



BEHAVIOUR POLICY.

AUTHOR: I BROWN

REVIEW DATE: OCTOBER 2025

APPROVED DATE: OCTOBER 2025

NEXT REVIEW DATE: SEPTEMBER 2026

Purpose

At Bramhall High School we have a culture where learning comes first, and achievement and effort receive praise and reward. We expect all individuals to do their best. Our culture is based on **Respect, Resilience and Excellence**.

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

1. We address behaviour through a trauma informed lens.
2. All staff and leaders are professionally curious to the context of behaviour and the individual drivers for the behaviour displayed.
3. We recognise the positives and strengths of every student.
4. We are a school that provides high support but also high challenge to all students.
5. We recognise the importance of the relationship between the school, students and parents and carers.

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 the school, students and parents and carers.

Each of the partners must share the responsibility to ensure that learning is not disrupted due to inappropriate behaviour.

Leadership and management

The policy is created in consultation with the Headteacher, staff and governors.

The policy is communicated to students, parent/carers and staff via the school website and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

Bramhall High School Governors

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 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.

School systems and social norms (rules, routines, and consequence systems)

In their role, school staff have a responsibility to make careful and sensible decisions that maintain the health, safety, and best interests of the students in their care. The level of care is described as that of a 'prudent 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 every student has the right to learn in every lesson.

To achieve this all students are expected to abide by the Bramhall High School Home School Agreement (Appendix 1.)

Behaviour in the classroom

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

N Point System

	Action
N1 Warning <i>Chance</i>	Students will be warned of poor behaviour.
N2 Final Warning <i>Choice</i>	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 Detention <i>Consequence</i>	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.

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.

Staff will address low-level disruption through a range of techniques including.

- Verbal reprimand
- Immediate change of seating plan
- Talking individually with the student about their behaviour
- Issuing N1 or N2 points.
- Issuing of an N3 detention.
- Being moved to another class within the department (Good Neighbouring)

Mid to 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. The 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 internal suspension, suspension or permanent exclusion.

On Call

- On-Call is Bramhall High School's system of emergency support to a lesson as requested by the classroom teacher via a Class chart alert.
- On Call staff will attend the teaching room when a request is received.
- The incident will be triaged by the member of On Call staff and the student removed from the room.

Behaviour outside of classrooms

- We have clear expectations of students outside of lessons to ensure that their conduct is always orderly and safe.
- 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

Sanctions

Bramhall High school has a hierarchy of sanctions that will be used in response to unacceptable behaviour. Before any sanction is issued the facts will be established. Following serious incidents, staff will initiate a full investigation before issuing a sanction based on the balance of probability. The investigation will include the collection of statements from students involved and any witness to the incident.

Breaktime Detentions

- Students who arrive late to school without a valid reason will be placed in breaktime detention.
- Parents / carers will not be informed of a breaktime detention, but the school will maintain an accurate record of the detentions issued and attended and may refer to this in any subsequent meetings, conversations or behaviour reviews.

Lunchtime Detentions

- Lunchtime detentions will be used at the Head of Years discretion for students in their year group.
- Students will be given the opportunity to collect their lunch prior to the detention.
- Parents / carers will not be informed of a lunchtime detention, but the school will maintain an accurate record of the detentions issued and attended and may refer to this in any subsequent meetings, conversations or behaviour reviews.

N3 Detention

- Students who receive an N3 will be issued with a N3 detention.
- All N3 detentions will be 3pm until 3:30pm.
- We will endeavour to ensure that N3 detentions are served the day after they have been issued. Where this is not possible, they will be served at the first available date.
- If a student has multiple detentions the detention may take place beyond the following day.
- If a student is absent on the day of their detention, they will attend the detention on their next day in school.
- Parents / carers and students should all use Class charts to ensure they are aware of the date of any N3 detentions that have been issued.

