



# BEHAVIOUR POLICY

## BRAMHALL HIGH SCHOOL

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REVIEW DATE: MAY 2023

## **Bramhall High School Aim**

To achieve a calm learning environment with exemplary behaviour.

This is achieved through:

1. Students conduct being exemplary and all students demonstrating enthusiastic learning habits.
2. Students consistently demonstrating high levels of respect for each other and to all staff.

## **Introduction**

At Bramhall High School our climate is positive. We have a culture where learning comes first, and achievement and effort receive praise and reward. We challenge all individuals to do their best. This culture is based on **respect, resilience and excellence**.

The Behaviour for Learning Policy illustrates our whole school approach to the management of rewards and consequences. As a Restorative Approach school, we wish to ensure that:

1. Students who make the right choices about their behaviour and learning are rewarded
2. Students who make the wrong choices about behaviour and learning are dealt with in a way that enables them to repair and rebuild relationships.

## **Rewards**

Bramhall High uses a rewards system to recognise positive behaviour. Students will be praised for positive behaviour on Class Charts.

We believe in:

1. Providing a positive and rewarding culture, permeating all aspects of school life, enabling all students to achieve their potential.
2. Ensuring that all students can achieve recognition of their successes and efforts.
3. Increasing students' self-esteem through consistent, meaningful and positive rewards.

The Bramhall Rewards system looks to develop students not only in terms of academia but also their wider self through a three-strand approach called the 'Bramhall 1-2-3' - Respect, Resilience and Excellence and Develop your Whole Self. The reward system recognises student achievement in each of these areas.

Rewards are given to students for acts of Respect they show within the school community on a bronze, silver and gold tier, based on the number of points achieved.

Resilience and Excellence are rewarded using the same three tier system, however it is split into the individual subjects to recognise achievement in all areas of the curriculum and allows subjects to celebrate with the students.

The final aspect, Bramhall 3, is rewarded through the 'Bramhall Passport' where contributions to themselves, to the school and the wider community are recognised. The final celebration happens through a graduation ceremony at the end of the year based on points achieved with a university feel, where students can graduate with 'Bramhall Honours.'

### **Going above what we expect (Appendix 1.)**

At Bramhall High School we use our reward system to recognise and celebrate those students who go above what we expect.

## Bronze, Silver and Gold

**For both B1 and B2**, when students reach a number of rewards points they receive different tiers of rewards:

Level of Reward	Reward achieved
Bronze	Certificate
Silver	Certificate & x3 Lunch Queue/Library Queue Jump Passes
Gold	Certificate, x5 Lunch Queue/Library Queue Jump Passes & Free Food Voucher (worth the price of a meal but can be used on smaller snacks. For B1 and B2, Gold also gives the student a subject badge to wear on their blazer to show they have reached Gold standard in that subject.  Gold standard achievers are also put into a prize draw with one student from each year drawn to win a £100 voucher.

**For the B3 students** will receive an invite to a Bramhall High graduation ceremony at the end of the year. Parents and families are invited. It is an evening of celebration of our students' talents and many students perform singing, dancing, playing musical instruments.

## Headteachers Award

The Headteachers award is designed to recognise exceptional achievement in any aspect of the Bramhall 1-2-3.

Students can be nominated by a member of staff or even a member of the local community to receive a special Principal Award. Alternatively, the Headteacher's Award can be achieved by achieving a gold standard in all 6 areas of B1 and B2.

For a Headteacher's Award, students receive:

- Certificate
- X5 Lunch Queue/Library Queue jump passes
- Free food voucher
- £20 voucher
- Badge

## Prom

Year 11 students attend an End of Year Prom at the end of the exam season to celebrate their achievements. The Bramhall Reward system links to this and allows for student achievement to be acknowledged with money off their prom ticket:

1. Gold Standard Rewards – 50% off their prom ticket /Hoodie
2. Principal Award – Free prom ticket

## **Other aspects of Rewards**

### **Praise Postcards**

Praise postcards are sent home by the class teacher or Form Tutor for exceptional work, effort, behaviour or attitude.

### **Rewards Assembly every half term**

Gives rewards and recognition to students who follow the Bramhall Way

### **Sports Reward Evening**

Each year during the summer term parents/carers are invited to this event to celebrate students who have committed themselves to the school's sporting programme.

