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BEHAVIOUR POLICY & WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well, so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive'. (DfE 2024).

At Stafford Manor High School, good behaviour and clear values about how we want students to behave 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 high levels of respect for staff and students in our school and respect for everyone's right to learn 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 and reach their full 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 and to reward and sanction the behaviours that we do and do not want students to exhibit using ClassCharts and through effective classroom and corridor management, including supporting the whole school duty system and through their role as a tutor and by supporting the pastoral programme.

The 4Rs Framework

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 okay with no
Lining up quietly	Being calm	Doing my best work	Overcoming difficulty

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 expected standard grade descriptor for assessing behaviour and Attendance](#).

- Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.
- Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.
- Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.
- Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.
- Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.
- Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.
- Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.

- Overall attendance is broadly in line with national averages or shows an improving trend over time.
- Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.
- Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well-chosen and targeted.

1. Policy Aims

This policy aims to:

- Provide a **consistent approach** to effective behaviour management including relational approaches.
- **Define** what we consider to be unacceptable behaviour, including misbehaviour and serious misbehaviour.
- Outline **how pupils are expected to behave, using 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 for **rewards and sanctions and how these will be used to promote positive behaviour**.
- Be clear that there will always be **reasonable adjustments** made to rewards and sanctions for students who face barriers to attending school and who are disadvantaged or who have SEND.

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 2024](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools and restrictive interventions](#)
- [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 civilised 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 appendices and the framework).
- Incorrect uniform.
- Refusal to place mobile phone in a mobile phone pouch.
- Lateness.
- Failure to follow advice or instructions.
- Being unwilling to work with staff after reasonable adjustments and time to regulate.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules & 4Rs.
- Repeated refusal to place mobile phone in a mobile phone pouch.
- 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 including misogyny
- Possession of or passing 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 or prescription 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)
- Harassment and continued poor behaviour towards a member, or members of staff that shows a pattern and that is deemed to be repeated for the purpose of causing distress and bullying.

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: • 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

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 Full governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Full governing body 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.

Governors ensure that behaviour procedures are applied fairly, consistently, and without bias. They support the school in developing positive, inclusive behaviour practices.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the full governing body, giving due consideration to the school's statement of behaviour principles (appendices). 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:

Knowing their children well.

- Implementing the behaviour policy consistently.

Modelling the respectful, kind behaviours we want students to develop using our staff model for relational approaches, including the 4Rs.

Using the model of Engage, Explain, Expect when talking to all children.

- Starting and ending lessons calmly and promptly to create predictable, secure routines and part of the Stafford Manor Way.
- Communicating the school expectations, values and standards explicitly through teaching and modelling behaviour in every interaction with pupils and parents.
- 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.
- Prioritising students' emotional and physical safety

Challenging and report unacceptable behaviours, including bullying, harassment, and discriminatory behaviours.

- Recording behaviour incidents on ClassCharts and SIMS where appropriate.

Challenging and supporting children and each other.

Supporting students with learning or behaviour barriers, all staff will work together—supported by the SENDCO—to explore strategies and reasonable adjustments that help students to succeed.

- 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.
- Communicate openly with staff about concerns or changes that may affect their child.

Encourage good attendance, punctuality, and preparedness, including uniform and equipment to give your child the best possible start to their day.

Work with staff to understand behaviour concerns and support any agreed plans through meetings and phone calls.

Support their child's learning and uphold the school's values and expectations.

6. Pupil code of conduct

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

Students are expected to show respect, kindness, and consideration to others, including staff. We ask students to work with us to build positive relationships and contribute to a safe, inclusive school environment. This means incidents of bullying, or harming others (staff or students) is not tolerated.

In summary, pupils are expected to:

Follow the behaviour policy and attend regularly, ready to learn.

- 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.

Take pride in their work and engage positively with learning.

- 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.

Take responsibility for their actions, including following instructions and work with staff to repair and improve where needed.

Demonstrate positive behaviour both inside and outside the school, including during off-site visits.

Speak to someone if they are struggling with their learning, or any aspect of school life.

- Behave in a manner which reflects the 4Rs and be **READY – RESPECTFUL – RESPONSIBLE AND RESILIENT**.

