



BEHAVIOUR POLICY

BRAMHALL HIGH SCHOOL

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REVIEW DATE: SEPTEMBER 2026

APPROVED DATE: SEPTEMBER 2026

NEXT REVIEW DATE: SEPTEMBER 2028

1. PURPOSE AND PRINCIPLES

At Bramhall High School, learning comes first and achievement, effort and positive behaviour are recognised and celebrated. Our culture is built on the values of **Respect, Resilience and Excellence**, and we expect all members of our community to do their best.

This policy sets out our whole-school approach to promoting positive behaviour and responding to behaviour that falls below our expectations. We are committed to:

- Taking a trauma-informed approach to behaviour.
- Understanding the individual circumstances and drivers behind behaviour.
- Recognising and building on the strengths of every student.
- Providing high support alongside high challenge.
- Working in partnership with students, parents and carers.

We believe that positive relationships and clear expectations create the best conditions for learning. While rewards and recognition are central to our approach, students are expected to take responsibility for their behaviour and choices. Where behaviour falls below expectations, proportionate consequences will be applied. The school, students and parents/carers share responsibility for ensuring that learning takes place in a safe, respectful and disruption-free environment.

2. LEADERSHIP, MANAGEMENT AND RESPONSIBILITIES

This policy has been developed in consultation with the Headteacher, staff and governors and is communicated to students, parents/carers and staff through the school website. The policy is applied fairly and in accordance with the Equality Act 2010.

GOVERNORS

Governors support the school in maintaining high standards of behaviour, monitor the effectiveness of this policy and ensure that the views and concerns of students are appropriately considered.

HEADTEACHER AND SENIOR LEADERS

The Headteacher and Senior Leadership Team are responsible for the implementation, day-to-day management, monitoring and review of this policy. They also provide support to staff in managing behaviour effectively.

STAFF

All staff are responsible for applying this policy fairly and consistently, promoting positive behaviour, maintaining a safe and orderly learning environment and making reasonable adjustments where appropriate to meet individual student needs, including SEND and social, emotional or mental health needs.

STUDENTS

Students are expected to take responsibility for their behaviour, follow the school's expectations and report incidents of bullying, harassment, violence or disruption. These expectations apply in school, within the local community and online where appropriate.

PARENTS AND CARERS

Parents and carers are expected to work in partnership with the school, support the Home School Agreement and promote high standards of behaviour both in and out of school.

3. SCHOOL SYSTEMS AND SOCIAL NORMS (RULES, ROUTINES AND CONSEQUENCES)

School staff have a duty to act in the best interests of students and to maintain a safe, orderly and positive learning environment.

Staff have the authority to apply reasonable and proportionate sanctions, including detentions, interventions and confiscation of items, where a student:

- Fails to meet the school's behaviour expectations.
- Breaks school rules.
- Fails to follow a reasonable instruction.
- Negatively affects the learning, safety or wellbeing of themselves or others.

The school's powers to sanction students may also apply in circumstances outside of school where behaviour has an impact on the school community. Parental consent is not required for sanctions such as detentions; however, the school will seek to inform parents and carers wherever possible.

4. 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>	If a student continues to behave in a way that the teacher considers unacceptable, the teacher will issue an N3. This is the third consequence and is issued when a student continues to display negative behaviour despite having had two opportunities to improve their conduct. An N3 automatically results in an after-school detention. Under normal circumstances, the detention will take place 24 hours after the N3 has been issued by the teacher.

5. LEVELS OF DISRUPTION AND CONSEQUENCES

LOW-LEVEL DISRUPTION

Low-level disruption includes behaviours that hinder learning or prevent the smooth running of a lesson. Examples may include failure to follow instructions, refusal to engage in learning, disruption of others' learning, disrespectful responses to staff or general defiance. This list is not exhaustive.

Staff will address low-level disruption through appropriate strategies, which may include verbal reminders, seating changes, restorative conversations, N1 or N2 warnings, N3 detentions or temporary relocation to another classroom.

SIGNIFICANT DISRUPTION

Where behaviour has a significant impact on learning, safety or the orderly running of the school, an N3 may be issued immediately without prior warnings. This decision will be made at the professional discretion of staff and will take account of the nature and impact of the incident.