## **Behaviour**

### **Principles of the behaviour approach**

The basis of the policy is positive, where 'rewards come first'. However, we realise that on occasions, students may behave inappropriately because they make the wrong choices.

Behaviour is first and foremost the responsibility of the individual. Consequences will result from the choices that a student makes.

We believe that responsibility for behaviour forms a part of our partnership between students, parents/carers and Bramhall staff. At the core of this partnership is the importance of learning. Each of the partners must share the responsibility to ensure that learning is not disrupted due to inappropriate behaviour.

### **What this means to adults, parents and students**

These principles are about purpose, not power. They are not primarily concerned with the enforcement of rules but rather a means of promoting positive relationships, so that people can work together with the common purpose of enabling everyone to achieve.

We believe that every young person, with the right support, can and should make the right choices. We believe that descriptive verbal praise can be very powerful in developing a happy and purposeful school environment. We recognise some students will need additional support and scaffolding; however, our expectations remain the same for all. Excellence is achievable by all.

## **Behaviour Responsibilities**

### **Bramhall High School Governors**

The policy is created in consultation with the Headteacher, staff and governors. The policy is communicated to students, parent/carers and staff via the website and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010. The Governors support the school in maintaining high standards of behaviour. They also ensure that the concerns of students are listened to and are appropriately addressed.

### **Headteacher and Senior Leadership Team**

Senior leaders are responsible for the implementation and day-to-day management of the policy and procedures, this includes support for staff faced with challenging behaviour. This includes the preparation for review of the policy and monitoring of its implementation and impact.

### **Staff, including teachers, support staff, volunteers, supply staff and visitors in a professional capacity.**

Adults who are working in direct supervisory responsibility of students are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff for the implementation of the policy is essential, so teachers can effectively manage behaviour effectively to ensure a good

and safe learning environment. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently in accordance with the teacher standards. Reasonable adjustments must and will be made dependent upon an individual's specific learning needs regarding SEND issues and social/emotional issues.

### **Students**

Students are also expected to take responsibility for their own behaviour. Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported either verbally or through written communication with members of staff. This responsibility extends outside of the school, into the local community and online.

### **Parents and carers**

Parents and carers (the person/persons with legal parental responsibility for a child), along with their child, enter in to a home-school agreement on enrolment to the school and in doing so agree to the standards expected. Parents and carers are encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and are expected to take responsibility for the behaviour of their child both inside and outside school.

Parents and carers can meet with key staff throughout the academic year to raise with the school any issues arising from the operation of the policy. When a parent leaves a child at the school gates, they are in effect agreeing to allow the teachers and other staff at the school to act 'in loco parentis'. There are two statutory provisions that relate to the role of teachers acting in loco parentis: first, the Children Act 1989 provides that teachers have a duty of care towards the children under their supervision, as well as promoting the safety and welfare of the children in their care. The level of this duty of care is measured as being that of a 'reasonable parent.'

As part of this, school staff have the power to discipline and impose reasonable sanctions (for example, confiscation of items, intervention and detention) against students:

- Whose behaviour is unacceptable.
- Who break the school rules.
- Who fail to follow a reasonable instruction.
- Whose behaviour affects the learning, safety or wellbeing of themselves or others.

This power extends outside school in certain circumstances. Parental consent is not required for a school sanction, for example, the issuing of detention, however the school will always endeavour to inform parents where possible.

## Behaviour for Learning

'At Bramhall High School we have agreed that every student should be allowed to learn in every lesson.'

To achieve this all students are expected to abide by the Classroom Charter (Appendix 2.)

These will be explicitly explained, taught, and reinforced to students on a regular basis.

## Behaviour in the classroom

Students must arrive to lessons on time and will be met at the door by their teacher. Students will then sit down in their allocated seat, get out their equipment in silence and begin their retrieval task. This helps to make sure that the start of lessons is calm and that students are working from the beginning of the lesson.

If a student chooses to behave in a way that impacts learning within the lesson the following stepped approach will be employed by all staff.

- **N1:** Students will be warned of poor behaviour.
- **N2:** If the student chooses to ignore this warning, and does not modify their attitude/behaviour, the teacher will issue an N2. This is the student's final warning.
- **N3:** Should the student continue to behave in a way that the teacher feels is unacceptable the teacher will issue an N3. This is the third consequence, and is a result of continued negative behaviour, despite two chances to modify their actions. This will mean that the student will now automatically be issued with an after-school detention. Under normal circumstances, the school will facilitate the detention twenty-four hours after the teacher has issued the N3.
- Once a teacher issues an N3, this cannot be changed.
- All detentions run from 3pm until 3:30pm.
- If a student is absent on the day of their detention, he/she will attend the detention on their next day in school.
- The school reserves the right to issue sanctions according to the severity of incident. For serious misbehaviours, no prior sanction may have been issued.