SLT Detention

- All SLT detentions will be 3pm – 4pm every Friday.
- SLT detention will be led by a member of the Senior Leadership Team.
- Parents / carers and students should all use Class charts to ensure they are aware of the date of any SLT detentions that have been issued.

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.

- 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.
- Persistent defiance.
- Refusal to comply with Bramhall Uniform & Appearance Policy

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.

We will endeavour to inform parents/carers via Classcharts 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.

Behaviour outside of school premises

Bramhall High School has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.

The Headteacher reserves the right to not allow any student to attend any school-organised or school related activity based on a student's individual behaviour history.

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 suspension and exclusion guidance 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:

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Student Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014.

The use of suspensions and exclusions

Suspension

A suspension, where a student is temporarily removed from the school, is an essential behaviour management tool.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a student that their current behaviour is putting them at risk of permanent exclusion.

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:

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

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

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.

Supplementary information can be found in the Bramhall High School Exclusions Policy

Off Site Direction

Off-site direction is when the school requires a student to attend another education setting to improve their behaviour.

Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction may be used as a time limited placement at an alternative provision or another mainstream school.

The use of off-site direction should form part of an agreed intervention plan between the student, school and parents & carers. It is not used as an immediate sanction in response to a one-off incident.

Reintegration after a suspension or off-site direction

The school will support students to reintegrate successfully into school life following a suspension or period of off-site direction.

Our reintegration strategy offers the student a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the student's return to school. During the reintegration meeting, we will communicate to the student that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the student's parents or carers.

The school will consider a range of measures to enable the student's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school.
- Daily contact with a designated pastoral professional in school.
- Use of a report card with personalised targets leading to personalised rewards.
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress.
- Planned pastoral interventions.
- Mentoring by a trusted adult or a local mentoring charity.
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the student, parents and staff of potential external support.

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:

- **Time Out Pass:** This allows the student a few moments outside the classroom to calm and refocus, or early departure from lessons to avoid busy corridors etc.
- **Adaptations to the N Point system:** so that a student 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 Rewards System:** So that a child may receive more immediate or tangible rewards.

- **Adaptations to sanctions** issued: So that a detention may be shortened or run during social time, instead of after school, and the student'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 student'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 Guidance 2022](#)

The principal legislation to which this guidance relates is:

- Coroners and Justice Act 2009
- Criminal Justice and Immigration Act 2008
- Health and Safety at Work etc. Act 1974
- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Schools (Specification and Disposal of Articles) Regulations 2012.

Searching

The Headteachers and other authorised staff have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

Prohibited items by law are detailed as follows: knives/blades (real or imitation), weapons (real or imitation), 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.)*

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

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.

Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

Our statutory power to make rules on pupil behaviour and our duty as employers in relation to the safety of staff, pupils and visitors enables us to impose a requirement that pupils undergo screening.

At Bramhall High School, Screening is the use of a hand-held metal detector (wand) to scan pupils for prohibited items when they are on the school premises.

Confiscation

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.

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.

Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or students.
- Is prohibited or identified in the school rules for which a search can be made.
- Is evidence in relation to an offence.

Prohibited or illegal items

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. This may result in suspension or permanent exclusion.

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed in the 'Searching' section of this document and appendix 3) that has taken place.

Parents will be informed of the outcome of the search as soon as is practicable.

A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

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.

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 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, airpods and personal headphones

All mobile phones, airpods 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, airpods 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.

If a mobile phone, airpods or headphones are seen or heard on school premises, it will be confiscated

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

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

Conduct Review

Every term, the Deputy Headteacher (Pastoral) will carry out 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 and the students Head of Year.

Parents/carers and the student will be invited to the review.

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 actions.

Communicating our behaviour expectations

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

How expected behaviour is communicated (Appendix 4.)

Strategies to improve behaviour

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

Strategies to improve behaviour (Appendix 5.)

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.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

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 the regulations around the use of positive handling, physical intervention and duty of care as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008) and the Department for Education Use of Reasonable force guidance for Headteachers and Governing Bodies Information July 2013 (revised 2015).