Mobile Phone Pouch – Student Expectations and Consequences

The Department for Education (DfE) expects schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtimes.

This guidance became statutory on 29 June 2026 and all schools need to begin following it from 1 September 2026. The guidance can be seen here: [DfE Mobile Phones in Schools Guidance Effective from 1 September 2026](#).

Effective implementation of the policy should ensure all pupils and parents understand and meet the expectations of behaviour relating to mobile phones.

There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for headteachers to decide how best to achieve this within their own unique contexts.

Stafford Manor High School has decided to implement a mobile phone pouch system, which requires children to place their phones in pouches upon entry to school and before they enter the school gates.

Mobile phones must not be outside of pouches whilst children are onsite.

Children will have pouches unlocked at the end of the school day, or at the end of a detention by teachers, pastoral staff and school leaders.

The mobile phone pouch system forms part of Stafford Manor High School's Behaviour Policy and applies to all students throughout the school day.

All students are required to place their mobile phone in their assigned pouch upon arrival at school and ensure that it remains secured and inaccessible until the end of the school day. The pouch must not be opened, tampered with, damaged or used to access a device during school hours.

Failure to comply with this policy will be treated as a breach of the school's Behaviour Policy. Examples of non-compliance include:

- Refusing to place a mobile phone in the pouch.
- Accessing a mobile phone during the school day.
- Carrying a phone outside of the pouch.
- Tampering with, damaging or attempting to unlock a pouch.
- Using another student's phone or pouch to circumvent the policy.
- Repeated breaches of the mobile phone policy.

Sanctions will be applied proportionately and may include:

- Parental contact to support students adhering to the policy.
- Internal suspension.
- Suspension from school for serious or persistent non-compliance.

Where a student repeatedly refuses to follow reasonable instructions regarding the mobile phone pouch system, or where their actions undermine the effective operation of the school's behaviour systems, the school reserves the right to issue a suspension in accordance with the school's Behaviour Policy and applicable statutory guidance.

The purpose of this policy is not to be punitive but to support a calm, safe and focused learning environment in which all students can achieve their full potential. Parents and carers are expected to support the school's implementation of this policy and reinforce these expectations with their child.

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.

We believe that recognising positive behaviour is key to nurturing students' self-confidence and sense of belonging. Praise, encouragement, and meaningful rewards are used to celebrate students' personal growth, achievements, and contributions to school life.

Sanctions remain part of the behaviour system, but are applied relationally focusing on learning, restoration, and future improvement.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise in lessons, line up, on corridors and assemblies.
- Achievement points.
- Letters or phone calls home to parents.
- Praise post cards sent home.
- Special responsibilities/privileges including lunch passes.
- Termly prizes and reward trips – 'Unmissable and unforgettable' experiences.
- Vouchers.
- Award Certificates.

- Rewards Assemblies.
- Attendance rewards.

Disciplinary Sanctions

Although our focus is on building relationships and encouraging positive behaviour, there are times when clear consequences are necessary. Sanctions will always be fair, proportionate, and paired with opportunities to repair relationships and reflect on choices.

Suspensions and exclusions follow DfE guidance and are used only when necessary to maintain safety and support the learning community. Reintegration meetings and ongoing support ensure that students are welcomed back into the community with dignity and care.

The reasons for the use of suspension and permanent exclusions are shared with all children through assemblies and line ups and are available within this policy.

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 'Reset (isolation) and our Bridge Room' in response to serious or persistent breaches of this policy. Pupils may be sent to 'Reset or the Bridge' or isolated during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students are expected to hand in their mobile phone whilst in 'Reset'.
- 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 a governor disciplinary hearing.
- Continued cases of poor behaviour and persistent breaches of the school's behaviour expectations and the 4Rs may result in permanent exclusion (See exclusions policy).
- A full outline of the school's graduated consequence system can be seen in the Appendices of this policy.

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 applied.

Suspensions –

In some situations, the Headteacher may need to authorise a suspension from the school. This step is taken only when a student's behaviour represents a significant breach of the Behaviour Policy and when it is important to create space to ensure safety, reflection, and restoration.

