



Behaviour and Good Relationships Policy

The glory of God is a human being fully alive.

1. Each member of our school community is created by God and our aim is to achieve our full potential. All we do is rooted in this Hope of who we are as people and who we can become. The factors that help young people be fully themselves are: Safe Boundaries, Good relationships, and Empowered Learning.

Safe Boundaries

Include good order, security, and accountability and consistency.

Good Relationships

Include a sense of belonging to God and each other, positive feedback, and ways back when things go wrong.

Our aim is to ensure safe boundaries by encouraging students to behave in such a way that promotes the school's core values and aids their learning and the learning of others.

The School seeks actively to involve parents/carers so has a Home School Agreement (see the [Alive Accord](#): the SMRT Home School.

The School's reward system is designed to give immediate recognition of positive behaviour, work or attitude. Details of this can be found on our website, in the Behaviour section of the Staff Handbook and on the walls of our classrooms.

When students fail to respect our Safe Boundaries and Good Relationships, the School applies its system of sanctions as appropriate. This includes the right to set detentions, conduct searches, and monitor the use of IT and electronic devices (e.g. mobile phones). The law requires parents to support such intervention. Details can be found, in this policy, in the Behaviour section of the Staff Handbook and on the walls of our classrooms.

Expectations are made explicit to students through Behaviour for Learning: Classroom Standards, which are on classroom walls and referenced during tutor time and assemblies.

Students are regarded as being under the jurisdiction and care of the school, not only when in school, but also on the way to and from school each day or when participating in any activity organised by the school.

2. **Legislation and statutory requirements**

This policy has due regard to the requirements of the Education and Inspection Act 2006 the following advice and guidance from the Department of Education (DfE)

- [Behaviour in schools Advice for headteachers and school staff September 2022](#)
- [Equality Act 2010](#)
- [Keeping children safe in education 2022](#)
- [SEND Code of Practice 2015](#)
- [Positive Environments Where Children Can Flourish](#)
- [School suspensions and permanent exclusions – Statutory guidance for those with legal responsibilities in relation to suspension, September 2017, updated September 2022](#)
- [Use of Reasonable Force within schools](#)
- [When to call police guidance for schools and colleges](#)

- [Searching, Screening and Confiscation](#)

3. SEND

- Students who have an Educational Health Care Plan (EHCP) or an identified additional need(s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from the school's Learning Support Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings.
- Staff can refer to the SEND register and pupil passports or support plans for further information. Some students may need a differentiated approach in order to break down their individual barriers to learning and understanding. Further guidance is available from the Learning Support Team or SEN and Disability Coordinator.

4. Behaviour Levels

The Behaviour Level system recognises all students of whom the vast majority behave in a consistently excellent way. Every student in the school has a Behaviour Level and levels will range from an A* to E.

The overwhelming majority of students will be on Level A*, A or B. Those students on C, D or E will receive support from pastoral staff, external mentors, or senior staff to turn their behaviour round and improve. We also value the support we get from parents and carers in making sure that behaviour fits with our normal high standards. This partnership is really important to us and is one of the major reasons behaviour is so good in our school.

- A* Excellent behaviour which is an outstanding factor in their successful learning and supports the learning of others
- A Consistently very good behaviour responding to normal rules and routines
- B Good behaviour but occasional lapses with some low-level disruption
- C Behaviour which includes some serious incidents and not always responsive to normal sanctions
- D Some unacceptable behaviour with involvement by senior staff
- E Frequent unacceptable behaviour or constant low-level disruption and increasingly challenging the routines of the school with regular involvement of senior staff

Levels will be reviewed and assessed throughout the academic year by the students' Tutor and Head of House and appropriate support put in place if necessary. Behaviour Levels may be reviewed in respect of a major behavioural incident.

In order for all parents/carers to be aware of their child's level the Behaviour Level will be included within the grade sheets published three times in the academic year.

5. Discipline Stages

In instances where a student consistently fails to achieve the School expectations, they are placed on a Disciplinary Stage. A Disciplinary Stage is designed to work flexibly for individual students and affords the School the opportunity to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs.