## **Behaviour during detention**

- If students talk or display negative behaviour during the detention, they will be issued with a warning. Should they fail to modify their behaviour they will spend the following day in Isolation. (Internal Suspension).
- Students who do not attend an N3 detention will receive an immediate day in Isolation (Internal Suspension). Parents/carers will be informed by phone call of the student's isolation.

## **Low Level Disruption**

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

- A failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other students from learning.
- A refusal to engage in the learning process.
- Disrespectful responses to staff
- General Defiance.

Through our Classroom Charter, Bramhall High School addresses the issue of low-level disruption through our Classroom Charter, whilst at the same time dealing effectively with more serious examples of inappropriate or anti-social behaviour.

## **Mid – High Level Disruption**

For disruption, that has a significant effect on a student's or group of students learning and/or safety an N3 may be issued without an N1 or N2 warning being given. This is discretionary. 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.

## **High level disruption/serious incidents/non-compliance with school procedures.**

For incidents that the school perceives to be of a serious nature, students will be issued with either an Isolation (Internal Suspension) or a Fixed Term Suspension.

## **Isolation (Internal Suspension)**

Students will be placed in Isolation for incidents that are perceived to be of a serious nature.

Behaviour resulting in Isolation can be identified in a variety of forms. Below are some examples of behaviour that will result in Isolation; however, this is not an exhaustive list.

- Failure to attend N3 detention
- Repeated poor behaviour during N3 detention
- On-Call or repeated On-Calls\*
- Truancy from a lesson or non-attendance at a lesson.
- Verbal abuse of students or staff.
- Repeated General Defiance.

\*On-Call is Bramhall High School's system of emergency support to a lesson as requested by the classroom teacher.

If students display negative behaviour whilst completing their day in Isolation they will repeat a full day the following day however, if a student engages in a serious breach of Isolation protocol, they may be issued with a suspension.

Parents / carers will be informed by telephone call when a student has been placed in isolation and the reasons why they have been placed in isolation. Students will be provided with classwork to complete during their time in the Isolation room.

Mobile Telephones will be removed from students prior to their placement in the Isolation room.

A student may also be placed in Isolation when members of staff are investigating behaviour or safeguarding incidents

### **Exclusions**

#### **Aims**

Our school aims to ensure that:

- The suspensions and exclusions process is applied fairly and consistently
- The suspensions and exclusions process is understood by governors, staff, parents and students
- Students in school are safe and happy
- Students do not become NEET (not in education, employment or training)

#### **Legislation and statutory guidance**

At Bramhall High School, we follow the statutory exclusion guidance issued by the Department for Education (DfE) when making decisions regarding exclusion from school and carrying out the exclusion process.

The current version of the DfE exclusion guidance '**Exclusion from maintained schools, academies and student referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion**' can be found on the school exclusion page of the Gov.uk website:

<https://www.gov.uk/government/publications/school-exclusion>

It is based on the following legislation, which outline schools' powers to suspend and permanently exclude students:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012

### **The use of suspensions and exclusions**

The decision to suspend or permanently exclude a student will be taken only if the following apply:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

There are two types of exclusion that the school can use:

- Suspensions (previously known as fixed term exclusions): students can be excluded from school for a maximum of 45 days in any school year. (Lunchtime exclusions may be used and these count as suspensions (fixed-term exclusions) equivalent to one half of a school day).
- Permanent exclusion.

Specific reasons why the school may suspend or exclude include, but are not limited to, the following:

- Physical assault against an adult, including staff.
- Physical assault against a student.
- Verbal abuse/threatening behaviour against a student.
- Verbal abuse/threatening behaviour against an adult.
- Bullying, including cyber-bullying.
- Carrying, brandishing or using an offensive weapon.
- Racist abuse.
- Sexual misconduct.
- Drug and alcohol related.
- Damage;
- Theft;
- Persistent disruptive behaviour;
- Examination misconduct;
- Misconduct on a school trip.
- Unacceptable behaviour outside school.