Before suspending a student, we explore a range of supportive and relational strategies. A suspension is used only when these approaches have not been effective, or when the behaviour is serious enough that a temporary separation is necessary. When a suspension does occur, it is always for the shortest time possible so that we can focus on re-establishing connection, support, and a safe return to learning.

Permanent Exclusions –

Permanent exclusion is extremely rare, and we are committed to exhausting all possible relational and supportive strategies before considering this step. Permanent exclusion will only be used when:

- There has been a serious breach of the school's Behaviour Policy.
- There has been a serious breach of the Drugs, Alcohol, Tobacco, Illegal and Controlled Substances Policy.
- Allowing the student to remain in the school would place their own or others' safety, wellbeing, or education at significant risk.

A decision to permanently exclude is made with great care and only when the full circumstances have been thoroughly explored and understood. It is normally the final stage in a lengthy process of support, intervention, and relationship building, and occurs only when every reasonable strategy has been tried without success.

In very exceptional circumstances, the Headteacher may decide that permanent exclusion is the appropriate response to a first or one-off incident. This may include situations such as:

- Serious violence or the threat of violence towards another student or member of staff.
- Sexual abuse or assault.
- Carrying or supplying illegal drugs or alcohol.
- Carrying an offensive weapon.

Management of Suspensions and Permanent Exclusions –

All suspensions and exclusions are managed in line with the DfE guidance *Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement (August 2024)*.

Throughout the process, staff maintain open, respectful communication with parents/carers and students so that everyone is supported, understood, and fully involved.

Suspensions –

When a suspension is issued, we contact parents/carers as soon as possible so that the situation can be discussed openly and supportively. A written letter is also sent outlining the reason for the suspension and the planned end date.

Parents/carers have the right to share their views with the Local Governing Body, as detailed in the suspension letter.

After the suspension ends, we arrange a reintegration meeting involving the student, their parent/carer, and relevant members of staff. This meeting focuses on understanding what happened, exploring any underlying needs, restoring relationships, and planning how best to support the student moving forward.

While a student is suspended and working from home, the responsibility for supervision during the school day lies with parents/carers. For suspensions lasting six days or more, the school will arrange suitable alternative education, and details will be provided in writing.

Permanent Exclusions –

When a decision is made to permanently exclude a student, parents/carers, the Local Authority, and the Local Governing Body are informed immediately. A written letter is sent explaining the reasons for the decision and the next steps.

A meeting of the Local Governing Body will take place within 15 school days to review the exclusion. Parents/carers, the Headteacher, and a representative of the Local Authority are invited and may share their views. Parents/carers may bring a friend or representative for support.

Should the exclusion be upheld, the Local Authority will provide education for the student from the sixth day, in line with DfE guidance.

Parents/carers will also receive clear written information about their right to request an Independent Review Panel, should they wish to challenge the decision. The student is removed from the school roll after 15 school days if there has been no request for a review.

The Governing Body may delegate some or all responsibilities relating to exclusions to a Disciplinary Committee made up of at least three Trust governors.

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.

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 and 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 (appendices) and Consequence System (appendices) 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.
 - ✓ Using the Stafford Manor Way in the classroom.

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. Stafford Manor High 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](#).

If a student refuses to be searched, then further sanctions, including suspension and in extreme cases permanent exclusion for repeated offences will be considered if this fits with a pattern of persistent disruptive behaviour and non-compliance with school expectations and the 4Rs.

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 (SENDCO), 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 other professionals, 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 pupil's behaviour is recorded on the school ClassCharts/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 Expectations for remote learning and learning whilst suspended or when learning is re-directed offsite

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 Assistant Headteacher (Mrs. Thorley – Behaviour & Attendance & Personal Development) 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 or learning at home/under off-site re-direction, 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.

