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Date circulated to FGB	Week commencing 10 th October 2022
Signed by Rhys Adams – Headteacher & Maddy Belle – Chair of Progress and Learning	<i>R Adams & M Belle</i>
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BEHAVIOUR POLICY & WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction

Good behaviour and clear values about how we want students to behave at Stafford Manor High School is central to a good education and provides us with the platform from which to create a culture which promotes positive respectful relationships across the school community and a safe, orderly and inclusive learning environment. The core aim of our behaviour policy is to create an environment where students may work purposefully, feel secure, happy and confident and where relationships between staff and students and between the students themselves are based on mutual respect, tolerance and fairness.

Policy Purpose & Rationale

- To seek to promote a respect for learning and to encourage an awareness of education as a lifelong process.
- To create a safe, supportive learning environment in which all members of the school are encouraged to develop their maximum potential.
- To encourage respect for the needs and feelings of others.
- To embrace a philosophy, at both an individual and whole school level, of continuous improvement of standards of learning and behaviour.

Positive Behaviour Management – The 4Rs

- If we are to achieve the above aims we believe that everyone in our community must be encouraged to work together positively to achieve them.
- We are committed to developing a positive climate which places learning as the number one priority and realise that we do need to teach good behaviour as part of

the 'behaviour curriculum' and the application of the 4Rs – Ready – Respectful – Responsible and Resilient.

- We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework.
- Every member of staff has a responsibility to uphold the procedures outlined in this policy.



Stafford Manor High School - 4 Rs

Ready	Respectful	Responsible	Resilient
Ready and equipped to learn, progress and achieve	Respect for all our community both within and out of school	Responsible for your own and others' learning and managing your own emotions	Resilient so that you can stay focussed on getting your work done no matter what the distraction
Ready to seize any opportunities that come your way	Respect for the environment we share both inside and out.	Responsible for your attitude to learning and school life in general	Resilient to recover from setbacks in order to get yourself back on track
Ready for school and punctual to lessons and tutor time	Respect yourself and try to be the best version of you	Responsible for your choices and behaviour to others in our school	Resilient for your future happiness and success no matter what barriers you face

Meeting the national minimum expectations for behaviour and attitudes

This policy also aims to meet the national minimum expectation of behaviour and is aligned with the [Ofsted 'good' grade descriptor for assessing behaviour and Attitudes](#).

- The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- School leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

1. Policy Aims

This policy aims to:

- Provide a **consistent approach** to effective behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave, including the 4Rs framework.**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Ensure all staff are aware of their safeguarding responsibilities, as set out in [Part 1 of Keeping Children Safe in education \(KCSIE\)](#)
- Outline our system of **rewards and sanctions**

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 at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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

3. Definitions

At Stafford Manor High School we aim to manage behaviour positively to support our belief that: '**Everyone has a right to spend their days in a civilized community where we show respect for each other, our property and environment, so that everyone feels safe and secure**'. Any misbehaviour in school that challenges this will be dealt with in accordance with this policy.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Any behaviours which do not support the 4Rs (see appendix 1).
- Incorrect uniform.
- Lateness.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules & 4Rs.
- Any form of bullying.

- Child on child abuse of any kind.
- Sexual assault/sexual violence, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- 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.
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited & banned items (this list may be added to at any time during the academic year). These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vaping equipment
 - 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)

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The Progress and Learning Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Progress and Learning Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Progress and Learning Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Role of School Leaders

The Headteacher will ensure that the school leadership team are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

5.3 Staff

Stafford Manor High School has a Whole School Approach to behaviour management. That means that all staff receive regular updates on this policy and how to apply it, to ensure high standards and expectations of good behaviour pervade all aspects of school life, including the culture, ethos and values of the school.

All Staff, are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour, including the 4Rs.
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour in every interaction with pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Providing a personalised approach to the specific behavioural needs of particular pupils, including ensuring that we make reasonable adjustments for those students with SEND and under the Children and Families Act 2014, to use our 'best endeavours' to meet the needs of those students with SEND.
- Fulfilling our duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupils caused by this behaviour policy.
- Recording behaviour incidents on SIMS

The senior leadership team will support staff in responding to behaviour incidents and also staff induction to ensure that this policy is followed and can be consistently applied.

