

To aspire, endeavour and thrive together

Behaviour Policy

Revision	Description of Changes
Sept 2021	The entire policy has been reformatted and a contents page added. Sections around banned items, smoking and searching moved to the appendix. Addition of PE C3 detention, zero tolerance approach to incidents around sexual harassment, sexual abuse, sexism. Zero tolerance approach to incidents relating to all forms of discrimination including homophobia, racism and disability
Sept 2021	Addition of school THRIVE rewards and other forms of celebration for students demonstrating positive behaviour
Sept 2022	Section 7.6: Expanded our section on searches, screening and confiscation to explain that only the headteacher, or a staff member authorised by the headteacher, may carry out a search. It also includes information on support for the Student after a search, strip searches, and the role of the appropriate adult. Section 13.1: Added a line about using the results of data analysis to determine whether policies need to be reviewed
Sept 2023	Smoking & Vaping – P5 C3 call out changes Added off site direction – P24 Added further detail on Truancy – page 14 Added – School & Classroom expectations Page 28

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and Studentreferral units in England, including Studentmovement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting Students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Glossopdale School and Sixth Form defines misbehaviour as activities that undermine the ethos and culture of the school, and which may disrupt the education of the perpetrator and/or other students including but not limited to:

- Lateness
- Disruption to lessons, in corridors between lessons and at breaks or lunchtime
- Low-level disruption and talking out of turn in class
- Failure to complete classwork and/or lack of effort
- Poor attitude
- Rudeness or discourtesy; verbal and/or non-verbal
- Lack of correct equipment, including subject specific items such as PE kit

Non-compliance to expectations for uniform, including jewellery, hair colour, hair-style, nail varnish / gels / acrylics, and piercings (for further information refer to the uniform policy)

- Use of mobile phones, electronic devices and headphones in the school building (for further information refer to the mobile phone policy)
- Complicit with disruptive behaviour
- Truancy from lessons

Glossopdale School and Sixth Form defines a “serious unacceptable behaviour” as any behaviour that may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

Discrimination – not giving equal respect to an individual on the basis of ethnicity/national origin, culture, religion, gender, disability, gender identity or sexual orientation

Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals

Sexual abuse and/or sexual harassment/assault, including derogatory language (see section late in this policy for further details)

Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Bullying – a type of harassment which involves persistent actions, criticism or personal abuse which humiliate, intimidate, frighten or demean the individual

Threatening behaviour towards students or staff

- Refusal to comply with disciplinary sanctions
- Theft
- Swearing and verbal abuse
- Damage to the school environment / property / graffiti
- Physical assault / fighting
- Any illegal behaviour
- Unauthorised selling

Online bullying / bullying via social media - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Smoking (including e-cigarettes/Vapes)

- Smoking and vaping are not permitted on site
- Staff, students and visitors to the school will be informed about the policy

We aim to:

- Provide a 'no smoking or vaping' environment
- Equip pupils with the social skills to resist peer pressure to smoke
- Promote a healthy lifestyle
- Help children know and understand the harmful effects of smoking and vaping, through our Science and Personal Development curriculum
- Provide knowledge and information to help pupils make responsible choices
- Protect pupils from inappropriate role models

- Encourage pupils found smoking or vaping to seek health advice. The school will provide support for any student who wants to give up smoking/vaping. This may include a referral to the school nurse

We will:

- Issues serious sanctions to students who are caught in possession of vapes/cigarettes or caught smoking/vaping
- Dispose of smoking or vaping-related items that are found
- Ask pupils where they got their cigarette or vape, and may make a complaint to trading standards, if appropriate

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers & Vapes
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Where aggressive and/or threatening behaviour is displayed including harassment or abuse, or illegal activity discovered, Glossopdale School and Sixth Form may contact the police. Any student, staff member or visitor displaying aggressive and/or threatening behaviour **may** be removed from the premises. Further details can be found in our policy for dealing with persistent or vexatious complaints in school.

Serious unacceptable behaviour - At Glossopdale School and Sixth Form, we take severe behaviour breaches very seriously. We will not hesitate to act in the best interest of the students within the school.

Following an allegation of serious unacceptable behaviour, the student will be placed in 'isolation' whilst an investigation takes place.

