BEHAVIOUR POLICY

Contents:

Part A:

A1: Ethos/Policy Statement
A2: Roles and responsibilities

Part B:

B1: Procedures
B2: Behaviour Curriculum
B3: School Rules
B4: Mobile Phones and smart watches
B5: Classroom Management
B6: Responding to good behaviour
B7: Responding to unacceptable behaviour
B8: Reflections
B9: Time-out/relocation from lessons
B10: On-call
B11: Suspensions and Permanent Exclusions
B12: Reasonable Force and Restrictive Interventions
B13: Off-site unacceptable behaviour
B14: Online Misbehaviour
B15: Suspected Criminal behaviour
B16: Sexual Harassment and Sexual Violence
B17: Searching, screening and confiscation
B18: SEND
B19: Supporting Pupils following a sanction
B20: Monitoring and Evaluating School Behaviour
B21: Staff training
B22: Sixth Form Sanctions Procedure

Appendix:

a. Behaviour Guide
b. Home school agreement
c. Rules for Responsible IT use)
d. Sanctions and support
e. Monitoring ladder
f. Code of conduct

Part A

A1: Ethos/Policy Statement

The Governing Body of GHS believes that high expectations and mutual respect are essential in order to guarantee the wellbeing and safety of all pupils and staff and for an achievement culture to thrive. It seeks to ensure that the school:

- Promotes high expectations and high standards of behaviour and discipline
- Promotes a culture of praise, encouragement and reward in which all pupils and students can achieve
- Provides a safe, calm and caring environment where all pupils can thrive, free from disruption, violence, or bullying and any form of harassment
- Promotes self-esteem, self-discipline, proper regard for authority and positive relationships built on mutual respect
- Embraces the values of inclusion, equality and fairness of treatment for all
- Secures consistency of response to both positive and negative behaviour
- Promotes early intervention
- Encourages positive relationships with parents and carers
- Fulfils its Equality Act 2010 duties and responsibilities

This policy outlines how we create and maintain a positive learning environment through relationships, consistency and high expectations of behaviour built on a foundation of mutual respect.

A2: Roles and Responsibilities

- The Governing Body will determine the ethos and review the guiding principles that shape the school's behaviour policy
- Governors will support the school to maintain the high standards of behaviour required by the policy
- The Headteacher in consultation with the governors, staff, parents/carers and pupils will develop, maintain and review the behaviour policy
- The Headteacher and staff will ensure that the policy is implemented in line with other school policies including the Anti-Bullying Policy, Safeguarding & Child Protection Policy, SEND Policy, Teaching and Learning Policy and the Equality and Diversity Policy taking account of any necessary reasonable adjustments
- The Headteacher will ensure that the behaviour policy is clear and communicated to pupils/students and parents/carers
- The Headteacher will have overall responsibility for the implementation and day-to-day management of the policy and procedures • The Headteacher will implement the school's behaviour policy in respect of:

- any incident inside school
- any incident on the way to/from school or outside school when pupils are in school uniform - online incidents that impact pupils when in school

- Staff, including teachers, support staff and volunteers, will ensure that the policy and procedures are followed and applied consistently and fairly and a summary behaviour guide is provided for colleagues to support them applying procedures consistently (Appendix A)
- Staff will use Positive Handling strategies when appropriate to divert, defuse and deescalate situations where pupils/students are displaying challenging behaviour which may escalate or put any member of the school in danger • Staff may use reasonable force if appropriate and they feel confident to do so.
- Senior Leaders and senior pastoral staff may search a pupil with or without the pupil's consent for any dangerous, illegal or stolen items or items identified within the school rules as prohibited. They may also search for any article which they may reasonably suspect has been or may be used to commit an offence or cause personal injury to themselves or others. Where necessary, this may include the checking of electronic devices where incidents of online-bullying and/or sharing of nude or semi-nude images have been reported.
- Staff can confiscate any prohibited item found as a result of a search. They can also seize any item however found which they consider harmful or detrimental to school discipline (including electronic items).
- Staff will create a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

- Staff will encourage parents to work in partnership with the school, to assist them in maintaining high standards of behaviour and will actively encourage them to raise with the school any issues causing concern.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school (including on-line communications).
- Pupils /students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. (See Student Planners and Appendix A – Behaviour Guide).
- Pupils/students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all inconsiderate or unacceptable behaviour.
- Concerns of pupils/students will be listened to and addressed appropriately.
- All pupils/students and parents/carers are requested to sign the home school agreement (appendix b) to demonstrate their acceptance and commitment to supporting the school's rules and policies.

Part B:

B1: Procedures

- The procedures arising from this policy will be developed by the Headteacher in consultation with the staff.
- The staff will make clear to the pupils/students how acceptable standards of behaviour can be achieved.
- The procedures will be reviewed and monitored by the Headteacher in conjunction with the Deputy Headteacher responsible for Behaviour & Attitudes to ensure they are consistently and fairly applied.
- The procedures will promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.
- The staff will record all incidents of poor behaviour on the SIMS/Edulink behaviour log.
- Rewards for good work and positive attitudes will be recorded as achievement points on Edulink.
- Heads of Year will monitor behaviour and achievement within their year group and initiate support where appropriate.
- Parents/carers will receive emails/notifications to notify them of reflections and achievement points

B2: Behaviour Curriculum

The school has a behaviour curriculum which encompasses a range of strands which are designed to reinforce expectations and support pupils to reflect on and improve their behaviour. The curriculum includes but is not limited to:

- Code of conduct is central to the school's ethos and its behaviour policy and is presented in all student planners. It was developed in consultation with pupils on the school council, parents/carers on the parent council and staff. The code of conduct is signed by pupils, parents and staff.
- The GHS 3. Our code of conduct is based around the words **RESPECT, RESPONSIBILITY and HONESTY. This is referred to as the GHS 3**

The GHS 3

- **Respect**: treat everyone the way we like to be treated, show good manners, appreciate the uniqueness of others and look after the school environment.
- **Responsibility**: accept consequences of our actions, be dependable and reliable and apologise when wrong.
- **Honesty**: Be honest, tell the whole truth, do not cheat, politely stand up for what's right.
- Tutor time programme which incorporates specific sessions ~~for each Year Group~~ designed to support the development of character virtues
- Assemblies, Whole School, Year Group and House assemblies and PSHE lessons are planned annually and incorporate the values of GHS3
- Pupils who receive sanctions will be supported to improve their behaviour through the restorative work carried out in reflections, time-out and following suspensions

B3: School Rules

We expect all pupils/students to:

- Follow the Code of Conduct as set out in the home school agreement and the GHS3.
- Adhere to ICT rules including safe and appropriate use of the internet (see Appendix C – Rules For Responsible ICT Use).
- Maintain high attendance (at least 97%) and be punctual to school and to lessons.
- Bring all the right books, kit and equipment.
- Wear full school uniform/comply with the sixth form dress code.
- Keep the school clean and litter free.