5.4 Parents

Parents are expected to:

- Support their child in adhering to this behaviour policy and the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Our 'Student Expectations' and 4Rs (appendix 2) and "Consequence system" (appendix 3) outlines what behaviour is expected of students throughout the school. The staged approach of consequences means that the student has the opportunity to correct any pattern of misbehaviour before serious sanctions are reached.

In summary, pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other and not put other people down or use inappropriate language
- In class, make it possible for all pupils to learn and complete your own work to the required standard
- Move quietly and calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times and bring the correct equipment to school
- Follow instructions given by teachers and accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Behave in a manner which reflects the 4Rs and be **READY – RESPECTFUL – RESPONSIBLE AND RESILIENT.**

7. Rewards and sanctions

All staff at Stafford Manor High School are aware of the importance of recognising student achievement and rewarding positive behaviour. This is supported by the clear and staged consequence system that will be used in response to any unacceptable behaviour.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement points/house points
- Letters or phone calls home to parents
- Praise post cards sent home
- Special responsibilities/privileges including lunch passes
- Termly prizes and reward trips
- Vouchers
- Award Certificates
- Rewards Assemblies

In many situations planning preventative action and positive intervention can avoid the need for sanctions. However, there will be occasions when a student's behaviour, conduct or work does not meet the standards expected at Stafford Manor High School. The school may use one or more of the following sanctions in such circumstances:

- A verbal reprimand
- Sending the pupil out of the class for a short period of time (3-5 minutes maximum)
- Expecting work to be completed at home, or at break or lunchtime
- Same Day detention , or in special circumstances at break or lunch
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract or putting a pupil 'on report'
- Removal from lessons to work with a Head of Faculty, or in isolation.
- Working outside the Headteachers' Office or with another member of the leadership team.
- Suspension or Permanent Exclusion

- We will use 'Turnaround Room' or isolation in response to serious or persistent breaches of this policy. Pupils may be sent to 'Turnaround Room' or isolated during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.
- Pupils who do not attend a same day detention will receive a 90 minute detention the next day.
- Persistent and consistent disruptive behaviour, or behaviour that is not acceptable may result in suspension and in continued cases permanent exclusion.
- A full outline of the school's graduated consequence system can be seen in Appendix 2.

For incidents of serious misbehaviour (listed in section 3), an exclusion may be considered an appropriate sanction and in such circumstances the exclusion policy will be adhered to.

7.2 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.

Pupils 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 vary depending on the nature of the incident. For initial or low level occurrences, short detentions or time to reflect may be appropriate. More significant issues may require a higher level of detention and parental involvement. The most significant and repeated incidents of sexual harassment or violence would be treated as serious incidents of misbehavior, and as a result an exclusion would be considered an appropriate sanction.

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.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil 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 pupil or member of the public
- Could adversely affect the reputation of the school

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

7.4 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil 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 pupil 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 pupils 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 pupils.

8. Behaviour management

The Behaviour Team/Inclusion Team to provide systems of support for staff and students to ensure behaviour is managed positively across the school.

They will also support pupils following a sanction to use strategies to help them to understand how to improve their behaviour and meet the behaviour expectations at Stafford Manor High School. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions and how they can do better in the future.
- A phone call or meeting with parents.
- Considering additional behaviour support interventions and liaison with outside agencies
- The use of a report card.
- Drop ins and monitoring around the school.

8.1 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 pupils to be engaged
- Display the 4Rs (appendix 2) and Consequence System (based on appendix 3) in their classroom
- Develop a positive relationship with pupils, which must include:

- ✓ Greeting pupils 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
- ✓ Having a plan for dealing with low-level disruption
- ✓ Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Incidents of physical restraint 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

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Depending on the severity of the item discovered in any search for prohibited or banned items, the disciplinary procedure outlined in this policy and, if necessary, the exclusions policy will be followed.

Schools are not required to inform parents before a search takes place or seek consent to search their child. There is no legal requirement to make or keep a record of a search, but it is good practice to do so. The School will inform the individual students' parents or guardians should their child be searched for prohibited or banned items.

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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.

