Behaviour Policy

Frequency of Review: Annually

Approved by: Local Governing Body

Policy Lead: Assistant Headteacher (Behaviour & Attendance)

Date Approved: Autumn Term 2026

Date of Next Review: Autumn Term 2027 (or sooner if legislation changes)

Mission Statement

At Church Stretton School we believe that excellent behaviour is built upon positive relationships, high expectations and a shared commitment to creating a calm, safe and purposeful learning environment.

Every member of our school community has the right to feel safe, respected and valued. Every pupil has the right to learn free from disruption, and every member of staff has the right to teach in an environment where learning is prioritised.

We recognise that behaviour is a form of communication. Whilst pupils are expected to take responsibility for their choices, we also understand that behaviour can be influenced by individual needs, experiences and circumstances. Our approach combines clear expectations with consistent support, ensuring that pupils are helped to make positive choices whilst maintaining high standards across the school.

Strong relationships between staff and pupils underpin successful learning. Staff are expected to know their pupils well, establish positive classroom cultures and use adaptive, inclusive and relational approaches to support all pupils to succeed.

Where behaviour falls below our expectations, staff will respond consistently, fairly and proportionately. Sanctions exist to promote reflection, repair relationships and encourage future success rather than simply punish poor choices. Wherever appropriate, restorative conversations will support pupils to understand the impact of their behaviour and make positive changes.

Positive behaviour is recognised, celebrated and rewarded. We believe that reinforcing success, effort, kindness, resilience and responsibility helps create a culture in which pupils are motivated to contribute positively to school life.

Our Behaviour Policy works alongside our safeguarding responsibilities and reflects our commitment to inclusion, ensuring that reasonable adjustments are made where appropriate while maintaining consistently high expectations for every pupil.

Together, we strive to develop young people who are ready to learn, respectful towards others and committed to keeping themselves and our community safe.

Our Behaviour Principles

At Church Stretton School, our behaviour culture is built upon four core principles that underpin every aspect of this policy.

These principles guide our daily practice, our decision-making and the way we work with pupils, parents and one another.

High Expectations

We believe that every pupil is capable of achieving high standards of behaviour.

We maintain consistently high expectations for all pupils whilst recognising that some pupils may require additional support, reasonable adjustments or targeted intervention to achieve them.

High expectations are never lowered; instead, appropriate support is increased.

Consistency

Consistency builds trust.

Pupils should experience the same clear expectations regardless of the lesson, member of staff, subject or location around the school.

Consistency provides certainty, fairness and predictability, enabling pupils to understand both the rewards of positive behaviour and the consequences of behaviour that falls below expectations.

Positive Relationships

Positive relationships are at the heart of successful learning.

Staff strive to know pupils well, build mutual respect and create classroom environments where every pupil feels safe, valued and able to succeed.

Strong relationships enable staff to challenge behaviour whilst maintaining pupils' dignity and self-worth.

Inclusion

We are committed to ensuring that every pupil feels they belong within our school community.

Behaviour support is personalised where appropriate, recognising that some pupils may require reasonable adjustments, additional pastoral support or specialist intervention.

An inclusive approach does not mean lowering expectations; it means ensuring that every pupil is given the opportunity and support to meet them.

These principles underpin every aspect of the Behaviour Policy and are reflected in the school's routines, rewards, sanctions, restorative practice and pastoral support systems.

Church Stretton School Behaviour Charter

At Church Stretton School, every member of our community has the right to learn, work and thrive in a calm, safe and respectful environment.

Everything we do is guided by our core expectations of being **Ready, Respectful and Safe**.

Together, we all share responsibility for creating a school where everyone feels valued, supported and able to achieve their very best.

We all have the right to:

- feel safe, valued and respected;
- learn in an environment free from disruption;
- be treated fairly and consistently;
- be listened to and supported;
- enjoy positive relationships with others;
- feel that we belong within our school community;
- achieve our full potential.

We all have the responsibility to:

Be Ready

- Arrive on time and prepared to learn.
- Bring the correct equipment.
- Take pride in our appearance and our school.
- Make the most of every learning opportunity.

Be Respectful

- Treat everyone with kindness, courtesy and dignity.
- Listen to others and value different viewpoints.
- Follow reasonable instructions first time.

- Care for our school environment and the people within it.

Be Safe

- Make responsible choices.
- Help keep ourselves and others safe.
- Report concerns when something doesn't feel right.
- Use technology responsibly.
- Contribute to a calm and purposeful school environment.

Our Commitment

As members of the Church Stretton School community, we will:

- maintain high expectations of ourselves and others;
- celebrate effort, kindness and achievement;
- take responsibility for our choices;
- learn from mistakes;
- repair relationships where things go wrong;
- support one another to succeed;
- make every day a fresh start.

Together, we will create a school where everyone is able to flourish academically, socially and personally.

Ready. Respectful. Safe. Every lesson. Every day.

School Behaviour Expectations

At Church Stretton School we expect every member of our community to:

Be Ready

- Arrive on time.
- Attend with the correct equipment.
- Wear full school uniform with pride.
- Be prepared to learn.
- Take responsibility for personal organisation.

Be Respectful

- Treat everyone with kindness, dignity and courtesy.
- Listen when others are speaking.
- Value difference and challenge discrimination.
- Follow staff instructions promptly.
- Care for the school environment.

Be Safe

- Make choices that protect yourself and others.
- Move sensibly around the school.
- Report concerns promptly.
- Use technology responsibly.
- Contribute to a calm and purposeful environment where everyone can succeed.

1. Aims

This Behaviour Policy aims to:

- establish a calm, safe and purposeful environment in which all pupils can thrive;
- promote a culture of high expectations, positive relationships and mutual respect;
- ensure that all pupils understand the school's behaviour expectations and the reasons behind them;
- provide a consistent whole-school approach to behaviour management that is applied fairly and proportionately;
- encourage pupils to take responsibility for their behaviour and understand the impact of their choices on others;
- recognise, celebrate and reward positive behaviour, effort and achievement;
- support pupils to reflect on and learn from mistakes through restorative approaches where appropriate;
- reduce disruption to learning and maximise pupils' time in lessons;
- ensure that reasonable adjustments are made for pupils with identified additional needs whilst maintaining high expectations;
- safeguard the welfare of all members of the school community;
- work in partnership with parents, carers and external agencies to support positive behaviour;
- ensure that suspensions and permanent exclusions are only used where appropriate and in accordance with statutory guidance.

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2. Legislation, Statutory Requirements and Guidance

This policy is based upon current legislation and statutory guidance issued by the Department for Education, including but not limited to:

- Behaviour in Schools: Advice for Headteachers and School Staff.

- School Suspensions and Permanent Exclusions (Statutory Guidance, effective from July 2026).
- Searching, Screening and Confiscation.
- Keeping Children Safe in Education.
- The Equality Act 2010.
- The Children Act 1989 and 2004.
- Education Act 2002.
- Education and Inspections Act 2006.
- SEND Code of Practice.
- Use of Reasonable Force in Schools.
- Supporting Pupils with Medical Conditions at School.

The policy also reflects:

- the school's statutory safeguarding duties;
- the Public Sector Equality Duty;
- the school's responsibilities under the Human Rights Act 1998;
- current guidance relating to online safety, attendance and child-on-child abuse.

The Behaviour Policy should be read alongside the following school policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- Online Safety Policy
- Mobile Communications Policy
- Restrictive Intervention and Reasonable Force Addendum
- Suspensions and Permanent Exclusions Policy

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3. Definitions

The school recognises that behaviour exists on a continuum. Staff will always seek to understand the context surrounding an incident whilst maintaining consistently high expectations.

Low-Level Behaviour

Examples include, but are not limited to:

- talking whilst others are speaking;
- calling out;
- failure to complete classwork;
- uniform infringements;
- poor punctuality;
- off-task behaviour;
- inappropriate language;
- disruption to learning.

These behaviours will normally be addressed through classroom routines, restorative conversations and proportionate sanctions.

Serious Misbehaviour

Serious misbehaviour includes, but is not limited to:

- repeated breaches of the Behaviour Policy;
- refusal to follow reasonable staff instructions;
- behaviour which significantly disrupts learning;
- physical assault against another pupil;
- physical assault against a member of staff;
- fighting;
- threatened violence;
- aggressive or intimidating behaviour likely to cause harm;

- bullying of any form;
- discriminatory behaviour, including racist, sexist, homophobic, biphobic, transphobic or disability-related incidents;
- sexual harassment;
- sexual violence;
- vandalism;
- theft;
- deliberate damage to school property;
- smoking or vaping on school premises;
- possession or use of alcohol or illegal drugs;
- possession of prohibited items;
- malicious allegations;
- behaviour that places the safety of others at risk;
- misuse of technology, including inappropriate filming, photography or online abuse;
- persistent refusal to comply with the school's Mobile Phone Policy;
- behaviour that brings the school into disrepute either on or off site.

Serious incidents will normally require investigation by pastoral leaders or senior staff and may result in significant sanctions, including removal from lessons, suspension or permanent exclusion where appropriate.