If, following an investigation, the allegation is found to be true; the Senior Leadership Team has a number of disciplinary measures that they may use including fixed suspension or permanent exclusion.

Further information regarding sanctions can be found in Appendix 3. This highlights the sanction associated with a behaviour. This list is a guide, is not exhaustive, and may be liable to change at the discretion of the Headteacher or Chair of Governors.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further information around Glossopdale's strategy and approach to preventing and addressing bullying are found in the Anti-Bullying Policy.

- How the school will prevent bullying
- How students, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable
- How the school supports students who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer Students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of Students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

- Parents and carers, where possible, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. Behaviour Curriculum

As part of our ongoing commitment to maintaining a culture of safety and learning for all students, they will receive ongoing direct learning opportunities through our personal development curriculum, as well as indirect learning opportunities through observing the professional behaviour of the adults around them. This will include but is not limited to:

- ❖ Explicitly teaching students expected behaviours
- ❖ learning how their behaviour impacts others and their own future selves
- ❖ learning about identity, protected characteristics, prejudice and discrimination

- ❖ learning about ways to seek help and support
- ❖ building trusting relationships with staff
- ❖ learning from the professionalism and conduct of staff- modelling behaviour
- ❖ Teaching student culture routines

All students have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves or their peers.

We expect students to:

- Behave in an orderly and self-controlled way
- Be punctual
- Bring correct equipment to lessons
- Stay on task in lessons
- Follow any instruction given by staff at the first time of being asked
- Move between lessons in an orderly, calm and considerate manner
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- ❖ Create and maintain a stimulating environment that encourages students to be engaged
- ❖ Develop a positive relationship with students, which may include:
- ❖ Implement our culture and learning routines
- ❖ Highlighting and promoting good behaviour
- ❖ Having a plan for dealing with low-level disruption
- ❖ Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [here](#)

7.3 Responding to good behaviour

We believe that effort and achievement should be recognised at all levels. Through the rewards system, we aim to motivate and praise all students for their effort, participation and achievement both as individuals, and as groups (such as in tutor groups and year groups).

Principles

- We strongly believe that praise and reward is the most important part of any approach to motivating and encouraging students
- The key to instilling positive behaviour is consistency
- Staff will issue rewards for positive behaviours
- Staff use our THRIVE system of positive praise as a method through which students can be credited for doing well
- THRIVE reward points consolidate our high expectations and aspirations for all of our students

ClassCharts is Glossopdale's method of communicating achievement (THRIVE points) and behaviour points (including detentions) to parents and carers. We strongly encourage all parents and carers to sign up to ClassCharts in order to monitor conduct and achievements on a daily basis.

Positive behaviour will be rewarded with:

- THRIVE reward points
- One student per class will be awarded 'THRIVE student of the week'
- THRIVE points are awarded through the ClassCharts system
- Students work towards gaining their 6 lettered pin badges for their blazer lapel by achieving 30 points in a category (T,H,R,I,V,E)
- Once the full set has been achieved, students are then awarded a 'full THRIVE' badge to wear. This is regarded as a significant achievement
- If a student has achieved a full set of THRIVE badges, they should then aim for the 'next layer' of recognition in earning THRIVE + (plus) awards. They are aiming to earn 60 of any of the T, H, R, I, V, E categories over a period of time

In addition to THRIVE points on Class Charts, students' achievements are acknowledged in:

- Phone calls and letters home
- Reward Trips/Events
- Rewards Assemblies
- Celebration Evening
- Top Students' Displays
- Verbal and written praise in lessons and around school

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so Students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a Student to help them to meet behaviour standards in the future.

Classroom Based Sanctions will be applied in line with the consequence system outlined below. Where possible the consequences system will be displayed in every classroom.

At Glossopdale School and Sixth Form, we firmly believe that in **all** cases, students must be given a chance to **correct** their behaviour. Students that display poor behaviour in the classroom environment are then to be given a **choice** to either conform, or face further **consequences**. In lessons we follow the C system of chance, choice, consequence as outlined below.