SERIOUS BEHAVIOUR INCIDENTS

Serious incidents, persistent non-compliance or behaviour that compromises the safety and wellbeing of others may result in an internal suspension, suspension or permanent exclusion. Sanctions will be applied in accordance with this policy and statutory guidance.

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 operates a graduated system of sanctions to address unacceptable behaviour. Before any sanction is issued, staff will establish the facts of the incident. Where appropriate, investigations may include the collection of statements from those involved and any witnesses. Sanctions will be applied on the balance of probabilities and in accordance with this policy.

DETENTIONS

Detentions may be issued in response to breaches of the Behaviour Policy and may take place at breaktime, lunchtime, after school or under the supervision of a member of the Senior Leadership Team. Students and parents/carers are expected to monitor Class Charts for details of any detention issued. Records of all detentions will be maintained by the school.

ISOLATION (INTERNAL SUSPENSION)

Students may be placed in Isolation for serious incidents, persistent disruption, repeated defiance, truancy, verbal abuse, repeated On-Calls, non-compliance with school policies, or other behaviours that significantly impact learning, safety or the orderly running of the school. This list is not exhaustive.

Students placed in Isolation will be expected to complete schoolwork and follow all instructions. Failure to do so may result in additional sanctions, including a further period of Isolation or suspension. Parents/carers will be informed where appropriate.

BEHAVIOUR OUTSIDE OF SCHOOL

Bramhall High School has the authority to sanction students for misbehaviour that occurs outside of the school premises where it is reasonable to do so.

This includes conduct, both in person and online, that takes place:

- When participating in any school-organised or school-related activity.
- When travelling to or from school.
- While wearing school uniform.
- When otherwise identifiable as a student of the school.
- When the behaviour could have an adverse impact on the orderly running of the school.
- When the behaviour poses a threat to the safety or wellbeing of another student.
- When the behaviour could damage the reputation of the school.

SCHOOL ACTIVITIES AND VISITS

The Headteacher reserves the right to refuse a student's participation in any school-organised or school-related activity where their behaviour history indicates that their attendance may present a risk to the safety, wellbeing, or successful conduct of the activity.

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/training)

Before any decision regarding suspension, permanent exclusion, off-site direction or managed move, the school will consider the student's age, SEND, safeguarding needs, vulnerability, individual circumstances and any relevant pastoral information.

6. LEGISLATION AND STATUTORY GUIDANCE

At Bramhall High School, decisions regarding suspension and permanent exclusion are made in accordance with the statutory guidance issued by the Department for Education (DfE).

The current DfE guidance on suspensions and permanent exclusions can be accessed via the GOV.UK website:

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

This guidance is based upon the following legislation, which sets out schools' powers to suspend and permanently exclude students:

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

7. THE USE OF SUSPENSIONS AND PERMANENT EXCLUSIONS

SUSPENSION

A suspension is a temporary removal of a student from school and is an important behaviour management tool.

A suspension may be used to:

- Provide a clear response to unacceptable behaviour.
- Reinforce the standards and expectations outlined in the school's behaviour policy.
- Demonstrate to a student that their behaviour places them at risk of more serious sanctions, including permanent exclusion.

A student may be suspended for one or more fixed periods, up to a maximum of 45 school days within a single academic year. Suspensions do not need to be served consecutively.

PERMANENT EXCLUSION

Permanent exclusion means that a student is no longer permitted to attend the school unless reinstated following the appropriate review process.

A decision to permanently exclude a student will only be made:

- 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, safety, or welfare of the student, other students, or members of staff.

Permanent exclusion is a serious sanction and will only be used where all relevant circumstances have been carefully considered.

BEHAVIOUR THAT MAY LEAD TO SUSPENSION OR PERMANENT EXCLUSION

The examples below illustrate the types of behaviour that may result in a suspension or permanent exclusion. This list is not exhaustive:

- Physical assault against another student.

- Physical assault against a member of staff or other adult.
- Verbal abuse or threatening behaviour towards a student.
- Verbal abuse or threatening behaviour towards a member of staff or other adult.
- Possession, use, or threatened use of an offensive weapon or prohibited item.
- Bullying, including cyberbullying.
- Racist abuse.
- Abuse related to sexual orientation or gender reassignment.
- Abuse related to disability.
- Sexual harassment, sexual violence, or harmful sexual behaviour.
- Serious misconduct that threatens the safety, welfare, or orderly running of the school.

