

Stretford High School



Behaviour Management and Positive Relationship Policy

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| Headteacher | N Doward |
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Behaviour Management and Positive Relationship Policy

1. CARE

We want our students to know they are safe and cared for. The beating heart of our thriving community, SHS has a strong sense of family & belonging which is at the core of the outstanding pastoral provision for every student in our care. We know that students feel safe at SHS and that they and their families value the education, support and guidance we offer. We benefit from and celebrate the diversity of our culturally rich community and the cultural capital on our doorstep, which is reflected in all that we do.

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 expectations 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

This policy should help our students to be resilient and to be in control of their own emotions and reactions.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and 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 pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a Behaviour Management and Positive Relationship Policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their Behaviour Management and Positive Relationship Policy online

3. Ready, Respect Safe

At SHS our expectation is that:

- students are READY to learn
- students show RESPECT at all times
- students are SAFE

The Behaviour Management and Positive Relationship Policy at Stretford High School is a statement of good practice which allows all students to learn and all teachers to teach. It covers all aspects of the school that contribute to a positive learning environment and school ethos.

We advocate an authoritative rather than authoritarian approach to behaviour management. As adults we are in control but we are not controlling. We encourage and support our students to manage and be in control of their own emotions and reactions. Our communications are empathetic but there are boundaries – we are firm but kind. We know that our students need an educational environment which is high in structure and high in nurture; we establish predictable routines, expectations and responses to behaviour. We want to ensure that every student and every adult in this community knows they have an important PLACE in this school.

Therefore, we all strive to root interactions in PLACE:

- Playfulness
- Love
- Acceptance
- Curiosity
- Empathy

We believe that:

- All emotions are natural and normal
- Behaviour is a communication
- Most behaviours are a matter of choice and we encourage our students to make the right choices
- Behaviours are not always a matter of choice – we must be skilled in recognising and responding to this. Emotional ‘first aid’ (calming, soothing) is needed first: ‘Connect before re-direct’ (Siegel, 2013), ‘Rapport before reason’ (Riley, 2009)
- Students cannot successfully self-regulate their emotions unless they have experienced and internalised (i.e. an adult tuning in/empathising with their emotional state and thus ‘containing’ - sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.
- Giving a student a sense of PLACE builds a power base that is an emotional bond – this creates a safe place, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to students and young people giving back respect and acceptance of boundaries. *See Appendix 1.*

4. Roles and responsibilities

4.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this Behaviour Management and Positive Relationship Policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

4.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governors.
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 consequences and support when necessary
- Ensuring that pastoral data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (*see section 8.1*)

4.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Help our students to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the Behaviour Management and Positive Relationship Policy consistently so that **all** uphold the school's expectations
- Use calm, well-regulated tone and respectful language appropriate to the needs of that student
- Will manage the transitions between lessons so corridors feel like safe places
- Communicating the school's expectations, routines, values and expectations 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 expectations
- Recording behaviour incidents promptly
- The pastoral team and senior leadership team (SLT) will support staff in promoting our expectations.
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Empathise

4.4 Parents and carers

Parents and carers are responsible for:

- Getting to know the school's Behaviour Management and Positive Relationship Policy and promote it at home where appropriate
- Informing the school of any changes in circumstances that may affect their child's behaviour or well being
- Discussing any concerns with the school promptly
- Engaging in Family Support Meetings and interventions

- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking part in the life of the school and its culture
- Never attending school under the influence of drugs or alcohol or bringing unlawful items onto the school premises
- Attending meetings with the Headteacher or other School staff, if requested, to discuss their child's behaviour
- Ensuring that their child(ren) is not found in a public place during school hours in the first five days of suspension and to attend a readmission meeting with the School at the end of a suspension
- Never using violence, threatening behaviour or abusive language towards staff, students or visitors to the School. If a parent/carer does not conduct themselves properly they may be banned from school premises and liable to prosecution.

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

4.5 Students

Students are responsible for:

- Following the expectations of Ready, Respect and Safe at all times
- Following our expectations at school, online and in our community.

See *Appendix 2 Student Responsibilities* for examples of what this looks like

5. Behaviour Curriculum

Students will be supported to develop an understanding of the school's Behaviour Management and Positive Relationship Policy and wider culture and will be supported to meet the behaviour expectations throughout their school journey.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour curriculum. Extra support will be provided for students who are mid-year arrivals.

5.1 Safeguarding

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

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 social care is appropriate.

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

5.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school by modelling the behaviours we want to nurture through PLACE.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum
- Develop a positive relationship with students, which include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Use the behaviour curriculum consistently
- Using positive reinforcement

5.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- CARE points
- Communicating praise to parents via a phone call or written correspondence
- Wow wall
- Head Teacher letters
- Certificates, prize ceremonies or special assemblies
- Student leadership
- Whole-class or year group rewards

Further details can be found in *Appendix 3 Rewards*

5.4 Supporting Students Wellbeing

We understand that wellbeing and positive mental health is crucial to students' ability to regulate their emotions and we dedicate curriculum time to ensure that all students learn about this explicitly.

We recognise that, due to the differing needs, sometimes students are in a state of high anxiety. We offer students different calming strategies and areas around the school for them to regain composure and be supported through co-regulation strategies.

Pastoral Support

Students start every day with their Learning Tutors. Learning Tutors are the student's consistent trusted adult throughout their school journey. They explore the CARE curriculum together, celebrating achievements, setting academic and personal goals and making positive behaviour choices.

Students sometimes need support to make positive behaviour choices. This is provided through a waved report system where students are supported in setting their goals and monitored over time. *Appendix 4 Wave Monitoring*. This allows students, staff and parents to celebrate positive behaviours and reset when necessary.

The Pastoral Team for each year group consists of a Head of Year, Assistant Head of Year and Learning tutors. This team is bonded to the year group from primary transition to post 16. This team provides pastoral support such as one to one interventions, group interventions, family support meetings and support students who may be struggling to regulate throughout the school day.

The Attendance support officer works alongside the pastoral team to help students and families who are struggling to attend school regularly. They also provide interventions for our students and families.