C1: Formal warning after students have been verbally told about their behaviour and given a choice to correct it. This will be recorded on the board where possible or by verbally informing students they are on a **C1** warning. The student may be asked to move seats within the classroom

C2: This will be issued if there is no improvement following a **C1**. The teacher may ask the student to remain behind after the lesson or they might make a phone call home

C3: This will be used if there is no improvement following a **C2**. The student should only be sent out if all other options have been exhausted. The teacher will do an 'on call support' for the student who will be spoken to (by the 'on call' staff) with the intention to re-engage them in the lesson. A 20-minute whole-school same day detention will be issued. This event will be recorded electronically by the subject teacher on ClassCharts, upon requesting the call out

C4: This will be used if there is still no improvement. If the student continues to exhibit undesirable behaviours, a second call out will result in the student being removed from the lesson (either to a replacement classroom or area of isolation within the school building for the remainder of the lesson such as a Year Manager office) and the student will serve a 40 minute whole-school same day detention. This event will be recorded automatically on ClassCharts by the subject teacher upon requesting the further call out. The teacher should call home to discuss the C4 incident with parents/carers.

If the student refuses to go into a replacement classroom, they will be placed in isolation

If a student receives multiple call outs in one day (**C3** and/or **C4**) they may have to serve the rest of the day in Isolation (alternative classroom or isolation in another area of the school such as a Year Manager office) or they may be placed in Isolation (alternative classroom or isolation in another area of the school) for the full following day. Parents/carers will be informed by the Year Manager of this decision

Behaviour and THRIVE points will be monitored weekly by Year Managers and Head of Year and further interventions / support will be given for students receiving an unacceptable

number; e.g. a 40 minute detention after school, 1:1 meeting with Year Manager / Head of Year, monitoring on report, parental/carers meeting, individual support plan

C2s will be issued for any homework assignment that is not completed. The class teacher is best placed in the first instance to judge the appropriate action. For example, an extension might be granted or a phone-call home to notify parents/carers. This list is not exhaustive but teachers are empowered to use their best endeavours to ensure homework infringements are dealt with appropriately to the circumstances including offering opportunities to complete the work in school

Students do not necessarily need to progress from **C1 – C4**. More serious incidents can be entered directly as **C4 or C5** as appropriate (see appendix of suggested sanctions)

Students who fail to attend their 20 minute on call support after school detention will attend a 40 minute whole-school detention after school the following day

Students who fail to attend their 40 minute detention will be placed in a Head of Year detention for 60 minutes

Students who fail to attend their 60 minute detention will be issued with an 80 minute Senior Leadership Team detention after school on a Friday

Students may also be placed directly into this 80 minute detention by Senior Leadership Team for more serious incidents

If students fail to attend the 80 minute Senior Leadership Team detention they will be placed in Isolation (alternative classroom or isolation in an area of the school) for a whole school day and will continue to serve an 80 minute detention on the same day where possible, or a Friday. Failure to comply with this escalation process could result in the student being issued with a Suspension

Students continuing to exhibit poor behaviour will trigger 'intelligence events' by ClassCharts. Students with multiple call outs in one week, for example, could be required to attend a meeting with their Year Manager and/or Head of Year, Parent/Carer and if deemed appropriate, Associate Assistant Headteacher or Senior Leadership Team link for their year group. Intelligence events (for example multiple points in one week) will also inform actions such as monitoring on report and/or implementing forms of additional support

Sanctions for lack of PE Kit

All students are expected to bring their PE kit on days where they are timetabled to have PE. If a student has a medical note excusing them from taking part, they must still bring their kit. Failure to bring PE kit will result in a C3 detention (20 minute whole-school same day detention). Failure to attend the detention will result in an escalation of sanctions as outlined below. Students failing to have their kit with them maybe asked to complete other appropriate tasks helping with equipment, officiating games, completing worksheets and simple coaching,

Sanctions for poor punctuality

For full details, refer to the Attendance and Punctuality Policy

Students who arrive late to school (without valid reason) will be required to attend a 20 minute detention at lunchtime.

Students who miss this 20 minute detention will be required to attend a 40 minute detention after school on the following day.

Students who fail to attend the 40 minute detention will attend a 60 minute detention.

Students who fail to attend the 60 minute detention will attend an 80 minute Senior Leadership Team detention

Repeated lateness to lessons will result in a lunchtime detention, which will follow the same escalation process.

Truancy

Truancy from lessons, is a serious safeguarding issue.

