

- Together, we create lives of opportunity -



Greater Manchester Education Trust

BEHAVIOUR POLICY

V1.1

Approval History

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Revision History

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18.10.23	03.23	Revisions to associated documents	BG
01.10.25	18.10.23	Added behaviour monitoring, SEND adjustments, restorative practices, and pupil voice, plus guidance on AI use, accessibility, staff training, and updated isolation and reasonable force rules.	Martin Birrell

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1.0 Ethos of the Policy

Greater Manchester Education Trust is a diverse and inclusive Trust for young people of all backgrounds in Greater Manchester. To that end we will provide:

- Great schools, where resilient, happy young people flourish
- Great teaching, where creative colleagues inspire and excel
- Great opportunities, where everyone grows and develops: Great futures

Our core values and their definitions:

- **Excellence** – We are passionate about achieving greatness in everything we do
- **Care** – We treat everyone with thoughtfulness, empathy and compassion
- **Respect** – We recognise our differences and treat people fairly in our thoughts, words and actions

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring and supportive learning environment in which we recognise and celebrate positive contributions to school life and kindness to others. The core values of our Trust schools equally embrace a culture of respect, fairness, social and moral responsibility, diversity and inclusion.

There are separate guidance and information documents for staff, students and families at each school, supported by appropriate training and advice.

2.0 Underpinning Principles

We believe that everyone in the Trust, adult or student, should:

- Enable all students to be able to concentrate on their work and learn in a constructive environment.
- Promote and emphasise the importance of good behaviour and its link to learning and achievement.
- Develop personal responsibility for their own behaviour.
- Demonstrate and model our values.
- Define and model the behaviours which will represent our values in all areas of provision
- Know that different behaviours have positive and negative consequences.
- Work with parents/carers to achieve high standard of behaviour. Communicate, where appropriate, with parents/carers informing them of child's behaviour.
- Prevent and tackle any form of bullying or poor behaviour through active development of students' social, moral, emotional and behavioural skills.
- Be recognised as individuals
- Be treated fairly and with dignity, and understand their responsibility to treat others in the same way
- Be treated fairly and consistently regardless of social background or protected characteristic under the Equality Act.
- Apply sanctions proportionately taking account of students' SEN/D, vulnerability, backgrounds etc.
- Experience personal, social and academic success
- Be safe and happy

Within the policy and procedures for managing behaviour we recognise each school's legal

duty under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND).

3.0 Aims of the Policy

This policy aims to:

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

4.0 Legislation and Statutory Guidance

- Behaviour in Schools: Advice for headteachers and school staff (September 2022)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- Searching, Screening and Confiscation at School
- Education (Excluded Days of Detention) (England) Regulations 2007
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Behaviour and Discipline in Schools: Guidance for Governing Bodies
- Preventing and Tackling Bullying
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (see Part 5 of KCSIE)
- Mental Health and Behaviour in Schools Guidance
- Alternative Provision Statutory Guidance
- Special Educational Needs and Disability 0-25 years Code of Practice
- Special Educational Needs and Disabilities Regulations, [22, 24 and 28] (2014)
- Children and Families Act: Sections 29, 37, 42, 44 and 66 (2014)
- Educations and Inspections Act, Section 91, 93 and 94 (2006)
- Education Act, Section 550ZB (1996)
- Equality Act and School (2010)
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in Schools
- Respectful School Communities Toolkit

5.0 Schools' Power to Discipline

- Schools have a statutory power to discipline students for breaches of rules, failure to follow instructions or other unacceptable conduct
- All teachers and other staff in charge of students have the power to discipline
- The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers
- Schools can hold detentions out of normal hours, weekends (with some exceptions) and non-teaching days without parental/carers consent

- Schools can confiscate items (including retention/disposal) where reasonable and appropriate
- School has a statutory power to discipline students for misbehaviour outside of school premises
- Separate legal provision inserted into the Education Act 1996 makes it lawful for named school staff to search suspected students for knives or other weapons without consent
- School staff have a statutory power to impose sanctions
- Sanctions must be reasonable and proportionate to the circumstances
- Sanctions will take account of the student's age, and special educational needs, disability and religious requirements affecting the student.

6.0 Trust Expectations

This policy should be available in accessible formats and languages where needed to support families with EAL or additional needs.

All staff will receive annual behaviour training, including updates on statutory guidance, safeguarding, and inclusive practice.

Schools will regularly seek pupil voice on behaviour systems and ensure that policies are inclusive and accessible to all learners.

Headteachers

Schools in our Trust expect Headteachers to:

- Inform all staff, parents/carers and students about the policy, procedures and the school's expectations
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Set behaviour expectations and strategies to reward good behaviour and tackle unwanted behaviour
- Make sure that students respect the rights of other students and adults in the school
- Protect students and adults from individuals who threaten to disrupt the safety and calm of the school
- Not tolerate violence, threatening behaviour or abuse by students and parents/carers
- Take firm action against students who harass or denigrate teachers or other schoolstaff, on or off the premises by engaging external support services
- Exclude students, complete required documentation and ensure the excluded student is safe and still being educated
- Make Alternative Provision (AP) from day six of a suspension (at home or off-site provision) and where appropriate arrange a reintegration interview for parents/carers at the end of a suspension
- Establish and clearly communicate measures to ensure good behaviour, respect and discipline
- Make sure that the implementation of the policy does not directly or indirectly

- discriminate against any student with any of the protected characteristics
- Ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- Take measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- Promote and celebrate positive behaviour through active development of students' social, emotional and behavioural skills
- Keep parents/carers informed of their child's behaviour, using appropriate methods of engaging them and where necessary, support them in meeting their parental responsibilities

Teachers and other adults in school

Schools in our Trust expect teachers and other adults in school to:

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Treat students with dignity, building relationships rooted in mutual respect
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

Students

Schools in our Trust expect students to:

- Know and adhere to the schools' rules and expectations
- Attend school regularly and be punctual
- Be ready to learn with the right uniform and equipment
- Refrain from any behaviour that may disturb the learning of others
- Respect staff and all in the academy community
- Refrain from any behaviour that may be classed as bullying or discriminatory
- Be an active part of the school community demonstrating the school's values

This list is not exhaustive and each academy will set out the behaviours that are expected through its own internal procedures.

Parents/Carers

Schools in our Trust expect parents/carers to:

- Support their child in adhering to the student code of conduct during and outside of school hours including whilst on social media.
- Have read and understood the Home/School agreement regarding expectations. In accepting a place at the one of the Trust's schools, consent in relation to accepting our expectations is implied.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the relevant staff promptly.
- Engage with school and make themselves available to collect their child/attend meetings when/if required.
- Ensure that Emergency Contact information that the school holds is kept up to date.