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 2026/2027

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 placed in their pouch upon arrival.
- 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 sensibly and calmly at all times.**
- 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 in between lesson times.**

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 you 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 'CARE' VALUES:

Community – Aspiration – Respect – Endeavour

Appendix 3 '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 4: Achievement Consequence System (Revised September 2024)

When will we be rewarded?	By who	How will this be shown
Daily	Teachers Staff within SMHS through Class Charts	Feedback & Achievement points. Feedback on your work.
Weekly	Class Teacher Form Tutor HOY & Act of kindness!	Star of the Week – Each teacher to recognise 1 student per class on the focus for that week. Form Tutor – Star of the Week & Skip the lunch queue. HOY – Contact home top 10 achievement points per year. Headteacher Award Top 5 achievement point for that week – certificate/ chocolate reward and text home. Plus, a special act of kindness
Half Termly	HOY & SLT	Achievement morning – for top 5 students in year group for top achievement points in year. Class Charts Shop. Half termly assemblies celebrating the school values – CARE and 4R's
Each Term	HOY/faculties/ Attendance	Rewards assembly - Achievement points/ Attendance/ Subject rewards/ Unsung hero awards. Rewards Activity Days – Bronze, Silver and Gold

Appendix 5: Behaviour Consequence System (Revised September 2024)

Phase	Incident	Action	Consequence	Responsibility
1	A behaviour issue is identified.	In class discussion and advice between the teacher & student. Please encourage students to use their time out card if they have one.	Opportunity for behaviour improvement.	TEACHER responsibility to issue detention via SMHW. If this is a persistent issue please contact parents, HOF and form tutor to inform. Tutor Report If a student is sent to HOF – staff to give the student a HOF referral form. If student refuses to go to HOF, behaviour team will support and student will be in RESET for 5 lessons.
	Teacher formal warning.	Persistent behaviour- students reflects outside class 3 to 5 minutes– teacher re integrates after advice. Students who have a timeout card may need extra time.	Final warning - student name is on the board.	
	Teacher sanction. - Late to Lesson - Disruptive Behaviour - Uniform - Hoody/ Coat only - Phone (Caught on phone and refuse to hand in = 90-minute detention)	Persistent behaviour continues.	Same day 30-minute afterschool detention. Log behaviour on SIMS.	
2	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.	Class teacher will hand the students HOF referral form, which the student will take and hand in to the HOF. Teacher/ HOF responsibility to issue a detention. Contact home to discuss behaviours and restorative conversation to be had. Persistent issues require parental meeting with HOF/ HOY for a subject report.
3	RESET Intervention - Failed HOF - Defiance - Detention Escalation (2 lessons + break)	Behaviour persists or student refuses to go to HOF. BT – Investigation and Intervention with Student	Student will be removed to RESET and 5 lessons to be completed which will include the following day. Same day afterschool detention 60 minutes.	HOF – to call for assistance for failed HOF. BT/ HOY – intervention. Contact home, inform HOF of issues with lessons where appropriate. Persistent issues – Individual Behaviour Plan/ daily monitoring and Check ins with student.

4	4A) Internal Isolation • Truancy • Defiance • Inappropriate Language • Failed Reset	Truancy – any student found to be “not in the right place” (HOF/ intervention) or refusing lesson.	Students will be in internal isolation – 5 lessons to be completed which could include the following day.	Contact home is made for students in internal isolation. Made by behaviour Team.
	4B) – SLT intervention Refusal to complete the sanctions will lead SLT intervention, including phone call home.	Student refuses to comply with school behaviour policy. Behaviour Team will notify SLT member, who will remove student from RESET. Contact home to discuss a positive choice. 30-minute de-escalation time will be allowed by SLT area.	A – Student re-enters reset to complete sanction. B – Student will move to phase 5.	Reoccurring issues will require parental meeting and intervention support.
5	Failed Internal Isolation	<u>Failure to complete the sanctions will lead to suspension</u>		Phone call home to discuss behaviours and consequence to correct behaviour. No correction <u>will result in suspension.</u>
The following behaviours will result in suspension or permanent exclusion: • Swearing at a member of Staff • Physical assault against a student • Refusal to enter RESET • Refusal to engage in internal Isolation • Refusal to follow the Mobile phone pouch policy. • Bullying • Vandalism		Suspension – school will provide appropriate work.		Parent meeting and phone call. Student will be placed on a HOY/ Behaviour report for 2 weeks and monitored for 6 weeks. Persistent suspensions will be reviewed and interventions/ assessments implemented to support students.
All detentions will take place in a central area (The Hall) - Behaviour Team will start detentions and collect 90m from 3pm. - staff arrive to complete resolutions, please take students to individual classrooms or meeting rooms.				
Regular failure to complete consequences WILL lead to a PARENT MEETING with HOY/ Behaviour Team/ SLT and could result in suspension.				
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.				