- Play an active part in recycling policies around the school including picking up litter when requested by staff
- Only eat in designated areas such as the dining hall/ Willow Restaurant/ Al Fresco Area/Courtyard/Sixth Form Common Room.
- Pupils should not bring the following items into school. If these items are brought into school they may be confiscated:
    - Items of value – for example, expensive watches,
    - Any form of jewellery except small items permitted by the school uniform rules
    - Items of strong sentimental value
    - Large amounts of money
    - i-pads and similar electronic devices, including smart wrist watches, smart glasses
    - Some items of sports equipment are banned from use around the school apart from in PE lessons, e.g. cricket balls and bats

The following items are banned from school:

- Alcohol and cigarettes/vapes/nicotine products
- Illegal substances
- Dangerous substances – for example: solvents, lighters, lighter fluid, matches,
- Material which is racist, pornographic, homophobic, disablist, political or likely to incite violence or prejudice
- Knives or weapons of any kind

Such items will be confiscated and will not be returned. Pupils found in possession of such items are likely to receive sanctions. Serious cases (including **ALL** those involving drugs or weapons) will be reported to the police and may result in permanent exclusion.

B4: Mobile Phones and smart watches

Mobile phones are not allowed to be used in school. Mobile phones, smart watches, metaglasses and connected devices must be switched off and stored (out of sight) during the school day and whilst on site. If mobile phones are seen, heard or known to have been used during the course of the school day, the phone will be confiscated (including the sim card), parents informed and it will be stored in the school safe until the end of that half-term. Phones **will not** be returned until the end of the half term. If a pupil refuses to hand the phone to staff on that day, the behaviour will be at stage 5 and the pupil will be suspended for five days.

B5: Classroom Management

Effective management of behaviour in the classroom requires a positive approach where staff build relationships with pupils. As a result, staff are expected to:

- Use positive language in response to behaviours
- Praise good behaviours
- Proactively build good relationships
- Establish clear classroom rules and expectations
- Hold restorative conversations with pupils when behaviour does not meet expectations

All staff receive additional support and guidance through the school behaviour guide (appendix A) which sets out systems, routines and expectations.

B6: Responding to Good Behaviour

Effective rewards systems and the celebration of success are essential to promote an ethos of high standards of behaviour. They have a motivational role in helping pupils/students to realise that good, considerate behaviour, selfawareness and responsibility to self and others is valued. The school operates a graduated rewards systems which combine to support and reinforce a positive contribution to GHS and commitment to the GHS 3 as follow:

Praise:

- Praise, both informal and formal, to individuals and groups including phone calls to parents Achievement Points:
- Achievement points are awarded on Edulink for effort in class, effort in extra-curricular activities and for displaying the values of the GHS in the community Postcards:
- Postcards are awarded to pupils for a range of things including achievement points, effort in subjects, commitment to the GHS3 values etc.

Certificates:

- Certificates are awarded for Platinum, Gold, Silver and Bronze achievement points Celebrations:
- Weekly assemblies award individual pupils for achievement points and groups of pupils for achievement points and attendance
- Termly award assemblies to celebrate the achievements of pupils in year groups
- GHS Arts Awards Evening to celebrate the achievements of pupils in the Performing Arts
- GHS Sports Awards Evening to celebrate the achievements of pupils in PE
- Glenthorne Celebrates to celebrate nominated pupils for progress or achievement across the school.
- Special Awards given out at Glenthorne Celebrates for achievement, effort, commitment to the school and its values

Leadership Positions:

Pupils are awarded positions of leadership it the school as a reward for the contribution they make to the school and exceptional leadership characteristics in the following areas:

- Head Students
- Deputy Head Students
- House Captains
- House Leaders
- School Council
- Senior Prefects
- House Buddies
- Academic mentors
- Arts Leaders
- Sports Leaders
- Bee Kind Ambassadors

B7: Responding to unacceptable behaviour

When a pupil's behaviour falls below that which can be reasonably expected of them, the school will respond in order to ensure a safe and calm learning environment. Staff are expected to establish routines in their classrooms and respond to incidents of behaviour in a consistent and positive manner to ensure pupils understand what is acceptable. The school expects a disruption free environment and teachers will use a range of strategies to achieve this. Teachers aim to deescalate situations and build relationships. At times sanctions will be issued to pupils whose behaviour falls below what is expected or disrupts the learning of others, however at each stage there should be a restorative and/or supportive measure put in place to reduce the sanctions that are needed to respond to unacceptable behaviour. Sanctions are progressive, reasonable and proportionate. Sanctions will be issued according the stages set out in the sanctions and support document (appendix D) but will be graduated and can include the following:

- Verbal reprimand
- Reflections
- Loss of break and lunch times for a fixed period of time.
- Relocation
- Time-out
- Challenge It, Change It programme. This may be used as part of a sanction for unacceptable behaviour such as racism or other forms of discrimination or bullying.
- 'Community Service' on Saturday
- Headteacher Saturday Reflection
- Time-out from lessons for a fixed period of time • Suspension for a fixed period of time.
- Governors 'At Risk' Meeting. This is issued when a pupil repeatedly exhibits unacceptable behaviour or for a first major offence. A Governors Meeting is scheduled with the parent, Headteacher, Deputy Headteacher and Governor representatives (and DSL/SENCO if appropriate). The behaviours and prior/future support is discussed.
- Permanent Exclusion. Movement to permanent exclusion is usually progressive and can be a result of continuous persistent disruption which impacts on creating a calm, safe and supportive environment for pupils and staff. It can also be the result of a single event that seriously risks the safety and wellbeing of any member of the school community, such as occurrence of an unprovoked assault, serious violence, dangerous behaviour, providing drugs for other pupils, possession of Class A drugs or being in possession of a weapon

Pupils who receive a stage 4 or above sanction will have a meeting with parents and a Pastoral Support Plan (PSP) will be put in place and reviewed after 8 weeks. For any repetition of a stage 4 behaviour within the time period that a PSP is in place, the sanction will move up to the next stage on the sanction ladder (e.g. a repetition of a stage 4 behaviour will result in a stage 5 sanction). For repetition of a stage 3 sanction within a half term, pupils will receive a stage 4 sanction

B8: Reflections
School staff can issue reflections to be sat by pupils during break, after school or on weekends during term time. School staff will inform the pupil's parents via Edulink and the reflections can be served on the day of issue or at a future date. The school can issue reflections without parental consent and without prior notice. Parents are responsible for checking Edulink. Some reflections where appropriate will include a restorative element. Reflections are divided into a number of categories:

- Late to school reflections (30 minutes)
- Teacher reflections (30 minutes)
- Tutor Reflections (30 minutes)
- Homework Reflections (30 minutes)
- Subject Leader Reflections (45 minutes)
- Head of Year Reflections (45 minutes)
- School Reflections – (1 hour)
- Break and Lunch Reflections (30 minutes)
- Headteacher Reflections (2 hours 30 minutes)
- Community Service – (4 hours)

B9: Time-out/relocation from lessons
To ensure a positive learning environment for all pupils, pupils may be relocated to a different classroom or be placed in the time-out room for a limited time. The approach used at the school is detailed in the school procedures for on-call set out later in this policy (B10).

Pupils who have been given time-out will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from in class learning.

Staff will issue time-out or relocation once other in class strategies have been attempted, unless the behaviour warrants immediate removal. Time-out can also be used as part of a sanction for serious or persistent breaches of this policy.

Pupils will not be issued time-out from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

If a pupil is given a time-out from lesson they will complete a restorative conversation or reflection.

Parents will usually, but may not always be informed on the same day that their child has been issued time-out from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently given time-out from class.

All time-out incidents will be recorded and logged.

B10: On-Call
The school has an on-call system to support teachers to teach and pupils to learn in a safe, calm environment. Behaviour at stage 3 or above will require an additional intervention beyond the teacher teaching the class and the Subject Leader. Teachers will alert on-call who will collect the pupil. Pupils will have time to reflect on what has happened and write a statement. Depending on the behaviour, the pupils will either be relocated, given time-out or suspended. Teachers should email on-call, and the pupil will be collected. All departments will have a space to relocate pupils for incidents which happen in lessons.