7.0 Measures to Promote Good Behaviour, including Rewards

All staff recognise the importance of using the reward system properly to encourage excellent attendance, consistent hard work in subjects, good citizenship, participation in extra-curricular activities and good behaviour.

Staff should issue rewards for a range of achievements and contributions including positive behaviour and engagement in lessons and at social times, in extra-curricular activities and for displaying our Trust's values.

The content and coverage of our personal development and values-based curriculum promotes good behaviour.

8.0 Behaviour in The Community and Outside of School

- Schools will educate pupils on responsible use of AI tools and digital platforms, including risks of misuse, impersonation, and online harassment.
- The Education and Inspections Act 2006 give schools statutory power to discipline students for misbehaviour which occurs off-site. Schools have the right to sanction students for their conduct beyond the academy but may also refer this to other agencies where appropriate.
- Keeping Children Safe in Education outlines the school's responsibility for students' behaviour in public places including in accessing public transport. Students are expected to uphold our community values at all times and behave with courtesy and respect for others in all public places including whilst waiting for or travelling on public transport and/or whilst online.
- Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, at a sporting event, within the local community, travelling to or from school or when online.
- Parents/carers have a direct responsibility for their child's behaviour outside of school hours. This includes behaviour on public transport, within the local community, towards other students at social events and when/if using social media.

- Parents/carers must ensure that they are aware of and monitor their child's social media usage accordingly including knowing if the content that they are accessing is age-appropriate and if their child is aware of how to keep themselves and others safe online. Inappropriate use of social media or online abuse should be reported directly to the platform provider and the police (where appropriate) rather than just to the school.
- Where students use social media to contact, harass, or attempt to intimidate or humiliate staff, they will be issued with a sanction in accordance with this policy. The incident will be reported to the relevant social media platform and the police.

9.0 Investigating Incidents

- When investigating behaviour incidents, it may be necessary to temporarily withdraw students from class/social time to seek information/clarification around an issue.
- To create a record of this information and so that all perspectives can be fairly considered, students may be asked for a verbal or written account.
- If an incident has occurred online, students may be asked to share information from their mobile phone or from their social media platform(s).
- In investigating an incident, the school will review all available information and will make an evidence-based judgement. We may need to rely on the balance of probability in making this judgement and issuing a sanction.
- When establishing the facts in relation to a suspension/exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
- Whilst the school does have CCTV in operation, we are not solely reliant on it in investigating an incident and making a judgement. The school is unable to share CCTV footage with parents/carers.

10.0 Malicious Allegations

- Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.
- Please refer to our safeguarding policy and our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
- The headteacher will also consider the pastoral needs of staff accused of misconduct.

11.0 Reasonable Force and Other Physical Contact or Intervention

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 students. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be stopped to prevent violence or injury to self or others.

'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff. It can also apply to people whom the Academy Headteacher has temporarily put in charge of students, such as unpaid volunteers or parents/carers accompanying students on a school organised visit. Schools will record and report significant incidents to parents.

Staff should always try to avoid acting in a way that might cause injury.

In deciding what a serious incident is, staff should use their professional judgement and also consider the following:

- The student's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the student or member of staff

Where appropriate the parents/carers will be informed and information relating to the incident will be recorded.

11.1 Situations where 'Reasonable Force' may be used

Staff can use reasonable force for a range of purposes including: [Updated: reasonable force (DfE 2025 update: schools must record and report significant incidents to parents)]

- To remove disruptive students from the classroom where students have refused to follow an instruction to do so
- To prevent a student behaving in a way that disrupts a school event or a school trip or visit
- To prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a student from attacking a member of staff or another student, or to stop a fight
- To prevent a student at risk of harming themselves

Staff cannot use corporal punishment. They cannot use force as a punishment – it is always unlawful to use force as a punishment.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

11.2 Other Physical Contact with Students

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where such physical contact might be proper or necessary include:

- When a student is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

- To give first aid.
- Reasonable handling may be needed for students with disabilities and SEND such as helping in and out of wheelchairs, guiding a blind student, or calming an autistic child. Staff will make reasonable adjustments for disabled students and students with SEN.

11.3 Screening and searching students and confiscation of items

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Before screening or conducting a search of a student, our schools will consider their obligations under the European Convention on Human Rights, Article 8, students have a right to respect for their private life. In the context of these rights and obligations, this means that students have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. Trust schools will exercise these powers lawfully and will have no difficulty in demonstrating that they have also acted in accordance with Article 8.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury (including to the pupil), or damage to property

Under common law, school staff have the power to search a student for any item, if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs, or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services. See Keeping Children Safe in Education and Working Together to Safeguard Children.

These items will not be returned to students.

- In addition, if students are selling items, these too will be confiscated and not returned.
- 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/carers, if appropriate.

Force cannot be used to search for other items banned under the school rules. Separate guidance is available on the power to search without consent.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation and does not require parent/carer permission.

Schools will log all instances of reasonable force and any searches within school systems so that records are accurate.

Bullying:

12.1 Definition and Behaviours

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally – such behaviours that occur **several times on purpose**. Bullying is the repetitive, intentional harming (including aggression) 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 (while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence)
- Difficult to defend against

Bullying behaviours include: -

- Being unfriendly, excluding, tormenting, intimidation, spreading rumours, nasty looks, pointing and laughing, comments about someone's appearance
- Hitting, kicking, pushing, taking another's belongings, punching or any use of violence
- Generalisation of someone's race, faith, belief, colour; racist comments, taunts, graffiti and/or gestures
- Explicit sexual remarks, sexually abusive comments, display of sexual material, sexual gestures, upskirting, leering, intimidation, forcing someone to act in a sexual way, sexting, gaslighting, unwanted physical attention or contact, comments about sexual reputation or performance, inappropriate touching or comments about sexual preference including homophobic, bi-phobic and transphobic comments.
- Bullying behaviours because of, or focusing on, the issue of another student's sexuality and/or gender identity whether it is real or perceived. Name-calling and abuse because of someone in their family being LGBTQ+
- Bullying that takes place online, such as through email, chat rooms, social networking sites, messaging apps or gaming sites and misuse of associated technology e.g. camera and video facilities
- Creating or exploiting an imbalance of power through for example extortion; coercion, taking money, equipment; harassment and intimidation; hazing etc.

- Occasions where banter moves from friendly interaction with no intention to cause harm to that which is malicious, humiliating and/or intended to cause hurt or harm
- Hurtful bystander behaviour such as instigating bullying, encouraging bullying or passively accepting bullying by watching or doing nothing.

