

To aspire, endeavour and thrive together

Glossopdale School & Sixth Form Behaviour Policy

Revision	Description of Changes
Sept 2023	Smoking & Vaping – P5 C3 call out changes Added off site direction – P24 Added further detail on Truancy – page 14 Added – School & Classroom expectations Page 28
June 2024	Added – Proactive support for Good behaviour – Page 10 Added – Internal suspensions – Page 23 Update – Definitions and categories of bullying – Page 6-7 Update – Clarity on classroom and behaviour expectations – Page 9, Appendix 2 and Appendix 3 Update – Responding to misbehaviour: Classroom based sanctions – Page 12-15 Sanctions for poor punctuality – Page 14 Escalation of Sanctions – Page 14 Added – Summary of Sanctions & Examples of Behaviours – Appendix 3
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1. Aims

The Behaviour Policy at Glossopdale School & Sixth Form is based upon an ethos that generates a positive environment for those who work and learn within it.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the School
- Outline the expectations and consequences of behaviour
- Allow students to learn and achieve their maximum potential
- Provide a consistent approach to behaviour management that is applied equally to all students regardless of gender identity, religion, disability, belief, ethnicity, neurodiversity, and or sexuality.
- At Glossopdale School & Sixth Form all students are expected to behave in a way that creates an environment where;
 - staff can teach to the best of their abilities
 - all members of the School Community can work in a safe place
 - staff, students, parents/carers and visitors can enjoy and be proud of their association with Glossopdale School & Sixth Form.

The Positive Behaviour Management of our young people is most effective when a true partnership exists between School and home. Together we can make Glossopdale School & Sixth Form extremely successful, a School which we are all proud to belong to and a School where visitors enjoy coming. Students who consistently uphold the school rules and are role models for other students will be rewarded through the whole school rewards system and Pastoral (Year Team) recognition.

2. Legislation, statutory requirements and statutory guidance

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

[Behaviour and discipline in schools: advice for headteachers and school staff](#)

[Behaviour in schools: advice for headteachers and school staff](#) [Searching, screening and confiscation at school 2018](#) [Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and student referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy is published on our school website and complies with our funding agreement and articles of association.

2.2. Teachers' powers

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable".
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

3. Definitions

3.1 General Misbehaviour:

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

- Lateness
- Disruption to lessons, in corridors between lessons and at breaks or lunchtime
- Low-level disruption and talking out of turn in class
- Failure to complete classwork and/or lack of effort
- Poor attitude
- Rudeness or discourtesy; verbal and/or non-verbal
- Lack of correct equipment, including subject specific items such as PE kit
- Non-compliance to expectations for uniform, including jewellery, hair colour, hair-style, nail varnish / gels / acrylics, and piercings (for further information refer to the uniform policy)
- Use of mobile phones, electronic devices and headphones in the school building (for further information refer to the mobile phone policy)
- Complicit with disruptive behaviour
- Truancy from lessons

3.2 Serious Unacceptable Behaviour:

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

- **Discrimination** – Unequal treatment based on ethnicity, culture, religion, gender, disability, gender identity, or sexual orientation.
- **Harassment** – Unwanted, offensive behaviour that undermines an individual's dignity.
- **Sexual Misconduct** – Sexual abuse, harassment, assault, or the use of derogatory sexual language.
- **Vexatious Behaviour** – Deliberate actions intended to annoy or irritate.
- **Bullying** – Repeated, persistent harassment that intimidates or demeans.
- **Threatening Behaviour** – Verbal or physical threats towards others.
- **Persistent Defiance** – Persistent refusal to comply with school sanctions.
- **Criminal Activity** – Theft, physical assault, possession of illegal items.
- **Verbal Abuse** – Swearing or abusive language.
- **Property Damage** – Vandalism or graffiti.
- **Online Misconduct** – Cyberbullying or misuse of social media.

- **Smoking/Vaping** – Use or possession of cigarettes, vapes, or related items.
- **Possession of Prohibited Items Include** – Possession of any item that is illegal, harmful, or intended to cause injury or commit an offence, including weapons, alcohol, illegal drugs, stolen items, tobacco/vapes, fireworks, pornographic materials, or any suspicious article.

Students accused of serious unacceptable behaviour may be placed in isolation during an investigation. If the allegation is upheld, appropriate disciplinary action, including suspension or permanent exclusion, may be taken by the Senior Leadership Team.