The Q (Quiet) Room is a space which is calm and safe with supportive adults who will respond empathetically to the verbal and non-verbal communication of the young person. The adult uses co-regulation strategies such as emotional coaching and places emphasis on relational repair. We support our students in identifying what the feeling and emotion they are carrying is and guide them to have restorative conversations and where necessary, resolution to conflicts and incidences in order to support the student in 'being ready' to return to social activities and their classroom learning.

Welfare Support

The Welfare team provides bespoke interventions and supports students who are struggling to regulate. They support students and families with complex needs and reach out to agencies who can work alongside us in doing so. The team provides support to students who may be struggling to regulate throughout the school day. They are also a vital cog in the restorative process following external suspensions, helping students to reflect and how to make different choices in the future.

Our school counsellor provides therapeutic interventions for young people and families including counselling, CBT and tailored support.

The School Mental Health Lead monitors and evaluates our overall mental health and wellbeing provision.

SEND Support

The SEND team offer targeted social & communication interventions for students with Special Educational Needs and Disabilities such as Lego Therapy and Drawing and Talking. Every student on our Special Needs register has a Keyworker who meets with students regularly and is a consistent bridge to parents/carers.

External agencies

The school works alongside the multitude of local agencies wherever and whenever appropriate.

5.5 Restorative Approach

Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. Restorative approaches are not intended to replace the use of consequences but support the decision-making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

Restorative approaches are based on four key features:

1. RESPECT: for everyone by listening to other opinions and learning to value them
2. RESPONSIBILITY: taking responsibility for your own actions
3. REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
4. RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

Structure and boundaries to help to create a safe harmonious community.

Thinking of a student as behaving badly disposes you to think of punishment. Thinking of a student as struggling to handle something difficult encourages you to help them through their distress. We must be consistent in our application of the rules, codes of conduct, rewards and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to students and undermines the work of other staff and students' confidence in our systems.

Boundaries are shared and expected to be maintained. Staff are expected to deal with them in a calm consistent manner, adopting the PLACE approach. However, due to the differing needs of our students, we understand that reasonable adjustments may be necessary when a student cannot follow an instruction due to their levels of cognitive and emotional understanding of a situation.

Staff should ensure consistent routines for their classroom and for when their students are around the school. These expectations are reinforced through assemblies and interaction with Students. It is everyone's responsibility to support students where these expectations are not met via the Consequence System *Appendix 5* but equally to comment positively when they are via the *Appendix 3 Rewards*. All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Appropriate levels of staff supervision will ensure these unstructured times are as successful as possible.

6. Other Behaviour Interventions

6.1 Mobile phones

We recognise that mobile phones are a valuable tool in helping to keep our students safe and contactable on the way to and from school. Therefore, students can, at their own risk, bring a mobile phone to school but they should switch it off whilst on school premises. It should remain in the school bag throughout the day. Please see the school mobile phone policy for further details.

Students may use their mobile as a learning resource tool (e.g. educational app) but ONLY if a member of staff directs them to do so.

If a student has had a mobile phone confiscated more than twice in an academic year, parents/carers must collect the phone from school.

Staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation. The DfE guidance allows staff to search a student's phone if they have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.

Loss, theft or damage

Students bringing phones to school do so at their own risk and must ensure that phones are appropriately labelled, and are stored securely when not in use.

Students must secure their phones as much as possible, including using passwords or pin codes to protect access to the phone's functions. Staff must also secure their personal phones, as well as any work phone provided to them. Failure by staff to do so could result in data breaches.

6.2 Bullying

Bullying is defined as the repetitive, intentional harming of 1 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, intimidation, manipulation, coercive control |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| 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, inappropriate touching, upskirting, Sexting (consensual and non-consensual sharing nude or semi-nude images or videos or messages of a sexual nature) |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Online/Mobile-bullying | Bullying that takes place online or via any communication device, such as through social networking sites, messaging apps or gaming sites |

Staff and students at Stretford high school are aware of how students should conduct themselves in the school environment. They are expected to act with integrity, be respectful to one another, be ready for anything they are challenged within their education and be safe at all times.

If staff, students or parents/cares see any behaviours that they deem as bullying they will **Recognise and Report** this to the Pastoral team via report@stretfordhigh.com. We will respond to this and investigate and the relevant consequences and interventions will be put into place to support all involved so it is **Resolved**. All this will be logged and recorded on our system. (See Appendix 6 Recognise, Report, Resolve)

Stretford high school provide staff with adequate training on how to deal with bullying in the classroom and other places around the school. There is also regular supervision around the school and reviews of where and when any reported incidents take place.

To ensure students follow the school code of conduct we ask that students sign an agreement making them aware of their responsibilities at the start of their school journey with us.

Parents of students involved in reported incidents of bullying will be informed as soon as possible and will also be informed of the outcomes of the investigation and support packages available.

Recognise & Report

The expectations of the staff, students and parents/carers at Stretford high school are quite simple. We:

- Never ignore bullying
- Accept that all behaviour matters and that anything of a prejudice nature towards a person will be dealt with accordingly
- Follow up any incidents or complaints that have been reported
- Be alert to signs of bullying
- Not tolerate bullying anywhere around school or in the community

Resolve

- All incidents of bullying will be dealt with in a professional and thorough manner to ensure the safety and wellbeing of all students in school and in line with our Consequence System when appropriate.

- Students who display bullying behaviours will attend an intervention session
- Students who have been subjected to bullying will be offered intervention and support if needed
- Restorative Practice will be used to repair the harm and give a voice to all

Record

- All instances of bullying (of any kind) are logged centrally and tracked and monitored overtime for trends and areas of concern. All bullying logs on MIS are monitored and analysed by the Assistant Head Teacher for Behaviour & Attendance
- A bullying summary is reported to the governing body
- Students will be monitored after the incident is recorded

Other means of guidance

In some cases Stretford High school recognises that not everyone is willing or able to go to a member of staff and tell them they are being bullied therefore we make students aware that there are many organisations that can help. Some of these websites are listed below:

- www.bullying.co.uk
- www.nspcc.org.uk
- www.childline.org.uk
- www.talkshop.com

If any member of staff feels concerned or worried about the safety of a student then they can contact the Safeguarding Team via the following email Safeguarding@stretfordhigh.com

6.3 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 student, including SEND, mental health needs or medical conditions.

6.4 Searching, screening and confiscation

Any Prohibited Items (*Appendix 7*) found in a student's possession will be confiscated. These items will not be returned to the student.