Prohibited Items

The school may search for and confiscate prohibited items in accordance with statutory guidance.

These include:

- knives and offensive weapons;
- alcohol;
- illegal drugs;
- stolen items;

- tobacco, cigarette papers and vaping devices;
- fireworks;
- mobile phones;
- pornographic images;
- any item reasonably suspected of being intended for use in committing an offence, causing injury or damaging property.

Behaviour Recording

Behaviour incidents will be recorded using the school's Behaviour Management Information System (MIS).

Behaviour data will be reviewed regularly to:

- identify emerging trends;
- monitor vulnerable groups;
- evaluate the effectiveness of interventions;
- ensure consistency across departments;
- inform staff training and school improvement.

Behaviour data will support professional discussion rather than operate as a purely punitive record.

4. Roles and Responsibilities

Creating and maintaining a positive behaviour culture is a shared responsibility. Every member of the school community has an important role in ensuring that Church Stretton School remains a calm, safe and purposeful place in which pupils can learn and thrive.

4.1 The Local Governing Body

The Local Governing Body is responsible for ensuring that this Behaviour Policy reflects statutory requirements, the school's values and current best practice.

The Governing Body will:

- review and approve the Behaviour Policy;

- monitor the effectiveness of the policy through reports;
- scrutinise behaviour, suspension and exclusion data, including trends relating to vulnerable groups and pupils with protected characteristics;
- ensure behaviour systems promote inclusion, safeguarding and educational achievement;
- hold school leaders to account for the consistent implementation of the policy;
- ensure appropriate resources are available to support behaviour, pastoral care and staff development.

4.2 The Headteacher

The Headteacher has overall responsibility for establishing and maintaining a positive behaviour culture throughout the school.

The Headteacher will:

- promote high standards of behaviour and conduct;
- ensure the Behaviour Policy is implemented consistently;
- foster a culture of positive relationships, high expectations and inclusion;
- ensure staff receive appropriate behaviour management training;
- ensure restorative and relational practice is embedded across the school;
- ensure behaviour systems are monitored and evaluated regularly;
- oversee the use of suspensions, managed moves and permanent exclusions in accordance with statutory guidance;
- ensure reasonable adjustments are considered where appropriate;
- ensure safeguarding responsibilities remain central to all behaviour decisions.

4.3 Senior Leaders

Senior leaders will provide strategic leadership for behaviour by:

- modelling the school's values and expectations;
- supporting staff with challenging behaviour;
- monitoring behaviour trends and responding proactively;

- ensuring consistency across departments and year groups;
- quality assuring behaviour records;
- support restorative and reintegration processes where appropriate;
- supporting staff following serious behaviour incidents;
- reviewing behaviour data to identify pupils requiring additional intervention.

4.4 Heads of Department and Heads of Year

Middle leaders play a crucial role in ensuring consistency across the school.

They will:

- support colleagues in maintaining high expectations;
- monitor behaviour within their areas of responsibility;
- provide coaching and guidance for staff where required;
- intervene early where patterns of behaviour emerge;
- work collaboratively with families and external agencies;
- oversee restorative meetings and behaviour support plans where appropriate;
- contribute to behaviour reviews and multi-agency meetings.

4.5 Teachers and Support Staff

Every member of staff is a teacher of behaviour.

Staff are expected to model professionalism, consistency and respect in every interaction with pupils.

Staff will:

- build positive, respectful relationships with pupils;
- establish predictable routines and clear classroom expectations;
- create calm, purposeful learning environments;
- deliver engaging, well-planned and adaptive lessons that support all learners;
- use proactive classroom strategies to reduce disruption;

- make reasonable adjustments where appropriate in accordance with pupils' identified needs;
- use de-escalation strategies to prevent incidents from escalating;
- support pupils to remain in lessons whenever possible;
- seek additional support before removing pupils from lessons where appropriate;
- apply rewards and sanctions consistently and fairly;
- use restorative conversations to repair relationships following incidents;
- record behaviour accurately using the school's Behaviour Management Information System;
- communicate positively with parents and carers regarding both successes and concerns;
- contribute to behaviour reviews and intervention planning.

Staff are expected to maintain consistently high expectations whilst recognising that pupils may require different levels of support to achieve them.

4.6 Parents and Carers

The school values parents and carers as partners in promoting positive behaviour.

Parents and carers are expected to:

- support their child in meeting the school's behaviour expectations;
- reinforce the values of being Ready, Respectful and Safe;
- ensure their child attends school punctually, appropriately equipped and in correct uniform;
- support the school's Mobile Phone Policy;
- communicate promptly with the school where circumstances may affect their child's behaviour or wellbeing;
- attend meetings relating to behaviour support where requested;
- work collaboratively with the school to promote positive outcomes.

The school will maintain open, respectful and constructive communication with parents and carers and seek to resolve concerns through partnership.

4.7 Pupils

Pupils are expected to take responsibility for their behaviour and contribute positively to the school community.

Pupils are expected to:

- attend school ready to learn;
- follow the school's routines and expectations;
- treat everyone with respect;
- follow reasonable instructions promptly;
- care for the school environment;
- behave safely at all times;
- contribute positively to lessons;
- complete sanctions where required;
- participate honestly in restorative conversations;
- report concerns about safety or wellbeing;
- support others in creating a positive school culture.

Pupils should understand that positive behaviour benefits everyone and that every day provides an opportunity for a fresh start.

4.8 Shared Responsibility

Positive behaviour is achieved when pupils, staff, parents, governors and external partners work together.

The school believes that consistency, compassion and high expectations are complementary rather than conflicting principles. By working together with mutual respect and shared purpose, we create a culture in which every pupil has the opportunity to succeed academically, socially and personally.

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5. The Behaviour Curriculum

At Church Stretton School, behaviour is taught, modelled and reinforced in the same way as any other aspect of learning.

Our Behaviour Curriculum establishes the routines, expectations and habits that enable every pupil to succeed both academically and personally.

These expectations are explicitly taught, regularly revisited and consistently reinforced by all members of staff.

Our behaviour culture is built around three simple principles:

Be Ready

Pupils demonstrate readiness by:

- arriving punctually each day and to every lesson;
- bringing the correct equipment;
- wearing the correct school uniform with pride;
- following school routines promptly;
- being prepared to participate positively in learning.

Be Respectful

Pupils demonstrate respect by:

- treating everyone with kindness, dignity and courtesy;
- listening carefully when others are speaking;
- following staff instructions first time;
- respecting differences and challenging discrimination;
- looking after school buildings, equipment and the wider environment;
- communicating appropriately both in person and online.

Be Safe

Pupils demonstrate safety by:

- making responsible choices;
- moving calmly around the school;
- behaving safely during practical activities;
- reporting concerns to trusted adults;
- protecting the wellbeing of themselves and others;
- using technology responsibly.

These expectations apply throughout the school day, during educational visits, whilst travelling to and from school, when representing the school and, where appropriate, online.

5.1 Teaching Behaviour

Excellent behaviour does not happen by chance.

Staff will explicitly teach, model and reinforce expected behaviours through:

- consistent routines;
- positive relationships;
- clear explanations of expectations;
- regular reminders;
- praise and recognition;
- restorative conversations;
- coaching pupils to make positive choices.

Behaviour expectations will be revisited whenever necessary, particularly following holidays, transitions or where patterns of behaviour indicate further teaching is required.

5.2 Classroom Routines

Consistent classroom routines create predictability, reduce anxiety and maximise learning.

Across the school pupils are expected to:

Arrival

- arrive promptly;
- enter classrooms calmly;
- have equipment ready;
- begin the starter activity immediately.

During Learning

Pupils should:

- listen when others are speaking;
- contribute positively;
- remain on task;
- follow staff instructions promptly;
- seek help appropriately;
- allow others to learn without interruption.

Staff will:

- greet pupils positively;
- establish calm starts to lessons;
- deliver engaging and adaptive teaching;
- use positive reinforcement frequently;
- address low-level disruption promptly and consistently;
- use de-escalation strategies wherever appropriate.

5.3 Social Times and Movement Around School

Pupils are expected to:

- move sensibly between lessons;
- keep to the left where appropriate;
- respect personal space;
- follow staff instructions immediately;
- use appropriate language;
- keep the school site clean and tidy;
- treat the toilet areas with respect;
- behave respectfully in dining areas, corridors and outdoor spaces.

Positive behaviour outside lessons contributes equally to the school's culture and expectations.

5.4 Mobile Phone-Free School

Church Stretton School is a mobile phone-free school.

Our expectation is that pupils leave their mobile phones at home wherever possible.

We recognise that some pupils travel independently and may require a mobile phone before and after school. Where this is the case, pupils may bring a phone onto the school site only in accordance with the procedures set out below.

Daily Procedures

Any mobile phone brought onto the school site must:

- be switched off before entering the school buildings;
- be handed directly to the Form Tutor during morning tutor time;
- remain securely stored throughout the school day;
- only be returned during afternoon tutor time unless an authorised exception applies.