Where appropriate, serious unacceptable behaviour may also result in police involvement and removal from the premises. Glossopdale School takes serious breaches of behaviour seriously and will act in the best interest of students.

Details of potential sanctions are outlined in Appendix 3. This guide is not exhaustive and may be updated at the discretion of the Headteacher or Chair of Governors.

4. Roles and Responsibilities

4.1 The Governing board

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

4.2 The Headteacher

The Headteacher and senior leaders are responsible for:

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

4.3 Teachers and staff

Staff are responsible for:

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

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and Carers

Parents and carers, where possible, should:

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

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

4.5 Students

Students will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

5. School Behaviour Curriculum

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

- Explicitly teaching students expected behaviours
- Learning how their behaviour impacts others and their own future selves
- Learning about identity, protected characteristics, prejudice and discrimination
- Learning about ways to seek help and support
- Building trusting relationships with staff
- Learning from the professionalism and conduct of staff- modelling behaviour
- Teaching student culture routines

As a result, Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Report any concerns to a member of staff or the pastoral staff as soon as possible

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6. Behaviour Management Process

In lessons where a teacher feels that a student is not behaving in an acceptable manner they will be issued with a **C1** (The first consequence issued as a direct result of a negative behaviour). This is a warning that the student needs to modify/change the way that they are behaving.

If the student chooses to ignore this warning and does not modify their attitude and behaviour the teacher will issue a **C2** (The second consequence, a result of further negative behaviour). This is the student's final warning before a detention is issued.

If the student continues to behave in a way that the teacher feels is unacceptable the teacher will issue a **C3**. The third consequence, a result of continued negative behaviour, despite two chances to modify their actions. A C3 can also include the request for support from a member of staff on-call, who will discuss conduct with the student with a view to positively re-engaging them back to their learning. When a C3 is issued to a student, they will be issued with a 20 minute after-School detention. This will take place under the supervision of the Year Team. Under normal circumstances the School will attempt to schedule the detention the day after the teacher has issued the **C3**.

If the student continues to behave in a way that the teacher feels is unacceptable after a C3 has been issued, the teacher will issue a **C4 – Lesson Removal**. The student then being removed from the lesson

either to a replacement classroom or a suitable area of isolation within the school building for the remainder of the lesson. When a **C4** is issued to a student, they will be issued with a 40 minute after-school detention. This will take place under the supervision of the Year Team. Under normal circumstances the School will attempt to schedule the detention the day after the teacher has issued the **C4**. If a student refuses to go into a replacement classroom, they will be placed in Internal Suspension.

If a student receives multiple callouts in one day (**C3** and/or **C4**) they may have to serve the rest of the day in Internal Suspension (via the Internal suspension room, or another suitable location) or they may be placed in Internal Suspension on the full following day. Parents/Carers will be informed by the Year Manager of this decision.

It is important to state that the DfE guidance states that the School is not obliged to provide any notice in relation to a detention being issued and, in some situations, it may be that a "no notice detention" will be issued. Furthermore, DfE guidance states that the School does not have to inform Parents/Carers why a detention has been given. However, at Glossopdale School we notify Parents and Carers of detentions via email informing them of the exact date when the detention is due to take place and the reason for the detention.

Once a teacher issues a C3 or C4 this cannot be changed unless SLT decides an error has been made.

- Next day detentions run from 3:10 pm unless the school day is temporarily changed.
- They can last 20 minutes, 40 minutes or 60 minutes
- Should students arrive a few minutes late they will at the very least make the time up at the end of the detention. However, if they are more than fifteen minutes late, they will fail the detention and be expected to complete a 60-minute detention the next day.
- If students talk or display negative behaviour during the detention they will be issued with a warning. Should students not respond positively to the warning, the student will fail their detention.
- Failing a 20 or 40-minute detention will result in the student being expected to complete a 60-minute, Senior Leadership Team detention the next day.

- Students who do not attend a detention will be expected to complete a 60-minute, Senior Leadership Team the next day.
- Students who fail or refuse to attend a 60-minute, Senior Leadership Team detention will be placed in Internal suspension the next day. If a student continues to persistently refuse to attend SLT detentions, they may be given a Fixed Term Suspension and/or given an off-site direction placement to another school for a fixed period of time.

Note: - For issues regarding equipment for lessons i.e. exercise books, PE kit, essential equipment. Students who do not bring an essential piece of equipment (eg, PE kit, exercise book) will receive a C3, which will result in a 20-minute detention.