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

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

6.5 Off-site behaviour

Consequences may be applied where a student has not upheld our expectations off-site or when representing the school. This may be whilst:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Engaging in unsafe or illegal activity
- Engaging in behaviours that threaten harm or intimidate students, staff or the community

6.6 Online behaviour

The school can issue behaviour consequences to students for online behaviour when:

- It poses a threat or causes harm to another student, staff and the community
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

6.7 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 school 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 consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to social care, if appropriate.

6.8 Child on Child Abuse - 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.

Students and staff are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. We use the school consequence system alongside our safeguarding@stretfordhigh.com and 'Recognise, Report, Resolve' system (See Appendix 6).

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a student'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 social care
 - Report to the police

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

6.9 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy and allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or other students.

All allegations towards staff must be reported to the Head Teacher.

6.10 Suspension and permanent suspensions

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 consequences and interventions.

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

Please refer to Pupil Discipline Committee Protocol *Appendix 8* for further guidance.

6.11 Supporting Students following a suspension

Following a suspension, the school will consider strategies to help students to understand how to manage their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Reflection time in the HUB
- Regular contact with the pastoral lead
- Wave report card with personalised behaviour goals
- Bespoke 1 to1 sessions
- Key Worker, mentoring, coaching or group work sessions

7. Supporting Students with SEND

7.1 Recognising the impact of SEND on behaviour

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

We will consider all behaviour in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of behaviour will be made on a case-by-case basis.

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

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))

- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. For example:

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

7.2 Adapting consequences for students with SEND

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

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

If the answer to any of these questions is 'No', 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 consequence and if so, whether any reasonable adjustments need to be made.

7.3 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 student, we will liaise with external agencies and plan support programmes for that student. We will work with parents/carers to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will cooperate 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.

8. Monitoring arrangements

8.1 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, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every year by key staff holding responsibilities.

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.

8.2 Policy renewal

This Behaviour Management and Positive Relationship Policy will be reviewed by the headteacher and governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 8.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (*Appendix 1*) will be reviewed and approved by the governing body.

9. Training

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

- Behaviour management in line with the school Behaviour Management and Positive Relationship Policy
- Conducting a restorative conversation
- The proper use of restraint by pastoral staff
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in *Appendix 9*.

10. Links with other policies

This Behaviour Management and Positive Relationship Policy is linked to the following policies:

- Safeguarding policy and Child Protection Policy
- Uniform policy
- [Mobile phone policy](#)
- SEND policy
- Student Attendance & Punctuality policy
- Admissions Policy

Appendix 1 - Getting Off To A Good Start: Staff Behaviour for Learning Guidance

The key to success is a consistent approach by all staff led by Heads of Department.

All staff must own their zone and maintain a high level of visibility in the corridors during lesson change overs.

Staff should ensure that all interactions with our students make them feel they have an important **PLACE** in our school and are respected and valued.

PLACE: what does it mean?

- **Playfulness:** School is a safe place where students are spoken to with respect. It is an enjoyable place for students and staff to be. Interactions are professional but have a sense of joy and fun. Speaking to students using a light tone of voice, smiling, noticing a haircut, congratulating a student on a sporting victory ...all of these contribute to building strong, happy relationships.
- **Love:** Adults in school are in loco parentis – we are in the role of the parent and treat our students with the love and kindness a parent would. We are kind to our kids. We hold doors open to model respect, we greet them in the corridors, we greet them at our classroom doors, if they've been unwell, we ask them how they are and show them we care about their well-being. If our students struggle to make the right choice or to manage their emotions, we are clear about our expectations and we help them to make it right. We show them that we care enough about them to help them when they are struggling. We are firm but kind.
- **Acceptance:** All behaviour is a form of communication. A student who is working hard, engaged and enthusiastic is telling their teacher 'I am happy, I am safe, I am learning'. A student who is grumpy, unengaged or apathetic is telling their teacher 'I am not happy...I can't concentrate...I can't learn'. We know that having a bad day does not make a bad person. We know that and we accept that. Crucially, this does not mean that we mindlessly accept when a student's actions do not meet our expectations and do nothing to help. We know that students need clear expectations and boundaries; consistency in consequences helps students to make the right choices. We accept that the behaviour is a form of communication, that there may be a consequence for communicating in that way but we move to the next step in PLACE to find a way to help the student to make it right.
- **Curiosity:** we accept behaviour is a form of communication and we ask the crucial question: Why? Why is the student behaving in this way? If they are happy, engaged and enthusiastic, we ask this question so we can share and repeat practice that works well. If the student is not meeting our school expectations or is unable to manage their emotions, we also ask why? We ask them about their feelings and thoughts – during an incident and after. We ask them what happened and listen to what they have to say. We know that finding out what happened is only the tip of the iceberg. We know that finding out why it happened is the key to helping the student to not repeating this behaviour. Truly getting to the why involves the next step in PLACE.
- **Empathy** Whilst we have very clear boundaries, we are empathetic when speaking to our students. We show our students that we understand how difficult a negative experience can be for a student, we show them they do not have to deal with the distress alone and we show compassion for the student and their feelings. We verbally recognise how the student is feeling by telling them 'I understand how you feel, I can see that you're frustrated/confused/angry/upset/sad' to soothe the student and feel calm. When we show a student we empathise with their feelings, we are modelling how they can empathise with others' feelings. We can help them to make that connection. We then problem solve with the student so that the situation is not repeated and they have strategies to respond in a more positive way next time. We tell them that we can sort this out together, we ask how we can help them, we help them to think of strategies they can use if the situation arises again