Pupils must not:

- keep a mobile phone on their person during the school day;
- use a mobile phone anywhere on the school site;
- ask another pupil to store or retrieve a phone;
- attempt to access stored phones without permission.

Authorised medical or safeguarding exemptions will be considered individually by the Headteacher.

The school may use reasonable monitoring procedures, including detection devices where appropriate and lawful, where there are reasonable grounds to believe that a pupil has not complied with this policy.

Failure to comply with the Mobile Phone Policy will result in behaviour sanctions in accordance with Section 8 of this policy.

The Mobile Phone Policy should be read alongside this Behaviour Policy and the school's Searching, Screening and Confiscation procedures.

5.5 Consistency of Expectations

Pupils should experience the same high expectations regardless of:

- subject;
- teacher;
- classroom;
- year group;
- time of day.

Consistency builds confidence, promotes fairness and enables pupils to understand exactly what is expected of them.

Where reasonable adjustments are required for individual pupils, these will be planned carefully and communicated appropriately whilst maintaining the school's high expectations.

5.6 Fresh Starts

Every lesson is a new opportunity to succeed.

Following mistakes or sanctions, pupils will be supported to repair relationships, reflect on their behaviour and make positive choices moving forward.

Staff will maintain high expectations whilst ensuring pupils are able to return to learning without unnecessary barriers once appropriate restorative processes have taken place.

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6. Responding to Behaviour

Church Stretton School believes that positive behaviour is best promoted through clear expectations, positive relationships, consistency and fairness.

Staff will respond to behaviour in a calm, predictable and proportionate manner. The aim is always to restore a positive learning environment, support pupils to make better choices and minimise disruption to learning.

Positive behaviour should always receive greater attention than negative behaviour. Staff are encouraged to actively recognise and celebrate pupils who consistently demonstrate the school's values.

Where behaviour falls below expectations, staff will intervene promptly so that pupils understand both the expected behaviour and the consequences of their choices.

6.1 Responding to Positive Behaviour

Positive behaviour is fundamental to our school culture.

Staff should routinely recognise pupils who demonstrate our behaviour expectations through praise, encouragement and rewards.

Positive behaviour may be recognised through:

- verbal praise;
- positive conversations with pupils;
- House Points;
- positive behaviour events recorded on the school's Behaviour Management Information System;
- emails or telephone calls home;
- Student of the Week awards;
- celebration assemblies;
- milestone House Point rewards.

Teachers are expected to award House Points consistently (5 per lesson) throughout lessons to recognise:

- excellent effort;
- resilience;
- kindness;
- academic achievement;
- improvement;
- leadership;
- contribution to school life;
- demonstrating the Ready, Respectful, Safe expectations.

6.2 Classroom Behaviour Management

Excellent classroom management is based upon:

- positive relationships;
- engaging and adaptive teaching;
- predictable routines;
- high expectations;
- calm consistency.

Staff should always seek to:

- prevent disruption before it occurs;
- use positive reinforcement frequently;
- give clear instructions;
- use de-escalation strategies;
- make reasonable adjustments where appropriate;
- support pupils to remain in lessons wherever this can safely be achieved.

Where behaviour does not improve, the graduated classroom sanctions should be applied consistently.

6.3 Classroom Sanctions (S1–S3)

The purpose of classroom sanctions is to provide certainty and consistency whilst encouraging pupils to reflect upon and improve their behaviour.

Where behaviour first falls below expectations, staff will provide a clear verbal reminder of the expected behaviour and give the pupil an opportunity to correct their behaviour.

The majority of low-level behaviour should be resolved at this stage.

All behaviour must be logged on the behaviour management system. Behaviour is logged under the following categories to:

- In lesson behaviour
- Out of lesson behaviour
- Tracked behaviour (No homework, equipment etc)

S1

If behaviour continues, an **S1** will be issued.

An S1:

- is recorded on the school's Behaviour Management Information System;
- results in a **10-minute loss of social time**;
- provides the pupil with a further opportunity to improve their behaviour.

Where appropriate, the member of staff may choose to allow the pupil to redeem the S1 by demonstrating consistently positive behaviour for the remainder of the lesson.

The decision to redeem an S1 remains at the professional discretion of the member of staff.

S2

Where behaviour continues following an S1, an **S2** will be issued.

An S2:

- is recorded on the school's Behaviour Management Information System;
- results in a **20-minute loss of social time**;
- should normally involve a brief conversation with the pupil.

During this conversation, staff should:

- explain why the sanction has been issued;
- reinforce the expected behaviour;
- explain when and where the detention will take place;
- encourage the pupil to make a positive fresh start.

Where behaviour improves for the remainder of the lesson, staff may choose to reduce the detention by up to five minutes.

S3

Where behaviour continues despite previous interventions, an **S3** will be issued.

An S3 results in:

- removal to the Head of Department or another designated member of staff;
- a **30-minute loss of social time**;
- recording on the school's Behaviour Management Information System;

- parental communication where appropriate.

The pupil should continue learning in an alternative supervised environment.

Before returning to future lessons, staff should normally hold a restorative conversation with the pupil to repair relationships, clarify expectations and support a successful return to learning.

6.4 On Call

The On Call system exists to support staff where behaviour:

- presents a risk to safety;
- seriously disrupts the learning of others;
- involves serious defiance;
- cannot be managed safely within the classroom;
- a pupil who has been present in previous lessons fails to arrive at a subsequent lesson without explanation or authorisation, requiring staff to establish their whereabouts promptly as part of the school's safeguarding procedures.

On Call should not be used for routine classroom management.

Where appropriate, staff should use reminders, S1, S2 and S3 before requesting On Call support.

Urgent On Call should only be requested where there is an immediate safeguarding or safety concern.

6.5 Restorative and Relational Practice

Restorative practice forms an integral part of the school's behaviour culture.

The purpose of restorative conversations is to:

- repair relationships;
- help pupils understand the impact of their behaviour;
- encourage accountability;
- support positive future choices.

Restorative conversations do not replace sanctions.

Rather, they strengthen the educational value of sanctions by helping pupils reflect upon their actions and rebuild positive relationships.

Where appropriate, restorative conversations should take place:

- following classroom incidents;
- after removal from lessons;
- following detentions;
- following suspension;
- before reintegration into lessons.

Staff should record restorative conversations using the school's Behaviour Management Information System.

6.6 Failure to Attend Detentions

Detentions are an important part of the school's behaviour system.

Pupils are expected to attend all detentions issued.

Failure to attend without a valid reason will result in:

- parental contact;
- completion of both the original detention and the escalated sanction.

This ensures consistency and certainty across the school.

6.7 Responding to Emerging Behaviour Patterns

Where behaviour concerns become repeated or persistent, the school will move beyond individual sanctions and introduce additional support.

This may include:

- report (tutor, departmental, Head of Year, Assistant Headteacher);
- punctuality report;
- behaviour contracts;
- parental meetings;
- pastoral intervention;
- SEND review;
- Early Help assessment;

- multi-agency working;
- referral to external support services.

The school's aim is always to identify underlying needs early and provide support that enables pupils to succeed whilst maintaining consistently high expectations.

7. Searches, Screening, Confiscation and Serious Incidents

The school has a duty to maintain a safe environment in which all members of the school community can learn and work.

Where there are reasonable grounds to suspect that a pupil may be in possession of a prohibited item or an item that may compromise the safety, welfare or good order of the school, authorised staff may undertake searches and confiscation in accordance with current statutory guidance.

All searches will be conducted respectfully, proportionately and with due regard to the dignity, privacy and safeguarding of the pupil.

7.1 Confiscation

Staff may confiscate any item that:

- is prohibited under current legislation;
- is banned under the school's Behaviour or Mobile Phone Policies;
- presents a risk to health or safety;
- is likely to cause disruption to learning;
- may be used to commit an offence or damage property.

Confiscated items will be managed in accordance with statutory guidance and school procedures.

Where appropriate, parents or carers will be informed.

7.2 Searching Pupils

Searches may only be carried out by authorised members of staff where there are reasonable grounds for suspicion or where the pupil has agreed to the search.

Wherever possible:

- searches will be carried out by a member of staff of the same sex as the pupil;
- another member of staff will act as witness;
- searches will take place away from other pupils;
- pupils will be informed of the reasons for the search.

The school will always seek to preserve pupils' dignity whilst balancing its responsibility to maintain a safe environment.

7.3 Searching Possessions

Authorised staff may search:

- bags;
- coats;
- outer clothing;
- other possessions under the pupil's control,

where permitted by legislation and current Department for Education guidance.

7.4 Mobile Phones and Electronic Detection Wands

Church Stretton School is a mobile phone-free school. Where there are reasonable grounds to believe that a pupil has retained or is using a mobile phone or other unauthorised electronic communication device in breach of the school's Mobile Communication Policy, authorised members of staff may require the pupil to surrender the device.

Where there are reasonable grounds to suspect that a pupil has retained an undeclared electronic device, the school may use a handheld electronic detection wand to assist in determining whether a device is being carried.