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 considered for permanent exclusion but any decision-making process will consider individual circumstances, proportionality, safeguarding considerations and SEND considerations.

SERIOUS ONE-OFF INCIDENTS

A permanent exclusion is likely to be considered for a serious one-off incident. Examples of behaviour that is likely to result in a permanent exclusion include:

- Physical assault on a member of staff.
- Serious physical assault on another student.

- Serious examination misconduct.
- Serious misconduct during a school trip or other school-related activity.
- Supplying illegal drugs or being found in possession of a significant quantity of illegal drugs.
- Possession, use, or threatened use of an offensive weapon.

This list is not exhaustive. The Headteacher reserves the right to consider permanent exclusion for any serious one-off incident that is not specifically listed above, where the circumstances are deemed sufficiently serious to warrant such a sanction.

All decisions regarding permanent exclusion will be made on a case-by-case basis, taking into account the individual circumstances, the available evidence, the school's behaviour policy, and the principles of fairness, reasonableness, and proportionality.

OFF SITE DIRECTION (STEP-OUT)

Off-site direction is an intervention that requires a student to attend an alternative educational setting for a temporary period with the aim of improving their behaviour and supporting their successful reintegration into school.

Where previous interventions, support strategies, or targeted behaviour support have not resulted in sufficient improvement, the school may direct a student to attend an alternative provision or another mainstream school as part of a time-limited placement.

The legal power to direct a pupil off-site to improve their behaviour is explicitly vested in the governing body.

Off-Site Direction (Step-Out) must be an agreed plan between the school, the student, and their parents or carers. The plan will set out the objectives of the placement, the support to be provided, and the arrangements for reviewing progress and returning to the school.

Off-site direction is a supportive intervention and will not normally be used as an immediate sanction for a single incident of misconduct. Its purpose is to address ongoing behavioural concerns, promote positive change, and support the student's educational progress.

REINTEGRATION FOLLOWING A SUSPENSION OR OFF-SITE DIRECTION (STEP-OUT)

Bramhall High School is committed to supporting students to reintegrate successfully into school life following a suspension or a period of off-site direction (Step-Out).

Our reintegration process is designed to provide students with a fresh start and the opportunity to make positive changes. It aims to help students understand the impact of their behaviour on themselves and others, develop the skills needed to meet the school's high expectations, strengthen their sense of belonging within the school community, and re-engage positively with their learning.

A reintegration meeting will take place before, or on the first day of, the student's return to school. During this meeting, the reintegration strategy and any support measures will be discussed and agreed. The student will be reminded that they are a valued member of the school community and that previous behaviour does not define their future success. Wherever possible, parents or carers will be invited to attend and contribute to the reintegration process.

To support a successful return, the school may implement a range of measures, including, but not limited to:

- Maintaining regular contact with the student and their family during the suspension or off-site direction, and ensuring a positive welcome on their return.
- Allocating a designated pastoral lead or key adult to provide ongoing support.
- Implementing a report card with personalised behaviour, attendance, or academic targets, linked to appropriate recognition and rewards.

- Ensuring access to learning during the suspension or off-site direction and providing academic support to address any gaps in learning upon return.
- Delivering targeted pastoral interventions to address identified needs.
- Providing mentoring from a trusted member of staff or an appropriate external mentoring organisation.
- Holding regular review meetings with the student and parents or carers to celebrate progress and identify and address concerns at an early stage.
- Signposting and facilitating access to relevant external support services where appropriate.
- Implementing any reasonable adjustments or additional support required to meet the student's individual needs.

The reintegration process will be regularly reviewed to ensure that the support provided remains effective and that the student is able to make sustained progress both academically and behaviourally.

8. INDIVIDUAL NEEDS

Bramhall High School recognises that some students may require reasonable adjustments to enable them to meet the expectations set out in this behaviour policy. We are committed to ensuring that all students are supported appropriately and that any behavioural responses take account of individual needs and circumstances.

This is particularly relevant for students with Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, or other identified vulnerabilities that may affect their ability to regulate their behaviour or fully access the school's behaviour systems.