If a pupil is relocated, the Subject Leader will set a reflection and contact home to discuss the incident further and a restorative meeting will be normally held on that day with the teacher, the subject leader and the pupil. If the on-call teacher takes the pupil to the time-out room, a readmission will be organised with the teacher, Subject Leader and parent. Pupils and the teacher who made the on-call will be required to write statements which will be used in the reflection/readmission meeting which follows. Any incident which results in a pupil being placed in the time-out room will be followed by a readmission meeting with the teacher who made the on-call and their line manager.

On-call should be used after in class strategies have been implemented and/or:

- A pupil is disrespectful or defiant
- A pupil persistently fails to follow instructions and has been given warnings, and a reflection has already been set
- If a pupil's behaviour is dangerous or unsafe
- A pupil is persistently disrupting the learning in a lesson after a reflection has been set

B 11: Suspensions and Permanent Exclusion

A suspension removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)

A permanent exclusion involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions, support and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance.

The process for suspensions:

- When the Headteacher decides to suspend a pupil the school will inform the pupil's parents/carers, usually by telephone, to allow them to ask any questions or raise concerns directly with the school.
- The Headteacher will formally notify parents/carers in writing, giving the reasons for the suspension.
- The Headteacher's decision to suspend is final, but parents have a right to appeal suspension if it exceeds 15 school days within a term or results in missing a public examination. If this is the case, representation can be made in writing to the Clerk to the Governing Body.
- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- If the suspension would bring the pupil's total number of days out of school to more than 15 days in one term; or a suspension that would result in a pupil missing a public examination or national curriculum test, a Governor's 'At Risk' meeting will be held within 15 days of the notification of a Headteacher.
- The parents/carers may make representations at the meeting, and the parents/carers and the pupil may attend the meetings.
- The governors may decide to uphold the suspension, or may direct that the pupil is reinstated immediately or from a specific date.

For a suspension that would bring the pupil's total number of days out of school to more than 5 but no more than 15 school days in one term AND the parents/carers have made representations:

Then a governors' meeting will be held within 50 school days of the notification from the Headteacher of the suspension, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the governors, and the parents/carers and the pupil may attend the meeting.

The governors may decide to uphold the suspension or may direct the pupil is reinstated immediately or from a specific date.

The process for permanent exclusion:

- When the Headteacher decides to recommend a permanent exclusion to the Governors, the school will inform the pupil's parents, usually by telephone.
- When the Headteacher decides to recommend a permanent exclusion, parents will be notified in writing.
- For the first five days after a permanent exclusion has been recommended the school is responsible for providing education. • From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.
- For a permanent exclusion; the exclusion panel will meet within 15 school days of the notification from the Headteacher of the permanent exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations at the meeting, and the parents/carers and the pupil may attend the meetings.

The governors may decide to uphold permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination, the governors must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

Governor's 'At Risk' meetings and Permanent Exclusion meetings will be arranged by the school in communication with relevant parties including the pupil's parents/carers.
Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.
If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.
Reasonable endeavors must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

B12: Reasonable Force and Restrictive Intervention:

To maintain a calm, safe and supportive environment the school does not have a 'no-contact' policy for adults and requests by parents or staff members not to use reasonable force and/or other restrictive interventions will not be granted. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.

- Control (guide, direct, block)
- Restrain (hold or restrict movement in higher-risk situations)

Examples may include:

- Guiding a pupil by the arm
- Standing between pupils during an escalating confrontation
- Escorting a pupil out of a classroom or corridor
- Preventing a pupil leaving site unsafely
- Breaking up a fight
- Preventing a pupil from throwing objects or damaging property

'Reasonable' means using no more force than is needed in the circumstances and we abide by 'Restrictive interventions, including use of reasonable force, in schools' guidelines issued by the Department for Education in April 2026. All staff at Glenthorne have a duty of care towards pupils, employees and visitors to the school to ensure their welfare and protection. This means that we can use reasonable force to:

- Prevent fights or assaults between pupils
- Prevent a pupil from harming themselves or others
- Stop serious vandalism or damage (e.g. equipment, buildings)
- Prevent a pupil leaving site where this places them at risk
- Maintain safety during high-risk incidents (e.g. corridors, transitions)

- Prevent serious disruption, particularly where it risks safety or learning

Situations such as these are extremely rare and it is highly unusual at Glenthorne for a situation to escalate to a point where a member of staff has to intervene physically. The decision to intervene rests on professional judgement in the moment. All staff should be aware of strategies to reduce risk and aid de-escalation. The preventive strategies include:

- Clear routines and expectations
- Strong presence of staff at key times (e.g. transitions, break/lunch)
- Early intervention in conflict
- Behaviour support plans for identified pupils
- Consideration for SEND

All staff have received training for behaviour management training, de-escalation strategies and guidance on lawful use of force. Senior Staff have been trained in positive handling.

Any incident where reasonable force is used will be recorded on the behaviour log and CPOMS and will include:

- Names of pupils and staff
- Context (lesson, corridor, social time, etc.)
- Trigger events (e.g. conflict, refusal, escalation)
- De-escalation attempted
- Type and level of force used
- Duration
- Outcome and any injuries

After any use of reasonable force, parents will be informed (normally on the day) and pupils and staff will receive follow up restoration and support

Incidents will be recorded, tracked and monitored by governors.

B13: Off-site unacceptable behaviour

The same expectations are in place at on site and off site events and trips. School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil 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 pupil of the school.

Sanctions may also be applied where a pupil has behaved unacceptably 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 pupil.
- Could adversely affect the reputation of the school.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

B14: Online Misbehaviour

Parents are responsible for their children's online behaviour outside of school of school hours and when using personal devices which are not the property of school. The school **may** still issue sanctions to pupils for online misbehaviour if:

- It poses a threat or causes harm to another pupil in school • It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.
- The school IT system has been used inappropriately.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

B15: Suspected Criminal behaviour
If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police and will generally not investigate the incident. When establishing the facts, school staff 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 will make the decision for who makes the report.

If police attend the school site and wish to speak to or question a pupil as part of their investigation, parents/ carers will be informed unless there are child protection concerns. The Headteacher will ensure that the pupil(s) is supported by an appropriate adult. School staff will not interfere with any police action taken except to ensure that the pupil is protected. However, school staff may continue to follow their 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 Social Services if appropriate.

B16: Sexual Harassment and Sexual Violence
In accordance with our Safeguarding and Child Protection Policy, we take any report of sexual violence and sexual harassment seriously. When referring to sexual violence, we are referring to the following offences: rape, assault by penetration, sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment can include: sexual comments, sexual jokes or taunting, physical behaviour and online sexual harassment. We aim to encourage all pupils to develop the confidence to challenge and report any incidents of inappropriate or harmful sexual behaviour. We provide clear guidelines and expectations for staff which reflect our aim to support and change the behaviour of the pupils involved. Reference should be made to our Safeguarding & Child Protection Policy.

B17: Searching, screening and confiscation
The guidance 'Searching, screening and confiscation' (Department for Education, January 2022) gives teaching staff the authorisation and statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have prohibited items.