Appendix 2 - Student Responsibilities

- Will follow reasonable instructions by staff to ensure that they are Ready, Respectful and Safe.
- Will wear their uniform with pride (refer to school Uniform Policy)
- Will arrive to school on time (refer to the school Attendance and Punctuality Policy)
- Will ensure they are equipped for their learning
- Will ensure that mobiles, electronic devices and headphones are not visible on site
- Will never use the internet, social media or mobile phones to denigrate the School, staff or students
- Must never bring inappropriate, unsafe or unlawful items (lighters/cigarettes/tobacco/E-cigs/vapes/drugs/alcohol/pornographic/material/fireworks/bangers etc.) to school
- Must never be in possession of an offensive/illegal weapon or anything that could be used as a weapon to harm, threaten or intimidate another student, member of staff or member of the public. This includes, but is not limited to, BB guns, airsoft guns or any imitation firearm
- Must never carry out actual or threatened violence against another student or member of staff
- Will not bring in any items for sale for personal gain
- Will not bring energy drinks on site
- Must never attend school under the influence of drugs or alcohol
- Must never be in the possession of drugs or alcohol on the school premises, consume drugs or alcohol on the school premises or on the way to School
- Will always show respect to School staff, fellow students, School property and the School environment
- Will never denigrate, harm or bully or intimidate in an aggressive manner other students or staff
- Will cooperate with and abide by any arrangements put in place to support their behaviour
- Will remain on site all day
- Will leave site at the end of the school day promptly after supervised activities finish
- Will act as positive ambassadors for the School when off school premises

Appendix 3 - Rewards

Aim:

To celebrate students' success and improve student/staff buy in and the overall value of the whole school reward system

How:

- Students will be rewarded for their CARE.
- Rewards will not be monetary or edible.
- We want our students to VALUE their efforts and achievements.
- We want our students to feel rewarded by:
 - ✓ Supporting each other, the school and the wider community,
 - ✓ By aspiring to be the best that they can be,
 - ✓ By learning not to give up,
 - ✓ By taking responsibility for their own learning

Criteria:

These are awarded under our existing C.A.R.E categories, with specific guidance regarding what to award C.A.R.E points for:

➤ **Community:**

Students can earn community points from your teachers and support staff for:

- Cooperation, working well with others and being respectful.

Students can also ask their Learning tutor to award them 2 community points (per half term) for:

- Participation in an extracurricular club
- Participation in a community/external event
- Being part of student council, house teams, peer mentors, form captain etc.

➤ **Aspiration:**

Students can earn aspiration points from teachers and support staff for being:

- Hardworking, effort and improving.

Students can also ask their Learning tutor to award them 2 aspiration points (per half term) for:

- Doing extra tasks on Unifrog
- Finding your own work experience placement (Year 10)
- Taking part in Duke of Edinburgh
- Taking a leadership role at Open Evening, Parents evenings, assemblies and any other school events

➤ **Resilience:**

Students can earn resilience points from teachers and support staff for:

- Having a motivated, positive attitude.

Students can also ask learning tutors to award Resilience points each half term for:

- Exceptional attendance - 98% + (3 points)
- Good attendance - 96%-97.9% (2 points)
- Exceptional punctuality - 0 lates to school and lesson (3 points)

➤ **Education:**

Students can earn education points from teachers and support staff for:

- Enthusiasm and participation in the CARE curriculum and in your lessons.

Students can also ask learning tutors to award resilience points for:

- Making it onto the WOW wall for a subject (1 point).
- Taking a book out of the library per half term (1 point).
- Positive phone calls/emails/postcards home (2 points).
- Achieving '1's for your attitude to learning in all of your subjects on your report (2 points).
- Achieving '1's for your home learning in all of your subjects on your report. (2 points).
- Receiving the headteacher's award (2 points).

Recording:

All C.A.R.E points are recorded electronically on our MIS. With each point having a value of '1'.

Criteria:

Students work towards individual awards for each section of the C.A.R.E.

Award:

- Linked to the CARE curriculum and extra-curricular attendance'
- Students get a certain amount of points for certain achievements, E.G. attending an extracurricular club, doing community service.
- Students can earn Community/Aspiration/Resilience/Education points in lesson and at social times.
- Teaching and support staff will be able to award one point each for CARE per lesson (E.G. ONE student receives the point for community, one student receives the point for aspiration, one student receives the point for resilience and one student receives the point for education.
- All staff will be able to award one point each for CARE during social times (E.G. ONE student receives the point for community, one student receives the point for aspiration, one student receives the point for resilience and one student receives the point for education. Staff do not have to award their CARE points during social times every day.
- Students must apply to receive an award and do this through their LT by filling in an evidence sheet. Students can apply whenever they have enough points for a bronze, silver, gold or platinum award. LT's should notify HOY/AHOY of this.
- For a student to be eligible for the end of year trips, they must have secured the Bronze award. If this has not been achieved due unavoidable circumstances, Mrs Doward will consider this.

Appendix 4 - Wave monitoring

Behaviour For Learning Waves of Intervention

- Learning Tutor to review BFL daily/weekly with students
- Persistent C2's in a specific subject will be monitored by teacher & HOD/DHOD
- Persistent C2's across a range of subjects will be monitored by HOY/AHOY
- Persistent C3+ in a specific subject will be monitored by HOD/DHOD
- Persistent C3+ across a range of subjects will be monitored by HOY/AHOY

Wave 1- Report to Learning Tutor (LT)

- Triggered by fortnightly Year Team analysis of logs and pastoral team meeting
- LT to contact home for wave 1 Report (4-6 weeks)
- LT to log interventions, 1to1's and any other interventions on wave form, weekly points
- No improvement triggers communication of all actions to date with AHOY and HOY to be informed
- AHOY and HOY must collect evidence from Learning Tutor, MIS and wave form

Wave 2 - Report to Assistant Head of Year (AHOYS)

- Triggered by lack of progress across 4-6 weeks at Wave 1
- AHOY to contact home and arrange meeting with student and parent/carers
- AHOY to issue student with a Pastoral Support Plan (PSP) signed by home & school outlines all expectations of stakeholders has a time scale for review (4-6 weeks) details precise targets for the student
- Report issued to student
- Student discussed at weekly pastoral team meetings
- No improvement triggers communication of all actions to date with HOY and AHT to be informed HOY to contact home re: move to wave 3 Review
- AHOY and HOY must collect evidence from MIS and wave form HOY to arrange parent/carers meeting re: move to wave 3 Review (present: parent/carers, HOY and AHOY and key worker if applicable)

Wave 3 – Report to Head of Year (HOY)

- Triggered by lack of progress at wave 2
- AHOY to explain interventions and outcomes to HOY via report
- HOY to update student with a PSP signed by home & school outlines all expectations of stakeholders has a time scale for review (6 weeks) details precise targets for the student
- After an agreed period of time the student will be referred to the AHT along with a report of all actions to date and their impact.
- AHT to arrange parent/carers meeting re: move to wave 4 review (present: parent/carers, HOY and key worker if applicable).
- Governors Welfare Panel (GWP) referral to be made if deemed necessary.