Appendix 6: Detention Structure (Revised September 2024)

Detention Structure

Detention time	Reason	Location
15 minutes	• Late to school but arrives before 9am	RESET at Lunch
30 Minutes	• Late to school after 9am • Late to lesson • Uniform • Low level behaviour issues managed within the classroom	RESET at Lunch time (1.30-2pm)
60 minutes	• HOF Referral (Student removed from Class)	KS3 RESET KS4 BRIDGE After school (3.15pm until 4.15pm)
90 Minutes	• Refusal to hand in phone/ headphones. • Failed HOF – student removed from HOF and sent to RESET	KS3 RESET KS4 BRIDGE School hall after school (3.15pm – 4.45pm)

Appendix 7: Mobile Phone Policy

Mobile Phone Pouch – Student Expectations and Consequences

The mobile phone pouch system forms part of Stafford Manor High School's Behaviour Policy and applies to all students throughout the school day.

All students are required to place their mobile phone in their assigned pouch upon arrival at school and ensure that it remains secured and inaccessible until the end of the school day. The pouch must not be opened, tampered with, damaged or used to access a device during school hours.

Failure to comply with this policy will be treated as a breach of the school's Behaviour Policy. Examples of non-compliance include:

- Refusing to place a mobile phone in the pouch.
- Accessing a mobile phone during the school day.
- Carrying a phone outside of the pouch.
- Tampering with, damaging or attempting to unlock a pouch.
- Using another student's phone or pouch to circumvent the policy.
- Repeated breaches of the mobile phone policy.

Sanctions will be applied proportionately and may include:

- Parental contact to support students adhering to the policy.
- Internal suspension.
- Fixed-term suspension for serious or persistent non-compliance.

Where a student repeatedly refuses to follow reasonable instructions regarding the mobile phone pouch system, or where their actions undermine the effective operation of the school's behaviour systems, the school reserves the right to issue a suspension in accordance with the school's Behaviour Policy and applicable statutory guidance.

The purpose of this policy is not punitive but to support a calm, safe and focused learning environment in which all students can achieve their full potential. Parents and carers are expected to support the school's implementation of this policy and reinforce these expectations with their child.

Appendix 8: Reintegration and suspension escalation process (Revised Summer term 2024)

Suspension Phase	Staff Involvement and Responsibility	Information to include in the meeting	
Phase 1 1 -2 Suspension	Parental meeting with student Including Behaviour Team only	Overview of behaviour log. Any other concerns of student (attendance, general attitude) Student to be placed on a 2-week Behaviour Report. Lesson monitoring to happen by Behaviour team.	
Phase 2 3- 4 Suspension	Parental meeting with student Including Behaviour Team/ Head of Year Meeting	Overview of behaviour log. Any other concerns of student Student to be placed on a 2-week Report with behaviour manager. Lesson monitoring to happen.	<u>Conversations to take place for:</u> SEND assessment Interventions Manage Moves Any Student who is suspended with a SEN need or those including on the monitoring list will require a SEN and Behaviour lead to attend the meeting
Phase 3 5– 6 Suspension	Parental meeting with student Including Lead Behaviour/ Head of Year Meeting	Overview of behaviour log. Any other concerns of student Student to be placed on a 2-week HOY report. Lesson monitor to happen by HOY.	
Phase 4 7 – 8 Suspension	Parental meeting with student Including Head of Year/ SLT Meeting	Overview of behaviour log. Any other concerns of student Student to be placed on a 2-week Behaviour Report. Lesson monitoring to happen by SLT	
Phase 5 9-10 Suspension	Parental meeting with student Including Head of Year/ Headteacher Meeting	Overview of behaviour log. Any other concerns of student Student to be placed on a 2-week Behaviour Report. Lesson monitoring to happen by Headteacher	
Phase 6	Governor’s Meeting with student/parent/ HOY.	Full overview of Behaviour information Governors Report for student to report back in 2 weeks	