Senior Leaders and senior pastoral staff (SLT and Heads of Year) can search any pupil for any item if the pupil agrees. For example, they may ask a pupil to turn out their pockets or ask if they can look in their bag. If a pupil refuses to cooperate with such a search, the member of staff can apply an appropriate sanction, in line with the behaviour policy.

If school staff have reasonable grounds for suspecting the pupil is in possession of a "prohibited item" (see B3), the headteacher and members of the SLT can search the pupil without their agreement. Members of staff may request that pupils remove their blazers, empty bags, turn out their pockets and remove their shoes and socks so that these may be searched if this is deemed necessary. The member of staff may not require the pupil being searched to remove clothing other than outer clothing. The member of staff may use a WAND to search pupils if it is deemed appropriate. The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The only exception to this is if the member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and it is not reasonably practicable to summon another member of staff.

The list of prohibited items are: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, vapes, fireworks, pornographic images, any article that is likely to be or have been used to commit an offence, cause personal injury or damage to property, and any item that the school rules identify as an item which may be searched for.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. Staff are not liable for any loss or damage to items they have confiscated, provided they acted lawfully.

Pupils electronic devices (including mobile phones) can be searched if staff reasonably suspect it has been or is likely to be used to commit an offence or cause personal injury or damage to property. Staff may examine the data or files on the device if they think there is good reason to do so. There is no need to have parental consent to search through a young person's phone if there is 'good reason'. In determining 'good reason' to examine the data, the staff member should reasonably suspect that the data has been or could be used to cause harm, to disrupt teaching or break the school rules.

For incidents involving online-bullying and/or sharing of nude or semi-nude images, a member of staff should confiscate the electronic device until such time that it can be investigated by the Designated Safeguarding Lead(s). Material on a device that is suspected to be evidence relating to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. No member of staff, including the DSL, will view such images.

Although there is no legal requirement to make or keep a record of a search, school staff will usually record on CPOMS the reason for a search and any material found. The search may be recorded on SIMS if any sanctions are required in relation to the search.

B18: SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

If there is a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review or a multi agency meeting.

For pupils with SEND but without an EHCP , the special educational needs coordinator (SENDCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will review incidents taking into consideration any input from external specialists including written reports where appropriate. Recommendations will be written into an SSP and pupil passport which will outline the adjustments and support required for the pupil. Where the support does not appear to be meeting the needs of the pupil, the current support arrangements will be reviewed, and changes may be required. Parents and pupils will be consulted during the process This review may result in schools requesting an EHCNA or a review of the pupil's current package of support.

Some pupils may have underlying needs which aren't yet identified and therefore aren't being met. Whilst review of needs is taking place by the SENDCO, pastoral leads and any other relevant professionals, staff will be instructed to use Ordinarily Available Provision to reduce potential incidents of misbehaviour.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them.
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, whether appropriate reasonable adjustments and support was in place and consistently implemented for the pupil, including where this is required to achieve appropriate deescalation.
- Whether the sanction is a proportionate means of achieving a legitimate aim

The school will then consider and adapt the usual sanction for the behaviour if needed.

Where a sanction is implemented, the headteacher will assess whether appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm.

B19: Supporting Pupils following a sanction

The school offers a systematic approach to supporting pupils following a sanction. Pupils will usually have a restorative conversation with a member of staff following any incident related to behaviour. Any incident of time-out for longer than half a day or suspension will be followed by the completion of restorative work and a meeting with parents to support reintegration into school and lessons. Pupils will be given targets and support to achieve those targets following an incident at stage 3 or above. The support offered may include:

- Target setting and student reports
- Restoration in a reflection
- Completion of restorative activities/curriculum
- In-school support including but not limited to:
- Counselling
- Mentoring
- Behaviour Support with the school counsellor
- Challenge it Change it
- 6th Form buddy
- ELSA

- Referral to extended outreach including but not limited to:
- Pastors
- School Nurse
- School's Team Worker
- Emotional Wellbeing Practitioners
- CAMHS
- MAPS
- Jigsaw4U
- Early Help
- EP
- Vulnerable Pupil Panel

B20: Monitoring and Evaluating School Behaviour

The school monitors all pupils once they reach the tiered stage for behaviour monitoring (appendix E). Pupils who are in tier B and C will be reviewed weekly at the Pastoral Meeting which is attended by pastoral leaders in the Senior Leadership Team including the Head teacher. Pupils in tier D will be monitored weekly in a Heads of Year meeting led by the Deputy Head (Behaviour and Attitudes). Pupils in tier E and F will be monitored weekly by the Head of Year in consultation with Assistant Heads of Year.

The following evaluative reports will be produced:

- Termly reports for year groups
- Governors Report
- Trust Report
- Annual SEF

The reports will include an evaluation of the following:

- Permanent exclusions and suspensions
- Behavioural incidents, including reflections, on-calls and time-out from the classroom.
- Use of alternative provision and direction to offsite
- Incidents of bullying and discriminatory behaviour
- Stakeholder views

The data will be analysed from a variety of perspectives including:

- By age group
- By vulnerable group
- By key characteristic

B21: Training

As part of their induction process, school staff are provided with specific training on managing behaviour and school systems. Training is delivered annually on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development. Governors receive training on permanent exclusions, suspensions and safeguarding.

B22: 6th Form Sanctions Procedure

We have high expectations of the students who attend the Sixth Form, both in terms of academic achievement and in the students' attitude and behaviour whilst in and around the school. It is hoped that all students who have chosen to extend their education with us will conduct themselves appropriately and have a positive work ethic. However, for students who do not meet expectations there are a number of stages in our sanctions procedure that are designed to support them towards success. In addition to the support offered as part of the 5 stage procedure below, we offer a broad range of subject-specific clinics and academic support sessions.

Intervention	Concern	Action
Subject Clinic/ Intervention	Underachievement e.g. ▪ underachievement in an assessment ▪ need more support to access the work	Referred to subject clinic: ▪ after school session ▪ during study periods ▪ 'KS5 Underachievement Intervention recorded on Sims.
First Chance (1 per year per teacher)	Initial concern e.g. ▪ missed deadline ▪ punctuality to school/ lesson (1 chance per half term)	Discussion between subject teacher and student. ▪ Targets and support agreed ▪ First chance recorded in planner
	▪ absence from lesson and not caught up within 1 week ▪ failure to attend compulsory clinic, study period or assessment	▪ Late recorded on gate by duty staff or teacher if student is late to a lesson, and entered onto SIMS by CBY/ study supervisor/ teacher
Academic Catch-Up (ACU)	Repeated concern e.g. ▪ missed deadline ▪ poor effort or attitude in lesson ▪ second and subsequent lates to school/ lesson per half term ▪ absence from lesson and not caught up within 1 week ▪ failure to attend compulsory clinic, study period or assessment ▪ failure to meet specific targets agreed at first chance stage ▪ incident of poor behaviour or truanting ▪ non-submission of flipped learning	1 hour Academic Catch-Up (ACU) ▪ Set and supervised by subject teacher ▪ After-school ▪ Recorded in student planner ▪ ACUs for lates are sat with the Sixth Form Study Supervisor after school in the study room ▪ 'KS5 Academic Catch-Up' recorded on Sims. ▪ Student to be sent away from lesson to complete flipped learning and set an ACU
Exeat privileges will be removed for a half term for any student that reaches a stage on the sanctions policy, Students can earn their privilege back if there are no further incidents.		
Every subsequent concern results in a 1hr ACU to be set and supervised by the subject teacher/ study supervisor.		
Failure to attend an ACU results in an additional 1hr ACU. Both ACUs must be completed.		
An accumulation of ACUs will result in progression through the stages of the sanctions procedure as follows…		