Where appropriate, the school may implement reasonable adaptations to support a student's success.

These may include, but are not limited to:

- **Time-Out Passes**

A Time-Out Pass may allow a student a short period outside the classroom to regulate their emotions, calm themselves, and refocus on learning. It may also permit early departure from lessons to avoid busy corridors or other situations that may cause distress.

- **Adaptations to the N Point System**

A student may receive additional warnings, prompts, or opportunities to correct their behaviour before formal sanctions are applied. In some cases, an agreed plan may allow for temporary relocation to an alternative learning environment when the student is experiencing heightened levels of anxiety, distress, or dysregulation.

- **Adaptations to the Rewards System**

Some students may benefit from more immediate, personalised, or tangible rewards that better support motivation and reinforce positive behaviours.

- **Adaptations to Sanctions**

Where appropriate, sanctions may be modified to ensure they are reasonable, proportionate, and effective. Examples may include shorter detentions, detentions held during social times rather than after school, or reflective approaches such as social stories, restorative conversations, or structured reflection activities.

- **Support from Behaviour or SEMH Specialists**

Students may receive additional support from behaviour specialists, SEMH professionals, pastoral staff, or external agencies to help them understand expectations, develop self-regulation strategies, and build positive behavioural habits.

Any adaptations will be considered on an individual basis and will take account of the student's needs, professional advice, and the school's duty to maintain high standards of behaviour for all members of the school community.

The implementation of reasonable adjustments does not remove the expectation that all students will behave appropriately. Rather, it ensures that students are supported fairly and equitably in meeting those expectations.

9. SEARCHING, SCREENING AND CONFISCATION

Bramhall High School follows the Department for Education's Searching, Screening and Confiscation guidance when conducting searches of students and their possessions. These procedures support the school's duty to maintain a safe, secure, and orderly environment for all students and staff.

The current guidance can be accessed via the GOV.UK website:

[Searching, Screening and Confiscation Advice for Schools](#)

RELEVANT LEGISLATION

This guidance is underpinned by the following legislation:

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

SEARCHING

The Headteacher and authorised members of staff have a statutory power to search a student or their possessions where there are reasonable grounds to suspect that the student may be carrying a prohibited item, or any item identified in the school's rules as one that may be searched for.

PROHIBITED ITEMS

Items prohibited by law include:

- Knives, blades, or imitation blades.
- Weapons or imitation weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, vaping devices or e-cigarettes, and related paraphernalia.
- Fireworks.
- Pornographic images.
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.

BANNED ITEMS

In addition to prohibited items, the school maintains a list of items that are banned on the school site (see Appendix 3).

The Headteacher reserves the right to add items to the banned list during the academic year where there is a legitimate reason to do so. The school accepts no responsibility for the loss of, or damage to, items that are brought onto the premises in breach of school rules and subsequently confiscated.

SEARCHES WITH CONSENT

Under common law, members of staff may search a student for any item where the student gives their consent. Staff will explain the reason for the search and how it will be conducted, enabling the student to make an informed decision.

OUR APPROACH

Parents and carers are expected to ensure that students do not bring prohibited or banned items onto the school premises.

Students are regularly reminded that staff may inspect bags, coats, blazers, and other possessions where there is a legitimate reason to do so as part of the school's responsibility to keep everyone safe.

All searches are conducted in accordance with Department for Education guidance and with respect for the dignity, privacy, and wellbeing of the student involved.

In most cases, students willingly surrender prohibited or banned items when asked, allowing staff to deal with the matter proportionately and, where appropriate, restoratively.

SCREENING

Screening is an important preventative measure that helps reassure students, staff, and parents that the school is taking reasonable steps to maintain a calm, safe, and supportive environment.

The school's powers to regulate student behaviour, together with its duties relating to health, safety, and safeguarding, enable it to require students to undergo screening where appropriate.

At Bramhall High School, screening may involve the use of a hand-held metal detector (wand) to identify prohibited items while students are on the school site.

Screening is conducted respectfully and in accordance with statutory guidance.

CONFISCATION

The Education and Inspections Act 2006 gives school staff the power to confiscate, retain, or dispose of a student's property where it is reasonable to do so.

Staff may confiscate, retain, and where appropriate destroy, any item discovered during a search conducted with consent, provided that doing so is reasonable in the circumstances.