A young person may show any of a range of signs that they are being bullied such as:

- Being frightened of walking to or from school, not want to go on the school / public bus, begging to be driven to school
- An unexpected and unusual change to their usual routine
- Beginning to truant, feeling ill in the morning, break times, lunch time or for certain lessons
- Becoming withdrawn, anxious, or lacking in confidence
- Stammering, blushing
- Displaying behaviours such as self-harm, researching the dark web, attempts or threatens suicide, running away, crying themselves to sleep at night or has nightmares
- Presenting issues such as damaged or missing books, clothes, equipment, missing lunch, missing or lost dinner money
- Presenting with unexplained cuts or bruises, trying to 'whiten' skin, flinching, not joining in humour and banter
- Starting to bully other children or siblings
- Being frightened to say what is wrong, giving improbable excuses for any of the above.

Child on Child abuse:

All behaviour incidents are screened for wider concerns such as the potential for child-on-child abuse and sexual violence and sexual harassment. The Trust Safeguarding Policy and Child on Child Abuse policy are then followed in conjunction with this policy.

All staff in school should be aware that children can abuse other children (child on child abuse).

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence,
- sexual harassment
- upskirting,
- sexting
- initiation/hazing type violence and rituals

Child-on-child abuse that involves sexual assault and violence must always result in a referral to the Local Authority Children's Social Care and if appropriate the police (Keeping Children Safe in Education).

12.2 Bullying Prevention:

- Staff will take every opportunity to reassure students and colleagues that the school cares about their welfare, is not tolerant of bullying, is rigorous in dealing with bullying and is committed to eradicating bullying.
- Staff will encourage self-confidence and assertiveness in students and ensure that they are aware of their community responsibility to adopt a supportive and caring attitude for others and encourage them to talk to someone when/if bullying occurs.
- Students should speak to a trusted adult or peer and report in confidence any instances of bullying that they either are victims of, or aware of involving others. Schools in our Trust have a wide range of mechanisms to report any cases of bullying.
- As bullying is a serious breach of the school's standards of behaviour, we will maintain a constant focus and vigilance towards this issue through regular references to it, reminders of how any instances should be reported and the associated support.
- Opportunities will be provided across the curriculum to help students define and discuss acceptable behaviour and encourage coping mechanisms. Information, advice and guidance will also be available to parents/carer through parental communications and the school website.

12.3 Dealing with Bullying

If informed of a bullying incident, the member of staff should:

- take all reports of bullying seriously and act on them as quickly as possible.
- listen to the injured party carefully.
- reassure the injured party and give support and advice.
- make detailed notes about the incident.
- share the concern with appropriate staff so that action can be taken to ensure that the "bully" is aware of disapproval and parents/carer can be informed.
- ensure both the injured party and "bully" are supported after the incident to ensure that the injured party feels safe and supported, and that the "bully" is sanctioned appropriately and educated to modify behaviour so that it never happens again.

Trolling can be defined as "circumstances where a person shows discord on-line starting arguments or upsetting people by posting inflammatory, insulting or threatening messages with the deliberate intent of provoking an emotional response"

There will always be a strong focus on supporting the injured party and we will ensure that their voice is heard and considered when working with them.

In cases of bullying, we will take measures to:

- Make sure that students can learn in a supportive, caring and safe environment, without fear of being bullied
- Highlight the fact that bullying is anti-social behaviour and affects everyone, is unacceptable and will not be tolerated
- Train staff and students to know the different types of bullying and what this look like such as – Racism, homophobia, transphobia and biphobia, extortion, emotional bullying, physical bullying, silent bullying such as exclusion, bullying because of someone's appearance

- Ensure that students have explicit opportunities to focus on positive relationships within their Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE) programmes, as well as anti-bullying activities delivered through group tutorials, assemblies and other activities
- Encourage students to report bullying and assure them that action will be taken against students who stand by (i.e. tacitly approving of bullying by not intervening or reporting)
- Tackle bullying effectively when it occurs
- Train staff to ensure that they are alert to the signs of bullying and can act firmly and promptly against it
- Provide a range of routes to enable students to report bullying easily and with confidence

Use of Sanctions

Disciplinary sanctions have three main purposes, namely to:

- Impress on the student that what they have done is unacceptable
- Deter the student from repeating that behaviour
- Signal to other students that the behaviour is unacceptable and deter them from doing this
- Sanctions should be issued and completed within a reasonable timeframe to the incident to minimise repeated behaviours.

13.1 Reasons for sanctions

Sanctions will be imposed for a range of reasons, such as:

- Failure to follow a school rule
- Failure to follow an instruction given by a member of staff (or other adult given authority to direct or discipline students by the Academy Headteacher when in charge of a group of students)
- Anything where the student's behaviour has fallen below the standard which could reasonably be expected of them
- Causing harm or damage to a person or property
- If an allegation against a member of staff is shown to be deliberately invented or malicious, the Headteacher, will impose sanctions against the student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a student. Support will be given to the member of staff who is the victim of the deliberately invented or malicious allegation.

The list above is not exhaustive, and the professional judgement of staff will be used to determine appropriate sanctions based on their knowledge of the student and the details of the incident.

13.2 Disciplinary measures

Staff can discipline and impose sanctions on students whose conduct falls below the standard which could reasonably be expected of them. To be lawful, the sanction imposed (including detentions) must satisfy the following three conditions

- The decision to impose a sanction on a student must be made by a paid member of school staff or a member of staff authorised by the headteacher
- The decision to impose a sanction on a student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff
- The decision to impose a sanction must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances

A sanction must be proportionate. In determining whether a sanction is reasonable, the penalty must be reasonable in all the circumstances and account must be taken of the student's age, any special educational needs or disability the student may have, and any religious requirements affecting them.

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If this is the case, we will consider whether a multiagency assessment is necessary.

We have a range of disciplinary measures clearly communicated to school staff, students and parents. These may include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Reflective work to improve students' understanding of the rules or values
- Loss of privileges
- Missing break/social time
- Detention including during lunchtime, after school hours and at weekends
- School based community service or imposition of a task
- Regular reporting to a member of staff, including early morning
- Working in a separate space from their peers or at another part of the Trust's provision or school for a period of time
- The use of suspension or, in the most extreme cases, permanent exclusion

13.3 Detention

By law, schools have a power to issue detentions to students (aged under 18). We use detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given as per Section 90 of the Education and Inspections Act 2006 are: -

- any school day where the student does not have permission to be absent
- weekends - except the weekend preceding or following the half term break
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'

The headteacher can decide which members of staff can put students in detention. Matters considered when imposing detentions.

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention

- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet
- For detentions outside school hours school staff should not issue a detention where they know that doing so would compromise a child's safety

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable
- Whether parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely
- Whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is inconvenient for the parent.