Detection wands will not be used as a routine screening measure and will only be used where there are reasonable grounds for suspicion. Examples include, but are not limited to:

- a mobile phone being seen during the school day;
- a phone ringing, vibrating or making notification sounds;
- information received from a member of staff or another pupil;
- reasonable suspicion that a pupil has failed to hand in a mobile phone in accordance with the Mobile Phone Policy.

Pupils are expected to cooperate with reasonable requests made by staff. Failure to cooperate may result in further behaviour sanctions in accordance with this policy.

7.5 Safeguarding Following Searches

Following any search, staff will consider whether:

- the pupil may require pastoral support;
- safeguarding concerns have been identified;
- Children's Social Care or the Police should be involved.

The Designated Safeguarding Lead (DSL) will be informed where appropriate.

Parents and carers will normally be informed of searches involving prohibited items unless doing so would place the child at greater risk of harm.

7.6 Serious Behaviour Incidents

Serious incidents will normally be managed by the Head of Year or member of the Senior Leadership Team or another appropriately authorised leader.

Examples include:

- physical assault;
- threatened violence;
- serious bullying;
- discriminatory incidents;
- sexual harassment or sexual violence;
- possession of prohibited items;
- significant damage to property;
- suspected criminal behaviour;
- serious safeguarding concerns.

The school will investigate all serious incidents fairly and thoroughly before determining appropriate outcomes.

Where appropriate, the school may involve:

- parents or carers;
- the Designated Safeguarding Lead;

- external agencies;
- Children's Social Care;
- the Police.

Behaviour sanctions will remain separate from any criminal investigation and may continue where appropriate provided they do not interfere with police enquiries.

7.7 Child-on-Child Abuse

The school adopts a zero-tolerance approach to child-on-child abuse.

All reports of:

- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- discriminatory abuse;
- online abuse;
- coercive or controlling behaviour;

will be treated seriously and managed in accordance with the school's Safeguarding and Child Protection Policy.

Support will be provided to all pupils involved alongside any appropriate behaviour sanctions.

7.8 Malicious Allegations

Where it is established that a pupil has knowingly made a false or malicious allegation against another pupil or member of staff, the school will consider an appropriate behaviour response in accordance with this policy.

Where an allegation is found to be unfounded or unsubstantiated, the school will consider whether the pupil who made the allegation requires additional support and whether the allegation may itself indicate an unmet safeguarding need.

7.9 Record Keeping

All significant behaviour incidents, searches, confiscations and safeguarding actions will be recorded promptly using the school's Behaviour Management Information System and, where appropriate, the school's safeguarding recording system.

Accurate recording enables the school to:

- identify patterns and trends;
- evaluate interventions;
- meet statutory responsibilities;
- ensure consistency of practice;
- safeguard pupils effectively.

8. Serious Sanctions

The school's behaviour system is designed to promote positive behaviour through consistent expectations, supportive interventions and proportionate sanctions.

Whilst most behaviour concerns are managed successfully through classroom strategies and the S1-S3 system, there are occasions where more significant sanctions are necessary to maintain the safety, wellbeing and orderly running of the school.

Serious sanctions are always applied fairly, proportionately and in accordance with statutory guidance.

8.1 Detentions

Detentions form an important part of the school's graduated behaviour response.

They provide pupils with time to reflect upon their behaviour, complete restorative conversations where appropriate and demonstrate accountability for their actions.

The school operates three levels of detention:

Sanction	Detention
S1	10 minutes loss of social time
S2	20 minutes loss of social time
S3	30 minutes loss of social time

Staff issuing a detention are responsible for ensuring that:

- the pupil understands why the detention has been issued;
- the detention is recorded on the school's Behaviour Management Information System;
- the detention is completed;
- restorative conversations take place where appropriate.

Where pupils fail to attend a detention without reasonable justification:

- parents or carers will normally be informed;
- the detention will escalate to the next level sanction e.g. 10 minutes increases to 20 minutes;
- the original detention must still be completed.

This principle of certainty ensures fairness and consistency for all pupils.

8.2 Removal from Lessons

Removal from lessons is a serious sanction and should only be used where:

- behaviour continues following the graduated classroom sanctions;
- behaviour significantly disrupts the learning of others;
- behaviour presents a risk to safety;
- the pupil requires time to regulate before returning to learning;
- the pupil has repeatedly not conformed to loss of social time sanctions;
- an alternative sanction to a suspension is required for serious misbehaviour.

Where possible, in class a removal should follow the S3 process.

Immediate removal may be necessary where behaviour is sufficiently serious.

Pupils removed from lessons will continue to receive meaningful education under appropriate supervision.

Removal should be:

- proportionate;
- time-limited;
- purposeful.

Before returning to normal lessons, pupils should normally participate in a restorative conversation with the member of staff concerned to:

- repair relationships;
- reflect upon the incident;
- clarify expectations;
- support a successful reintegration.

Parents or carers will normally be informed on the day that removal has taken place.

Where repeated removals occur, the school will review whether additional support or alternative interventions are required.

8.3 Behaviour Support Following Removal

Repeated removal from lessons may indicate that further intervention is required.

Support may include:

- Report;
- Pastoral Support Plan;
- Behaviour Contract;
- Behaviour Panel Meeting;
- SEND review;
- Early Help assessment;
- external agency involvement;
- multi-agency planning.

The school's aim is always to reduce repeated removals and maximise pupils' time in lessons wherever possible.

8.4 Suspension

Suspension may be used where a pupil's behaviour constitutes a serious breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously affect:

- the education of others;
- the safety or welfare of pupils or staff;

- the orderly running of the school.

Whilst every incident will be considered on its individual merits, suspension will normally be considered following incidents involving:

- physical assault against another pupil;
- physical assault against a member of staff;
- attempted physical assault or behaviour demonstrating a clear intent to cause physical harm;
- serious acts of aggression, intimidation or threatened violence;
- persistent or repeated disruption to the learning of others despite previous interventions and sanctions;
- repeated or persistent defiance of reasonable staff instructions that significantly undermines the school's behaviour expectations;
- repeated or persistent unsafe behaviour around the school site that places the pupil or others at risk;
- possession or use of prohibited items;
- serious bullying, including discriminatory or hate-related incidents;
- serious sexual harassment or sexual violence;
- significant damage to property;
- any other behaviour that places the safety or wellbeing of others at significant risk.

Suspension is a serious sanction and will only be authorised by the Headteacher, or by another authorised senior leader acting on the Headteacher's behalf where permitted by statutory guidance.

Prior to making a decision, the Headteacher will consider:

- the individual circumstances of the incident;
- safeguarding implications;
- any relevant protected characteristics;
- whether reasonable adjustments have been made where appropriate;
- previous interventions, support and reasonable adjustments;
- the proportionality of the proposed sanction.

Following every suspension, the school will:

- maintain communication with parents or carers;
- provide appropriate educational work;
- complete a reintegration meeting before the pupil returns to school;
- consider any additional support required to prevent further incidents.

The purpose of reintegration is to support pupils to make a successful fresh start, repair relationships where appropriate and enable pupils to re-engage positively with learning.

8.5 Permanent Exclusion

Permanent exclusion is the most serious sanction available to the school.

It will only be considered:

- in response to a serious breach, or persistent breaches, of the Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Permanent exclusion will only be used after careful consideration of all relevant circumstances and in accordance with current statutory guidance.

The Headteacher will ensure that any decision is:

- lawful;
- reasonable;
- proportionate;
- procedurally fair.

The school remains committed to inclusion and will seek, wherever appropriate, to intervene early, provide support and explore alternatives before permanent exclusion becomes necessary.

8.6 Managed Moves and Alternative Provision

Where appropriate, and with the agreement of all parties, the school may consider:

- managed moves;
- off-site direction;
- alternative provision;

- additional support packages.

These interventions are intended to improve outcomes for pupils and should not be viewed as disciplinary sanctions.

The views of pupils and parents will be considered as part of any decision-making process.

8.7 Monitoring Serious Sanctions

Senior leaders will monitor:

- detentions;
- removals from lesson;
- suspensions;
- permanent exclusions;
- repeat behaviour incidents;
- behaviour trends across vulnerable groups.

This information will be reviewed regularly by the Senior Leadership Team and reported to the Local Governing Body to ensure the Behaviour Policy is implemented consistently, fairly and effectively.

9. Supporting Pupils Following a Sanction

At Church Stretton School, sanctions are intended to improve future behaviour rather than simply respond to past behaviour.

Where a sanction has been issued, staff will seek to support pupils in reflecting on their behaviour, understanding its impact and making positive choices moving forward.

Our aim is that every pupil is given the opportunity to repair relationships, restore trust and make a successful fresh start.

9.1 Restorative Practice

Restorative practice is an integral part of the school's behaviour culture.

Where appropriate, restorative conversations should take place following behaviour incidents to:

- help pupils understand the impact of their behaviour;

- encourage personal responsibility;
- repair relationships;
- rebuild trust between pupils and staff;
- reduce the likelihood of repeated incidents.

Restorative conversations are intended to complement behaviour sanctions and should not normally replace appropriate consequences.

Staff should record restorative conversations using the school's Behaviour Management Information System where appropriate.