Any item reasonably believed to be an offensive weapon must be handed to the police.

The law provides protection for members of staff acting lawfully in relation to the confiscation, retention, or disposal of student property.

ITEMS FOUND DURING A SEARCH

An authorised member of staff may confiscate any item that they reasonably believe:

- Poses a risk to the health, safety, or welfare of students or staff.
- Is a prohibited item or a banned item under the school's rules.
- May be evidence relating to a criminal offence or other serious incident.

PROHIBITED AND ILLEGAL ITEMS

Depending on the nature of the item, the school may:

- Return the item to a parent or carer.
- Retain the item temporarily.
- Dispose of or destroy the item.
- Hand the item to the police or another appropriate authority.

Where appropriate, possession of a prohibited or illegal item may result in sanctions under the school's behaviour policy, including suspension or permanent exclusion.

The school may also involve external agencies where safeguarding concerns arise following a search, screening process, or confiscation.

INFORMING PARENTS AND CARERS

Parents or carers will always be informed where a search has been carried out for a prohibited item or an item listed within the school's banned items policy.

The school will communicate the outcome of the search as soon as reasonably practicable.

Parents or carers will be informed:

- Whether any item was found.
- What items, if any, were confiscated.
- What action has been taken by the school.
- Any behaviour sanctions or safeguarding actions that have been applied.

SAFEGUARDING

At Bramhall High School, safeguarding is the responsibility of every member of the school community. Staff, governors, parents, carers, and students all play an important role in helping to keep our school safe.

The school recognises its statutory and moral duty to safeguard and promote the welfare of children. All concerns are treated seriously and responded to in accordance with school policies and procedures. Searches, screening, and confiscation procedures form an important part of the school's wider safeguarding arrangements. They help staff identify potential risks at an early stage and take appropriate action to protect students and others within the school community.

Parents and carers are therefore asked to support the school by ensuring that students do not bring prohibited or banned items onto the school site.

10. UNIFORM

- Students are expected to wear the full Bramhall High School uniform correctly at all times during the school day and when travelling to and from school, as a sign of pride, equality, and commitment to the school.
- The school strictly enforces its uniform policy through rewards for compliance and sanctions for persistent non-compliance. Parents should provide a note if there is a valid reason for incorrect uniform.
- The policy complies with the Equality Act 2010 by providing a gender-neutral uniform, allowing religious dress and symbols, supporting gender identity choices, and ensuring equal costs for all students.
- Bramhall High School aims to keep uniform affordable through annual supplier reviews, encouraging second-hand uniform, providing clear guidance, and offering support for Pupil Premium students.
- Core uniform requirements include a school blazer, white shirt, school tie (except with modest uniform), black tailored trousers or approved skirt, appropriate black socks/tights, black school shoes, and a suitable school bag.
- Optional uniform items include a plain black V-neck jumper and an outdoor coat worn over the blazer. Coats must be removed inside the building unless permission is granted.
- Hooded sweatshirts, sports tops used as coats, trainers, fabric shoes, and boots are not permitted as part of the school uniform.
- PE kit requirements include a compulsory BHS PE top, black shorts/skort/tracksuit bottoms/leggings, trainers, and spare socks. Additional branded or plain black PE clothing may be worn optionally.
- Appearance standards allow discreet makeup and a wristwatch, but prohibit false nails, nail varnish, body piercings, and most jewellery other than a single pair of small stud earrings. Extreme hairstyles and hair colours are also not permitted.
- The school recognises religious dress requirements, offers pre-loved uniform to support families, and expects parents, staff, and governors to work together to ensure the policy is applied fairly, safely, and affordably.