Students may be placed on report to a designated member of staff where issues around behaviour, attendance and/or punctuality continue to fall below the school's expectations. Where students do not meet the specific targets outlined on the report a consequence of a Senior Leadership Detention, Internal suspension, Fixed Term Suspension and/or and off-site direction placement may be initiated.

a. Low level disruption

Low level disruption not only seriously affects the learning of the student disrupting the lesson but also the wider learning environment and therefore directly affects the learning of other students and the teacher's ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of Low-Level Disruption, however, this list is not exhaustive.

- i. A failure to follow instructions at the first time of asking.
- ii. Displaying behaviour that prevents other students from learning.
- iii. A refusal to engage in the learning process.
- iv. Disrespectful responses to staff.
- v. General defiance/poor attitude.
- vi. Incorrect/non-compliance with the school uniform standards.

Through our Positive Behaviour Culture, Glossopdale School intends to address the issue of low-level disruption whilst at the same time dealing effectively with more serious examples of inappropriate or anti-social behaviour.

b. Mid/High-level disruption

For disruption that has a significant effect on a student's learning and/or safety, a C3 or C4 may be issued without a C1 or C2 warning being given. This is discretionary and where this action is taken it is to prevent a students' removal from lesson or for an incident where it is deemed appropriate to escalate the consequence and remove a student from the classroom.

c. High level disruption/serious incident/non-compliance with school procedures

For incidents that the School perceives to be of a serious nature, students will be issued with either an Internal suspension or a Fixed Term Suspension. All students who receive a Fixed Term Suspension will spend some time in Internal Suspension on the day they return to school, which will allow them to complete a supportive and appropriate intervention to try to avoid potential repeated negative behaviour in the future.

All students involved in a physical fight will usually receive at a minimum, a one-day Fixed Term Suspension. Whenever possible and appropriate, a student may be issued with a more appropriate sanction such as an Internal suspension instead of an external Fixed Term Suspension if there are mitigating circumstances.

d. Internal Suspension

- Students who are internally suspended may have different start and finish times than students in mainstream lessons. They will still complete a full day and any different start and finish arrangements will be communicated in advance to Parents and Carers.
- However, if students display negative behaviour whilst in Internal Suspension, they will repeat a full day the following day and could be issued with a further sanction (Fixed Term Suspension).
- Students eat their lunch in the Internal Suspension room.
- Students do not talk to other students within the Internal Suspension room.
- Mobile Telephones will be removed from students prior to their placement in the Internal Suspension.
- Students will not be permitted to eat or drink other than at allocated times during the day in the Internal Suspension. Packed Lunches must contain foods that comply with the Healthy Schools Agenda (no nuts, fizzy drinks, energy drinks)
- Students will be expected to complete a reflection sheet and appropriate work that is provided.

7. Proactive Support for Positive Behaviour

At Glossopdale School, we are committed to fostering a positive and supportive environment that encourages good behaviour. Our proactive approach involves a comprehensive support system designed to help students thrive academically, socially, and emotionally. The following areas highlight the key supports in place for students:

Tutor Group and Form Tutor

Form tutors play a crucial role in the daily lives of students. They are responsible for:

- Supporting day-to-day issues, such as uniform and equipment, ensuring readiness for learning.
- Recognising and celebrating student achievements, fostering a sense of pride, accomplishment and motivation.
- Addressing and challenging poor conduct and attendance, helping students stay on track and reinforcing school expectations.

Year Teams

Year Teams, including Year Managers and Heads of Year, provide high levels of support focused on student welfare. Their responsibilities include:

- Closely monitoring student attendance and behaviour to identify and address any concerns early.
- Offering personalised support to ensure the well-being of all students, facilitating a positive school experience.
- Maintaining regular contact with all stakeholders to ensure that students are consistently and precisely supported

Family Support

We recognise the importance of supporting families, as well as students, in order to maintain student success. Our family support services include:

- Providing essential welfare and safeguarding support to students and their families.
- Liaising with a range of external welfare and support agencies to ensure comprehensive care and intervention when needed.
- Liaising with the Local Authority agencies including The Police.

Inclusion Support

Our Inclusion Team is dedicated to supporting students with Special Educational Needs (SEN), particularly those with Education, Health and Care Plans (EHCP) and Social, Emotional and Mental Health (SEMH) needs. They offer:

- In-school student assessment (where appropriate)
- Extensive individualised support to help SEN students thrive in the school environment.
- Tailored interventions and resources to meet diverse learning and behavioural needs.