13.4 Use of Isolation

As part of the Behaviour Policy, schools in our Trust allow disruptive students to be placed in an area away from other students for a limited period, in a separate space or internal isolation room.

Isolation will be time-limited, reviewed regularly, and used only when necessary. Pupils must have access to curriculum-aligned work and pastoral support.

As with all other disciplinary penalties, we recognise that we must act reasonably in all the circumstances when using any form of Isolation.

Whilst in Isolation, we ensure the health and safety of students and any requirements in relation to safeguarding and student welfare are met.

Whilst in Isolation, students will use their time constructively, undertaking reflection, restorative work as well as work in line with the curriculum that they are following in lesson time.

Students in Isolation are allowed time to eat and use the toilet.

Staff must consider reasonable adjustments for pupils with SEND before issuing sanctions. Behaviour may be a form of communication linked to unmet needs.

Restorative conversations and mediation should be considered before or after sanctions to rebuild relationships and promote accountability.

Schools will monitor behaviour data termly, including suspensions, recidivism, pupil groups affected (e.g. SEND, PP), and intervention impact. This supports early identification and targeted support.

Recidivism refers to repeated behavioural incidents by the same student despite previous interventions. Tracking recidivism helps identify pupils who may require more intensive or

alternative support.

14.0 Suspensions and Permanent Exclusions

All serious behaviour incidents are screened to ensure that there are no reasonable alternatives to suspension or permanent exclusion and that equality issues as well as vulnerability and safeguarding factors are appropriately considered. The Trust agrees that it is not best practice to delay a suspension or permanent exclusion to exhaust provisions that are likely to fail or place other staff and students in other organisations at considerable risk of abuse and or violence.

All schools within the trust will use a range of approaches to avoid suspensions such as internal sanctions, respite placements and managed moves. The decision to use these alternatives rests with the headteacher who will make the decision using knowledge of the student and details of the incident.

A comprehensive risk assessment process at the point of considering a suspension or permanent exclusion is carried out to do this. In line with the Behaviour in Schools January 2022, 'Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in school sanctions and interventions.'

Headteachers have the right to suspend/exclude students when there are legitimate reasons for them to do so. Used correctly, suspension/exclusion is a vital measure for headteachers to use. Suspensions/exclusions must be legal and justified. The list below is not exhaustive but illustrates some of the reasons why headteachers may issue a suspension or exclusion:

- Failure to comply with a reasonable request from a senior member of staff
- Refusing to hand over items which are not allowed in the academy
- Swearing
- Failure to wear academy uniform which has been provided (where possible) for a child who is in incorrect uniform, is regarded as failure to comply with a reasonable request
- Repeated breaches of uniform policy
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or children
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Expectations for Learning Policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the trust
- Persistent defiance or disruption
- Other serious breaches of trust rules.

A 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 in the school.

Whenever a head teacher excludes a pupil, they must, without delay, notify parents of the period of the exclusion and the reason(s) for it. They must also, without delay, provide parents/carers with the following information in writing:

- the reason(s) for the exclusion.
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent.
- parents/carers' right to make representations about the exclusion to the governing board and how the pupil may be involved in this.
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

All schools within the Trust must ensure that all legislation and procedures in line with DfE guidance are adhered to.

15.0 Off-site Direction

All schools within the Trust will use a range of approaches to avoid suspensions such as internal sanctions, respite placements and managed moves. The decision to use these alternatives rests with the headteacher who will make the decision using knowledge of the student and details of the incident.

Where the academy requires a student to attend another education setting with the aim of improving their behaviour, the headteacher may issue an off-site direction. This should only be done where other interventions and targeted support have not been successful in improving a student's conduct. Placements should be time-limited and must be at an AP or another mainstream school/academy. An offsite direction can either be full time or a combination of part time support in an AP alongside continued mainstream education. At the planning phase, a proposed maximum period should be discussed and agreed upon, the frequency and timing of review meetings and who should be involved must also be agreed at this meeting. In addition, alternative options should be explored for when the original time limit has been reached, including the option of a managed move on a permanent basis.

Where appropriate, other professionals should be invited to contribute to the planning meeting and subsequent review meetings, e.g. a student's social worker, CAMHS, Early Help worker or other appropriate agencies.

Review periods will be set for each student and parents/carers, and other professionals will be invited to review progress. At the end of each review meeting, it should be determined whether the arrangement should continue and for what period of time.

16.0 Related policies and guidance

This policy should be read in conjunction with the following:

- Safeguarding Policy
- Managing Allegations of Child-on-Child Abuse policy
- Keeping Children Safe in Education
- Behaviour management guidance for staff
- E-safety and social media Policy
- [Coram Children's Legal Centre - Home \(childrenslegalcentre.com\)](http://childrenslegalcentre.com)

Behaviour for Learning – Operational Guidance 2025**The East Manchester Academy**

At The East Manchester Academy, every decision we make is guided by our **REACH values** and our commitment to equipping students with the knowledge, skills, and character to thrive in life. Our Behaviour for Learning approach is designed to uphold high expectations, foster respectful relationships, and ensure that every student can learn in a safe, structured, and supportive environment.

We believe that positive behaviour is a foundation for academic success and personal growth. Relationships between staff and students are built on **respect, consistency, and care**, and our systems are designed to support both progress and wellbeing.

- Our behaviour policy reflects our high expectations and our REACH values.
- All members of our school community are expected to uphold these values and meet our shared expectations.
- Clear routines and strong messaging ensure consistency and clarity for students and staff.
- We recognise that behaviour is closely linked to life chances and social development.
- Staff are expected to role model high expectations and use strategies that promote positive behaviour as the norm.

Conduct in Classrooms and Around the Academy

Expectations are reinforced throughout the day, term, and year. Students and staff follow ‘**The TEMA Way**’, which sets the standard for conduct and learning.

- Students are greeted at the door by their teacher.
- Entry to the classroom is silent, calm, and orderly.
- Students sit in their allocated seating plan.
- Lessons end with a calm dismissal; students remain in full uniform.
- Mobile phones must not be visible unless explicitly permitted for learning.
- **REACH points** are issued consistently and fairly to reward positive behaviour, effort, and engagement.
- Students now have greater ownership of their rewards, with the ability to **spend REACH points in the Class Charts shop**, promoting motivation and reinforcing positive habits.
- Verbal reminders are used to reinforce expectations.