Stage	Concern	Action
Stage 1	▪ 3 x Academic ACU	▪ Phone call home by tutor/subject leader ▪ Letter home by HOY ▪ Issues and targets discussed with parent
Stage 2	▪ 6 x Academic ACU ▪ More than one poor on report card will result in a Pastoral Action Plan	▪ Phone call home by tutor/subject leader ▪ Letter home by HOY ▪ Concern, targets and support specified in letter ▪ Targets reviewed by HOY after 4 weeks ▪ Put into extended hours (3 times a week until 5pm)
Stage 3	▪ 9 x ACU ▪ Below 90% attendance[1] ▪ failure to meet agreed targets	▪ Meeting with AHOY/HOY, student, subject teachers & parent/carer. ▪ Targets and support agreed and reviewed after 2 weeks. ▪ Put into extended hours (3 times a week until 5pm)
Stage 4	Very serious concern: • failure to meet agreed targets • very serious misconduct[2]	• Meeting with Director of Sixth Form, student, subject teacher(s) and parent/carer. ▪ Targets agreed and reviewed after 2 weeks. If student fails targets, Stage 5 meeting is held. ▪ An incident leading to a 3 day exclusion* will place students on Stage 4
Stage 5	Major concern: • failure to meet agreed targets from previous stage • gross misconduct[3]	▪ Meeting with Headteacher, student, subject teacher(s) and parent/carer. ▪ Targets and support agreed in PSP and reviewed after 4 weeks. Refer to stage 6 • An incident leading to a 5 day exclusion* will place students on Stage 5
Stage 6	Major concern: • failure to meet agreed targets from previous stage • gross misconduct[3]	▪ Further meeting with Headteacher, Governors, Director of Sixth Form, student, subject teacher(s) and parent/carer.
Exclusion	Major concern: • failure to meet agreed targets from previous stage • Repeated very serious misconduct or gross misconduct	▪ Meeting with Governors, student, subject teacher(s) and parent/carer. ▪ Targets and support agreed and reviewed after 2 weeks. ▪ <u>Failure to meet targets results in permanent exclusion</u>.
	• One incident resulting in a danger to other pupils, Attainment from reports or poor effort in reports.	

[1]Attendance is looked at on an individual basis and takes into consideration any extenuating/medical circumstances. Attendance is monitored on a weekly basis and students who fail to meet 93% attendance will have their sign-out privileges revoked. Sign-out privileges are reinstated once attendance improves above 93%.

[2]Very Serious Misconduct: a first-time very serious offence such as rudeness or defiance towards staff; offensive behaviour towards peers; refusal to hand over mobile phone; plagiarism, any behaviour in or outside of school, including online, that brings the school into disrepute; inappropriate social media use, use of sexualised language, inappropriate gesture or behaviour

[3]Gross Misconduct: a repeated very serious offence (see above); gross rudeness towards staff or peers; fighting; any illegal behaviour, in or outside of school, including theft, use or possession of illegal substances; racial or sexual harassment, online sexual abuse, sexual violence (including sexualised language),

*Exclusions can be served in isolation within school, as an external exclusion, as community service on a Saturday or as supervised study after school. 5 hours is equal to 1 day of exclusion. Permanent exclusion may occur at any time for a

single serious incident without recourse to the early stages of the student sanctions procedure. Individual circumstances will be considered at all stages.
* After data drops throughout the year, underachievement based on report data is used to determine whether additional students need to placed in extended hours. Students with an average effort, homework, systems and attitude score of less than 'Good', will be placed into extended hours.

Adjustments to the Sixth Form Sanctions and Rewards Procedure will be made on an individual basis taking into account our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual circumstances of the student.

This policy was agreed in July 2026

The next review will be in July 2027

Behaviour Guide Appendix A

The ambition of the behaviour policy is for pupils to be equipped with the skills to self-manage when they leave school. Central to their ability to thrive and succeed once they leave school is the GHS3:

- Respect
- Responsibility
- Honesty

The EEF sets out six key areas for an effective behaviour management system in school which is reflected in this guide. They are as follows:

- Know and understand your pupils o BUILD RELATIONSHIPS.
- Teach learning behaviours alongside managing misbehaviour o Pupils need to reflect on their own behaviour and the impact it has on themselves and others
    - o Pupils will model behaviour they observe in teachers
- Use classroom management strategies to support good classroom behaviour o Setting high expectations o Routines o Praise and rewards. Use achievement points liberally
- Use simple approaches as part of your regular routine o Phone calls home, praise and rewards
- Use targeted approaches to meet the needs of individuals o Graduated and specialised response for some pupils
- Consistency is key o Follow the guide and the pupils will know what to expect



The school strategy is to ensure we have systems in place to support teachers build the relationships with pupils which will support pupils to take responsibility for their behaviour and to empower teachers to implement the strategies and to hold restorative conversations with pupils.

Building Relationships

Rewards and Praise

The first and most important method of behaviour management is taking a positive approach and building relationships with the pupils. The research suggests you should praise and reward 'liberally'. Please always do the following:

- Establish clear classrooms and expectations which children know and understand
- Welcome pupils into your class
- Use positive body language to encourage good behaviour
- Praise pupils when they are responding well
- Incentivise pupil behaviour through giving goals and targets and then rewarding
- Use the rewards system in the school. Award achievement points when pupils meet and exceed expectations and rewarded often
- Proactively build good relationships with pupils
- As a tutor when you know there is a pupil facing challenges in school, use the 2x10 rule. Speak to them for 2 minutes each day for 10 days about something they want to talk about. Do this early in the year to build that relationship

Giving pupils a chance - 'striving for excellence, not perfection'

Pupils should be given a chance to correct their behaviour when it doesn't meet expectations. Giving pupils a chance encourages pupils to take responsibility, and it fosters respect between a pupil and teacher. If pupils are not meeting your expectations:

- Give a choice and a chance to amend their behaviour through warnings
- Given clear consequences both positive and negative for the choice they make
- Give time to make the choice, leave them for a couple of minutes and then return
- Allow them to step away from peers outside the class if necessary to make the choice if needs be. Pupils must be given a clear time limit for being outside of the classroom. It should be no longer than 1 minute and should be decided by the teacher not the pupil

Building relationships and restorations following incidents

Pupils will make mistakes from time to time, and it is important that expectations and boundaries are clear. As a result, the school has sanctions. The sanctions are designed to give pupils an opportunity to reflect on what has happened, the impact and how to move forward through a restorative conversation with an adult. Where appropriate, for incidents of disruption, failure to follow instructions or rudeness, pupils reflections and sanctions will incorporate a restorative approach.

Questions for a restorative conversation:

1. *From your point of view, what happened?*
2. *What were you thinking and feeling at the time?*
3. *What have you thought/how have you felt since/how have others felt?*
4. *Who has been affected by what happened and why?*
5. *What would you do differently if you were in a similar position again?*
6. *What do you think needs to happen to move forward from this?*

If the restorative conversation does not go to plan, the conversation should be ended by saying 'I can see you are not ready to talk about this yet and come to a resolution'. Speak to your subject leader about finding another time to hold the restorative conversation (this will not be set as a reflection because the pupil has

already been sanctioned) at break or lunch. On the rare occasions where the conversation still does not go to plan, the Subject Leader will then reiterate expectations.