9. Pupil transition

To ensure a smooth transition to the next year, information regarding a pupils behaviour is record on the school SIMS system and available for all staff to view.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Progress and Learning Committee every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Progress and Learning Committee every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Online Safety policy
- Allegations of abuse against staff policy
- Child Protection and safeguarding policy
- Drugs policy

13. Expectations for pupils at home

13.1 Remote learning expectations

If pupils are not in school, we expect them to follow all of the expectations set out below.

Parents should also read the expectations and ensure their children follow them. Parents should contact the Lead for Behaviour and Attendance if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Expectations:

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- The SEN team will make contact with children on the SEN register to offer additional support.

13.2 Dealing with problems

If there are any problems with pupils adhering to expectations around remote learning, including if they don't engage with the remote learning set for them, we will make contact with families to find out the best way to support and encourage adherence to the expectations.

14. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated. At every review, it will be approved by the Chair of the Governing Board.

15. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Health and safety policy

Appendix 1: Written statement of behaviour principles

Responsibility of Governing Board for discipline (Section 88 Education and Inspection Act 2006)

The Governing board receives data, trends and other relevant information regarding behaviour throughout the school year, notably every term directly from the Behaviour Manager, via the Headteachers Report and more regularly at the Progress and Learning committee meeting. Any changes to legislation are forwarded to the Governing board by way of an updated policy with any attached notes. The information enables the Governing board to respond to any concerns and raise questions where necessary.

Determination by Head teacher of Behaviour Policy (Section 89 Education and Inspection Act 2006)

The Headteacher promotes the promotion of positive behaviour across the school by ensuring:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils 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 pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Behaviour Manager creates a series of behaviour and reward reports that are individually relevant. These are delivered electronically on a weekly basis to the Senior Leadership Team, Heads of Faculty, staff members and students via their form tutors. There are regular assemblies on behaviour throughout the school year and each term there are rewards assemblies to promote good behaviour.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Consequences (Section 90 Education and Inspection Act 2006)

The school has clear and comprehensive details of student expectations via the school behaviour checklist and consequence system posters displayed in every classroom, all of which are constantly reinforced by staff. The consequence system has a staged approach to deal with differing levels of behaviour, increasing to fixed and permanent exclusions, and where appropriate interventions at the Pupil Referral Unit. Regular contact between the Behaviour Manager, the PCSO, and also when appropriate, directly with parents and members of the community, ensures that any issues outside of school time or via social media (e.g. bullying, negative social media, including sexting) are addressed promptly.

This written statement of behaviour principles is reviewed and approved by the Progress and Learning Committee every year.

Appendix 2: Student Expectations 2022/2023

These are the SMHS classroom expectations – everyone has a right to learn

- Check that your uniform is correct – **hoodies and coats are not to be worn.**
- Ensure that **phones are switched off**, and headphones put away.
- Listen to instructions from your teacher and respectfully **carry out those instructions at the first time of asking.**
- When the teacher takes the registers **reply promptly and politely.**
- Ensure that you have the **correct equipment and are ready to learn.**
- Remember no food in the classroom and that **only water is allowed** to be consumed.

These are the SMHS corridor expectations – be respectful to all

- Keep people safe by **walking at all times and follow the one-way systems.**
- Show respect to each other by **maintaining a distance and do not grab or hold each other.**
- **Do not use inappropriate comments** or language.
- When walking up and down stairs **do it sensibly, calmly and stay to the left, giving plenty of room between each other.**
- Remember **no food is to be eaten on the corridors.**

These are the SMHS social time expectations – be kind and keep people safe

- To ensure everyone's right to be safe make sure you immediately **report any bullying or concerns** to staff.
- Ensure that you **keep everyone safe** by following staff instructions and keeping to allocated areas on arrival to school, break and lunch times.
- Ride your bike / scooters to the bike shed slowly and carefully, **respecting the safety of others.**
- Ensure that the school **equipment and environment stay in a safe condition** and report any damage that is seen.

OUR EXPECTATIONS AREA BASED ON OUR CORE VALUES:

SELF HELP, RESPONSIBILITY, EQUALITY, HONESTY, CARING ABOUT OTHERS

Appendix 2 'The 4Rs' at Stafford Manor High School



Stafford Manor High School - 4 Rs

Ready	Respectful	Responsible	Resilient
Ready and equipped to learn, progress and achieve.	Respect for all our community both within and out of school.	Responsible for your own and others' learning and managing your own emotions.	Resilient so that you can stay focussed on getting your work done no matter what the distraction
Ready to seize any opportunities that come your way.	Respect for the environment we share both inside and out.	Responsible for your attitude to learning and school life in general.	Resilient to recover from setbacks in order to get yourself back on track.
Ready for school and punctual to lessons and tutor time.	Respect yourself and try to be the best version of you.	Responsible for your choices and behaviour to others in our school.	Resilient for your future happiness and success no matter what barriers you face.