Whether a student is suspended for a fixed period or permanently excluded will depend on the severity of the incident or concerns. Repeat offenders and those who commit serious one-off offences are likely to be permanently excluded.

Permanent exclusions for one-off offences are very likely in the following cases: assault on a member of staff; serious assault on a fellow student; serious examination misconduct; serious misconduct on a school trip; supply of drugs, or being found in possession of a quantity of drugs; possession or use of an offensive weapon.

However, no list of this nature can be exhaustive and the Headteacher reserves the right to permanently exclude students for any one-off offence not specifically included in this list which is nevertheless considered to be sufficiently serious.

There may also be occasions where we remove students from normal lessons to be educated in the school inclusion unit following a breach of our behaviour policy. This is not a suspension.

**Supplementary information can be found in the [Bramhall High School Exclusions Policy](#)**

### **Individual Needs**

We are aware that the needs of some students may prevent them from conforming to the behaviour policy without reasonable adaptations being made in order to help them do so.

This usually applies to students with Special Educational Needs or Disabilities (SEND) or those who may have emotional wellbeing or mental health needs.

Examples of reasonable adaptations include, but are not limited to, things such as:

- Exit card – this allows the child a few moments outside the classroom to calm and refocus, or early departure from lessons to avoid busy corridors etc.
- Adaptations to the Ladder of Consequences so that a child may be given additional warnings before formal sanctions, such as N points, are issued or have an agreed plan for removal to an alternative learning environment when in a heightened state.
- Adaptations to the Ladder of Rewards so that a child may receive more immediate or tangible rewards, see their progress through special charts/reports etc.
- Adaptations to the administration of detentions so that a detention may be shortened or run during social time, instead of after school, and the child's sanctions may involve the use of social stories to reflect on actions and consequences.
- Work with a behaviour or SEMH specialist to aid a child's understanding of school rules and expectations and to help a child learn to self-regulate.

## Searching, Screening Confiscation

The school follows DfE Searching, screening and confiscation 2022 guidance when searching students. Searching, screening and confiscation (XXX)

We ask that parents/carers ensure that their child does not bring anything to school that feature on the prohibited by law list or our banned items list. We also educate students that we may check bags, coats and blazers as part of our role in keeping everyone safe. We ask students not to be offended by this and we follow guidance issued by the department for education to ensure students and staff are treated with dignity and respect.

In practice most students will hand over prohibited/banned items when asked, if they have made an error by bringing them to school, which enables the school to deal with the situation sensibly and restoratively.

Any member of staff may- by law - ask a students' permission to search their coat, blazer or bag with permission.

The headteacher and authorised staff (in this school that includes members of the Senior Leadership Group and Heads of Year) are permitted to search students without permission in certain circumstances. If the school has reasonable grounds for suspecting a student is in possession of a prohibited or banned item, the Headteacher or a member of the Senior Leadership Group can search without the consent of the student.

The law states that the school does not require parental consent to search, screen or confiscate an item we state are banned from premises, or the law states are prohibited.

### Why is this important?

At Bramhall High School, it is everyone's responsibility to safeguard its students. As a school community all those directly connected (staff, governors, parents, families, and students) have an essential role to play in making it safe and secure.

Bramhall High School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work and work based on 'it could happen here' and all reports are dealt with in line with policy and procedure. Our approach to search, screening and confiscation acts as important early warning system for safeguarding our students. We ask that parents/carers ensure that their child does not bring anything to school that feature on the prohibited by law list or our banned items list.

**Prohibited items by law are detailed as follows:** knives/blades, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers/smoking paraphernalia, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In addition to prohibited items, the following items are **banned from the school premises** (Appendix 3.)

*Additional Banned items: (At any point throughout the school year, the Headteacher has the right to ban **an item**. The school is not responsible for any loss or damage to items confiscated which are banned from the school premises.)*

### **Consequences in relation to screening, search and confiscation.**

Prohibited/banned items will be confiscated. Depending on the nature of the item the school may return this to parents, dispose of or destroy it or hand it to the police. The school will also apply its behaviour policy and consequences for possession of some of these items would be likely to result in suspension or permanent exclusion.

Students wearing banned items related to appearance may be asked to remove it in school or parents may be asked to collect their children to deal with more involved items e.g., hair extensions or gelcoat/nails etc.

