

To aspire, endeavour and thrive together

Glossopdale High School Positive Behaviour Policy

Revision	Description of Changes
July 2026	Policy and procedure updated and separated for ease.

Approved by:	LGB	Date:
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1. Introduction

Glossopdale School & Sixth Form is committed to establishing and maintaining a calm, safe and purposeful environment where all members of our community can learn, work and thrive. As stated in the school's behaviour culture, "Behaviour is explicitly taught, not simply expected" and "Consistency across staff creates clarity and security for students."

This policy sets out the principles, expectations, and strategic approach to behaviour. All operational detail is contained in the Behaviour Procedures.

2. Aims of the Behaviour Policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour
- Ensure all students can learn in a calm, safe and supportive environment
- Establish a clear and consistent whole-school approach
- Explicitly teach behaviour through routines, modelling and reinforcement
- Recognise and celebrate positive behaviour
- Provide a fair and proportionate response when behaviour falls below expectations
- Support all students to meet high expectations by identifying and responding to barriers to learning, including those experienced by students with SEND, care-experienced students and young carers.
- Enable students to develop positive habits that support success in school and beyond

3. Behaviour Culture

Our behaviour culture is built upon shared values of:

- Respect – for ourselves, others and the environment
- Responsibility – for our actions, effort and choices
- Consistency – in expectations, routines and responses
- Belonging – ensuring all students feel supported and valued

High expectations are applied fairly and consistently so that all students experience:

- Clear boundaries
- Predictable routines
- A safe, disruption-free learning environment

4. Roles and Responsibilities

Roles Responsibilities

Roles	Responsibilities
Governing Body	Monitor the implementation and impact of the Behaviour Policy, ensuring it is applied fairly, consistently and in line with statutory requirements, safeguarding responsibilities and the school's values, while holding the Headteacher to account and reviewing behaviour data to support a safe, inclusive and positive learning environment.
Headteacher	Promote a positive, safe and inclusive school environment by ensuring the Behaviour Policy is implemented consistently and fairly, monitoring behaviour data, and providing staff with the training and support needed to uphold high standards of conduct.

Staff	Create a calm, safe and inclusive learning environment by modelling positive behaviour, applying behaviour expectations fairly and consistently, recording incidents appropriately, and supporting pupils to make positive choices.
Parents and carers	Work in partnership with the school to support their child's behaviour, learning, attendance and wellbeing through open communication and engagement with staff.
Students	Follow the school's rules, routines and expectations, contribute to a safe, respectful and inclusive environment, engage positively in learning and school life, treat others with kindness and respect, and take responsibility for their behaviour by reflecting on their actions and responding positively to feedback.

5. Promoting Positive Behaviour

Behaviour Approach	Examples	School Response
Promoting Positive Behaviour	Frequent and specific verbal praise; recognition of effort and improvement; THRIVE points and milestone rewards; communication with families; celebration assemblies and events.	Reinforce positive behaviour so students understand expectations, recognise success and are motivated to make positive choices.
General Misbehaviour	Behaviours that disrupt learning or the school environment, including lateness, low-level disruption, rudeness or discourtesy, lack of equipment, uniform non-compliance, mobile phone misuse and truancy.	Respond consistently using the school's behaviour procedures, applying appropriate consequences alongside restorative conversations and support to help students meet expectations.
Serious Behaviour	Behaviour that causes harm to self or others, significantly disrupts learning, damages the reputation of the school or involves illegal activity. Examples include discrimination or harassment, bullying, aggressive or threatening behaviour, sexual misconduct, vandalism, theft, smoking/vaping, possession of prohibited items and online abuse.	Respond promptly and proportionately in line with the Behaviour Policy, safeguarding procedures and statutory guidance. Consequences may include removal from lessons, suspension, permanent exclusion, involvement of external agencies and/or police where appropriate, alongside support to address underlying needs.

6. Sanctions

Sanctions are: Fair; proportionate, consistently applied and are focused on improving behaviour.

The specific processes (e.g., C1–C4, detention timings, internal suspension) are detailed in the Behaviour Procedures.

7. Support for Students

Support may include:

- Pastoral mentoring
- SEND support and reasonable adjustments
- Adapted routines
- Individual behaviour plans
- Early help or external agency involvement

- Alternative provision (e.g. THRIVE)

The school recognises that behaviour may be influenced by SEND and will respond accordingly.

8. Searching, Screening and Confiscation

The school follows DfE statutory guidance. Searches will always be: Lawful, proportionate and respectful.

Procedures are detailed in the Behaviour Procedures.

9. Use of Reasonable Force

Reasonable force may be used to prevent harm, damage or disorder. It must be: Proportionate, used as a last resort, recorded and communicated to parents.

Procedures are detailed in the Behaviour Procedures.

10. Suspensions and Exclusions

Suspensions and permanent exclusions may be used where behaviour:

- Poses a serious risk
- Significantly disrupts learning
- Persists despite intervention

Reintegration meetings will follow any suspension. The Suspensions and Exclusions policy is here:

11. Monitoring and Review

The Headteacher, Senior Leadership Team and Governing Body will regularly monitor and evaluate the effectiveness of this Behaviour Policy, using behaviour data and outcomes to identify trends, inform improvements and ensure consistent, fair and effective implementation. The Governing Body will hold school leaders accountable for the policy's application and impact. The policy will be reviewed annually, or sooner where required by changes in legislation, guidance or the needs of the school, with any updates communicated to staff, pupils and parents/carers as appropriate.

12. Links to Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Attendance and Punctuality Policy
- SEND Policy
- Uniform and Equipment Policy
- Mobile Phone Policy
- Anti-Bullying Policy
- Suspension and Exclusion Policy
- Online Safety Policy