Wave 4 – Report Assistant Head Teacher (AHT)

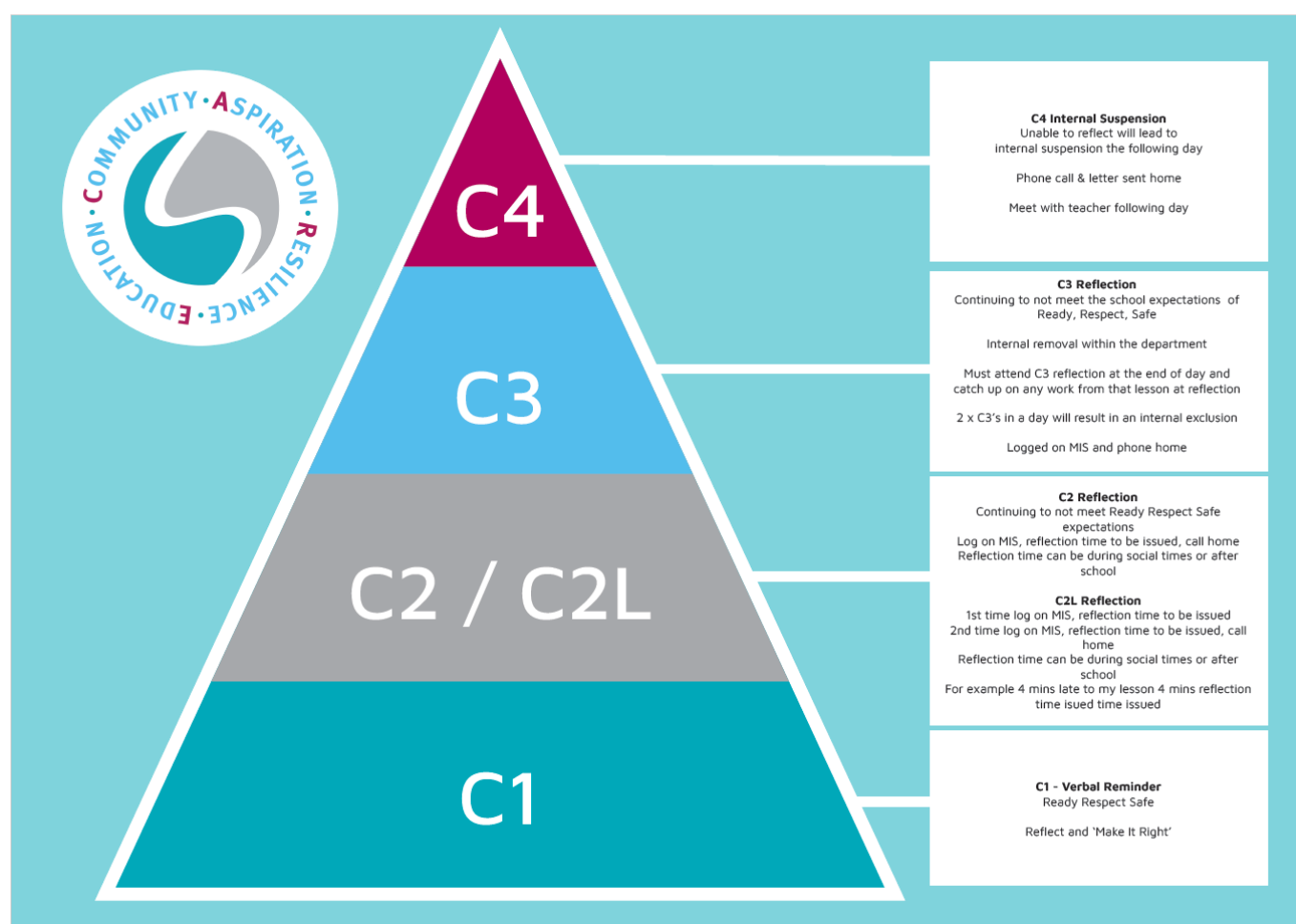
- AHT (GWP if necessary) to review and amend PSP where necessary outlines all expectations of stakeholders has a time scale for review through PSP & GWP
- Report card issued
- PSP in place and signed by home & school
- AHT to communicate the report card to all staff
- Review meetings to be held where outlined PSP
- After an agreed period of time the student will be referred to the DHT along with a report of all actions to date and their impact.
- DHT to arrange parent/carers meeting re: move to wave 5 review present: parent/carers, AHT, DHT

Wave 5 – Report Deputy Head Teacher (DHT)

- Deputy Head to review and amend PSP where necessary
- Outlines all expectations of stakeholders with a time scale for review through PSP/GWP

- Report card issued for DHT
- PSP in place and signed by home & School
- DHT to communicate the report card to all staff
- Review meetings to be held via GWP

Appendix 5 - Consequence System



C1 – a student will be issued with a C1, a verbal reminder, for not meeting the school expectations of Ready, Respect, Safe. Please use the school consequence system and issue a C1 with the onus on restorative practice and PLACE; encourage the student to 'make it right' during the lesson.

C2 – a student will be issued with a C2 reflection this could be at break, lunch or after school. This is reflection time for the student as a result of continuing to not meet the school expectations of Ready, Respect, Safe. Also giving them the opportunity to complete the work missed.

Staff must log incidents on MIS including type of behaviour, teacher name, subject, status and action taken, phone call home and a compulsory student/teacher restorative conversation/reflection with the onus on restorative practice; this is the opportunity to 'make it right'.

C2L will apply if a student is 5 minutes late or more (1 minute for learning tutor time) to a lesson, log on MIS as normal and a message will be sent home. Set reflection time during break, lunch after school using the minutes late as a guidance. Repeated C2L's will result on set lunchtime reflection with the headteacher.

C3 – a student will be issued with a C3 reflection as a result of continuing to not meet the school expectations of Ready, Respect, Safe. A C3 reflection results in an internal removal within the department; the teacher calls patrol via MIS using the name of the student, year group, location and reason. It is the role of patrol to take the student to the HOD or DHOD. This must be logged on MIS, phone call home and a student/teacher restorative conversation must take place in the school reflection room at the end of the school day or as soon as reasonably possible.

