parental/Carer meeting. Behaviour Contract Daily PL/PM supportive conversations. Weekly SLT review session
Very serious breach of the Behaviour Code	C6 Permanent Exclusion	

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

Consequences

Consequences 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

Consequences 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 meeting with the Progress Leader

Consequences 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 Bromcom.

Consequences 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

Consequences 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. It is logged on Bromcom. The phone is returned to the Student at the end of the day.
- If a student breaks the rules a subsequent time, his/her/their 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 Reception 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 Behaviour Points
- If a student breaks the rule a third time, in relation to mobile phone use, the Student is requested to leave his/her/their phone at the school office at the start of each day for a half term (minimum of 5 weeks).
- Students who lose or damage their magnet-sealed mobile phone pouch will have to replace it at their own cost

Consequences 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.

Consequences relating to illegal substances and the possession of weapons

- Should a student choose 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 tobacco, cigarette papers, vapes, E-cigs and other smoking paraphernalia
- 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
- Offensive/illegal weapon or anything that could be used as a weapon to harm, threaten or intimidate another student, member of staff or member of the public. This includes, but is not limited to, BB guns, airsoft guns or any imitation firearm, knives or anything used as a knife.

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 tolls 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	<p>Risk of harm to others</p> <p>Lack of consideration for those with additional needs</p>	<ul style="list-style-type: none"> • Ignoring the one-way system • Running on the corridors
Speak quietly and avoid shouting	<p>A noisy environment can be frightening for those who are younger or for those who have additional needs</p> <p>If instructions need to be given, it might not be possible if the noise Level is too high</p>	<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



Learning Attributes -Ready Respectful Safe

Values-Aspiration Respect Endeavour

Creating a Learning Environment for **All**

Behaviour Consequences