Thrive Support

The on-site Thrive Support programme serves as an alternative provision for students who struggle with self-regulation and conduct. This program aims to:

- Provide extensive support to students persistently failing to manage their behaviour.
- Successfully reintegrate students into mainstream lessons by developing their self-regulation and coping skills.

MHST Support

We are proud to partner with the Compass Mental Health Support Team (MHST), which provides:

- A wide range of support sessions for both students and their families, addressing mental health and well-being.
- Collaborative strategies to promote emotional resilience and positive mental health outcomes.

MUFC Foundation

Our partnership with the Manchester United Foundation enhances our support network by offering:

- Additional layers of support for students with various needs, including behaviour support.
- Aspirational mentoring and leadership opportunities, helping students develop into confident and capable individuals.
- Regular opportunities to attend tournaments, visit MUFC and be involved in match days – Ball person role.

These proactive support mechanisms are integral to maintaining a positive school culture and ensuring every student has the opportunity to succeed. By working collaboratively, we create a safe, supportive, and inclusive environment where all students can 'THRIVE'.

8. Parental Meetings

The School may invite Parents/Carers to attend a meeting (this could be in person or through the use of a virtual platform) with staff to discuss a particular issue in relation to a concern over a student's general behaviour, or in relation to a specific incident.

If Parents/Carers do not attend the meeting for whatever reason, the student concerned may remain in Internal Suspension until that meeting has taken place and the issue has been resolved. However, on occasions the school may request that another appropriate adult (agreed by Parents/Carers) attends the meeting, should Parents/Carers not be able to attend within a timeframe that is reasonable, to ensure the student can resume their timetabled lessons. In most cases, students will attend the meeting with their Parent/Carer. They should do so in Full School Uniform without exception. Where incidents involve members of staff it is not school procedure for the staff to be present at the meeting.

The School does not allow Parents/Carers or third parties to record Parent/Carer meetings. Anyone secretly filming or recording a meeting will be banned from attending the school campus with immediate effect under the Parent/Carer code of conduct and/or our Trust complaints policy. Furthermore, Parents/Carers are not permitted to record telephone conversations with School staff. Anyone found doing so will receive a communication ban and the recording will be deemed inadmissible.

Please note that School staff will only meet with Parents/Carers who are officially registered on the school system. Parents/Carers are entitled to bring a friend to accompany them to a meeting but only registered Parents/Carers are permitted to participate in the discussions. Parents/Carers who bring a friend or any other third party must notify the School 24 hours before the scheduled meeting time. Should this not occur the school reserve the right to reschedule a meeting.

Where a Parent/Carer has been banned from the School site due to their previous conduct, an appropriate adult may meet with the school and act as their representative in the meeting. The appropriate adult must be agreed by both parties prior to any meeting taking place. The School schedules meetings through an appointment-based system. Appointments should be made via school's reception/Year Teams/Subject staff. Parents/Carers will not be permitted entry to school without a pre-booked appointment.

8.a Zero Abuse

Glossopdale School & Sixth Form is committed to providing a working and learning environment free from abuse. Any form of abuse of staff and visitors will not be tolerated. Any adult or advocate for a young person found in breach of this policy will no longer be permitted to communicate with staff or access the school grounds and meetings will be terminated. Action will then be taken to address this directly with those involved, in line with our vexatious complaints policy.

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding policy for more information.

10. Rewards and positive behaviour

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

Principles

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

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

Positive behaviour will be rewarded with:

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

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

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

11. Uniform Requirements

School uniform requirements are clearly outlined in the school uniform policy. Our uniform is designed to ensure that all students look smart, are dressed appropriately and represent the school positively. The official school uniform must be worn by all students who are on roll at Glossopdale School & Sixth Form at all times, without exception. The uniform Policy applies to students attending off-site provision (including activities) and out of hours activities unless Parents/Carers are advised otherwise. Students who contravene the Uniform Policy will be placed in Internal Suspension until any issues are corrected.

To outline some of the key features of the uniform policy, Glossopdale School & Sixth Form allows students to wear one pair of stud earrings, and one watch. All other jewellery, nose piercings and body piercings will be confiscated by staff and locked away. All confiscated items can be collected at the end of the day. Items may be confiscated for longer periods of time, and Parents/Carers may be asked to attend school to collect them, if students persistently wear banned jewellery.