Inappropriate haircuts will be dealt with by discussion with parents on a case-by-case basis. Student's may be removed from mainstream classes or issued with a suspension in cases where there is refusal to rectify the issue.

In addition, the school may contact external agencies if it has safeguarding concerns about a student following a screen, search or confiscation.

### **Seizing and confiscating items**

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Also note: The member of staff can use their discretion to confiscate, retain and/or destroy any item found because of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

All staff have the authority to confiscate mobile phones from students. When a mobile phone has been confiscated it will be placed in a safe area where it will be retained until the end of the day.

Any cigarettes confiscated in school will be destroyed.

There is no acceptable reason why a student should bring a cigarette lighter or vape/vaping paraphernalia, fireworks into school. Such items will always be disposed of as it is illegal for student's to be in possession of such items.

**Supplementary information can be found on the pages of the Government website relating to [Searching, Screening and Confiscation](#).**

## **Uniform**

Parents, teachers and students work together to ensure that the highest possible standards are maintained at Bramhall High School. Students are representing Bramhall High School when they are wearing our uniform around school and within our community. It is essential that they wear it with pride.

Wearing the uniform correctly, is a sign of commitment and pride to our school, it is a way of avoiding an expensive 'fashion contest' within school between the students. It ensures that students are not distracted from their learning and it prevents any variances between those who can afford the latest trends and those who cannot. By sending their children to Bramhall High School, parents and carers have accepted the responsibility to provide the correct school uniform in accordance with this policy.

It is expected that full school uniform is worn correctly during the school day and on journeys to and from school. The uniform is strictly enforced with rewards for students who wear the uniform correctly and sanctions for those who refuse to conform. Parents must provide their child with a written note if there is a good reason, they are not wearing the full school uniform. In cases of hardship, parents or carers should contact their child's Head of Year for confidential advice.

**Supplementary information can be found in the [Bramhall High School Uniform Policy](#)**

## **Mobile Phones, earbuds and personal headphones**

All mobile phones, earbuds and personal headphones must be turned off and placed in the student's school bag on entry to the school at the start of the day.

Mobile phones, earbuds and personal headphones are not to be used at any point in the school day or in any part of the school building.

If it is essential for a student to contact a parent during a school day, the school office will make contact. We ask parents to contact the school office if they want to relay a message to their child, rather than texting or calling directly in the school day. If this occurs, it disrupts learning.

The school offers a service of handing phones/earbuds/personal headphones in for the day for students who are issued a phone by parents for the journey to and from school. If a mobile phone, ear pods/headphones is seen or heard on school premises, it will be confiscated and passed to the Head of Year/pastoral office.

Sanctions will be issued for those students who are found to repeatedly breach the school behaviour policy in respect of mobile phones, earbuds and personal headphones.

In the case of confiscation of electronic devices, the school will determine if the situation dictates that a parent/carer collect the device or whether the device can be handed back to the student at the end of the school day.

School may view and copy material from an electronic device should a serious breach of the behaviour policy be suspected.

School has the right to share this information with the Schools Police officer, or other relevant agencies. In addition, the school may contact external agencies if it has safeguarding concerns about a student following a screen, search, or confiscation.

**Supplementary information can be found in the [Bramhall High School Mobile Phone Policy](#)**

### **Conduct Review**

At regular intervals in the year there will be a review of behaviour in each year group. From this review students will be identified and required to attend a Conduct Review Meeting.

The Conduct Review Meeting will be attended by a Bramhall High School governor, Headteacher, Deputy Headteacher (Pastoral), Assistant Headteacher (Behaviour), Head of Year, parents/carers and the student.

At this meeting there will be:

- A review of behaviour to date
- A review of interventions and support in place.
- A review of the impact of interventions and support in place.
- The opportunity for all attendees to input into target setting and agreed actions.
- Agreed outcome and actions.

Following the meeting a Behaviour for Learning Contract will be signed.

If a student breaks their contract a suspension or managed transfer may be the consequence.

In serious breaches of our behaviour policy, permanent exclusion may be considered.

### **School Related Activities and Events**

This policy applies to all school related activities including school visits, residential in the UK and abroad and extra-curricular events.

The Headteacher reserves the right to not allow a student to attend any school related activities or events. This will only be used in the case of risk posed to health and safety of the child, other children, or staff. In this case a risk assessment must be completed. Unless prior notice has been provided to the child and parent that a trip or visit is behaviour related or dependent. Other out of school incidents may be considered if the Headteacher believes that they will have a serious impact on the school.