9.2 Reintegration Following Removal or Suspension

Where a pupil has been removed from lessons or suspended, a reintegration meeting will normally take place before the pupil returns to their usual timetable.

The purpose of reintegration is to:

- welcome the pupil back into school;
- review the circumstances leading to the sanction;
- reinforce behaviour expectations;
- identify any support required;
- agree strategies for future success;
- ensure the pupil is able to make a positive fresh start.

Where appropriate, parents or carers will be invited to participate in reintegration meetings.

9.3 Behaviour Support

Where behaviour concerns become repeated or persistent, the school will seek to identify any underlying barriers affecting a pupil's success.

Support may include:

- mentoring;
- restorative interventions;
- behaviour monitoring;

- Tutor or Head of Year Reports;
- Behaviour Support Plans;
- Pastoral Support Plans;
- Behaviour Contracts;
- SEND review;
- Early Help assessment;
- external agency involvement;
- multi-agency meetings.

The support provided will be proportionate to the pupil's needs whilst maintaining consistently high expectations for behaviour.

9.4 Working with Parents and Carers

Parents and carers are essential partners in supporting positive behaviour.

Where behaviour concerns arise, the school will work collaboratively with families to:

- share information;
- agree consistent expectations;
- review progress;
- identify appropriate support;
- celebrate improvements.

The school recognises that positive relationships between home and school significantly improve behaviour outcomes for pupils.

9.5 Fresh Starts

Every school day provides pupils with an opportunity to succeed.

Following sanctions, pupils should be supported to move forward positively without unnecessary barriers or prejudice.

Staff should continue to maintain high expectations whilst recognising and acknowledging improvements in behaviour.

The school's behaviour culture is built upon the belief that pupils are capable of learning from mistakes, repairing relationships and achieving lasting positive change.

9.6 Monitoring Impact

Pastoral leaders will regularly review:

- repeated behaviour incidents;
- restorative conversations;
- behaviour support plans;
- reintegration meetings;
- repeat suspensions;
- intervention outcomes.

This information will inform future support and help ensure that interventions remain effective, proportionate and centred upon improving outcomes for pupils.

10. Responding to the Behaviour of Pupils with SEND and Additional Needs

Church Stretton School is committed to providing an inclusive learning environment where every pupil is supported to achieve the school's high expectations for behaviour.

We recognise that some pupils may require additional support, reasonable adjustments or targeted interventions to enable them to successfully meet these expectations.

Whilst behaviour expectations remain consistently high for all pupils, the strategies used to support pupils may differ according to individual need.

10.1 An Inclusive Approach

The school recognises that behaviour can sometimes be influenced by:

- Special Educational Needs and Disabilities (SEND);
- communication needs;
- speech and language difficulties;
- social, emotional and mental health needs;

- medical conditions;
- adverse childhood experiences (ACEs);
- trauma;
- safeguarding concerns;
- bereavement or significant life events.

Where appropriate, staff will seek to understand the underlying reasons for behaviour whilst continuing to maintain clear boundaries and expectations.

Understanding behaviour does not remove accountability but helps ensure that support is both appropriate and effective.

10.2 Reasonable Adjustments

Where appropriate, reasonable adjustments may include:

- adapted classroom strategies;
- additional processing time;
- movement or sensory breaks;
- visual prompts;
- personalised behaviour support plans;
- adapted communication strategies;
- adjusted seating plans;
- increased pastoral support;
- phased reintegration following absence or suspension.

Reasonable adjustments will be proportionate, evidence-informed and regularly reviewed.

Adjustments are intended to enable pupils to meet the school's expectations and should not be interpreted as reducing those expectations.

10.3 Staff Responsibilities

When responding to behaviour involving pupils with identified additional needs, staff should:

- build positive relationships;
- use calm, consistent language;
- follow agreed support plans;
- apply reasonable adjustments where appropriate;
- use de-escalation strategies;
- seek advice from pastoral or SEND colleagues where required;
- maintain high expectations;
- record behaviour accurately.

Where behaviour places others at risk, staff should always prioritise safety.

10.4 Considering Underlying Need

Where behaviour becomes repeated, persistent or significantly changes, the school will consider whether additional assessment or intervention is required.

This may include:

- discussion with parents or carers;
- SEND review;
- pastoral assessment;
- safeguarding review;
- Early Help assessment;
- referral to external agencies;
- Educational Psychology involvement;
- consultation with health professionals where appropriate.

The aim is to identify barriers to success at the earliest opportunity.

10.5 Behaviour Support Planning

Where appropriate, pupils may receive an individual Behaviour Support Plan.

Plans will normally include:

- identified strengths;

- potential triggers;
- successful strategies;
- agreed classroom adjustments;
- restorative approaches;
- rewards and motivators;
- clear behaviour targets;
- review arrangements.

Plans will be shared with relevant staff and reviewed regularly in partnership with pupils and parents.

10.6 Removal, Suspension and Permanent Exclusion

The school recognises that pupils with SEND are statistically more likely to receive behaviour sanctions.

Before issuing serious sanctions, leaders will carefully consider:

- whether the behaviour was directly related to the pupil's identified needs;
- whether reasonable adjustments had been implemented appropriately;
- whether additional support could reasonably have prevented the incident;
- safeguarding considerations;
- the proportionality of the proposed sanction.

Where behaviour presents a serious risk to the safety, welfare or education of others, sanctions including removal, suspension or permanent exclusion may still be appropriate.

Any decision will be made on an individual basis and in accordance with statutory guidance.

10.7 Working in Partnership

The school believes that the most successful outcomes are achieved through partnership.

Parents, carers, pupils, school staff and external agencies all have valuable contributions to make in supporting positive behaviour.

Behaviour support should always seek to develop pupils' independence, resilience and confidence whilst maintaining high expectations and promoting long-term success.

12. Pupil Transition

Successful transitions are fundamental to promoting positive behaviour and ensuring that pupils feel safe, supported and ready to learn.

Church Stretton School recognises that periods of transition can present additional challenges for some pupils. We are committed to providing effective support before, during and after key transition points to enable pupils to settle quickly and achieve success.

12.1 Transition from Primary School

The transition from primary to secondary school is a significant milestone in a young person's education.

The school works closely with partner primary schools to ensure that appropriate information is shared to support a successful start.

Transition arrangements may include:

- liaison with primary schools;
- visits by pastoral and SEND staff;
- enhanced transition opportunities;
- information sharing regarding pastoral, safeguarding and SEND needs;
- meetings with parents and carers where appropriate;
- familiarisation visits and induction activities.

The aim is to ensure that every pupil begins Year 7 feeling confident, supported and prepared for secondary school life.

12.2 Mid-Year Admissions

Pupils joining the school during the academic year will receive an appropriate induction to help them understand the school's expectations, routines and behaviour culture.

This will normally include:

- an induction meeting;
- introduction to the Behaviour Charter and Behaviour Policy;
- guidance on school routines and expectations;
- allocation of a Form Tutor and pastoral support;
- opportunities to ask questions and seek support.

Additional support will be provided where appropriate.

12.3 Reintegration Following Absence

Where pupils return following a significant absence, suspension, alternative provision or other extended period away from school, the school will support their successful reintegration.

This may include:

- a reintegration meeting;
- review of any support plans;
- pastoral mentoring;
- timetable adjustments where appropriate;
- restorative conversations;
- communication with parents or carers;
- liaison with external agencies where required.

The aim of reintegration is to ensure that pupils return positively to learning and are supported to achieve success.

Where appropriate, reintegration will include agreed behaviour targets, identified success criteria and planned review points, enabling pupils to experience early success, rebuild confidence and successfully re-engage with school life.

12.4 Ongoing Transition Support

Some pupils may require additional support during other periods of transition, including:

- changes of year group;
- changes to teaching groups;
- return following medical absence;

- return following safeguarding intervention;
- movement into or out of specialist provision.

Where appropriate, personalised transition plans will be developed in partnership with pupils, parents, carers and relevant professionals.

12.5 Preparing Pupils for Success

Throughout every transition, the school seeks to:

- establish positive relationships;
- reinforce high expectations;
- promote a sense of belonging;
- develop pupils' confidence and independence;
- remove barriers to learning;
- support pupils to engage positively with school life.

Every transition provides an opportunity for a positive fresh start and continued personal growth.

13. Staff Training and Professional Development

The successful implementation of this Behaviour Policy relies upon all staff understanding the school's behaviour culture, expectations and procedures.

Church Stretton School is committed to providing high-quality professional development to ensure that behaviour is managed consistently, fairly and effectively across the school.

13.1 Induction

All new staff will receive behaviour induction as part of their onboarding programme.

This will include:

- the school's Behaviour Principles and Behaviour Charter;

- classroom routines and expectations;
- the Behaviour Curriculum;
- the S1, S2 and S3 behaviour system;
- use of the On Call system;
- restorative and relational practice;
- safeguarding responsibilities linked to behaviour;
- behaviour recording using the school's Behaviour Management Information System (MIS);
- the Mobile Phone Policy and associated procedures;
- searching, screening and confiscation procedures;
- use of handheld electronic detection wands in accordance with the Mobile Phone Policy and statutory guidance;
- the Restrictive Intervention and Reasonable Force Addendum.