Discipline Stage (Descending order)	Stage Description	Link to Suspensions	Potential Support Strategies	Review	Lead
Stage E - Permanent Exclusion	<p>Students may be permanently excluded for persistent misbehaviour despite the school providing support to re-engage them. Students may also be permanently excluded for an incident of serious misconduct and / or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. A Governors' Panel will be convened in line with School Suspensions and Permanent Exclusions – Statutory guidance for those with legal responsibilities in relation to suspension, September 2017, updated September 2021, and the parents/carers are invited to attend. There will be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:</p> <ul style="list-style-type: none"> • Actual or threatened physical assault against another student or adult • Supply, possession or use of illegal drug • Carrying an offensive weapon including any item that could be used as a weapon, including a penknife • A malicious accusation against a member of staff • Bullying • Persistent disruption of lessons or the calm and order of the school • Abuse or bullying of a student or member of adult on the basis of their disability, gender reassignment, race, religion/belief, sex or sexual orientation, or any other protected characteristic • Sexual violence and peer on peer abuse will be addressed on a case-by-case basis • Verbal abuse or threatening behaviour against a student • 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 <p>These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.</p>				

<p>Stage D (pre-permanent suspension)</p>	<p>Serious risk of permanent exclusion through repeated failure to meet school expectations</p> <p>OR One-off serious behaviour incident</p>	<p>In cases where the student has contravened the School's behaviour expectations with similar or different offence to previous suspension or their behaviour is deemed so serious that the Headteacher considers a Stage D suspension to be the appropriate response, the parents/carers will normally be invited to a meeting with the Headteacher, a member of SLT and a School Governor. Where appropriate this meeting may also involve a student's key worker.</p>	<ul style="list-style-type: none"> • Referral to Bristol Inclusion Panel • Two weekly review meeting/contact with Assistant Headteacher and Student Support Team Lead • Consider Alternative Curriculum • Governor panel • Continued Plan Do Review Cycle • Alternative provision in line with paragraphs 30-46 of School Suspensions and Permanent Exclusions Statutory guidance for those with legal responsibilities in relation to suspension, September 2017, updated September 2021 		<p>Deputy Headteacher</p>
<p>Stage C</p>	<p>Failure to meet targets/expectations of Stage B</p> <p>OR One-off serious behaviour incident</p>	<p>In the cases where the student has broken the school behaviour expectations with a similar or different offence to previous stages, or where it is deemed by the Headteacher sufficiently serious to move the student onto Stage C suspension the parent/carer will normally be invited to meet the Head of House and a member of SLT (usually Deputy Headteacher). Where appropriate this meeting may also involve a student's key worker. The parents/carers will be warned that if the behaviour</p>	<ul style="list-style-type: none"> • Possible referral to Bristol Inclusion Panel/Meeting with Local Authority Education Inclusion Officer • Managed Move • Ongoing Pastoral/SST support • Meeting with Parents/Carers and Assistant Headteacher /Deputy headteacher or Headteacher 	<p>Eight-week review – step up or step down</p>	<p>Deputy Headteacher / SLT Link to House / Head of House</p>

		continues or escalates the Governing Body will be involved in future suspensions at Stage C. Any suspension will not normally exceed 5 days.	<ul style="list-style-type: none"> • Multi agency referrals e.g. FYPS/CAMHS/Children Services • Continued Plan Do Review Cycle • Transition or Amended timetable e.g.SAF/CP Plan • Explore Educational Psychologist referral • Alternative provision in line with paragraphs 30-46 of with School Suspensions and Permanent Exclusions – Statutory guidance for those with legal responsibilities in relation to suspension, September 2017, updated September 2021 		
Stage B	<p>Failure to meet targets/expectations of Stage A</p> <p>OR Repeat suspension</p> <p>OR One-off serious behaviour incident</p>	In cases where the student has broken the school behaviour expectations with a similar or different offence to Stage A, or where it is deemed by the Headteacher to be sufficiently serious to move straight to a Stage B suspension the parent/carer will normally be invited to meet the Head of House and a member of SLT. Where appropriate this meeting may also involve a student's key worker. Any suspension period will usually be short and not exceed 5 days.	<ul style="list-style-type: none"> • Report to Head of House /Deputy Head of House • Meeting with Parents/Carers and PSR Leader or Head of House/ Assistant Headteacher • Supportive external agency referral • EHAP (Early Help Assessment and Plan) • Learning Passport/SEN Passport/Behaviour support plan/TAC meeting • Explore Educational Psychologist referral 	Six-week review-step up or step down	SLT Link to House / Head of House /Deputy Head of House