Classroom Expectations, Strategies and Routines

Behaviour in Tutor Time •

AM registration

- Check uniform on entry including makeup and jewellery. Pupils wearing makeup should be given a wipe and jewellery confiscated and placed in the safe
- Take the register when pupils are sat in silence in a seating plan
- Check for equipment ***including a planner.*** Pupils should be asked to get out equipment and place it on the desk so you can check they are ready for the day ahead. Pupils are expected to have the following:
    - 2 Black Pens
    - 2 Red Pens
    - 2 HB Pencils
    - Colouring Pencils
    - Ruler
    - Eraser
    - Pencil Sharpener
    - Angle Measurer / Protractor
    - Compass
    - Scientific Calculator
    - A Clear Pencil Case
    - Reading Book
    - Glue stick
    - Reusable water bottle
- Follow the tutor time programme
- Checking uniform when dismissed

- PM registration o Check uniform on entry o Take the register when pupils are sat in silence in a seating plan
    - ~~o~~ Checking reflections on Edulink/SIMS informing them of the reflection and escorting them to reflection
    - Informing them if they have homework club
- Reflections should be set. Pupils should receive a first chance prior to a reflection being set for:
    - Not wearing uniform correctly or wearing makeup or jewellery o Lateness

- Not having equipment

Behaviour in lessons

In lessons it is the responsibility of the teacher to set up expectations for their classroom. As a guide, we expect pupils to be working throughout their lessons and there to be no downtime. In order to achieve this, lessons should be well planned, structured and pupils need to have time to work independently and in silence.

Reflections in lessons:

- If a pupil does not complete their homework (pupils all receive a first chance for the year in every subject. This should be noted in the planner). A homework reflection should be set on the day that homework is missed or the next available reflection
- Not having the correct equipment (pupils all receive a first chance for the year in every subject. This should be noted in the planner) a subject teacher reflection should be set
- If pupils do not meet your expectation in lessons, they should be given **one warning, on the second warning a reflection should be issued. If an additional incident occurs, on-call should be contacted.** If on-call is contacted, the pupil will be relocated or placed in time-out. It is important that all pupils are given warnings including any reasonable adjustments

Lateness to lessons

Lateness to lessons is disruptive to learning and classroom routines. A pupil is late to a lesson, if they arrive after the bell for period 1, 3 or 5 or if they arrive after the toilet bell for period 2 or 4.

When a pupil is late to a lesson, the teacher should acknowledge they are late but welcome them into the class. During the lesson, the pupil should be informed that they were late and that a reflection will be set

Pupils not attending lessons

Pupils should attend all lessons on their timetable. If a pupil is not in your lesson, you should contact the on-call in the first instance. Pupils should only be out of lessons if they:

- Have a toilet pass
- Have a medical pass
- Have a time out pass (these will be limited to pupils where it is identified on an EHCP or for very short time periods while an intervention is taking place)
- Pupils have been collected by on-call
- Have an appointment with a professional in school e.g. EWP, MAPs, counsellor etc. There are some pupils who struggle with anxiety. These pupils will have been identified and have a structured programme of support in managing their anxiety through the Restart Room. At times they still may find it difficult to attend lessons. If they require additional support, contact on-call.

Behaviour in unstructured time:

Many incidents occur during breaktime and lunchtime. It is **imperative** that all teachers are in their duty locations for the entire duty time. Pupils must be supervised. Pupils are expected to be in their allocated locations at lunchtime and breaktime, if they are not, they should be directed to the appropriate location. Pupils must only eat in the dining hall, al fresco or courtyard. Pupils are only allowed to play ball games in

the basketball courts or MUGA (at lunchtime). The school operates a rule of 'no physical contact' including playfighting to ensure pupils are safe at all times.

Warnings should be given and if uncorrected, reflections should be set in unstructured time:

- If a pupil is wearing uniform incorrectly
- If a pupil is eating food in the wrong place
- If a pupil is being physical with another pupil
- If a pupil is using the incorrect toilet

Reflections

Setting Reflections:

All Reflections will be set on Edulink. All Reflections will be pre-populated on SIMS centrally to ensure that communication to parents is clear. There will be the following reflections set on Edulink:

- All subjects on Tuesday and Friday
- Tutor Reflections (Monday)
- Head of Year Reflections (Thursday)
- School on Tuesday and Friday
- Only homework reflections on Wednesday

When a reflection is set, pupils **must** be informed that they are receiving a reflection and told to check Edulink.

If a pupil fails to attend a reflection the following escalation should take place the escalation process (appendix a)

If a pupil does not attend a reflection, it is imperative to contact parents via phone or email to inform them they haven't attended because:

- Taking immediate action is always the most effective
- Parents have been notified that they will be in school for that time
- It helps build the relationship with parents and shows you care
- It demonstrates to the pupil that missing a reflection is serious

When you contact home, it is important that you inform them that the reflection was missed, what the reflection was for, the reflection will be escalated, and it will be added to Edulink.

Guide to contacting parents

The vast majority of parents are very supportive of the school and want their children to achieve. The earlier we intervene the more appreciative they are.

It is always easier to contact parents positively in the first instance and prior to making a telephone call in relation to a missed reflection. Early in the autumn term, award lots of achievement points or even better make a positive phone call home so you have the relationship when you need to call later.

Step 1: Ask if it is a convenient time to talk. If not, arrange another time to call

Step 2: Be positive about the child, however..... he/she/they have failed to attend a reflection today which was set for..... This is a real shame because I wanted to use it as an opportunity to discuss how I can support them/work with them in order that it doesn't happen again.

Step 3: Listen to the parent.

Step 4: Inform the parent when the reflection is being rescheduled for and how long it will be and that it is set on Edulink

If the parent disputes the reflection, inform them politely that you will ask your line manager to contact them to discuss it further

Sanctions

As part of the routines in the school it is important for consistency and to ensure the safety of the school as a whole

Sometimes pupils will exhibit behaviour which is unsafe and places others at risk, and it is necessary to implement sanctions

	Reason	Intervention
Stage 7 Behaviour	Sexual violence Supplying drugs in school Violent unprovoked attack on another Bringing drugs or substances into school and being under the influence of drugs in school Violence towards staff Repetition of stage 6 behaviour	PEX
Stage 6 Behaviour	Gross rudeness to staff Sexual/Racial Harassment Swearing at staff in an aggressive/confrontational and /or intimidatory way Extreme vandalism Bringing a weapon into school Intimidatory or defamatory behaviour towards staff in person or online including written and verbal Violence towards another pupil Persistent Disruption Repeated incident of stage 5 behaviour	Intervention will be made up of 10 parts including time to reflect and time allocated to reflection: Will include one or more of the following: • Suspension • Time out room • Governors at risk meeting • A meeting with /HT/DHT and parents to complete PSP • Complete the restorative work with SLT/ HoY • Session with the school counsellor May include: • HT Reflection • Breaks and Lunches • Community Service on a Saturday
Stage 5 Behaviour	Use of a mobile phone in school and refusal for it to be confiscated immediately Vaping or using nicotine products in school Physical contact with intent/potential to hurt Vandalism of school property Repeated rudeness to staff Swearing at staff Filming and sharing a sharing of inappropriate behaviour Theft from others Sexualised behaviour Persistent Disruption Bringing the school into disrepute Planning, instigating or encouraging violence Repetition of stage 4 behaviour	Intervention will be made up of 5 parts including time to reflect and time allocated to reflection: Will include one or more of the following: • Suspension • Time out room • Governors at risk meeting • Meeting with a parent and DHT/HoY to complete PSP • Complete the restorative work with SLT/ HoY • Session with the school counsellor May include: • HT Reflection • Breaks and Lunches • Community Service on a Saturday