Stafford Manor High School - 4 Rs

I can achieve and model the 4Rs by...

Ready	Respectful	Responsible	Resilient
Attending every day	Using good manners	Being accountable	Staying on task
Being on time	Listening to my teacher	Knowing my role	Not giving up
Wearing full uniform	Respecting myself	Meeting deadlines	Avoiding distractions
Bringing my equipment	Showing others respect	Not blaming others	Coping with set backs
Completing homework	Allowing others to learn	Managing my behaviour	Being comfortable to FAIL
Lining up quietly	Being calm	Doing my best work	Overcoming difficulties

Appendix 3: Student Consequence System

2022 to 2023	Incident	Action	Consequence
1	A behaviour issue is identified.	In class discussion and advice between the teacher & student. Opportunity for students to use their time out card.	Opportunity for behaviour improvement.
2	Teacher formal warning.	Persistent behaviour- students reflects outside class 3 to 5 minutes– teacher re integrates after advice.	Final warning - student name is on the board.
3	Teacher sanction.	Persistent behaviour continues.	Same day 30 minute afterschool detention. Log behaviour on SIMS.
4	Faculty intervention.	Continued issues with behaviour - student removed to HOF.	Student will move to a specified cool off area either in / near HOF class. Same day 60 minute faculty detention.
5	Behaviour team Intervention.	Behaviour persists in the faculty with HOF with the student to give extra guidance.	Student will be removed to the Turnaround facility and remain for the remainder of the day - 5 lessons to be completed which will include the following day. Same day afterschool detention 60 minutes.
6	Failure to satisfactorily complete the day in Turnaround and / or afterschool detention.	Failure to complete the sanctions will lead to further consequences.	Complete a further 5 lessons / day in Turnaround and same day 60 minute detention.
7	Continued failure to satisfactorily complete the sanctions.	Failure to complete the sanctions will lead to further consequences.	An SLT same day 90 minute afterschool detention.
8	Failure to satisfactorily complete the afterschool detention.	A 90 minute afterschool Head teacher's detention.	A Head teacher same day 90 minute afterschool detention.
All detentions will take place in a central area (The Hall) - staff arrive to complete resolutions / and or take students to individual classrooms			
Regular failure to complete consequences may lead to a PARENT MEETING with a member of SLT.			
Please be aware, that any incident of <u>serious misbehaviour</u> will result in significant sanctions being implemented immediately rather than the staged approach outlined above. Examples of serious misbehaviour can be found in our behaviour policy.			

Please be aware, that any incident of serious misbehaviour will result in significant sanctions being implemented immediately rather than the staged approach outlined above. Examples of serious misbehaviour can be found in our behaviour policy.

Appendix 4: Mobile Phone Policy

From Monday October 31 2022, Stafford Manor High School will be a no mobile phone school. This means that students should not have a mobile phone out anywhere in the school building, under any circumstances. We understand that some parents feel that if their son/daughter carries a mobile phone, it gives an easy means of communication with home which can be helpful during their journey to and from school.

We have kept the following process as fair and simple as possible.

Like many schools, we have decided to ban mobile phones from school altogether.

The DfE has recently outlined that Headteachers should decide of mobile phones can be used during the school day. Allowing access to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse and can be detrimental to learning.

This is our experience and we would kindly and politely ask all students to adhere to this school rule.

Please note:

Whilst on the school premises and during normal school time. If we see a student's mobile phone, it will be confiscated and held in the main school office for parents to collect. If we see it, students will lose it.

Phones must be switched off and remain off and out of sight during the whole of the school day, including social times.

Parents and students are also reminded that students should not routinely contact parents whilst in school if there is an issue of illness or other concern. **It is the responsibility of the school to do this.** Likewise parents should not routinely contact students either, by calling or texting within school hours. **Contact must be made via the school office.**