11. MOBILE PHONES AND ELECTRONIC COMMUNICATION DEVICES (ECDS)

- Students may bring mobile phones or electronic communication devices (ECDs) to school but must not have access to them during the school day.
- All mobile phones must be deposited in the school's designated storage system at the start of the day and remain there until the end of the school day unless an approved exception applies.
- Students arriving late must hand in their phone via the designated late-arrival process and will receive a same-day late detention in line with school procedures.
- Approved exceptions may be granted for medical needs, educational visits, school activities, or authorised early departure arrangements.
- Any student found in possession of a mobile phone or ECD after the morning collection process will be deemed to be in breach of the school's behaviour expectations.
- Mobile phones found in a student's possession during the school day will be confiscated and retained by the school for five school days, in accordance with the Mobile Phone Policy.
- Refusal to hand over a mobile phone or comply with staff instructions regarding the Mobile Phone Policy may result in suspension and/or further sanctions.
- The school reserves the right to carry out searches where there is reasonable suspicion that a student is in possession of a mobile phone contrary to school rules, in line with statutory guidance and the school's Search and Screening procedures.
- The use of mobile phones or ECDs to photograph, record, bully, intimidate, harass, or otherwise cause harm to others is strictly prohibited and will be dealt with as a serious behaviour and safeguarding matter.
- Parents and carers requiring contact with students during the school day should do so through the school reception. Students should not use personal mobile devices to communicate with home during the school day.

For full details regarding the storage, use, confiscation and sanctions relating to mobile phones and electronic communication devices, please refer to the school's mobile phone policy.

12. 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.)

13. 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.

14. LEGAL FRAMEWORK

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

- Keeping Children Safe in Education 2026 (KCSIE)
- 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

15. USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN STUDENTS

All members of staff have a legal power to use reasonable force where it is necessary and proportionate to do so. Schools are not required to obtain parental consent before using reasonable force on a student.

This power applies to all members of school staff and may also apply to individuals whom the Headteacher has authorised to have charge of students, such as volunteers or parents accompanying students on a school-organised activity or educational visit.

Bramhall High School does not operate a "no-contact" policy. Such a policy could prevent staff from fulfilling their duty of care or taking appropriate action to protect students and others from harm.

All staff receive regular guidance and updates regarding their responsibilities in relation to positive handling, physical intervention, and the use of reasonable force. Staff are also informed of any changes to statutory guidance or legislation relating to these powers.

Any use of reasonable force will always:

- Be lawful, reasonable, necessary, and proportionate.
- Be used only for the minimum time required to achieve a legitimate aim.
- Take account of the age, understanding, medical needs, and individual circumstances of the student.
- Be carried out in the best interests of the student and the wider school community.
- Be recorded and reported in accordance with school procedures.
- Under no circumstances will reasonable force be used as a form of punishment.

WHEN REASONABLE FORCE MAY BE USED

Reasonable force may be used in situations including, but not limited to:

- Removing a disruptive student from a classroom when they have refused to follow a reasonable instruction to leave.
- Preventing a student from disrupting a school event, educational visit, or other school-related activity.
- Preventing a student from leaving a classroom or supervised area where doing so would place them or others at risk.
- Preventing a student from attacking, threatening, or injuring another student, member of staff, or visitor.
- Intervening to stop a fight or violent incident.
- Preventing a student from causing significant damage to property.
- Preventing a student from committing an offence.
- Restricting a student's movement where there is an immediate risk of serious harm to themselves.

WHEN REASONABLE FORCE MUST NOT BE USED

Reasonable force must not be used:

- As a punishment or disciplinary sanction.
- In a manner that is excessive, unnecessary, or disproportionate to the circumstances.
- In a way that is intended to cause pain, injury, humiliation, or distress.
- Where a less restrictive and safe intervention would be effective.

RECORDING AND REPORTING

Any significant use of reasonable force will be recorded in accordance with school procedures and reported to appropriate members of staff.

Parents or carers will normally be informed as soon as practicable following any serious incident involving physical intervention.

Following an incident, the school will consider whether additional support, intervention, risk assessment, or behaviour planning is required to reduce the likelihood of similar incidents occurring in the future.

FURTHER GUIDANCE

The school follows the Department for Education guidance, [Restrictive interventions, including the use of reasonable force, in schools.](#) Staff should always seek to resolve situations through de-escalation, communication, and positive behaviour strategies before considering the use of reasonable force, unless there is an immediate risk of harm.

16. 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.

17. 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.

18. 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.

19. 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.

A student may be placed in Isolation while behaviour or safeguarding concerns are investigated.

20. 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.

21. 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.

22. 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.

23. 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
- Goods brought to school with the intent of selling them for personal profit.

****Please refer to Bramhall Mobile Phone Policy**

24. 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

25. 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