Sometimes pupils will be disruptive, unkind or disrespectful to others or the school

	Reason	Intervention

Stage 4 Behaviour	Arguments with peers with threats of violence Use of discriminatory language One incident of bullying Possession of a vape/cigarettes/nicotine products Minor vandalism Distribution of indecent images Disrespectful behaviour towards staff Defiance Walking out of class without permission Physical altercation in school Bringing the school into disrepute Persistent Disruption Repetition of stage 3 behaviour	Intervention will be made up of 3 parts including time to reflect and time allocated to reflection: Will include one or more of the following: • Time out room • Meeting with a parent to complete PSP • Complete the restorative work with SLT/ HoY May include: • HT Reflection • Breaks and Lunches • Community Service on a Saturday
Stage 3 Behaviour	Failure to attend a School Reflection Truancy to a lesson Physical contact Dangerous behaviour Failure to follow instructions outside of the classroom Unkind behaviour towards others Persistent repetition of stage 2 behaviour	Intervention will be made up of 1 part including time to reflect and time allocated to reflection: Will include one or more of the following reflections: • Complete the restorative work with SLT/ HoY • Time out room • Breaks and Lunches
Stage 2 behaviour	Persistent disruption which continues after warning and reflection set Refusing to complete work Repeated failure to follow instruction in a lesson Disrespectful behaviour Repetition of stage 1 behaviour	Will include the following: • Relocation for that lesson • Phone call from the SL/teacher to parents • Reflection with teacher concerned

Sometimes pupils will make mistakes

	Reason	Intervention
Stage 1 Behaviour	Late to lesson Disruption Failure to complete homework No equipment Name calling Physical contact Swearing/rude to other pupils Dishonesty Inside school without permission at break and lunchtime Incorrect wearing of uniform	• Reflection with the teacher concerned or HoY

On-call:

The school has an on-call system to support teachers and pupils to teach and learn in a safe, calm environment. Behaviour at stage 3 or above will require an additional intervention beyond the teacher teaching the class and the Subject Leader. Teachers will alert on-call who will collect the pupil. Pupils will have time to reflect on what has happened and write a statement. Depending on the behaviour, the pupils will either be relocated, given time out or suspended. Teachers should email on-call, and the pupil will be collected. All departments will have a space to park pupils for incidents which happen in lessons

If a pupil is relocated, the Subject Leader will organise a restorative meeting **on that day** either at break time, lunchtime or after school to ensure resolution and the pupil can return to the next lesson. A reflection will also be set and home contacted to discuss the incident further. If the on-call teacher takes the pupil to

the time out room for the remainder of the day, a readmission will be organised with the teacher, Subject Leader and parent. Pupils and the teacher who made the on-call will be required to write statements which will be used in the reflection/readmission meeting which follows. Any incident with results in a pupil being placed in the time-out room will be followed by a readmission meeting with the teacher who made the on-call and their line manager

On-call should be used if:

- A pupil is disrespectful or defiant
- A pupil persistently fails to follow instructions or disrupts learning and has been gone warning, and a reflection has already been set
- If a pupil's behaviour is dangerous or unsafe
- In class strategies for pupils have been followed prior to on-call

Behaviour Monitoring

Some pupils will need further support with their behaviour and as a result the school has systems in place to monitor those pupils and provide the appropriate support and intervention. Pupils will be monitored on a weekly basis

Graduated Response	Tier	Trigger	Interventions
PEX	A	interventions from at risk of PEX unsuccessful	
At risk of PEX	B	Multiple suspensions/time out rooms, Stage 6 behaviour incident	Referral to external agencies 'At risk' meeting with governors PSP Weekly monitoring at pastoral
SLT monitoring 'At risk of not achieving destination'	C	Multiple on-calls. One stage 5 behaviour Multiple stage 3 behaviours (stage 4)	Meeting with DHT and parents Referral to in-school support PSP Reflection session with HoY Weekly monitoring at pastoral
HoY monitoring	D	Stage 3 behaviour Multiple HoY sanctions /on-calls	Parent meeting with HoY and Line Manager In school reflection session with AHoY Report

AHoY monitoring	E	10 reflections in a half term HoY sanction	Liaises with parent Report
Tutor monitoring	F	5 reflections in a half term	Liaises with parent Report

Pupils with a disability including anxiety:

All pupils with a SSP or disability must be given the reasonable adjustments set out in their SSP and through OAP. Pupils with a disability including SEMH may have sanctions reasonably adjusted in line with the Equalities Act 2010.

GLENTHORNE HIGH SCHOOL Appendix B

Home-School Agreement

The Parents/Carers

I/we agree to:

- Ensure that my son/daughter goes to school regularly, arrives on time and brings the correct equipment.
- Let the school know about any concerns or problems that might affect my son/daughter's work or behaviour.
- Support fully the school policies and procedures, especially for behaviour, punctuality and uniform, including after-school reflections and the confiscation of mobile phones and SIM cards if seen, heard or known to have been used on the school premises, for the remainder of the half term.
- Support my son/daughter in homework and other opportunities for home-learning. Encourage (and/or ensure when necessary) their attendance at Homework Club.
- Read the Student Planner every week.
- Attend Parents Evenings and discussions about my son/daughter's progress.
- Get to know about my son/daughter's life at school.
- Always treat school staff with respect and without showing aggressive or intimidating behaviour of any kind.
- Abide by the conditions of Internet and E-mail use.
- Ensure that the school is notified of absence by 8.00am on the first and subsequent days of absence.
- Not to book family holidays in term time.
- I understand that if my son/daughter is ill and requires medication in school, the school will refer to any existing Care Plan and in any other instance contact parents/carers at the earliest opportunity and follow the guidance set out in the Managing Medication Policy on the school website. Please take the time to read this Policy fully.
- I give my consent to my son/daughter attending any non-hazardous, non-residential trips in this country arranged by the school.
- Please note that the school aims to communicate electronically with parents, so it is imperative that we have an up-to-date e-mail address. Please write your e-mail address(es) clearly below:

  _____. Please ensure that you inform the school if you change your e-mail address at any point.

Signature(s):_____ Date:_____

Glenthorne High School

The School agrees to:

- Care for your son/daughter's safety and happiness.
- Provide a balanced curriculum and meet the individual needs of your son/daughter.

- Enable your son/daughter to achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and about your son/daughter's progress in particular.
- Be open and welcoming and offer opportunities for you to become involved in the life of the school.

Head of Year/
Interviewer:_____ Date:_____

The Pupil

I agree to:
- Attend school regularly and on time.
- Bring all the books and equipment I need every day, look after all my books and my Student Planner and keep them graffiti-free.
- Do all my classwork and homework as well as I can and hand in my homework on time.
- Wear the correct school uniform and be tidy in appearance. I will not wear any make-up to school
- Wear no jewellery to school apart from one pair of very small, round gold or silver stud earrings.
- Keep the School Rules and follow the Code of Conduct.
- Attend reflections if required.
- Look after the school environment, keep the school free from litter and graffiti and bring a reusable bottle to school.
- Abide by the conditions of Internet and E-mail use.
- I agree that my mobile phone and SIM card will be confiscated for the remainder of the half term if seen, heard or used on the school premises.