- For a student who has been issued a C3, if the member of staff requires them to catch up on any work from that lesson then that should be brought down to the reflection room for them to complete.
- An automatic C3 is issued when an incident is deemed as an extreme violation of the school expectations of Ready, Respect, Safe.
- If a student gets TWO C3's in a day this will result in an internal suspension for the rest of the day, including an 1 hour after school.
- If a student has had a second C3 with the same staff member within the term, then a parental meeting must take place as next steps. If behaviour continues the HOD supports with strategies, interventions, monitoring, reports and further parental meetings.
- Reasonable adjustments will be made for individual cases.

C4 – if a student fails to resolve the issue, this will lead to an internal suspension the following day, as well as a phone call and letter home.

- The teacher must meet with the student the following day in the C3 Reflection room to revisit and restore.

It is good practice that you work with your team members and discuss vulnerable students and share strategies to ensure the lessons run smoothly at department meetings.

Further Interventions:

Internal Suspensions

Unplanned internal suspensions occur as a result of an incident that takes place during the school day. At first it is classed as 'Pending Investigation' while the pastoral team investigates the incident. The student can be sent back to class following the investigation if they have not made the wrong behaviour choice or alternatively will remain for an internal suspension.

Planned Internal suspensions are for any of the following (reasonable adjustments will be made if needed):

- 1-day Internal suspensions - Non-attendance in the C3 reflection room
- 1-day Internal suspensions – 2 x C3s in a day
- 1-day Internal suspensions – no show for 1 hour full lunch time late's
- Internal suspension for specified length of time for an incident in or out of school

All students who are issued with an internal suspension will reflect with the teacher at the end of day. Parents/carers are informed by the relevant year team and a letter is sent home.

Internal suspensions are monitored by the AHT via the weekly bulletin, weekly pastoral meetings where students of concern are raised and the half termly pastoral report.

Any repeater students are identified in the half termly pastoral report and packages of intervention are implemented and impact analysed.

Students will not spend more than three consecutive days in the quiet room on any one occasion.

Suspension

A suspension can only be issued by the headteacher (with delegated responsibility to the deputy headteacher in the absence of the headteacher). If the year team feels that a suspension is needed then they must consult with the AHT. A thorough investigation must have happened and statements written collated. Each statement must be signed by the student, member of staff present and dated.

When a student receives a suspension the relevant year team must inform parents/carers. They must explain the following:

- Length of suspension
- Reason for suspension
- Organise readmission meeting
- Explain that the student must be at home for the duration of the suspension
- Organise work for them to complete and ensure parent/carers have received it

- Log this on MIS and CPOMS if appropriate for the student
- Once the information above has been agreed then the year team must inform suspensions@stretfordhigh.com who will prepare the letter to be sent home

Suspensions are monitored by the AHT via the weekly bulletin, weekly pastoral meetings where students of concern are raised and the half termly pastoral report. Any repeater students are identified in the half termly pastoral report and packages of intervention are implemented and impact analysed.

During the readmission meeting the following needs to occur:

- Complete the readmission pro-forma and all sign to agree actions/interventions
- Explain any further interventions that will occur
- Minute any meeting notes
- Go through HUB intervention
- Following every suspension, the year team discusses with the HUB team an appropriate time slot and intervention to take place. Students will be allowed to go for break and lunch during this time as this is a time for reflection

Governors Welfare Panel (GWP)

GWP is an intervention used to support, challenge, set targets and hold students accountable for their behaviours. There are 3 set GWP's during the school year and the option to add more if the intervention is needed. When a student is referred to GWP the family will be invited to the meeting via letter and they will receive the referral document with behaviour logs which is completed by the relevant Year Teams prior to the meeting.

When students are referred to GWP their behaviour, attendance, punctuality and welfare will be discussed by the panel. The panel can recommend internal and external intervention, external agency input and the referral to Trafford High School (PRU). The panel will set targets for the student to achieve and this is reviewed at the next meeting.

Trafford High School

Trafford high school is an intervention which is run by the local authority. The school can refer a student to Trafford high school at any wave of intervention for a student. Trafford high school is used as a step out so that a student can learn to manage their own behaviours with the support of specialist professionals, build resilience and gain strategies so that they can return to school and engage in their learning. A student can be referred to Trafford high school for a short step out or a long-term placement.

When a student is referred a meeting will be held at Trafford high school with the student, parent/carer and relevant year team. During this meeting a start date is agreed. During the student's placement at Trafford high school there will be review meetings and regular contact with home and school.

Alternative Provision

There are other alternative provisions which the school can access and use as an intervention. These can range from full time alternative placements or part time where the student still accesses some learning time at Stratford High. Funding for these can be applied for via the virtual school if the student is in care to prevent a permanent exclusion or via an emergency annual review if the student has an EHC plan to prevent a change of placements.

Step Out

- The school works alongside a number of local high schools to facilitate a step out. The most appropriate school will always be considered first. Once all stakeholders have agreed a provision, the step out school will be contacted to make arrangements for the student.
- The relevant year team is responsible for liaising with parents/carers and supporting organising transport on the first day in addition to providing travel training for the student if required.
- Student services will send a letter home to confirm the step out.
- Following a step out the relevant year team will hold a readmission meeting at the school to outline next steps regarding intervention.
- The duration of a step out will be appropriate to the individual context.

- A longer term step out (6-12 weeks) will be used to ascertain suitability of a placement prior to a managed move.
- A child is dual registered during a step out – SHS remains the 'home' school,
- During a step out a partnership school can decide to end the step out if the student's behaviour does not meet their school standards. If this occurs then the Behaviour Management and Positive Relationship Policy will be followed.

Managed Moves

A managed move is a formal agreement between a child, their parents or carers and two schools. It allows a child to transfer to another school.

A managed move will be considered as part of a measured response to supporting the students emotional, social and behavioural needs. It is likely to be a strategy considered in later stages of a pastoral support plan where there has been little or no evidence of success.

A managed move is not appropriate when a parent is seeking a straightforward transfer to another school.