Staff are updated of any changes made by the government relating to the Use of Reasonable Force.

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 in schools.

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

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

When can reasonable force be used?

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain a pupil at risk of harming themselves through physical outbursts.

The link to the DFE guidance the school follows when using reasonable force can be found at [Use of Reasonable Force 2013](#)

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 bully will receive sanctions proportionate to their actions.

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

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 Headteacher or, if the concerns relate to the Deputy Headteacher, the Headteacher. Parents whose concerns are unresolved have recourse to the school's formal complaints procedure (Please use link below). Parents who wish to appeal a suspension or permanent exclusion should see the suspension/exclusion letter for details of how this can be done.

[Bramhall High School Complaints Policy](#)

Disciplinary Investigations

Investigations will be conducted and supported by the most appropriate staff available at the time, as decided by senior staff. This may include the gathering of written statements from students and staff to establish the facts

How the policy will be monitored and its impact evaluated

The Headteacher monitors the effectiveness of this policy on a regular basis.

The Headteacher 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.

Appendix 1. BRAMHALL HIGH SCHOOL HOME SCHOOL AGREEMENT

As a student, I will...

- Attend school on time each day with the correct equipment.
- Always adhere to the Bramhall High School uniform and appearance expectations.
- Always prioritise my learning, including completing homework on time and to the required standard.
- Always adhere to the Bramhall High School Behaviour Policy.
- Always adhere to the Bramhall High School mobile phone policy.
- Attend all lessons on time and be prepared to learn.
- Always move around the school in a calm and orderly fashion.
- Always treat all members of the Bramhall High School Community with respect.
- Conduct myself appropriately when travelling to and from Bramhall High School.
- Demonstrate pride in Bramhall High School and respect the school site and facilities.

As a parent or carer, I will...

- Ensure my child attends Bramhall High School punctually every day.
- Ensure my child attends Bramhall High School in the correct uniform and hearing to all uniform and appearance expectations.
- Support Bramhall High School in implementing its behaviour policy, including supporting attendance at detentions and other sanctions if necessary.
- Provide the necessary equipment so my child is ready to learn in every lesson.
- Take an interest in my child's school work and support the completion of homework.
- Inform Bramhall High School about any issues which may affect learning, behaviour or wellbeing of my child.
- Attend meetings arranged by Bramhall High School, including parents' evenings.
- Encourage my child to always do their best and demonstrate the school values of **Respect, Resilience** and **Excellence**.

As a school, we will...

- Embed our school vision and ensure that **every student, every subject** and **every grade** matter.
- Provide high quality teaching to all students.
- Encourage high levels of attendance and punctuality by all students. Informing parent & carers as soon as issues arise.
- Have high expectations of behaviour by all students.
- Have high expectations of uniform and appearance in and around Bramhall High School.
- Have high expectations of attainment and effort for all students.
- Provide a well-ordered and calm site for learning.
- Reward good behaviour, attendance and attitude to learning.
- Inform parents and carers in a timely fashion of any concerns that we have about behaviour, attainment and effort.
- Regularly set, mark and monitor homework.
- Provide and promote extra-curricular activities to students and encourage their involvement.
- Provide regular marking, feedback, reports and meetings to review progress.
- Model the respect of different cultures that we expect to see in all of our school community.

Appendix 2.

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 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 including but not limited to

- 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 including but not limited to

- 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.

How expected behaviour is communicated

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

Appendix 5.

Strategies to improve behaviour

- Early intervention.
- Report Cards
- Reintegration (Return from Suspension) Meetings.
- Pastoral Support
- External Agencies.
- Counsellors.
- SEMH Specialist Support.
- Child and Adolescent Mental Health Service (CAMHS)
- TAS (Team Around School) Meetings
- Learning Hub
- Isolation Room
- Behaviour Mentor Intervention
- Governor Conduct Review