Where students arrive at school in trainers or shoes that contravene the uniform policy, students will be placed in Internal Suspension or an alternative form of footwear may be offered enabling the student to remain in School and continue learning. Students who refuse to accept the consequence, or refuse to wear the alternative footwear offered will, as a minimum, remain in Internal suspension until the issue can be rectified..

Although the School does not operate a “zero tolerance” approach to students wearing makeup, all make-up must be minimal and discrete. False nails and false eyelashes are not permitted. The length of students’ nails should also be kept to an acceptable length in respect of the Health and Safety requirements for practical activities such as Sports and Design Technology etc. Nail polish/varnish is not permitted. Sanctions will be issued where the uniform expectations and standards are not met.

12. Mobile Telephones

The use of mobile telephones is not permitted anywhere on the school site between 8:30am and 3:10pm.

At the end of the day, students *must* leave the building before they can get their phones out and turn them on.

Students are permitted to bring a mobile phone into school. If they choose to do so, it is on the understanding that they agree with the following expectations.

- Mobile phones must be switched off and placed in their school locker or student’s bag. They must remain off during school hours of **8.40am to 3.10pm**
- Mobile phones must be kept out of sight and safely stored in their school bag, locker. **They must not be kept on their person such as being placed in blazer pockets.**
- Telephone calls by students using their mobile phones should never be made in core school time and the sending and receiving of texts is also prohibited.
- Students are not permitted to access music, social media during school time and record, send or receive videos, photographs and voice recordings.
- Students wishing to contact Parents/Carers should contact their appropriate Year Team Office who can help facilitate a phone call. Likewise, Parents/Carers should refrain from contacting students directly and instead, ring the school reception number. This prevents any misunderstandings and miscommunication.

If staff at the school feel that a mobile telephone has been used they are empowered to check the phone and ascertain if that is indeed the case. The information above also applies to smart watches.

Any student in breach of the above rules will have their mobile telephone confiscated with immediate effect and this will only be returned through collection from the Year Team at the end of the day. The School does not allow Parents/Carers or third parties to record Parent/Carer meetings or telephone calls, which includes the use of Apps that can be used to record or listen to live conversations. Therefore, all confiscated mobile telephones will be turned off and stored securely.

Under no circumstances should Parents/Carers make direct contact with their child via telephone calls or any other media platform whilst they are under the school's duty of care. In doing so, students will receive a consequence due to a breach of the rule in that they are not permitted to use their mobile telephones or any other electrical devices during the aforementioned time.

When students are being spoken to regarding an incident the student's mobile phone must be handed in and switched off to staff to prevent communication with a third party that may interfere with the investigation.

The school will not accept responsibility for any loss, damage or costs incurred due to mobile devices being used or confiscated.

13. Misbehaviour

13.1 Sanctions and Escalations for Misbehaviour

The school has the right to utilise a range of sanctions & interventions both inside and outside of the classroom, to support correction of student misbehaviour. These can include, but are not limited to:

- Classroom interventions - Moving seat, verbal warnings, communication home to parents/carers, change of class group, placement on report etc.
- After-school detention - Informal (teacher led, break & lunch time detentions) or Formal (centralised 20, 40 and 60 minute detentions)
- Community Service
- Isolation/withdrawal from lessons
- Internal Suspension
- Off-site Direction
- Fixed Term Suspension
- Managed Moves
- Governor Panel
- Permanent Suspension

Escalation of sanctions will usually follow the order as outlined above.

Other actions, in accordance with internal protocols, may apply (for example sessions in the THRIVE Centre or alternative provision or other forms of support as listed above)

13.2 Sanctions for lack of PE Kit

- All students are expected to bring their PE kit on days where they are timetabled to have PE.
- If a student has a medical note excusing them from taking part, they must still bring their kit.
- Failure to bring the correct PE kit will result in a 20-minute detention, scheduled for the next school day.
- Failure to attend the detention will result in an escalation of sanctions in line with school policy (see above).
- Students failing to have their kit with them may be asked to complete other appropriate tasks helping with equipment, officiating games, completing worksheets and simple coaching.