Students who truant will be given a Senior Leadership Team detention. Further instances will result in further sanctions, such as isolation, off-site direction and fixed term suspensions.

For students who repeatedly truant, there will be a meeting with parents/carers and the student and a behaviour contract implemented.

Escalation of sanctions

Escalation of sanctions will usually follow the order as outlined below. Other actions in accordance with internal protocols may apply (for example sessions in the THRIVE Centre or alternative provision or other forms of support as listed above)

20 minute detention (Year Manager/Head of Year)

40 minute detention (Year Manager/Head of Year)

60 minute detention (Assistant Head Teacher)

80 minute Senior Leadership Team detention

Day in Isolation (classroom or other area of school in isolation e.g. Year Manager / Senior Leadership Team office)

Day in Isolation at a partner school

Suspension

Governor Panel

Permanent exclusion

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with Students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a Student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to Students after discussion with senior leaders and parents, if appropriate.

Searching a Student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the Student can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the Student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the Student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the Student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the Student why they are being searched
- Explain to the Student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the Student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes, boots
- Searching students' possessions
- Possessions means any items that the Student has or appears to have control of, including:
 - Desks
 - Lockers
 - Bags

A student's possessions can be searched for any item if the Student agrees to the search. If the Student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the Student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a Student was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the Student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the Student involved and should advocate for Student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the Student before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the Student or others.

One of these must be the appropriate adult, except if:

The Student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and

The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the Student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlement and welfare of the pupil

Not be a police officer or otherwise associated with the police

Not be the headteacher

Be of the same sex as the pupil, unless the Student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the Student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the Student could be seen by anyone else.

Care after a strip search

After any strip search, the Student will be given appropriate support, irrespective of whether any suspected item is found. The Student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the Student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Internal exclusion - Isolation

Screening

We do not screen students on entry to school.

7.7 Off-site misbehaviour

- Sanctions may be applied where a Student has misbehaved off-site when representing the school. This means misbehaviour when the Student is:
 - Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from school
 - Wearing school uniform
 - In any other way identifiable as a Student of our school

Sanctions may also be applied where a Student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another Student

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the Student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to Students for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The Student is identifiable as a member of the school

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

7.9 Suspected criminal behaviour

If a Student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, a member of the Senior Leadership Team or pastoral lead manager/leader will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Incidents relating to the above are considered as forms of 'serious misbehaviour'. Such examples include;

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Periods of isolation/ isolation at a partner school / fixed-term suspension / managed move / permanent exclusion
- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

8. Serious Sanctions

8.1 Detention

Students can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the Student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the Student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove Students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the Student is being unreasonably disruptive
- Maintain the safety of all Students
- Allow the disruptive Student to continue their learning in a managed environment
- Allow the disruptive Student to regain calm in a safe space

Students who have been removed from the classroom are placed in a replacement classroom or will be supervised by a year manager or other pastoral lead, and will be removed for the rest of the lesson.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a Student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for Students who are frequently removed from class, such as:

- Meetings with year managers/Heads of Year
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Hive/Thrive provision
- Student support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the Student in the behaviour log.

8.3 Isolation

Isolation at Glossopdale will be used for students who have committed a breach of the behaviour policy.

Students may be placed in Isolation on a pre-planned basis or as a consequence of poor behaviour during a school day.

Work completed by students

- Students in Isolation will continue to focus on learning and will complete tasks that will allow the student to maintain progress in-line with work experienced by other students in their classes
- Reading, Literacy or Numeracy tasks will be allocated to support learning
- Isolation/Intervention tasks maybe allocated in order to improve behaviour choices

Students who fail to meet expectations whilst in Isolation

- Where students fail to meet expectations in Isolation and cause disruption, or show an inappropriate attitude, or fail to follow the behaviour policy, they will be supported in modifying their behaviour by staff
- A persistent refusal to cooperate with Isolation expectations may result in parents/carers being contacted and informed that their child has failed Isolation and they may then be placed in isolation at a partner school or sent home with a Suspension

- Consecutive days of failing Isolation or repeated days of failing isolation could lead to a longer Suspension at the discretion of the Headteacher or associated members of the Senior Leadership Team with the authorisation to exclude

8.4 Isolation at a partner school

- Glossopdale School and Sixth Form staff will issue this sanction as a measure to prevent suspension.
- Year Manager will communicate with the student and parent/carer regarding arrangements (including date, times, travel and lunch arrangements). The student will be educated at the partner school (work will be supplied by the partner school's staff in collaboration with Glossopdale School and Sixth Form staff).