If behaviour does not meet expectations, the following staged response is applied:

1. **C1 – Choice:** Verbal warning and name logged.
 2. **C2 – Choice:** Final verbal warning.
 3. **C3 – Consequence:** 30-minute correction.
 4. **C4 – Consequence:** Removal via standards check; student placed in RESET. One-hour correction to follow.
-

Standards Check

The **standards check system** supports staff in managing behaviour and locating missing students. It ensures timely intervention and maintains the integrity of the learning environment.

Further Escalation (SLT Agreement Required)

- **Off-Site Direction:** Placement at another local school for up to 18 weeks.
 - **Alternative Provision:** Placement at an external provider to support behavioural improvement.
 - **Respite Placement:** Isolation at another school for up to 5 days.
-

Interventions

TEMA offers a wide range of interventions to support students who receive repeat sanctions. Strong relationships with families are key to improving behaviour and outcomes.

- Faculty support and shadow timetables.
- Withdrawal for intervention and form-time support.
- Mentoring from staff and external partners.
- RESET room support and behaviour coaching.
- Group work via **0161 Boxing, Sporting Chance**, and other AP partners.
- Academic and pastoral mentoring.
- Safeguarding and Child Protection team support.
- Specialist emotional and mental health counselling.

Behaviour for Learning – Operational Guidance 2025

Parrs Wood High School

Our school ethos:

Our approach to behaviour and attitudes is underpinned by our core values of Community, Creativity and Achievement. Each adult and student within the school, and each parent/carer in our wider community has a responsibility to ensure that all of our children:

- are safe and happy
- are recognised as individuals
- are treated fairly and with dignity, and understand their responsibility to treat others in the same way
- enjoy a positive and stimulating learning environment
- experience both personal and social success
- achieve their academic potential.

To achieve this, staff must consistently adhere to the Parrs Wood Way, a values-led system which runs in conjunction with our Behaviour Policy. The Parrs Wood Way, is an explicit set of principles and routines that are integral to the school functioning effectively. Through an unrelenting staff commitment to these agreed systems, we will be best placed to create a stable, calm and productive environment which will allow all members of our community to thrive.

The Behaviour Blueprint and Community Expectations (Normative Behaviour) Curriculum

All adults who work at Parrs Wood have chosen to be here. In making this choice, we assume the responsibility of determining the outcomes for those in our care and must adopt a “high support, high challenge” approach, consistently modelling and insisting upon the principles laid-out in our Behaviour Blueprint model.

We have committed to explicitly teach the behaviour that we want to see in ten key areas and use our Community Expectations Curriculum to achieve this. We have three agreed Community Expectations for each key area of school life:

- Classrooms
- Corridors and line-ups
- Communal spaces and social times
- Emergency situations

Parrs Wood High School Behaviour Blueprint What would FRED do?

Our Values Message:

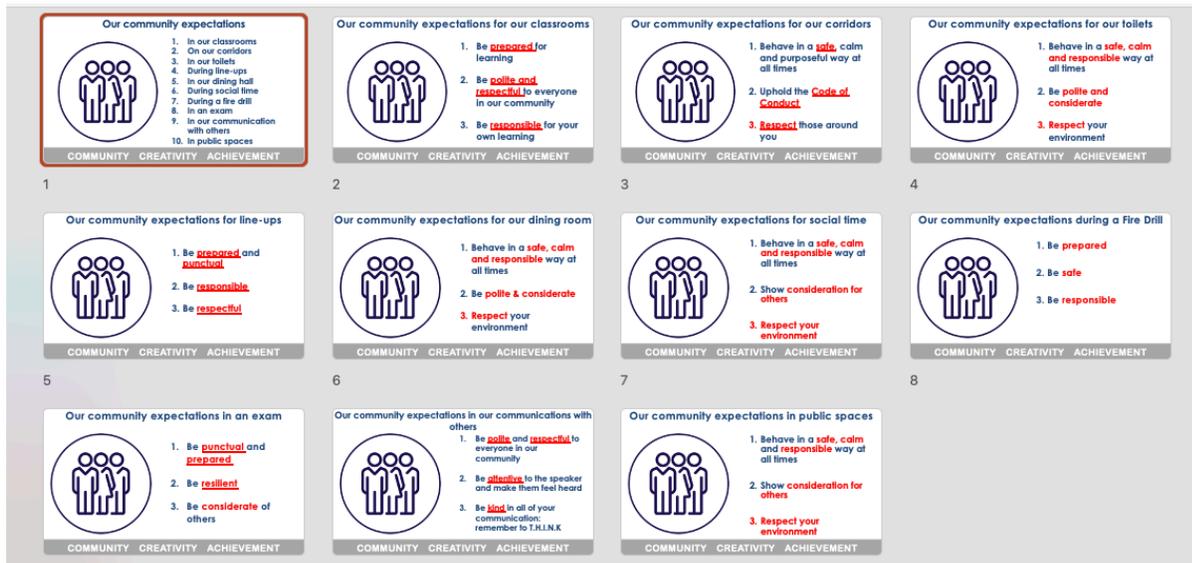
- **Community** - We care for each other.
- **Creativity** - We embrace change.
- **Achievement** - We expect excellence.

Adult Behaviours	Student Behaviours
<p>Community Be kind, compassionate and always ready to listen.</p> <p>Creativity Be an inspiring role model, responsive to our students and their ideas, and innovative in our practice.</p> <p>Achievement Be consistent, supportive and dedicated to all of our students' futures.</p>	<p>Community Be kind, supportive and respectful of yourself and others.</p> <p>Creativity Be resilient, open minded and imaginative in all aspects of your school life.</p> <p>Achievement Be responsible, determined and proud of yourself.</p>
Rewards	Stepped Sanctions
<p>Community Achievement points which you receive will be added to your House total and earn the winning House a community reward at the end of each term.</p> <p>Creativity Your hard work and effort will be rewarded in a number of creative ways including: achievement points, postcards, phone calls home, certificates, badges, HOL and Headteacher rewards breakfast, and rewards trips.</p> <p>Achievement Your collected achievement points can be used to purchase items from the school reward shop or donated to your House's chosen charity to benefit others.</p>	<p>1. Chance: you will be given a reminder, and an opportunity to get things right.</p> <p>2. Choice: you will be given a choice with consequences clearly explained, and time to reflect.</p> <p>3. Consequence:</p> <ul style="list-style-type: none"> • Time-out • Detention • Referral • Home contact

Community Creativity Achievement

Through the repeated teaching of these expectations, students will not only understand why they are necessary but will also be clearly aware of their responsibility to uphold them. This principle of community responsibility will foreground the way positive behaviour choices are linked wider life chances and successful personal development.

Our Community Expectations for ten key areas:



Parrs Wood “How-To” guides and The Behaviour Handbook

To ensure consistency of approach in the application of our expectations, staff have access to a series of “How-To” guides which offer a five-point guided response to daily routines and micro-script prompts to ensure their successful execution.