## **Behaviour Outside of classrooms**

We have clear expectations of students outside of lessons in order to ensure that their conduct is orderly and safe at all times.

These are communicated to students and staff on a regular basis and students who do not meet these expectations will receive a sanction.

Please see Appendix 4. for expected Behaviour Outside of Classrooms

## **Restorative Approaches**

Bramhall High School is committed to Restorative Approaches. All our staff have undergone training in restorative approaches. By Restorative Approaches we mean that to punish actions without enabling students to reach an understanding of why their behaviour is unacceptable and the effect their actions have had on others is not a way forward in preventing the same thing happening again. Staff and students may be requested to engage in a restorative approach in order to help resolve an issue of conflict. On occasions this may also entail family involvement.

What is a restorative approach? (Appendix 5.)

Responding to Challenging Behaviour (Appendix 6.)

Responding to those harmed (Appendix 7.)

## **Drug and Alcohol Abuse**

Bramhall High School takes a zero-tolerance approach to the misuse of drugs and alcohol on school premises. This policy has been developed in conjunction with DfE guidance to ensure that everyone is aware of the risks posed by the misuse of drugs and alcohol.

We are committed to:

- Upholding the Health and Safety Policy already in place at the school.
- Providing a safe and healthy environment which is conducive to the education of the children in the school.
- Providing a robust policy which outlines our zero-tolerance approach to drugs and alcohol misuse.
- Developing and improving the policy by reviewing it after any incident.
- Educating students on the dangers of drug and alcohol misuse.

## Legal framework

This policy has due regard to relevant legislation and guidance, including, but not limited to the following:

- Keeping Children Safe in Education 2015
- The Children and Families Act 2014
- The Education Act 2011
- The Health Act 2006 This policy will be implemented in conjunction with the school's:
- Safeguarding (and Child Protection) Policy
- Health and Safety Policy
- PSHE Policy
- Administering Medication Policy
- COSHH Policy

**Supplementary information can be found in the [Bramhall High School Drug and Alcohol Policy](#).**

## Use of reasonable force to control or restrain students

All members of school staff have a legal power to use reasonable force. Schools do not require parental consent to use force on a student.

We do not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them acting to prevent a student causing harm.

All staff are regularly updated regarding any changes made by the government relating to the Use of Reasonable Force.

In which circumstances might reasonable force be used at Bramhall High School? The actions of staff will always be in the best interest of the child and are in line with the government guidelines on the Use of Reasonable Force.

Under no circumstances will physical force or restraint be used as a form of punishment.

Staff only intervene physically to control or restrain children in the following circumstances:

- To remove disruptive children from the classroom/area where they have refused to follow an instruction to do so.
- To prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a student leaving the classroom/area where allowing the student to leave would risk their safety, the

- safety of others or lead to behaviour that disrupts the behaviour of others.
- To prevent a student from attacking a member of staff or another student, or to stop a fight.
- To restrain a student at risk of harming themselves through physical outbursts.
- As part of a without consent search, where it there is reasonable evidence to suggest the child is in possession of a prohibited item, which may compromise the safety of the child or others.

The link to the DFE guidance regarding the use of reasonable force can be found at [publishing.service.gov.uk](https://publishing.service.gov.uk)

### **Bullying**

The Governors and staff believe that all students at Bramhall High School are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of the entire school community to ensure that this takes place. The school has a comprehensive anti-bullying procedure and students who repeatedly bully is likely to face suspension and, in some cases, permanent exclusion.

### **Involving the police**

The school reserves the right to inform and involve the police if it believes a disciplinary infringement may constitute an illegal act. Young people need to be aware that their acts have consequences and that the law of the land applies at Bramhall High School, just as it does in the wider community.

### **Complaints and Appeals**

If a parent is unhappy with the way a behaviour management or disciplinary situation has been dealt with, they may address their concerns to the Deputy Head (Pastoral) or, if the concerns relate to the Deputy Head (Pastoral), the Headteacher. Parents whose concerns are unresolved have recourse to the school's formal complaints procedure (available from reception). Parents who wish to appeal a suspension or permanent exclusion should see the suspension/exclusion letter or our own Exclusion Policy for details of how this can be done.