Pupil Name:_____ (PLEASE PRINT) Tutor Group:_____

Pupil Signature:_____ Date:_____

Ref: SPE/lbe/Intake 25/Home-School Agreement 2025-26/200525

Appendix C – Rules for Responsible IT Use

Use of Internet and e-mail in school
Student AUP October 2026
Rules for Responsible ICT Use

Computer Rules

I will handle all of the computer equipment carefully and responsibly. I will report any damage of equipment to the teacher or technician by either visiting the IT Office or by emailing ICTTECHS. I will not use any disks, memory sticks or cards in the school equipment without the permission of a member of staff. I will not connect any hardware to the school equipment, without the permission of a member of staff.

Internet Rules

- I will only use the internet reasonably and report any misuse to a member of staff.
- I will not use any mobile networks (4G or similar) whilst on the school groups.
- I will not enter any chat rooms.
- I will not try to play games.
- I will not send anyone my picture without permission from my teacher/parent/carer.
- I will not give my password to anyone else, and I will always log off when I have finished using the computer.
- I will never respond to unpleasant, suggestive or bullying e-mails and I will report any of these to my teacher.

- I will not look for bad language or distasteful images while I am online, and I will report any such images I find to my teacher.
- I realise that my teacher and the Internet Service Provider will check the sites I have visited.
- I understand that I can only access sites and material relevant to my schoolwork unless otherwise told by my teacher.
- I understand that the contents of my e-mail messages will be monitored by the Network Manager.
- I will not download, run any software or visit websites with the intention of bypassing existing or future school security systems.
- I will not use e-mail to send or encourage material, which is pornographic, illegal, offensive or annoying or invades another person's privacy.

AI Rules

Pupils will be provided with e-safety lessons on the safe, ethical and critical use of AI. We do not endorse pupil use of AI for schoolwork, but we are aware that some pupils use AI at home. If pupils use an AI tool to support the completion of any work produced at home, we require pupils to disclose for what purpose and to what extent AI has been used and to avoid any unauthorised or harmful use.

SANCTIONS AND SUPPORT SYSTEM (APPENDIX D)

Responses may vary according to personal circumstances, such as for pupils who are LAC or Young Carers or where a student has a disability or SEN. In line with the Equality Act 2010, individual circumstances will be considered and, where reasonable, adjustments to the sanctions procedure will be made as appropriate for the circumstances.

	Reason	Intervention
Stage 7 Behaviour	Sexual violence Supplying drugs in school Violent unprovoked attack on another Bringing drugs or substances into school and being under the influence of drugs in school Violence towards staff Repetition of stage 6 behaviour	PEX
Stage 6 Behaviour	Gross rudeness to staff Sexual/Racial Harassment Swearing at staff in an aggressive/confrontational and /or intimidatory way Extreme vandalism Bringing a weapon into school Intimidatory or defamatory behaviour towards staff in person or online including written and verbal Violence towards another pupil Persistent Disruption Repeated incident of stage 5 behaviour	Intervention will be made up of 10 parts including time to reflect and time allocated to reflection: Will include one or more of the following: • Suspension • Time out room • Governors at risk meeting • A meeting with /HT/DHT and parents to complete PSP • Complete the restorative work with SLT/ HoY • Session with the school counsellor May include: • HT Reflection • Breaks and Lunches • Community Service on a Saturday

Stage 5 Behaviour	Use of a mobile phone in school and refusal for it to be confiscated immediately Vaping or using nicotine products in school Physical contact with intent/potential to hurt Vandalism of school property Repeated rudeness to staff Swearing at staff Filming and sharing a sharing of inappropriate behaviour Theft from others Sexualised behaviour Persistent Disruption Bringing the school into disrepute Planning, instigating or encouraging violence Repetition of stage 4 behaviour	Intervention will be made up of 5 parts including time to reflect and time allocated to reflection: Will include one or more of the following: • Suspension • Time out room • Governors at risk meeting • Meeting with a parent and DHT/HoY to complete PSP • Complete the restorative work with SLT/ HoY • Session with the school counsellor May include: • HT Reflection • Breaks and Lunches • Community Service on a Saturday
	Reason	Intervention
Stage 4 Behaviour	Arguments with peers with threats of violence Use of discriminatory language One incident of bullying Possession of a vape/cigarettes/nicotine products Minor vandalism Distribution of indecent images Disrespectful behaviour towards staff Defiance Walking out of class without permission Physical altercation in school Bringing the school into disrepute Persistent Disruption Repetition of stage 3 behaviour	Intervention will be made up of 3 parts including time to reflect and time allocated to reflection: Will include one or more of the following: • Time out room • Meeting with a parent to complete PSP • Complete the restorative work with SLT/ HoY May include: • HT Reflection • Breaks and Lunches • Community Service on a Saturday
Stage 3 Behaviour	Failure to attend a School Reflection Truancy to a lesson Physical contact Dangerous behaviour Failure to follow instructions outside of the classroom Unkind behaviour towards others Persistent repetition of stage 2 behaviour	Intervention will be made up of 1 part including time to reflect and time allocated to reflection: Will include one or more of the following reflections: • Complete the restorative work with SLT/ HoY • Time out room • Breaks and Lunches
Stage 2 behaviour	Persistent disruption which continues after warning and reflection set Refusing to complete work Repeated failure to follow instruction in a lesson Disrespectful behaviour Repetition of stage 1 behaviour	Will include the following: • Relocation for that lesson • Phone call from the SL/teacher to parents • Reflection with teacher concerned
	Reason	Intervention

Stage 1 Behaviour	Late to lesson Disruption Failure to complete homework No equipment Name calling Physical contact Swearing/rude to other pupils Dishonesty Inside school without permission at break and lunchtime Incorrect wearing of uniform	• Reflection with the teacher concerned or HoY

Behaviour monitoring ladder Appendix E

Graduated Response	Tier	Trigger	Interventions
PEX	A	interventions from at risk of PEX unsuccessful	
At risk of PEX	B	Multiple suspensions/time -out rooms, Stage 6 behaviour incident	Referral to external agencies 'At risk' meeting with governors PSP Weekly monitoring at pastoral
SLT monitoring 'At risk of not achieving destination'	C	Multiple on-calls. One stage 5 behaviour Multiple stage 3 behaviours (stage 4)	Meeting with DHT and parents Referral to in-school support PSP Reflection session with HoY Weekly monitoring at pastoral
HoY monitoring	D	Stage 3 behaviour Multiple HoY sanctions /on-calls	Parent meeting with HoY and Line Manager In school reflection session Report
AHoY monitoring	E	10 reflections in a half term HoY sanction	Liaises with parent Report
Tutor monitoring	F	5 reflections in a half term	Liaises with parent Report

Appendix F – Code of Conduct

CODE OF CONDUCT

Our motto is Achievement for All We expect all pupils:

- to develop to their full potential;
- to value learning and appreciate that it is a lifelong process;
- to be caring members of the community who have respect for people of all races, religions and ways of life and for the environment in which they live.

At Glenthorne, we have high expectations of pupils both inside and outside the classroom.

Our Code of Conduct is based around the words RESPECT, RESPONSIBILITY and HONESTY. This is referred to as the GHS 3.

- RESPECT: treat everyone the way we would like to be treated, show good manners, appreciate the uniqueness of others, and look after the school environment.
- RESPONSIBILITY: accept consequences of our actions, be dependable and reliable, and apologise when wrong.
- HONESTY: be honest, tell the whole truth, do not cheat, and politely stand up for what is right.