The Head Teacher of the new school can terminate the move at any time during the trial period if the move is not working (e.g a serious breach of school policy or persistent failure to meet targets set). This would mean that the student would return to their home school. Details of what will happen if the managed move fails will be agreed at the initial meeting.

Permanent Exclusion

The relevant year team or AHT for will ask the suspensions@stretfordhigh.com for a letter and explain the reason why.

The relevant year team or AHT will ring home and say the following:

- Your son/daughter had received a 1-5 days suspension pending investigation which may result in a permanent exclusion for__(explain reason)
- The school will be conducting an investigation and the head teacher will make a decision regarding your son/daughter's place at the school. You will be contacted over the next 5 days and asked in for a meeting with the headteacher where your son/daughters place at the school will be discussed
- At this meeting the head teacher will explain if it is a permanent exclusion or not
- You will receive a letter in the post which explains the suspension and also has the number and point of contact from the local authority should you have any questions

The parent/carer may ask questions about next steps if it was not be a permanent exclusion:

- The headteacher will tell you at a parent meeting and you will get a letter
- The local authority will be informed and they will place your student in an educational provision
- A date for a permanent exclusion panel meeting will be issued where school governors, local authority and parent/carer will attend. This is where the head teacher will explain the reasons for the permanent exclusion
- The governors will decide as to if the permanent exclusion will be upheld
- A letter will be then sent out to home to explain if it has been upheld or not

In the case of a straight permanent exclusion, the AHT will inform parents/carer.

Restorative conversation guide

C2/C2L Reflection questions:

- What happened?
- What were you thinking/feeling?
- What needs to happen to put things right?
- What are we going to do differently next time?

C3 Reflection questions:

- What happened?
- What were you thinking/feeling?
- What do you think/feel about it now?
- Who has been affected and how?
- What needs to happen to put it right?
- What are we going to do differently next time?

C3 reflection is an opportunity for both staff and students to reflect and make it right.

- All staff will be trained in using Restorative Practice (RP) language and questioning.
- All staff will be made aware of expectations of RP and will use RP language when dealing with students.
- All staff will reflect on their own RP status and expertise as well as their own behaviour management (indicated by logs) and engage in workshops / seek advice to develop their expertise as necessary.
- Reasonable adjustments will be made as to when reflection takes place dependant of the needs of the student and situation.

All staff issuing a C3 during the course of a day must log the entry into MIS to enable a message to go home and the student to be added to the after school C3 list.

If there is NO C3 logged on MIS, there is no message home and no record of the C3 for the after -school reflection room list.

Reflection Room

Students not attending after school reflection:

SLT/Middle Leader on duty will update MIS for attendance. If a reflection is unsuccessful they must send an email to the Assistant Head Behavior & Attendance informing them if a student needs to be in the Q room with reason. This will trigger a letter home from the Student Services for a day's internal suspension. They must also ask the staff member issuing the C3 to call home and inform parent/guardian of the internal suspension.

The Assistant Head Behaviour & Attendance will then email the pastoral team informing them of their day in the Q room so that they can be picked up in the morning.

The C3 referring member of staff will call home to explain that the reflection room was not attended/unsuccessful and that his/her student will be in the Q room the next day, this is logged as an internal suspension. The student will also attend the reflection room at the end of the day in order to repair the harm.

Non-attendance in the Reflection Room will result in an automatic day in the Q Room followed by the extended 1-hour reflection at the end of the following day. The C3 member of staff is expected to attend this reflection time. Reasonable adjustments will be made for certain cases.

HODs will look at the data and support staff with parent/carers meetings for any students who are persistently getting C2/C3 logs within their department.

HOY/AHOY will analyse C2/C3 statistics for high tariff students in each year group and discuss at Pastoral meeting. The waved intervention approach will be followed and parent meetings with HOY/AHOY will be organised.

Repeated C3 incidents with students will result in further referral and intervention.

Appendix 6 - Recognise, Report, Resolve

Discrimination

- Race
- Religion
- Sexual Orientation
- Disability
- Gender Identity

All Staff to in all circumstances:

- Log
- Call home following guidance

| | <u>Recognize</u> | <u>Report</u> | <u>Resolve</u> |
|---------|---|--|--|
| Staff | Visual Classroom Yard Canteen Other | report@stretfordhigh.com HOD's Pastoral Team Safeguarding@stretfordhigh.com | Staff communication there and then Learning Tutor Year Team HUB Student RP |
| student | Visual Classroom Yard Canteen Social Media Other | report@stretfordhigh.com Learning Tutor Pastoral / Welfare Teams Student Leadership Teams Any Stretford High member of staff | Student RP Student Reflection Consequence System |

Appendix 7 - Prohibited items

Below is a list of items prohibited however note this is list is not exhaustive:

- Any fizzy drinks
- Items for sale for personal gain
- Alcohol
- Illegal drugs
- Stolen items
- Lighters, tobacco, cigarette papers, vapes, E-cigs and other smoking paraphernalia
- Pornographic images/material
- Fireworks, flammable products, bangers etc.)
- 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 student)
- Offensive/illegal weapon or anything that could be used as a weapon to harm, threaten or intimidate another student, member of staff or member of the public. This includes, but is not limited to, BB guns, airsoft guns or any imitation firearm, knives or anything used as a knife.

Appendix 8 - Pupil Discipline Committee Protocol

Pupil discipline committee protocol for the governing board to review

A PERMANENT EXCLUSION / SUSPENSIONS OVER 15 DAYS IN A SCHOOL TERM OR SUSPENSIONS (AT REQUEST OF PARENTS)

Remit

1. The Governing Board delegates authority to the Pupil Discipline Committee for meeting the following obligations:
 - 1.1 To consider and decide on reinstatement for suspensions of 5 days or less when representations are received from parents (or where the Board direct review is necessary).
 - 1.2 To consider and decide on reinstatement in the case of suspensions totalling more than 5 but not more than 15 school days in one term when representations are received from parents (or where the Board direct review is necessary). Meeting to be held between 6th and 50th school day after receiving notice of the exclusion.
 - 1.3 To consider and decide on reinstatement of a suspended or permanently excluded pupil within 15 days if;
 - the exclusion is permanent
 - the suspension would result in the pupil being out of School for more than 15 school days in one term or
 - it would result in the pupil missing a public examination or national curriculum test.
 - 1.4 To reconsider a decision not to reinstate following a direction of recommendation by an Independent Review Panel.
 - 1.5 To ensure that the decision to exclude is in line with the DfE guidance.
 - 1.6 To review the School Behaviour and Discipline Policy to ensure any decision to exclude/suspend is in line with the Policy.