13.2 Ongoing Professional Development

Behaviour training forms part of the school's continuing professional development programme.

Training may include:

- adaptive classroom practice;
- behaviour for learning strategies;
- de-escalation techniques;
- restorative practice;
- trauma-informed approaches;
- supporting pupils with SEND;
- safeguarding and behaviour;
- positive relationships;
- effective use of rewards and sanctions;
- behaviour recording and analysis;
- updates to statutory guidance.

Training will be informed by behaviour data, staff feedback and school improvement priorities.

The school recognises that effective behaviour management is a professional skill that develops through reflection, collaboration and continuous professional learning. Staff are encouraged to engage positively with training opportunities and contribute to the ongoing development of the school's behaviour culture.

13.3 Consistency of Practice

Leaders will support staff in implementing the Behaviour Policy consistently through:

- coaching and mentoring;
- learning walks;
- behaviour reviews;
- departmental support;
- pastoral guidance;
- staff briefings;
- sharing effective practice.

Where inconsistencies are identified, appropriate support and professional development will be provided.

13.4 Restrictive Intervention and Reasonable Force

All staff are expected to be familiar with the school's **Restrictive Intervention and Reasonable Force Addendum** and understand their responsibilities under that guidance.

Appropriate members of staff will receive additional training in restrictive intervention and the lawful use of reasonable force, in accordance with their role and responsibilities.

All staff should understand:

- where to access the Restrictive Intervention and Reasonable Force Addendum;
- the legal framework surrounding the use of reasonable force;
- their safeguarding responsibilities;
- how to seek assistance when a situation may require restrictive intervention;

- the recording and reporting requirements following any incident involving reasonable force;
- the importance of post-incident support, debrief and reflection.

The use of reasonable force will always be lawful, proportionate, reasonable and used only where necessary to prevent harm, serious disruption or damage to property.

13.5 Reviewing Training Needs

The Senior Leadership Team will regularly review staff training needs through:

- behaviour monitoring;
- staff consultation;
- professional discussions;
- behaviour audits;
- policy reviews;
- changes to statutory guidance.

This will ensure that staff remain confident in applying the Behaviour Policy consistently and that professional development reflects the evolving needs of the school community.

14. Monitoring and Review

Church Stretton School is committed to maintaining a behaviour culture that is consistent, inclusive and continually improving.

The implementation and effectiveness of this Behaviour Policy will be monitored regularly by the Senior Leadership Team and the Local Governing Body to ensure it remains effective, equitable and aligned with statutory guidance.

14.1 Behaviour Monitoring and Evaluation

Behaviour information will be analysed to:

- identify emerging trends and patterns;
- evaluate the effectiveness of behaviour systems and interventions;

- ensure consistency of practice across the school;
- identify pupils requiring additional support;
- monitor the impact of behaviour strategies on teaching, learning and attendance;
- ensure behaviour systems are applied fairly and proportionately.

Behaviour data will be reviewed at least each half term and analysed by:

- year group;
- subject;
- gender;
- pupils with Special Educational Needs and Disabilities (SEND);
- disadvantaged pupils;
- children looked after and previously looked after;
- young carers;
- other identified vulnerable groups.

Leaders will use this analysis to:

- identify any disproportionate outcomes;
- review the effectiveness of interventions;
- inform staff training and professional development;
- refine behaviour systems where appropriate;
- ensure the school's behaviour culture remains inclusive, consistent and effective.

Behaviour data will be considered alongside attendance, safeguarding and pastoral information to ensure that pupils receive appropriate support and intervention at the earliest opportunity.

Behaviour is logged in the following categories to aid analysis:

- In lesson behaviour
- Out of lesson behaviour
- Tracked behaviour (No homework, equipment etc)

The Local Governing Body will receive reports on behaviour, including trends in serious behaviour incidents, suspensions, permanent exclusions and the impact of behaviour

interventions. This information will be used to provide appropriate challenge and support and to ensure the policy continues to meet the needs of the school community.

14.2 Stakeholder Feedback

The school recognises the importance of listening to the views of those who experience its behaviour culture every day.

The ongoing development of this policy will be informed by:

- pupil voice;
- staff consultation;
- parent and carer feedback;
- governor scrutiny;
- findings from behaviour reviews;
- outcomes of internal quality assurance activities.

Where appropriate, feedback will be used to strengthen behaviour systems and improve consistency across the school.

14.3 Monitoring the Behaviour Culture

Leaders will regularly evaluate the implementation of this policy through:

- lesson visits and learning walks;
- behaviour audits;
- analysis of behaviour records;
- review of reward and sanction trends;
- monitoring of restorative practice;
- pupil and staff discussions;
- pastoral reviews.

The purpose of monitoring is to ensure that behaviour expectations are consistently understood and applied across all areas of the school.

14.4 Policy Review

This Behaviour Policy will be reviewed annually or sooner where:

- statutory guidance changes;
- operational procedures require amendment;
- significant behaviour trends indicate that revisions are necessary;
- recommendations are made by the Local Governing Body or Trust.

The review will consider:

- national guidance and legislation;
- behaviour data;
- stakeholder feedback;
- safeguarding considerations;
- school improvement priorities.

Any amendments will be approved through the school's governance arrangements before implementation.

14.5 Continuous Improvement

Church Stretton School views behaviour as an essential part of school improvement.

The Behaviour Policy is a dynamic document that will continue to evolve in response to evidence, research, statutory guidance and the changing needs of the school community.

Findings from behaviour analysis, staff consultation, pupil voice and parental feedback will inform ongoing review and refinement to ensure the policy remains effective, inclusive and reflective of the school's values and aspirations.

15. Linked Policies and Associated Documents

This Behaviour Policy should be read alongside the school's wider suite of policies and procedures. Together, these documents provide a coherent framework for promoting positive behaviour, safeguarding pupils and maintaining a safe, inclusive and purposeful learning environment.

The policies and documents listed below should be considered in conjunction with this Behaviour Policy where relevant.

Safeguarding and Child Protection Policy

The Safeguarding and Child Protection Policy sets out the school's statutory responsibilities for safeguarding and promoting the welfare of children. Behaviour concerns may indicate an underlying safeguarding need and will always be considered alongside safeguarding information where appropriate.

Mobile Communications Policy

The Mobile Communications Policy sets out the operational procedures for the management, storage and use of mobile phones and other personal electronic devices during the school day.

Attendance Policy

Positive attendance and positive behaviour are closely linked. The Attendance Policy sets out the school's expectations regarding attendance, punctuality and procedures for supporting pupils whose attendance falls below expected levels.

SEND Policy

The SEND Policy explains how the school identifies, assesses and supports pupils with Special Educational Needs and Disabilities. It should be read alongside this Behaviour Policy to ensure that appropriate reasonable adjustments and support strategies are implemented where required.

Anti-Bullying Policy

The Anti-Bullying Policy provides detailed guidance on preventing, reporting, investigating and responding to bullying. Incidents of bullying will be managed in accordance with both the Anti-Bullying Policy and this Behaviour Policy.

Online Safety Policy

The Online Safety Policy outlines expectations for responsible and safe use of technology, social media and online communication. Behaviour that occurs online may be managed under both policies where there is a clear link to the school or members of the school community.

Restrictive Intervention and Reasonable Force Addendum

The Restrictive Intervention and Reasonable Force Addendum provides detailed guidance on the lawful use of reasonable force and restrictive intervention. All staff are expected to be familiar with this document, while appropriately identified staff will receive additional training in accordance with their role and responsibilities.

Suspensions and Permanent Exclusions Guidance

The school will implement suspensions and permanent exclusions in accordance with the latest statutory guidance issued by the Department for Education. This Behaviour Policy should be read alongside the school's procedures for suspension, reintegration and permanent exclusion to ensure that decisions are lawful, proportionate and procedurally fair.

Review of Linked Policies

The Senior Leadership Team will ensure that this Behaviour Policy remains aligned with the policies listed above. Where one policy is amended or statutory guidance changes, consideration will be given to whether corresponding amendments are required to ensure consistency across the school's policy framework.

Behaviour is everyone's responsibility. Through high expectations, positive relationships and a shared commitment to our Behaviour Charter, Church Stretton School will continue to provide a calm, safe and inclusive environment in which every pupil can flourish.