To ensure consistency of approach in the application of our expectations, staff have access to a series of “How-To” guides which offer a five-point guided response to daily routines and micro-script prompts to ensure their successful execution.

There are “How To” guides for:

1. How to supervise an entry point
2. How to complete a “meet and greet”
3. How to lead a PDC session
4. How to deliver a Normative Behaviour lesson
5. How to supervise an assembly
6. How to complete an “end and send” dismissal
7. How to supervise a lesson changeover
8. How to supervise a line-up
9. How to set up and support a Central Detention
10. How to refer a student
11. How to call for a PSM
12. How to use the radio
13. How to supervise an early lunch
14. How to supervise a duty point



In addition to this, all staff have access to a desktop Parrs Wood Behaviour Guide which offers accessible guidance in unfamiliar situations and signposts additional support and training should it be required.

Classroom Conduct: Chance, Choice, Consequence

The Parrs Wood Way and the consistent language used to deliver it, make routines and systems explicitly clear for students. We recognise that behaviour is a form of communication; aligned to this, we foreground compassion, recognising that young people occasionally make poor choices and mistakes. Where this occurs, we afford our students a “chance” to reflect on their behaviour, give them clear “choices” to help them put it right and apply consistent and fair “consequences” and reasonable adjustments where they do not. We promote restorative practice so that students and staff are given the opportunity to meet and reflect on incidents so there is no recurrence.

- **C1 Chance:** Verbal warning or name placed on the board with student given a reminder of the expectation and an opportunity to put things right
- **C2 Choice:** Final verbal warning and second tick placed next to the student’s name on the board with student asked to make a positive choice to correct having had the consequences clearly explained to them and time to reflect. Teachers can place a student in a personal detention if this seems appropriate for the type of behaviour.
- **C3 Consequence:** If a third tick is placed on the board, there must be a formal response to behaviour such as issuing a time-out or Faculty Referral (Faculty Referral should not be used in the first or last ten minutes of a lesson). Any removal from a classroom will result in lost learning time and therefore the incident must be logged on SIMS and a 30-minute Central Detention should be issued to the student.
- **C4 Support & Removal:** Where behaviour causes a serious disruption to learning or safety, students will be temporarily removed. To facilitate this, support from our Pastoral Managers can be called upon via right-clicking the student’s name in the SIMS register. Students will be removed from lessons and taken to our Return to Learn facility so that they can reflect on their behaviour and re-regulate. Should this behaviour occur within a communal space or during a social time, the radio should be used to call for support. Incidents of this nature must be logged on SIMS and a 60-minute Central Detention should be issued to the student.

Chance	Choice	Consequence
You will be given a reminder, and an opportunity to get things right.	You will be given a choice with consequences clearly explained, and time to reflect.	<ul style="list-style-type: none">• Time-out• Detention• Referral• Home Contact

Reflect and Re-set: Return to Learn (R2L) and Inclusion Classrooms (G12 & G13b):

Return to Learn is a Reflect and Re-set room in which students are given time and space to consider their behaviour and the impact it has had on themselves and others. Students must be accompanied to Return to Learn by a PSM and cannot be sent by a teacher. A referral into Return to Learn will always result in a 60-minute Central Detention for the same evening. Once the PSM deems the student is ready to “return” to their learning environment, they will be escorted back to lesson and continue with their day.

We recognise that each of our students has individual needs and that for some self-regulation is more challenging.

Where this is the case, a reasonable adjustment may be made to allow identified students the opportunity to access one of our Inclusion Classrooms (G12 and G13b) during the course of a lesson. Equally, if a removal is requested, accessing G13b may be appropriate for some individuals to allow them to de-escalate before moving to Return to Learn.

Truancy and students out of lesson:

Students need to be in lessons in order to learn. Registers should be taken promptly and anyone arriving after the 5-minute bell must be marked with an L code in SIMs. After this point, if a student has an AM or PM register mark but are not present in lesson, staff must log an “Attendance Alert” by right-clicking the student’s name in the register. This will send a message to the Pastoral Team who can then begin to locate the student. If a student arrives Late, they should be issued with a Late detention

for the number of minutes lost. If a student arrives more than 20 minutes late, it must be recorded as Truancy and a 60-minute Central Detention should be issued. Any student who truants two or more lessons in a day, will be placed into the PSC for the remainder of the day and a parental meeting will be held.

The only routine reason a student should be out of lesson is if they have a specific pass which allows them to leave. The passes that can be issued are:

- Inclusion or Head of Learning Leave lesson early pass (2 or 5 minute)
- Toilet / Medical pass
- G13b / G14 students pass
- G12 pass
- Lift pass

Where these passes are used, students should go directly to the assigned space. No students have a "Time Out" or "Movement Break" pass; if this is given as a reason for being out of lesson, it must be challenged and the student must be escorted to the assigned space.

Occasionally, students may need to leave the room to attend an intervention session or to go to a Music lesson. Where this is the case, they must have their student planner with them. As part of our Normative Behaviour Curriculum, students are encouraged to go to the toilet at break and lunch. Should an emergency arise and a student needs to leave lesson to go to the toilet, this should be recorded on SIMs and the student planner signed – it is not sufficient to write a note for the student. Staff in offices must remain vigilant for students being out of lessons and robustly challenge this should it occur.

If a student leaves lesson without permission, this must be recorded on SIMs alongside a Central Detention. Home contact must be made so that there is no repeat behaviour.

Tutor and Teacher Detentions (1-10 minutes):

Whenever a student arrives late for a lesson (and PDC is a lesson) learning time is lost. Students are aware that all missed minutes must be caught-up. If the student is between 1-10 minutes late for your lesson, you must ask them to return at a time that is convenient to you, so that the missed minutes can be re-couped. Equally, if you experience any low-level behaviours in your lesson to the degree that a student is placed on "Consequence" you can ask a student to return to your classroom, again at a time that is convenient to you, to discuss the behaviour and give the student to "put it right" before the next lesson.

Period 6 Central Detentions (missed minutes and/or 30 or 60 minutes:)

To honour our commitment to reducing staff workload, punctuality and C3 detentions are run centrally and occur on the same day that the consequence is given. The immediacy of the consequence makes them more impactful and afford the student the opportunity to put things right and make a fresh start the following day.

Where possible, PSMs will see all students expected in the Central Detention in advance. Students placed in the Central Detention during P5 are escorted by their class teacher; all other staff are expected to attend during the course of the first 30 minutes so that a restorative conversation can take place with the student.

Pastoral Support Managers (PSMs) supervise Central Detentions and it is closed by the Head of Learning or Director of Learning.