			<ul style="list-style-type: none"> • Consider Managed Move • Alternative provision in line with paragraphs 30-46 of School Suspensions and Permanent Exclusions – Statutory guidance for those with legal responsibilities in relation to suspension, September 2017, updated September 2021 		
Stage A	<p>Repeated negative behaviour points</p> <p>OR Repeated negative conduct outside of lesson</p> <p>OR Negative conduct on school visit trip or a school premises</p> <p>OR Repeated referrals to Receiving Teacher/Reset and Reflect</p> <p>OR Internal truancy</p>	<p>In a situation where a student's behaviour has led to Stage A suspension a parent/carer will normally be invited to meet the Head of House. Where appropriate this meeting may also involve a student's key worker. Any suspension period will usually be short and not exceed 5 days.</p>	<ul style="list-style-type: none"> • Report to Tutor/ Head of House/ Deputy Head of House/ Pastoral Support Team with clear and appropriate targets set • Departmental Report • Meet with parent/carers • Student support team support • Alternative to suspension • Weekly check-in • Learning passport/SEN support/behaviour support plan 	Four-week review-step up or step down	Head of House /Deputy Head of House and Tutor
No Stage					
A one-off behaviour incident could result in a student being placed on any one stage of the discipline procedure or permanently excluded					



6. Suspensions and Permanent Exclusions

All students are expected to take responsibility for their actions and their choices at all times. We do not take the decision to suspend or exclude lightly. [This](#) article from the Church of England Education Office informs our approach to suspensions and exclusions.

- A student is highly likely to receive at least a suspension for a serious or persistent breach of our Behaviour and Good Relationships Policy.
- There may be occasions when it is deemed more appropriate to utilise one of our formal alternatives to suspension.
- The Headteacher has the authority to suspend or exclude any student who is in breach of the Behaviour and Good Relationships Policy.
- There are incidents in which the school is duty bound to contact the police as detailed in the following guidance: [When to call police guidance for schools and colleges](#).

These are examples of incidents which would/could warrant a suspension from school. This is not intended to be an exhaustive list:

1. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none">• Pushing past staff• Swearing at staff• Rudeness and name calling• Swearing/verbally abusing a member of staff (even under their breath)• Refusing to follow the instructions of the Headteacher
2. Truancy	Students may only be out of lessons with permission. Truancy can include extreme lateness to lessons.
3. Violent or dangerous behaviour	This may include fighting or threatening behaviour towards anyone in the school community.
4. Possession or use of alcohol or drugs	This is against the law and may result in a managed move or permanent exclusion. We will engage Bristol LA for guidance and access to intervention programmes. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances. If a student refuses, a parent/carer will be called, and the student may be sent home.
5. Possession or bringing a weapon or dangerous item on to the school site.	This is against the law, is extremely dangerous, and may result in a managed move or permanent exclusion. We will engage Bristol LA for guidance and access to intervention programmes.
6. Unnecessary or malicious setting off of the	This is against the law, causes significant disruption to the whole school, and may result in a suspension.

fire alarm	
7. Deliberate damage to or theft of property	<p>This may include:</p> <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors, and windows etc. • Deliberate vandalism to the school toilets.
8. Smoking and association with smokers	<p>Smoking is not permitted anywhere on the school site. Students are not permitted to have any smoking paraphernalia in their possession. Contravention of these expectations can lead to an internal consequence or a suspension. For example, if a student is seen smoking; has the clear intent to smoke or vape on the school site; or whilst they are under the care of the school or whilst travelling to or from school; or is caught in possession of smoking paraphernalia. The same sanctions of an internal consequence or a period of fixed term suspension can apply to those students associating themselves with a student(s) whilst those student(s) have chosen to smoke on the school site or at any time whilst they are under the care of the school and/or travelling to or from school.</p>
9. Bullying or prejudicial language directed at another person	<p>This may include:</p> <ul style="list-style-type: none"> • Physical or verbal abuse/bullying of others • Offensive text message or misuse of social networking or other internet sites. This may be both in and out of school but impacting on the school community. • Physically attacking another student • Abuse or bullying of a student or member of adult on the basis of their disability, gender reassignment, race, religion/belief, sex or sexual orientation, or any other protected characteristic
10. Defiance	<p>Failure to follow reasonable requests from any member of school staff at any point during the school day.</p>

The Deputy Headteacher (Behaviour, Inclusion, and Ethos) will keep a central record of all behaviour related data and lead on the analysis of this data to inform school practice. These records will be presented to Governors' Student Achievement and Support Committee three times a year.

When a student refuses to wear school uniform this may be a reason to ask them to 'leave the school premises briefly to remedy breaches of the school's rules on appearance and uniform' as distinct from being suspended from school. This course of action will be used after all other reasonable alternatives have been explored and with due regard to safeguarding.

The suspension of students for reasons of non-attendance will not be used. The Education Welfare Service will use alternative sanctions including use of the courts.