Appendix 1: Classroom behaviour expectations poster

Classroom behaviour expectations

Every student needs to:

- Arrive on time
- Be in correct uniform
- Have the correct equipment
- Follow staff instructions
- Not distract others from learning
- Interact positively and be respectful to everyone
- Work to the best of their ability

Be Ready, Respectful and Safe

CHURCH STRETTON SCHOOL

Appendix 2: School routines

The Stretton Way

Start of the day routines

Teachers

1. Arrive and sign in before 8:30 am
2. Ensure presence in the Tutor room by 8:45 am
3. Positively greet tutees at the door
4. Collect labelled, switched off phones, record hand ins; lock safe
5. Check tutees are in correct uniform
6. Accurately complete the register
7. Share important notices
8. Introduce Tutor Time activity or accompany to assembly at 8:55 am
9. Confirm tutees have necessary equipment
10. Dismiss tutees one Year group at a time

Students

1. Arrive by 8:45 am in complete school uniform
2. Enter school using the main entrance and remain outside (quad, courts) until 8:45am
3. Go straight to tutor room on the 8:45 am bell
4. Remove coat before going indoors
5. Hand in labelled phone to tutor
6. Greet Form Tutor and take your seat
7. Display equipment for inspection
8. Respond positively to the register using the Tutor's name
9. Engage fully in scheduled Tutor Time activities or proceed to assembly
10. Stand behind the chair, await dismissal by Year group

The Stretton Way

Lesson routines

Teachers

1. Meet and Greet at the door
2. Retrieval Task
3. Stretton Way Slide (learning objectives)
4. Connect to previous learning
5. Teaching activities, scan/circulate/help
6. Cold Calling, check learning objective
7. *Repeat 5 and 6 as required*
8. Revisit Stretton Way slide
9. Connect to future learning
10. Orderly dismissal

Students

1. Punctual arrival, greeted at door
2. READY to learn, begin Retrieval task
3. Tracker sheet check
4. Put date and title into book, underline
5. Complete work, ask questions if needed
6. Tracker sheet check
7. Take pride in your work / presentation
8. Tracker sheet check
9. Pack away at the end of the lesson
10. Leave when dismissed

Corridor routines

Teachers

1. Teaching staff must stand in their doorway between lessons to supervise the corridors.
2. SLT, Year leaders and pastoral support to supervise congested areas.
3. All staff must positively reenforce the desired behaviours with praise e.g., thank students for walking on the left-hand side of the corridor.
4. All staff must remind students of expectations when they are not being met e.g., coats must not be worn in the corridors.
5. Staff in busy corridors should aim to welcome their groups into the classroom as quickly as possible.
6. Students that take more than 5 minutes to move between lessons must be marked late on the register, with the number of minutes they were late recorded on the register.

Students

1. Always walk on the left-hand side of the corridor and stairs.
2. Coats must not be worn in the corridors.
3. Always walk, never run, in the corridors.
4. Look where you are going.
5. Take the shortest route to the next lesson. No loitering, 'laps' or waiting!
6. No shouting or loud voices in the corridors.
7. Keep hands to yourself, physical contact is not allowed.
8. Do not drop anything. Pick up any litter you see.

The Stretton Way

Breaktime routines

Teachers

1. Teaching staff must stand in their doorway to supervise the clearing of the corridors.
2. Duty staff should go straight to their duty area, in their high vis, and carry out the duty expectations.
3. SLT, Year leaders and pastoral support to help supervise key areas.
4. If staff pass a duty point that is not occupied, they should where possible wait there until the duty staff member arrives.
5. At the end of break staff should head straight to their teaching room and stand in the doorway to supervise the corridors.

Students

1. Students must leave the school building at the nearest exit.
2. Students must line up in a calm and orderly manner in the hall.
3. All food must be consumed in either the hall or restaurant.
4. Students needing to enter the school building during break time come to reception entrance where duty staff will monitor entry.
5. Students must only play games with students from their Key Stage.
6. Students are only allowed on the field when SLT announce it is open.
7. KS4 students are to use the left-hand side of the courts/field and KS3 the right-hand side.
8. At the end of break students must move straight to their next lesson.

Lunchtime routines

Teachers

1. Teaching staff must stand in their doorway to supervise the clearing of the corridors for the first 5 minutes of lunchtime (12:30 -12:35).

2. Duty staff should go straight to their duty area, in their high vis, and carry out the duty expectations.

3. By 1:10pm staff should be in their teaching room and stand in the doorway to supervise the corridors and greet the next class.

Students

1. At the start of lunchtime students must leave the school building by the nearest exit.
2. Students line up outside the hall when their year group are due to be in lunch.
3. Students must take and use a tray, regardless of what they are buying.
4. All food must be consumed in either the hall or restaurant. Rubbish and trays to be tidied away.
5. Students needing to enter the school building to come to reception entrance where duty staff will monitor entry.
6. Students must only play games with students from their Key Stage.
7. Students are only allowed on the field when SLT announce it is open.
8. KS4 students use the left-hand side of the courts/field and KS3 the right-hand side.
9. At the end of lunch students must move straight to their next lesson.

End of the day routines

Teachers

1. Instruct your class to place their chairs on or under the desks.
2. If you have a KS4 class escort them out to the carpark, in their high vis, on the first bell.
3. If you have a KS3 class escort them out to the carpark, in their high vis on the second bell.
4. Duty staff should go to their duty point and supervise until the last students have left the site.

Students

1. KS4 Students should wait until they are dismissed by their teacher after the first bell and leave the school by the nearest exit.
2. KS3 Students should wait until they are dismissed by their teacher after the second bell and leave the school by the nearest exit.
3. Students travelling home by bus must only use their assigned bus, get straight on to it and sit in the seating plan with seat belt worn.
4. If a bus is late students must wait on the pathways and not move towards the bus until
5. Students walking home should leave the site safely using the pathways and move away from the front of the school as quickly as possible.
6. Students who are picked up must wait on the pathway outside of the main entrance or sit in Reception

Appendix 3: Classroom sanctions

CLASSROOM SANCTIONS

ACTION	RESPONSIBILITY	SANCTION	EXAMPLE INCIDENT
Punctuality	Class teacher	10 minutes loss of social time Logged as **late** on Go4schools	Less than 5 minutes late (after arrival of class)
S.1 Verbal warning	Class teacher	Loss of social time (**10 minutes**) Can be redeemed by positive work in the lesson Logged on Go4schools by class teacher	Not focused, talking over teacher/off task, out of seat
Truant	Class teacher	**20 minutes** loss of social time Logged as **truant** on Go4schools **Parents informed** by class teacher email	Over 5 minutes late without s confirmed reason – after the arrival of the class
S.2 Final verbal warning	Class teacher	Loss of social time (**20 minutes**) 5 minutes can be redeemed by positive work Restorative conversation Logged on Go4schools by class teacher **Parents informed** by class teacher email	Continuous disruption even after S.1
S.3 Managed move (to HoD)	Class teacher/HoD	Loss of social time (**30 minutes**) Logged on Go4schools by class teacher Restorative conversation with class teacher **Parents called** by HoD	Behaviour is unsafe or overly disruptive to the rest of the class
On Call via Go4schools	Pastoral/Leadership	Removal from lesson Logged on Go4schools Restorative conversation **Parents called** by HoD	Disruptive or dangerous behaviour, stopping the learning of others following an S.3, walking out or refusing to leave

Appendix 4: Classroom rewards

CHURCH STRETTON SCHOOL

Classroom rewards

My teacher may reward me in the following ways:

- Verbal praise or a written comment
  - Email or telephone call home
  - House point (on Go4schools)
- KS3 or KS4 Student of the week nomination

My teacher will look to award **5 House points every lesson**

House points will be added together (minus any negative points) to gain the following awards throughout the year:

- Bronze (50 points) lunch and break queue jump for a week
- Silver (100 points) non-uniform pass (not to be used the last day of term)
- Gold (200 points) non-uniform pass & entry into a termly draw for a voucher
- Platinum (300 points) £10 voucher