Where a student misses a Central Detention, it is doubled to 60 minutes in the first instance; should this be missed, the student will be placed in internal isolation in Return to Learn for Period 5 on the following day. They will then re-complete the missed 60-minute Central Detention immediately after

this.

The Pupil Support Centre (PSC):

Occasionally, a student's behaviour may warrant a longer period of reflection. Where this is the case, the PSM and Head of Learning may decide to place the student in internal isolation within the Pupil Support Centre for a fixed period of time. This room is staffed by SLT and Middle Leaders and is designed to remove the student from circulation without compromising their learning and progress. Within this room, students have access to a core curriculum via the online platform Century Tech. In addition to this, class teachers upload the class work that the student would have completed during the lesson onto Google Classroom so that it may be completed in the PSC. This system ensures that the student remains up-to-date and they are able to return to lessons without any curriculum gaps. Most students are initially placed in the PSC until the end of Period 4. Providing they have passed the day, they will then be allowed to go to lunch with their peers and then return to classroom lessons Period 5.

Any student returning from a Fixed-term suspension, will always complete at least PDC until the end of Period 4 in the PSC. This allows time for the student to close any curriculum gaps and complete a reflective conversation with the PSM so that they are able to successfully reintegrate into main school lessons the following day.

The Re-Route Centre:

Where a student's behaviour is persistently disruptive or where they repeat negative behaviour cycles, a placement in our on-site Re-Route Centre may be requested by the Head of Learning and Director of Learning. Placements typically last for 6-weeks and offer students the chance to "re-root" themselves to our values and reflect on their choices. Re-Route cohorts are limited to a maximum of 6 students so that students can continue with their assigned curriculum whilst also benefit from intensive pastoral support designed to affect positive change.

Fixed-term Suspension, off-site direction and Permanent Exclusion

The Parrs Wood Way adopts a graduated approach of tiered consequences. For any behaviour which endangers or directly impacts the health and safety of a community member (acts of verbal or physical aggression, violence, distribution or possession of banned/prohibited items) or that which persistently disrupts the learning of the individual or other students (repeated lesson interruption or open defiance), a more serious consequence may be necessary. These consequences include:

- **C5 Fixed-term Suspension, Respite (STEP-Out) or Re-Route Centre placement:** these can be issued by the pastoral team if agreed by the Headteacher.
- **C6 Off-site direction (Managed Move or Alternative Provision Placement):** this is brokered by the Deputy Headteacher if agreed by the Headteacher.
- **C7 Recommendation for Permanent Exclusion:** this can only be issued by the Headteacher.

Our graduated approach: reasonable adjustment and tiered consequences

The table below summarises the graduated approach to tiered consequences. We are an inclusive school and it is important that all staff recognise that some students may require extended thinking time, additional explanation or consequences that have been reasonably adjusted. We have created a series of How-To guides to provide staff with micro-script prompts that offer clear and consistent signposts to students about what is expected. Please do not hesitate to ask if you require any support.

Behaviour for Learning – Operational Guidance 2025**Levenshulme High School**

Every decision that we make in our school is deeply rooted in **our values**. We will continue to use these values as a vehicle to navigate our school through this academic year. We have also worked with students from all trust schools to develop a **student charter**. We will be going through this with them, and it will be high profile around school. The relationships that we build with the students and with each other should always be rooted in **respect and kindness**. Building relationships with our students alongside **strong, consistent routines** and **high-quality teaching and learning** are the most important features of our system. There will be a need for **approaches to be adapted** for individual students and different classes. We have seen in the last 2 years that this approach will be crucial as we go forwards into this next period.

- The behaviour policy will reflect our high expectations and our school values.
- We expect all members of our school community to uphold our values and to meet our expectations of doing so.
- Our consistent core practice and strong messaging will ensure that the vast majority of our school community can adhere to these expectations.
- The philosophy behind the policy and our expectations is that behaviour is closely linked to life chances and to learning how to conduct oneself in society.
- As adults, we must role model high expectations and positive behaviour alongside using strategies that ensure that expected behaviours are the norm.

Conduct in classrooms and around the school

The expectations should be made clear and reinforced throughout the school day, term and year. There must be a shadow timetable in place where students can leave the lesson and join another one within the faculty to prevent further escalation.

- The expectation is that the students arrive to lessons to be greeted by the teacher.
- They should line up outside of the classroom/learning space. They should enter the classroom/learning space in a calm manner and should be in their full uniform.
- They should sit in their allocated seating plan place and be ready to learn with their equipment and Student planner out on the desk
- At the end of the lesson, they should leave in a calm and orderly manner and be in their full uniform.
- Merits and other rewards should be issued fairly and consistently.
- Student mobile phones must not be used, seen or heard at any point during the school day
- Verbal reminders of expectations should be given. However, if behaviour is failing to meet expectations the following should be applied: -

1. C1 Choice – verbal warning and name placed on board.
2. C2 Choice and final verbal warning
3. C3 Consequence – 30-minute detention
4. C4 Consequence – on call sent for removal – time in C4 room scheduled.

The on-call system is there to be used when any member of staff needs assistance. This could be to remove a student or to get help with another situation. This should also be used to alert the team that a student is missing from a lesson that they should be in. First aid alerts should be used when you need

support because a student/adult has been injured or incapacitated or is unwell and may need medical attention.

Other scales of escalation – only to be used in agreement with SLT

C5 – off site isolation for example at the Hive or at another school in our Trust.

C6 – respite or managed move

C7 – off site provision

There are a wide range of interventions that are put in place when a student receives repeat sanctions. Relationships with families are also imperative as we work with students to improve their behaviour. It is important to recognise that our strong BFL system will act as a deterrent for most of our students.

Interventions

- Support via Faculties with shadow timetables, seating plan and set changes etc.
- Withdrawal for intervention and form time intervention support.
- Support via adults in school, e.g. Form tutor, HOP and PM, subject based support, support via behaviour intervention through the Inclusion team or C4 room manager.
- Support via the Manchester United Foundation and other behaviour interventions – we are trialing a new one this year called Paint me Red.
- Academic and pastoral mentoring via our staff or external agencies.
- Safeguarding and CP team support.
- Specialist emotional and mental health counselling support.

Fixed Term Suspensions and Permanent Exclusions

All serious behaviour incidents are screened to ensure that there are no reasonable alternatives to suspension or permanent exclusion and that equality issues as well as vulnerability and safeguarding factors are appropriately considered. The Trust agrees that it is not best practice to delay a fixed term suspension or permanent exclusion in order to exhaust provisions that are likely to fail or place other staff and students in other organisations at considerable risk of abuse and or violence.