7. Communicating Suspensions

The Headteacher has the authority to suspend from school any student for a period of up to 45 school days in one year. Where this is considered appropriate, the details of the suspension, as required by the Act, will be communicated to the parents/carers on the day

the decision is made, firstly by phone and then confirmed in writing.

The letter shall include:

- The reason for the suspension.
- The requirement to arrange to meet a member of staff in school to discuss the student's readmission to school.
- The period of the suspension.
- Arrangements for the education of the student should the suspension last beyond 5 school days.
- The parents'/carers' right to appeal to the Chair of Governors.
- The requirement for the parents/carers to ensure that the suspended student is not present in a public place during normal school hours without reasonable justification.

This process is administered in accordance with School Suspensions and Permanent Exclusions – Statutory guidance for those with legal responsibilities in relation to suspension, September 2017, updated September 2022

At the readmission meeting, undertakings of future good behaviour shall be sought, and conditions set for re-admittance. The meeting shall include relevant members of staff, depending upon the circumstances surrounding the suspension, e.g. Heads/Deputy Heads of House, SLT. More serious incidents, or if a student has been suspended multiple times, may lead to the involvement of a school Governor.

During the period in which a student is suspended from school, the student should do work at home. This will be set via Edulink and may include work from sources such as Oak Academy, BBC Bitesize, and Hegarty Maths. Any outstanding homework or work should be completed and returned to the School for feedback.

Where suspension covers a public examination period, the School will liaise with parents/carers about the arrangements for the examination to be taken.

8. **Permanent Exclusion**

The 2006 Act states that 'a decision to exclude a student permanently should be taken only:

- in response to serious breaches of the school's behaviour policy and,
- if allowing the student to remain in school could seriously harm the education and welfare of others in the school

Where consideration is being given to this course of action the Headteacher should consult the Local Authority Inclusion Officer and Local Authority Legal Services in order to acquaint him/her with the circumstances of the case and to enlist the Local Authority's support and that of any other appropriate bodies.

Once the decision to exclude permanently has been taken the procedures in the DfE guidance on exclusion from School should be followed.

The Exclusion Hearing must be convened within fifteen school days (if possible). The parents/carers have the right to appeal and the right to be accompanied by a friend or representative. Representation to the Governors and/or Local Authority must be made within seven days.

Parents/carers have the right of access to a student's school record. The School must

comply with each request within fifteen school days. A copying charge may be imposed.

The Local Authority cannot direct reinstatement, but parents/carers have the right of appeal to an Independent Appeal Committee.

This process is administered in accordance with [School Suspensions and Permanent Exclusions](#) – Statutory guidance for those with legal responsibilities in relation to suspension, September 2017, updated September 2022.

9. Responsibilities of the Governing Body

In carrying out their responsibilities with regard to suspension and exclusion the governing body will refer to:

- [School Suspensions and Permanent Exclusions](#) – Statutory guidance for those with legal responsibilities in relation to suspension, September 2017, updated September 2022
- Keeping children safe in education 2022
- Behaviour in schools Advice for headteachers and school staff September 2022
- Equality Act 2010
- SEND Code of Practice 2015

The governing body reviews certain exclusions and considers any representations made by the parents/carers of the excluded student. The governing body delegates all of its functions in respect of exclusions to a committee consisting of at least three governors, called the Discipline Committee.

The quorum for the Discipline Committee is three members. If any governor has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Chair of the Committee has the casting vote in all cases where an even number of governors are considering the case.

10. Searches

As a school we are mindful of our duty of care to our students and case of [Child Q and subsequent reviews](#). This learning informs our approach to searches alongside the [DfE Guidance](#).

Designated members of the School Leadership Team (SLT) and Safeguarding Team can search a student for any item if the student agrees.

Only the Headteacher and authorised staff are able to utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of

- urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept. See paragraphs 44-46 on [recording searches](#).

Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips or in training settings.

The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.

Prohibited items include:

- Knives or weapons
- Alcohol, illegal drugs, or other chemical substances that produce similar effects to alcohol or drugs
- Stolen items
- Tobacco, cigarettes, and other smoking paraphernalia including vaping paraphernalia
- Fireworks
- Pornographic images/literature
- Discriminatory images/literature
- Images/literature appertaining to radicalisation or extremism
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student)

Confiscation

Any prohibited item found as a result of a search will be confiscated. Staff can confiscate students' property where it is being misused or prohibited within school. Items confiscated will be handled according to the [DfE guidance](#). Prohibited items are outlined in sections 6 and 10 of this policy.