### **Disciplinary Investigations**

Investigations will be conducted and supported by the most appropriate staff available at the time, as decided by senior staff.

## **How the policy will be monitored and its impact evaluated**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations or further improvements. The policy will be reviewed annually, and the views of other stakeholders particularly parents and students are welcomed.

The Governing Board reviews this policy every two years.

The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

**Supplementary information can be found in the [Bramhall High School Anti-Bullying Policy](#)**

## **Equality, Diversity & Inclusion**

### **A fairer future for all**

At Bramhall High School, we believe that everyone has the right to live without fear or prejudice regardless of race, age, gender, disability, sexual orientation, social class, religion and belief.

Everyone should be able to make a full contribution to school life and to wider society in their own unique way and live in a world which demonstrates respect and values diversity.

### **Our responsibility**

Bramhall High School complies with the [Equality Act 2010](#) (the “Act”) and we understand our duties under it. In our school we treat all reports of discrimination seriously. Should such an incident arise, we will investigate and take appropriate action taken in line with our policies and procedures. We seek to ensure pupils learn from such incidents and understand the impact of language and actions.

### **Our principles**

Bramhall High School is committed to do more than just adhere to the Act. We strive to create an inclusive environment and, in addition, are committed to a programme of Equality, Diversity and Inclusion training for staff (as part of their continuous professional development) and for pupils as part of their curriculum offer.

Our EDI Strategy outlines key values for all at Bramhall High School to work towards:

1. **Our Community** - We will value our differences and benefit from our diversity of thought, background, and experience. We will reflect the diversity of those that we work with and for.

2. **Our Behaviours** – Our staff will act as role models and champions. Individually and collectively we will uphold our shared vision and stand up to challenge behaviours that don't reflect it.
3. **Our Progress** – Data will be central to our decision making in helping us measure and drive change. We won't stop listening and learning and will be honest and transparent about our progress.

### **Our vision**

Our aim is to achieve a more equitable, diverse, and inclusive school by ensuring EDI is reflected in our values and embedded in our practises and in individual behaviours. We expect all of our third-party suppliers and partners to commit to our strategy and to treating their workforce with dignity and respect.

The school is committed to a zero-tolerance approach to less favourable treatment on the grounds of any protected characteristic under The Equality Act 2010.

### **How expected behaviour is communicated (Appendix 8.)**

Our behaviour expectations are communicated across our school community through a range of calendared opportunities.

### **Strategies to improve behaviour (Appendix 9.)**

At Bramhall High School we use a range of strategies to support students in making the correct behaviour choices

## **Appendices**

### **Appendix 1.**

#### **Going above what we expect**

#### **Each individual act is worth 1 point / Bramhall 1,2,3**

#### **Bramhall 1 -Respect**

##### **It happens when:**

- BI -use good manners.
- BI- listen and speak politely to others and look at the person who is speaking.
- BI- trust others.
- BI -am tolerant of others with different points of view and beliefs
- BI -give people space.
- BI -give others a turn.
- BI -care for everyone.
- BI -am considerate.

#### **Bramhall 2-Excellence and resilience through hard work**

- B2-Excellent contribution to class discussion
- B2-Exceeding expectations for class work
- B2-Excellent engagement
- B2-Going above and beyond.
- B2-Resilience
- B2-Trying their best.
- B2-Challenging themselves.
- B2-Classroom leadership
- B2-High quality homework
- B2-Being proactive/well organised.

#### **Bramhall 3-Develop Your Whole Self**

- B3-Ourselves
- B3-To others
- B3-To the World/community

## Appendix 2.

## Bramhall High School Classroom Charter

Classroom Charter	
Expectations of students	Expectations of staff
Our students will arrive <b>prepared</b> and enter the classroom in a calm manner. Our students should leave the classroom in a formal manner.	Our staff will meet and greet students positively at the classroom door and should check uniform as they enter their classroom. Our staff should dismiss students in a formal manner.
Our students will be <b>committed</b> to follow all reasonable instructions from any member of staff.	Our staff will be clear with instruction and be committed to having high expectations.
Our students will speak and behave in a <b>respectful</b> manner to all staff and each other.	Our staff will model examples of respect to all students to ensure an effective rapport between staff and students.
Our students will strive be <b>positive</b> and achieve all aspects of school life.	Our staff will celebrate achievement with students to be positive.
Our students will always aim to be <b>ambitious</b> and improve within all aspects of school life.	Our staff will encourage students to be ambitious through self-reflection and improvement.