Constitution of Pupil Discipline Committee & Process

2. The Committee will be constituted of 3 Governors who are uncompromised.
 - 2.1 The Academy Trust permits meetings to proceed with 2 Governors (if necessary, due to restricted availability of Governors).
 - 2.2. If no Governors are available, a Governor from another local School may be utilised. Similarly, this Board agrees that Governors will, when possible, serve on PDC's for other local Schools/Academies if needed.
3. A pack of documents to support the Headteacher/Principal's decision must be sent, at least 5 days in advance of the meeting, to:
 - Governors who will form the Committee
 - Parents/Carer (and where appropriate Social Worker and Virtual School Head (VSH))
 - Clerk
 - LA Rep(LA has the right to attend at Maintained Schools; LA may attend if the Academy chose to invite or the Parents request LA to attend)
4. In advance of the meeting the School will:
 - 4.1 Confirm date and time of the meeting(s) and advise the Clerk (Trust GS).
 - 4.2 Source 3 Governors (who are uncompromised and objective, not staff) to constitute the Committee. Governors should be asked to convene 30-45 mins in advance of the Parents joining for a pre-meeting briefing with the Clerk, this is to re-cap the remit of the panel, clarify procedure and guidance and elect a Chair for the Committee/meeting.
 - 4.3 Invite the LA (if appropriate). If the pupil lives outside of the borough, invite the LA for the School and LA for the student.
 - 4.4 Advise the Parent(s) and student of their right to attend and make representations. Advise them of their right to be accompanied by a friend or representative.

*Except for meetings to reconsider after an IRP, where there is no obligation to invite other Parties.

- 4.5 Advise Parents (if appropriate Social Worker/VSH) of:
 - the date, time and venue for the meeting (remembering to ask Parent(s) to arrive later than the Governors).
 - the opportunity (but no obligation) to send documents/information at least 6 days in advance of the meeting so it can be circulated with the School's information 5 days in advance of the meeting.
- 4.5 Prepare the documentation (ensuring that a copy of the letter informing Parents of the Exclusion and the reason is included).
- 4.6 Send copies of documents to all Parties at least 5-days in advance of the meeting. (Trust GS recommend use of GovernorHub, School will need to post copy to Parents).
- 4.7 Ensure a suitable room is available for the meeting to accommodate all attendees. All parties must be kept separate in advance of the meeting so Rooms will need to be made available accordingly.
- 5. Trust GS (Clerk) will:
 - 5.1 Provide Agenda for the meetings (to be distributed with packs).
 - 5.2 Provide guidance and a pre-meeting briefing with the Committee.
 - 5.3 Meet/discuss procedure with the Head in advance of the meeting.
 - 5.4 Greet the Parent(s) in advance of the meeting, explain the role of the Clerk and the procedure for the meeting.
 - 5.5 Attend meeting to Clerk (take minutes, advise on procedure, and minute the Committees decision then draft the decision letter to be sent next School day).
 - 5.6 Provide Zoom details & Protocol for online meetings (if meetings are to be online).

PROCEDURE FOR THE MEETING

- 6. The Board has agreed a Protocol for Governance meetings to take place online when deemed necessary. With the agreement of all Parties, PDC meetings may be held online (using the Clerk's secure Zoom platform or TEAMS).
 - 7. The Committee members will meet 30 mins in advance of the meeting for a Briefing with the Clerk to recap on the remit, clarify procedure and appoint a Chair for the meeting.
 - 8. An independent Clerk will be provided by Trust Governor Services. The Clerk plays no part in the decision making but will take minutes to record the proceedings, offer advice on procedure and minute the decision of the Committee.
 - 9. The meeting is a private and confidential meeting of a Committee of the Governing Board. All parties are advised that there should be no correspondence between Parties in advance of the meeting. Any queries should be directed to the Clerk at Trust GS.
 - 10. Governors may have access to documents via the secure portal and password protected files may be emailed to Parents. Where possible, printed copies of documents will be sent to all parties by the School. At the end of the meeting, any documents used by Governors will be confidentially destroyed. A master copy of all documents will be retained by the School.
 - 11. All parties will be invited to attend the meeting at an appropriate venue OR will be sent Zoom or TEAMS details for the meeting.
 - 12. Parties will be invited to attend/join at appropriate times. The Clerk will greet all Parties in advance of the meeting, ensure all documents have been received and all Parties are clear regarding the procedure.
- If the meeting is held online, the Clerk will assign all Parties to separate Breakout Rooms.
- 14. When all parties are ready, all parties join the meeting together. If an adjournment is necessary, the Clerk will assign each Party to private rooms or Breakout Rooms.

15. At the start of the meeting, the Chair (or Clerk) will explain how the meeting will be run, including the agenda and the use of any relevant Zoom/TEAMS functionality.

16. Statutory procedure, Governance regulations and protocols apply. All meetings must be arranged in consultation with the Clerk.

17. All participants will receive instructions regarding how to access the meeting including where they can access support if they experience difficulty.

18. The Committee will abide by normal rules, procedures, and code of conduct for Governors including giving particular regard to the duty to maintain confidentiality and with due regard to the school's policies relating to data protection and the appropriate use of ICT.

19. Minutes of the meeting will be taken by the Clerk and the meeting should not be recorded by any participant without the approval of the Governing Board (Committee).

20. Chairing of the meeting proceeds as usual. The meeting must remain quorate for any vote to be valid. If any party is unable to participate in the meeting due to technical issues, the meeting will adjourn briefly to address the problem. If it is not possible/practical to continue, the meeting will be adjourned by the Chair and reconvene at the earliest opportunity.

21. Trust GS, the Clerking Service, provide advice on appropriate governance procedure and regulations which continue to apply.

22. Following the meeting, the Headteacher/Principal, Parents and LA Reps will leave the meeting. The Clerk will remain with the Committee to minute the decision.

23. The decision of the Committee will be communicated to the Parents by letter sent the next working day after the meeting.