13.3 Sanctions for poor punctuality to school

- All students are expected to arrive at school by 8:35, at which point, the school gates will be closed. Students arriving after this time will be issued a late mark
- Students who arrive late to school (without valid reason) before the AM register closes will be required to attend a 20-minute detention, which will be scheduled for the next school day.
- Students who arrive late to school (without valid reason) after the AM register closes will be required to attend a 40-minute detention, which will be scheduled for the next school day. Their morning session will also be recorded as an unauthorised absence

- For full details for sanctions when a student is late to school, refer to the Attendance and Punctuality Policy

13.4 Sanctions for poor punctuality to lessons

- Students are expected to arrive on time to every lesson, and sufficient time is given for them to transition between lessons and breaks to ensure that they are punctual and ready to learn.
- Students that are late to lessons will be given a late to lesson mark from their teacher. For every late lesson they will receive a 20 minute detention.
- Students who arrive late to school before registration has closed will receive a 20 minute detention. If they arrive late after registration has closed they will receive a 40 minute detention.
- Students who persistently arrive late to school or lessons may also receive further sanctions and interventions.

13.5 Internal Truancy

- Truancy from lessons is a serious safeguarding issue and will not be tolerated.
- Any student that is more than 5 minutes late to a lesson, without a valid reason, will be marked for Truancy.
- Students who truant will be given an immediate sanction. This may include an after-school detention, but may also lead to further sanctions including serious sanctions such as internal suspension, fixed term suspension or off-site direction.
- Parents/carers will be expected to attend meetings in school if their child is repeatedly truanting lessons.

13.6 Off-site misbehaviour

- Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:
 - Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from school
 - Wearing school uniform
 - In any other way identifiable as a student of our school. (Eg, theft, aggressive or violent behaviour, failing to follow reasonable instructions from staff)
- Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another student or staff member
 - Could adversely affect the reputation of the school
- Sanctions will be completed on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

13.7 Online misbehaviour

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

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

Sanctions will be completed on school premises or elsewhere when the student is under the lawful control of a staff member.

13.8 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.

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

13.9 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 are encouraged and are informed of the different pathways to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Reasonable adjustments will be made for any students who are unable to verbalise their concerns.

- 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 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 the local authority
- Refer to children's social care
- Report to the police
- Please refer to our child protection and safeguarding policy for more information

13.10 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 discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction 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 requires any additional support. If so, a referral to DCC children's social care or other appropriate agencies may be appropriate.

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

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

13.11 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 networking sites, messaging apps or gaming sites
Child on Child abuse	This is classified as, behaviour by an individual or group, intending to physically, sexually or emotionally harm others. This Includes sexual violence and harassment, mental health issues, learning disabilities, autistic spectrum conditions and behaviour. If this is done repetitively, it would be considered child on child bullying and is a serious form of bullying.

The school has a zero-tolerance to bullying and all incidents of bullying will be investigated. Further information around Glossopdale's strategy and approach to preventing and addressing bullying are found in the Anti-Bullying Policy. This includes:

- How the school will prevent bullying
- How students, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures for bullying

- How the school supports students who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying.

14. Miscellaneous

14.1 School Guidelines in relation to Drugs/Prohibited Substances

Students found supplying or distributing illegal substances and or any items deemed to be drug paraphernalia, face an immediate Fixed Term Suspension and may face a potential Permanent Exclusion from School. Where appropriate the student/s will be offered support from both internal and external services. The Headteacher authorises all staff with the power to search students however, the agreed approach to searching is detailed in the section below.

14.2 School Guidelines in relation to Bladed Articles/Weapons (including replicas)

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least he/she will receive a Fixed Term Suspension. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the Police and will be dealt with accordingly.

In law fireworks such as 'bangers' etc. are classed as firearms. Glossopdale School & Sixth Form operates a zero-tolerance approach in relation to fireworks.

14.3 Smoking/Vaping

Glossopdale School is a No Smoking Site and as a result operates a strict No Smoking Policy. Students found in possession of cigarettes, e-cigarettes, vapes and/or lighters will have the items confiscated and they will not be returned. A detention, and in some cases an Internal or Fixed Term Suspension may be issued where students are caught smoking/vaping, being in possession of a vape or supplying vapes to other students. Repeated incidents may result in an escalation of sanction issued. Students involved in repeated incidents will receive additional pastoral support and signposting to external agencies in collaboration with Parents/Carers.

14.4 Food and Drink

All unhealthy drinks and snacks are prohibited at Glossopdale School & Sixth Form. Where students are found to be in possession of fizzy and/or high sugar drinks and snacks these will be confiscated and not returned. Any student who is selling food and drink will be issued with an Internal suspension, and in repeat cases, a Fixed Term Suspension

Chewing gum is also banned from the School site. Chewing gum will be confiscated and not returned, and students will receive a sanction for use/persistent use of chewing gum.