## Appendix 3.

### Banned Items

#### 1. Fire lighting equipment

- Matches, lighters, etc.

#### 2. Drugs and smoking equipment

- E-cigarettes etc.
- Solvents.
- Any other drugs except medicines covered by the Medical policy, including legal highs.

#### 3. Weapons and other dangerous implements or substances

- Razors.
- Catapults.
- Laser pens and LED torches (students who cycle are permitted to bring their lights but these must be kept in a bag and switched off).
- Studded arm bands, belts bracelets, etc.
- Whips or similar items such as long chains.
- Pepper sprays and gas canisters (e.g. CS gas).
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc.).

#### 4. Items related to appearance

- Hoodies (unless issued by the school).
- False nails/gelcoat nails.
- Hair extensions/wigs (unless part of agreement with school following an NHS medical approved procedure/treatment).
- Eyelash extensions.
- Dyed hair other than natural colours.
- Neck chains, ankle bracelets, clip on nose jewellery or nose stud
- Piercings other than one stud in an ear.
- Tattoos.
- Full face masks or balaclavas.

#### 5. Other Items

- \*Mobile phones and electronic devices, e.g.: ear pods, smart phones, Switch, iPad.
- Any form of liquid-based correction fluid.
- Chewing gum.
- Energy drinks.
- Large quantities of sweets, biscuits, crisps and other unhealthy items.
- Any aerosol (other than essential medication) Note: students should use non-aerosol deodorants.
- Cameras (Mobile phones should not be seen or heard in school whilst students are on the school premises, therefore the taking of images/video is strictly forbidden).
- Goods brought to school with the intent of selling them for personal profit



\*Please refer to Bramhall Mobile Phone Policy

## **Appendix 4.**

### **Behaviour Outside of Classrooms**

- Students are expected to move with pace and purpose when the bell rings and do not visit the toilet at lesson changeover times.
- Keep to the left-hand side in corridors and on stairs.
- Walk purposefully (straight to) to class or break/lunch/activity without boisterous behaviour, behaviour that may hurt yourself or others.
- Follow all instructions the first time.
- Be polite to others.
- Respect the space of others.
- Do not wear your coat while inside the building.
- Remember this is a learning environment.
- Put your own litter in bins provided.
- Do not graffiti or damage the school.
- Students must not leave the school without permission from a member of staff.

## **Appendix 5.**

### **What is a restorative approach?**

- It's about addressing the needs of victims and perpetrators
- It's focused on harm caused rather than assigning blame
- It's about accountability and inclusion
- It's about commitment to relationships

All members of our teaching and support staff employ a consistent and scripted approach to restorative conversations.

## **Appendix 6.**

### **Responding to Challenging Behaviour**

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen next?

## **Appendix 7.**

### **Responding to those harmed**

- What happened?
- What have your thoughts been about since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you need to happen next?

## **Appendix 8.**

### **How expected behaviour is communicated**

- Classroom Charter
- Form Time
- Assemblies
- Communication with parents & carers
- Communication with relevant external agencies.
- Newsletters

## **Appendix 9.**

### **Strategies to improve behaviour**

- Early intervention.
- Report Cards
- Reintegration (Return from Suspension) Meetings.
- Pastoral Support Plans (PSP).
- External Agencies.
- Counsellors.
- SEMH Specialist Support.
- Child and Adolescent Mental Health Service (CAMHS)
- STAR (Students at Risk) Meeting
- TAS (Team Around School) Meetings
- Learning Hub
- Reflection

**Appendix 10.****Behaviour for Learning**

<b>N1 WARNING</b>  <b>Chance</b>	You have disrupted your own learning and that of the class.  STOP NOW.
<b>N2 FINAL WARNING</b>  <b>Choice</b>	You have continued to disrupt your own learning and that of the class.  STOP NOW BEFORE YOU GET AN N3 DETENTION.
<b>N3 DETENTION</b>  <b>Consequence</b>	You have ignored the warnings given and continued to disrupt the lesson OR your behaviour was so disruptive that warnings were inappropriate; this could be in the classroom or outside.
<b>N4 REFLECTION</b>  <b>Consequence</b>	You have not understood the seriousness of your behaviour and the warning given OR your behaviour is so disruptive you need to be isolated.  You have received 2 N3's in one day.