8.5 Community service-based sanctions

We aim to encourage students to take pride in their environment and develop their sense of community responsibility in school by keeping them regularly informed of the school's expectations. Glossopdale will use community service-based sanctions such as; picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times, or removing graffiti amongst others, if students do not conduct themselves in a way which is in line with our high expectations. Glossopdale will make a judgment on when to apply this sanction and the length of time it will be used. The Year Manager or Head of year will inform parents/Carers of this sanction.

8.6 Governors' Behaviour Panel

- Accumulation of formal school detentions, serious breaches of the behaviour policy and in some cases serious individual incidents will trigger a case review of a student and may result in a meeting with representatives from the school's Governing Body
- A Student Support Plan may be constructed around the specific needs of students who repeatedly transgress and who have been offered the support already outlined above. This will trigger interventions used to address poor behaviour and may involve a range of strategies to prevent permanent exclusion

8.7 Behaviour Contracts

Students displaying continued poor behaviour may be asked to sign a behaviour contract.

8.8 Managed moves

A managed move may be used in order to prevent permanent exclusion – the 'home' school (Glossopdale), 'receiving' school (other local school) and parents/carers must be in agreement for this to take place

8.9 Suspensions and permanent exclusion

The school 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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension & Permanent Exclusion policy for more information [here](#)

8.10 Off Site Direction

When a Headteacher & Governing board requires a student to attend another education setting temporarily to improve their behaviour. Our partner provision for this is Poynton School.

9.0 Responding to misbehaviour from Students with SEND

9.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise 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 Students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled Student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of Students with SEND (Children and Families Act 2014)
- If a Student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the Student concerned. This may include:
- Short, planned movement breaks for a Student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a Student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a Student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where Students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for Students with SEND

When considering a behavioural sanction for a Student with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the Student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a Student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a Student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a Student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting Students following a sanction

Following a sanction, the school will consider strategies to help Students to understand how to improve their behaviour and meet the expectations of the school.

The strategy for integrating students after time spent in a Student support unit, in another setting under off-site direction or following suspension.

Includes these measures

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Student transition

To ensure a smooth transition from Primary to Secondary school, students have transition sessions with their new teachers. In addition, staff members hold transition meetings. For students transferring in-year to Glossopdale School an admissions meeting is held with members of the new student's year team.

To ensure behaviour is continually monitored and the right support is in place, information related to students' behaviour issues may be transferred to relevant staff at the start of the term or year (from other schools and internally between our staff).

11.1 Inducting incoming Students

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

11.2 Preparing outgoing Students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- How trauma affects behaviour
- The proper use of restraint

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the assistant headteacher for culture and student behaviour.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

- Suspension & Permanent Exclusion policy
- Child protection and safeguarding policy
- Mobile phone policy
- Uniform Policy
- Attendance and Punctuality Policy
- Anti-Bullying Policy
- Sex and Relationships Policy
- Online Safety Policy
- Special Educational Needs & Disability Policy

Appendix 1: Written statement of behaviour principles

- Every student understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Suspensions will only be used as a last resort
- Students are helped to take responsibility for their actions
- Families are involved in behavioural incidents to foster good relationships between the school and students' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This zero-tolerance approach also applies to sexual harassment, peer-on-peer abuse/assault, discrimination (including racism, homophobia, transphobia and discrimination on the grounds of disability and/or difference).

Appendix 2: Classroom & School Expectations



Glossopdale
School & Sixth Form

Classroom Expectations

1. Ensure 100% effort in all school work.
2. Be equipped.
3. Be on time.
4. Follow instructions without challenge.
5. Take pride in your presentation.



Glossopdale
School & Sixth Form

School Expectations

1. All litter should be placed in bins.
2. Move and behave sensibly around the school.
3. Do not graffiti in our school.
4. Speak with courtesy and respect to all.
5. Wear correct uniform at all times.

You will see these expectations displayed around the school and in every classroom. Try your best to meet these expectations every day- Tenacity and resilience are required!