14.5 CCTV and Requests for Documentation

The School will not release copies of CCTV footage as this would contravene Child Protection and safeguarding/GDPR guidelines. Documents containing information which names other students will always be anonymised to protect individuals.

14 Searching Screening and Confiscation

The Head teacher, under their statutory powers has authorised all staff with the power to search students or their possessions without consent, where they have grounds for suspecting that the student may have a prohibited item in their possession. This extends to school trips and/or visits where the member of staff has lawful control of the student(s).

If the statutory powers need to be used then the school will ensure that all searches are conducted by two members of staff, one of which will be the same sex as the student at birth. Where possible the search will be conducted by members of either the Senior Leadership Team or the Pastoral Team. A member of the same sex will always be present when a search is conducted.

A clear explanation of why the search is being carried out will always be given and a communication note following the search will also be provided. All searches will be recorded on CPOMS, the senior safeguarding team will be made aware of the details of the search and the findings and parents informed.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes/chewing tobacco/ papers
- Vapes/E-cigarettes
- Fireworks
- Pornographic images
- Any article that the member of staff 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)

Any items banned under the school rules that has been identified in the rules and any item which may be searched for to include:

- Fizzy drinks
- Sugary food; biscuits/sweets
- Chewing gum
- Jewellery (apart from one set of stud earrings)
- Cigarettes/e-cigarettes/vapes and chewing tobacco
- Mobile phones (at certain times)
- Lighters/matches/inflammable fluid
- Make-up items
- Accessories
- Laser pens
- Any form of medication except an asthma inhaler or medication that has been agreed by school having taken medical advice.

15.1 Process for Searching a Student

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.
- An authorised member of staff of a different sex to the Student can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During

this time the Student will be supervised and kept away from other students.

- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the Student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the Student has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the Student why they are being searched
- Explain to the Student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the Student the opportunity to ask questions
- Seek the student's co-operation
- If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to cooperate, the member of staff will contact a member of the Senior Leadership Team, to try and determine why the student is refusing to comply.
- The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.
- The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.
- The authorised member of staff may use a metal detector to assist with the search.
- An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots
- Searching students' possessions
- Possessions means any items that the Student has or appears to have control of, including:
 - Desks
 - Lockers
 - Bags
- A student's possessions can be searched for any item if the Student agrees to the search. If the Student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.
- An authorised member of staff can search a student's possessions when the Student and another member of staff are present.
- If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

- The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a Student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items

were found, will be recorded in the school's safeguarding system.

Informing parents

- Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

- Irrespective of whether any items are found as the result of any search, the school will consider whether the Student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

- The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).
- Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.
- Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the Student involved and should advocate for Student wellbeing at all times.

Communication and record-keeping

- Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the Student before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult.
- If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).
- The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

- For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the Student or others.
- One of these must be the appropriate adult, except if:
- The Student explicitly states in the presence of an appropriate adult that they do not want an

appropriate adult to be present during the search, and

- The appropriate adult agrees
- If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.
- No more than 2 people other than the Student and appropriate adult will be present, except in the most exceptional circumstances.
- The appropriate adult will:
 - Act to safeguard the rights, entitlement and welfare of the pupil Not be a police officer or otherwise associated with the police Not be the headteacher
 -
 - Be of the same sex as the pupil, unless the Student specifically requests an adult who is not of the same sex
 - Except for an appropriate adult of a different sex if the Student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the Student could be seen by anyone else.

Care after a strip search

- After any strip search, the Student will be given appropriate support, irrespective of whether any suspected item is found. The Student will also be given the opportunity to express their views about the strip search and the events surrounding it.
- As with other searches, the school will consider whether the Student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

15.2 Screening

What the law allows:

- Schools can require students to undergo screening by a walk through or hand-held metal detector even if they do not suspect them of having a weapon and without the consent of the student.
- Only members of the pastoral team, supervised by members of the Senior Leadership Team, can screen students.

15.3 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

16. Responding to misbehaviour from students with SEND

16.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from Students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled Student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of Students with SEND (Children and Families Act 2014)
- If a Student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must 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 of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the Student concerned. This may include:
- Short, planned movement breaks for a Student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a Student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a Student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where Students can regulate their emotions during a moment of sensory overload

16.2 Adapting sanctions for Students with SEND

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

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

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

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

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

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

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

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

16.4 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.