Appendix 5: Rewards system

Church Stretton School Rewards Route

300 HOUSE POINTS - Platinum certificate

Non-uniform day pass

£10 gift voucher

200 HOUSE POINTS – Gold certificate

Year 7 -11 Entry into a termly draw for a £20 Amazon Voucher

Non-uniform day pass

100 HOUSE POINTS - Silver certificate

Non-uniform day pass

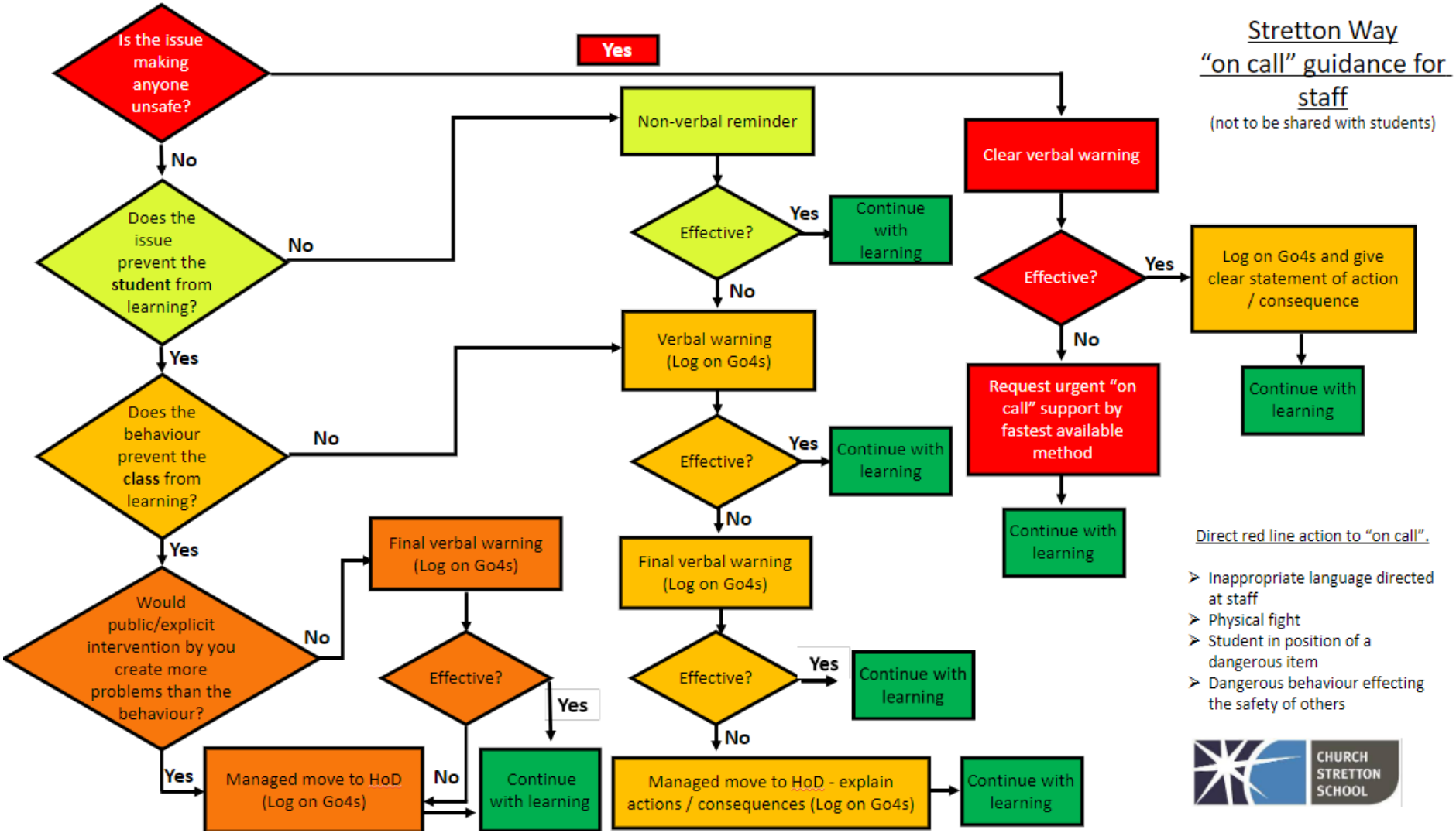
50 HOUSE POINTS - Bronze certificate

Year 7 – 11 Queue jump at break and lunch for 1 week

Non-uniform passes not to be used on the last day of term

CHURCH STRETTON SCHOOL

Appendix 6: On call guidance



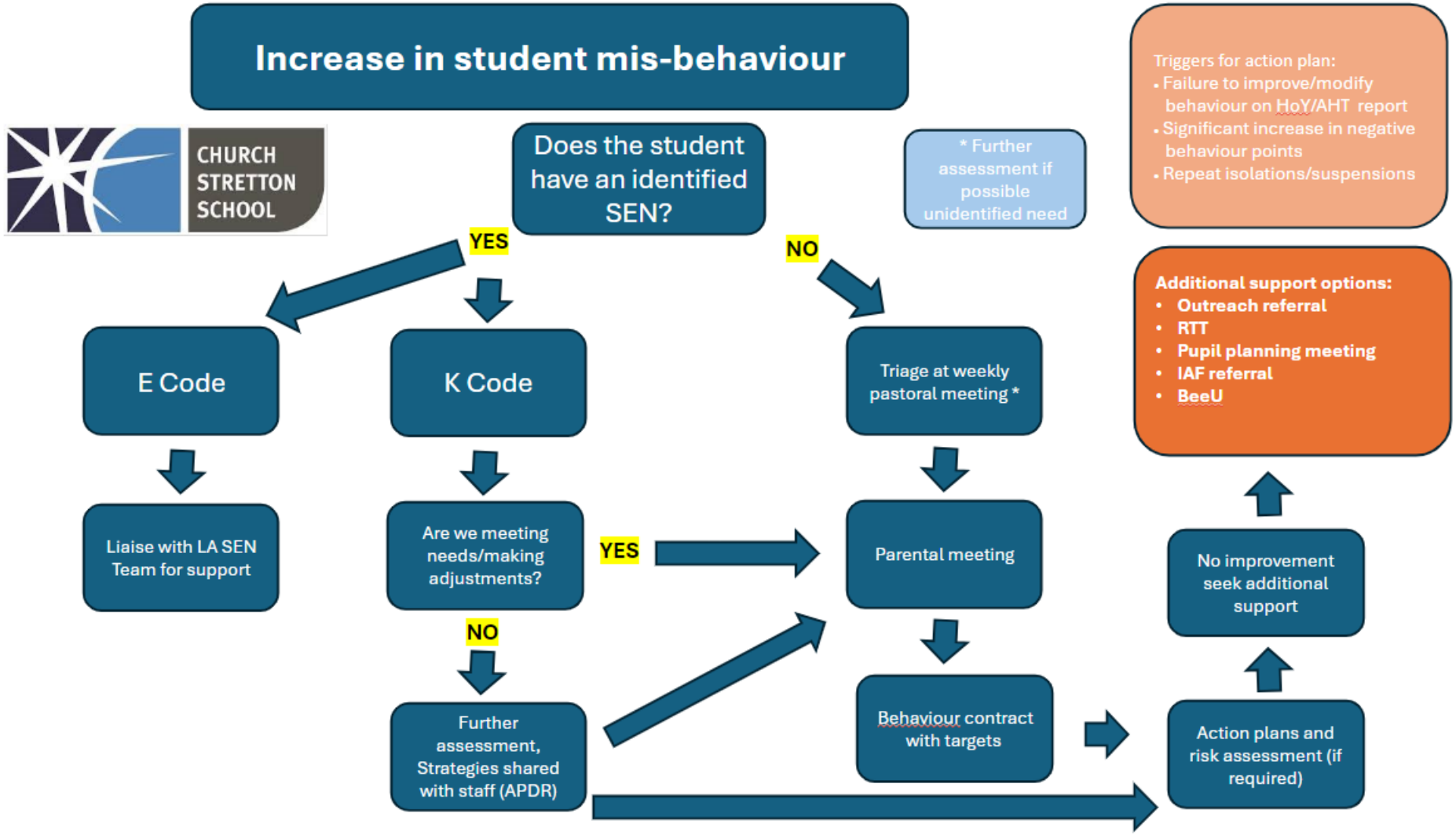
Appendix 7: Behaviour outside the classroom

NON-CLASSROOM SANCTIONS

ACTION	RESPONSIBILITY	SANCTION
Not following the corridor routines - Uniform, on the left, inside voices, hands to self	All staff	Verbal warning
Not following corridor routines (after warning)	All staff/HoY	**10 minutes** loss of social time (pastoral) Logged on Go4schools **Parents informed** by HoY email
Truant e.g. – found during lesson time	HoY	**20 minutes** loss of social time (pastoral) Logged as **truant** on Go4schools **Parents informed** by HoY email
Toilet misuse e.g. - same cubicle - social space	HoY	**20 minutes** loss of social time (pastoral) Logged on Go4schools by HoY **Parents informed** HoY email
Deliberate disruptive behaviour	HoY/Leadership	**40 minutes** loss of social time (pastoral) Logged on Go4schools by HoY **Parents called** by HoY
Severe dangerous or disruptive behaviour	HoY/Leadership	Moved to isolation in W1for the day Logged on Go4schools Restorative conversation **Parents called** by HoY

CHURCH STRETTON SCHOOL

Appendix 8: Increase in Misbehaviour



Appendix 9: Report card system

Church Stretton school – Report card system

Punctuality Report	Department report	Tutor report	HoY report
3 lates registered Discussion with tutor	Concerns raised to HoD by class teacher Sanctions imposed	3 negative events logged on Go4s Tutor discussion with student	10 negative events on Go4s or escalation from dept/tutor report HoY report issued – parents informed
5 lates registered Punctuality report issued by tutor - parents informed	Meeting with HoD Departmental report issued - parents informed	5 negative events logged in Go4s Tutor report issued – targets set, and parents informed	Checked daily by HoY – review after 2 weeks Improvement = Praise (report ends) No improvement = escalation to AHT report (parents informed)
Review after one week Improvement = Praise (report ends) No improvement = report continues Loss of social time to make up for time missed.	Review after 4 lessons Improvement = Praise (report ends) No improvement = escalation to HoY (parents informed)	Report reviewed daily by tutor 2 weeks Improvement = Praise (report ends) No improvement = escalation to HoY (parents informed)	Improvement = Praise (report end) and parents informed No improvement = Parents invited in to meet AHT and HoY. Behaviour contract agreed Discussion regarding need for PPM or outside agency referral

All issuing of reports to be added onto Go4schools and the behaviour tracker sheet to allow for accurate monitoring