All schools within the trust will use a range of approaches to avoid fixed term suspensions such as: internal sanctions, respite placements and managed moves. The decision to use these alternatives rests with the headteacher who will make the decision using knowledge of the student and details of the incident.

A dynamic risk assessment process at the point of considering a fixed term suspension or permanent exclusion is carried out in order to do this. In line with Behaviour in Schools January 2022, 'Headteachers can use fixed term suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in school sanctions and interventions.'

Headteachers have the right to suspend/exclude students when there are legitimate reasons for them to do so. Used correctly, suspension/exclusion is a vital measure for headteachers to use. Suspensions/exclusions must be legal and justified. The list below is not exhaustive but illustrates some of the reasons why headteachers may issue a fixed term suspension or exclusion:

- Failure to comply with a reasonable request from a senior member of staff

- Refusing to hand over items which are not allowed in the academy
- Swearing
- Failure to wear academy uniform which has been provided (where possible) for a child who is in incorrect uniform, is regarded as failure to comply with a reasonable request
- Repeated breaches of uniform policy
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or children
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Expectations for Learning Policy
- Willful damage to property
- Homophobic/racist/sexist bullying both in person or online
- Bullying both in person or online
- Sexual misconduct both in person or online
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the trust
- Persistent defiance or disruption
- Other serious breaches of trust rules.

A 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 in the school.
- Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it. They must also, without delay, provide parents/carers with the following information in writing:
 - the reason(s) for the exclusion;
 - the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
 - parents/carers' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
 - how any representations should be made; and
 - where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

All schools within the Trust must ensure that all legislation and procedures are in line with DfE guidance are adhered to.

Behaviour for Learning – Operational Guidance 2025

Whalley Range High School

Statement of Intent

As part of the **Greater Manchester Education Trust**, our school upholds a core set of values that promote **respect, fairness, social and moral responsibility, diversity, and inclusion**.

For effective teaching and learning to take place, positive behaviour in all areas of school life is essential. We strive for excellence and maintain **high standards and expectations** for every student.

We are committed to creating a caring, supportive, and purposeful learning environment. A vital element in achieving positive behaviour is the **active involvement and support of parents and carers**. Through regular communication and shared responsibility, we can work together to raise attainment, improve progress, and nurture responsible young people.

The School's Power to Discipline

The school has a **statutory power to discipline** students for breaches of school rules, failure to follow instructions, or other forms of unacceptable conduct.

This includes the following:

- All teaching and non-teaching staff with responsibility for students have the authority to issue sanctions.
- The **Headteacher** may limit or extend disciplinary powers to specific staff members and authorised adult volunteers.
- The school may hold **detentions outside normal school hours**, including after school, weekends (with some exceptions), and non-teaching days, without the need for parental/carer consent.
- The school may **confiscate, retain, or dispose of items** where reasonable and appropriate.
- The school has a statutory right to discipline students for **misbehaviour occurring off-site**.
- Under the **Education Act 1996**, authorised staff may **search students for weapons or knives without consent**.
- All sanctions must be **reasonable, proportionate, and take into account** a student's age, special educational needs, disabilities, and religious requirements.

Targets and Rewards

It is the expectation that all students, with the support of their parents and carers, will aim to maintain **no behaviour consequences** throughout the school year.

Positive behaviour and achievement are recognised and celebrated through:

- Behaviour and achievement data
- WRAP rewards
- School trips and enrichment activities
- End-of-term celebrations
- Progress reports
- Assemblies, briefings, and notice boards

Mobile Phones and Headphones/Earphones

Mobile phones, headphones, and earphones must **not be seen, used, or heard** anywhere on the school premises.

If a student is seen using or is heard with a mobile phone:

- **First incident:** the phone will be confiscated, and the student may collect it at the end of the day (recorded as a warning).
- **Second incident:** the phone will be confiscated, and a **C3** will be issued.
- **Third or subsequent incidents:** the phone will be confiscated, C3 will be issued and a **parent or carer must collect it** from school.

Behaviour Consequence System

Stage	Description	Outcome
Formal Warning	Issued when a student does not meet school expectations.	Opportunity to make a positive change.
C1	Continued inappropriate behaviour following a warning.	Recorded consequence.
C2	Ongoing poor behaviour despite intervention.	Escalated consequence.
C3	Failure to improve behaviour after a C2.	30-minute after-school detention.
C4	Serious or persistent misconduct.	Internal or alternative site exclusion, suspension, or permanent exclusion.

Additional consequences:

- **Truantiing a lesson:** results in a *Double C3* (one-hour detention).
- **Social time incidents (break/lunch) or lateness:** may result in a detention during social time.
- **Serious misconduct:** may lead directly to a C3 or C4 without prior warnings.
- **Bullying or racist incidents** are recorded and monitored using the school's behaviour tracking system.
- **Failure to attend C3 detention** will result in a double C3 detention (60 minutes)

Behaviour Interventions

Where a student receives behaviour consequences or a pattern of repeated incidents emerges, the following interventions may be implemented as appropriate:

- Parents/carers will receive notification (via text or email) of a **C3 detention or C4 sanction**.
- Relevant staff will **meet with the student** to discuss behaviour and strategies for improvement.
- **Phone calls** may be made to parents/carers to discuss ongoing behaviour concerns.

- The student may be placed “**on report**” to monitor progress (see section below).
- Parents/carers will receive **regular updates** on behaviour, both positive and negative.
- **Meetings** may be arranged with parents/carers to review concerns and agree on next steps.
- An **individual action plan** will be created and reviewed regularly.
- Where appropriate, **referrals** will be made to internal or external agencies for additional support.
- A range of **interventions** may be used, including mentoring, targeted programmes, or placement in alternative provision.

Students on Report

Students may be placed on report when behaviour requires closer monitoring. This process helps identify areas for improvement and provides structured support.

- Students will meet with staff to discuss reasons for being on report and set **clear behavioural targets**.
- Parents/carers will be **notified** and kept informed of progress and concerns.
- Reports are reviewed regularly to ensure consistency and improvement.

Types of Report

- **Manchester United Foundation Mentoring Report** – for targeted mentoring and support.
- **Positive Report** – to encourage and reinforce good behaviour.
- **Year Coordinator Report** – for general concerns or when a student receives at least three C3s or one C4.
- **Head of Year Report** – when a student has received at least five C3s or one C4.
- **Senior Leadership Team (SLT) Report** – for persistent or escalating behaviour concerns, or following suspensions.

This procedure aims to maintain a safe, respectful, and purposeful learning environment in which every student can thrive. By working in partnership with students, parents, carers, and staff, we uphold our commitment to **high expectations, fairness, and excellence** in all aspects of school life.