17. Use of Reasonable Force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Where reasonable force is used, this will be recorded on the school system via CPOMS. Parents/Carers will also be notified.

18. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Intervention and support are provided for students to help improve and modify their behaviour. The school has an extensive intervention package that may include (although not exhaustive)

- Pastoral mentoring & Support
- intervention, report cards
- External agency work and outreach
- Internal SEND assessment and support
- Pastoral support plans
- Family support services
- Referrals to external agencies, including the local authority inclusion team
- Off-site direction
- Internal Alternative Provision (THRIVE and Learning Support)
- Managed Transfers
- Alternative Provision

Intervention and support are provided to support and improve a student's behaviour with a view to reduce suspensions and permanent exclusions through proactive and preventative measures, intervention and support. After every suspension, there will be a return from suspension meeting with the students and Parents/Carers (where possible). At that meeting, the behavioural problems, targets for improvement and support to do this will be discussed and recorded.

19. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Bullying incidents
- Attendance, permanent exclusion and suspension
- Use of student support units, including Learning Support and THRIVE Provision
- Off-site directions and managed moves
- Incidents of searching, screening and confiscation

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. Trends or disparities between groups of students can be identified and addressed by the school.

20. Monitoring this policy

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

21. Links with other policies

This behaviour policy is linked to the following policies:

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

Appendix 1: Written statement of behaviour principles

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

Glossopdale
School & Sixth Form



Classroom Expectations

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

School Expectations

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

Appendix 4: Summary of Sanctions & Examples of Behaviours

The following table highlights the list of sanctions in school and includes examples of the behaviors that may lead to these sanctions.

Please remember that:

Behaviours and their linked sanctions are not limited to this list

Some behaviours may lead to other sanctions listed and this is determined by the school

Example: A student may be given an internal suspension over an isolation if they have already been issued an isolation for failing to attend an SLT detention

Sanction	Example- Behaviours
C2- Sanction	<ul style="list-style-type: none"> - Failure to meet classroom expectations - Failure to meet wider school expectation
20 minutes After School Detention	<ul style="list-style-type: none"> - C3 issued in lesson for negative or persistently negative conduct - Negative conduct at break or lunch - Confiscated Mobile Phone - One off incidents of negative behaviour such as, incomplete homework or lack of equipment. - Late to lesson or late to school during registration
40 minutes After School Detention	<ul style="list-style-type: none"> - C4 issued in lesson for negative or persistently negative conduct - 5 C2s in a half term - Persistent lates to lesson - Persistent missing/no equipment marks (including PE Kit) - Negative conduct at break or lunch - One off incidents of negative -Late to school after registration has closed
SLT Detention (60 minutes)	<ul style="list-style-type: none"> - Failure to attend a 20/40 minutes after-school detention - Persistent negative conduct - One off incidents of negative behaviour
Isolation	<ul style="list-style-type: none"> - Failure to attend an ESLT detention - Persistent negative conduct - One off incidents of negative behaviour - Multiple incidents of negative behaviour/C3s & C4s in the same day - Persistent failure to meet school expectations - Persistent failure to complete sanctions
Internal Suspension	<ul style="list-style-type: none"> - Failed isolation - Serious incidents of negative behavior - Persistent failure to meet school

	<p>expectations</p> <ul style="list-style-type: none"> - Persistent failure to complete sanctions
Fixed Term Suspension	<ul style="list-style-type: none"> - Failed isolation and/or internal suspension - Serious incidents of negative behavior - Persistent failure to meet school expectations - Persistent failure to complete sanctions
Fixed Term Suspension Governors' Panel	<p>-If a student exceeds 15 days of fixed term suspensions in one full term, it is mandatory that they will have a Governors' review panel</p>
Off Site Direction	<ul style="list-style-type: none"> - Failed isolation and/or internal suspension - Serious incidents of negative behavior - Persistent failure to meet school expectations - Persistent failure to complete sanctions
Managed Move	<ul style="list-style-type: none"> - Failed isolation and/or internal suspension - Serious incidents of negative behavior - Persistent failure to meet school expectations - Persistent failure to complete sanctions
Permanent Exclusion	<ul style="list-style-type: none"> - One-off serious incidents of negative behavior - Persistent failure to meet school expectations -More than 45 days fixed term suspensions in the Academic year