



St Mary Redcliffe  
and Temple School

# BEHAVIOUR AND GOOD RELATIONSHIPS POLICY

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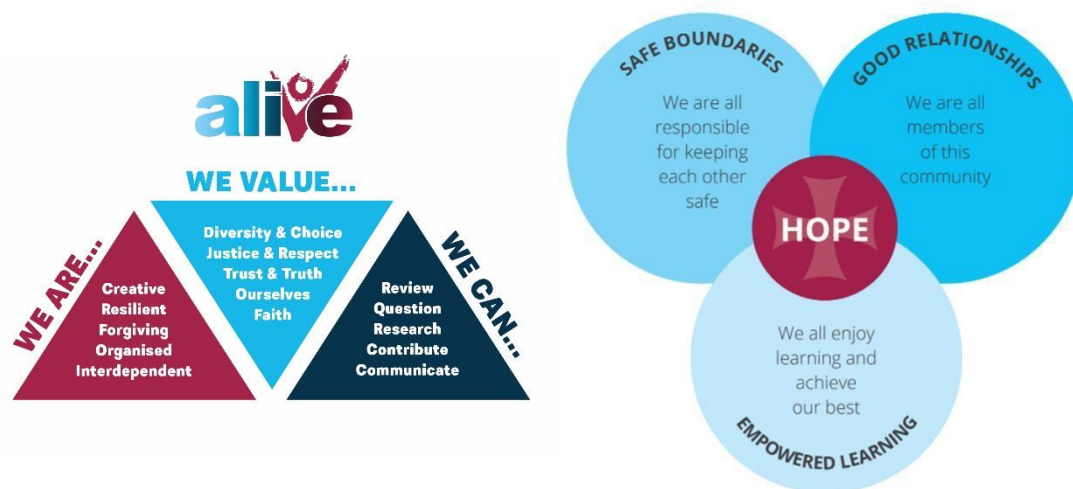
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## SECTION A: Aims and Objectives

### 1. Introduction

We are inspired by Jesus' words 'I have come that you may have life in all its fullness', John 10:10. We believe that 'The Glory of God is a Human Being Fully Alive'. Each member of our 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 what we can become. Safe Boundaries, Good Relationships, and Empowered Learning are fundamental to realising this potential. Our mission as a school is: **'To develop the skills, knowledge and Alive qualities so that all our students can make their unique contribution to the world.'**



Every family who accepts a place at St Mary Redcliffe and Temple School and Sixth Form Centre on either a permanent or temporary basis automatically agrees to adhere to the ['Alive Accord'](#) or [The Sixth Form Code of Conduct](#).

St Mary Redcliffe and Temple School Staff commit to:

- Create a positive climate with high yet realistic and achievable expectations.
- Emphasise developing **Good Relationships** through:
  - Listening to others, developing awareness, and understanding the needs of others (**'We can Communicate'**)
  - Promoting positive resolution of conflict through restorative approaches (**'We are Forgiving'**)
  - Encouraging, through example, honesty, courtesy, and steadfastness (**'We are Interdependent'**)
  - Ensuring fair treatment for all regardless of age, disability, gender reassignment, pregnancy, race, religion/belief sex or sexual orientation (**'We value Diversity and Choice'**)

### 2. Aims and Objectives

This Policy sets the boundaries for the detailed operating procedures for a system that:

- Rewards and reinforces appropriate behaviour
- Delivers consistent consequences for inappropriate behaviour
- Develops students' understanding of what constitutes 'responsible behaviour' to prepare for

- life in modern Britain and Global citizenship in the 21st Century
- Supports students in developing strong dispositions and attitudes to their own and others' learning and well-being
- Outlines a system where the roles and responsibilities are clear, and staff take responsibility for students' learning
- Seeks to ensure that all students are treated fairly in the implementation of rewards and consequences
- Enables staff to teach effectively, promoting respect and positive attitudes to learning
- Supports and promotes the Anti-bullying Policy, E-Safety Policy, the Equalities Policy and Special Educational Needs and Disability Policy
- Address unacceptable behaviour whilst also aiming to correct that behaviour so that students can learn from their actions

**Through this approach we can:**

- Create a positive, productive, and safe learning environment at all times of the school day
- Enable every child to learn in an environment that allows everyone to fulfil their potential
- Ensure that every member of our school community is treated fairly, equally, and with respect, and without threat, fear, or intimidation
- Enable staff to deliver engaging and creative lessons safely
- Work with parents and carers to support their young person to learn from mistakes and celebrate successes

### **3. Rights**

- All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between each other
- All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school

St Mary Redcliffe and Temple School promotes inclusion. All members of the school community should be free from discrimination of any sort. We have a clear and comprehensive age-appropriate Anti-Bullying Policy that is known and understood by all, consistently applied, monitored, and where appropriate, incidents recorded. Any incident of discrimination is recorded and is acted upon in line with this Policy. All protected characteristics are covered when referring to discrimination.

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and Disabilities (SEND) and all vulnerable students are detailed in the Safeguarding Policy and made known to all staff. Measures to protect children from bullying and discrimination are also detailed in the Safeguarding Policy and regularly monitored for their effective implementation.

### **4. SEND**

Students who have an Educational Health Care Plan (EHCP) or an identified additional need(s) will also be expected to follow the Behaviour and Good Relationships Policy. However, reasonable adjustments will be made for some individuals. Advice from the school's Special Educational Needs and Disabilities (SEND) 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 SEND review meetings or during bespoke meetings/correspondence. Alternative strategies as indicated below will be implemented under the direction of the Deputy Headteacher (Behaviour, Inclusion and Ethos) in consultation with the SENDCo in line with the approach indicated below:

- Reduced time tariff for consequences

- Adjusted consequence e.g. alternative day instead of suspension from school site
- Adjusted time of day for consequence e.g. lunchtime detention instead of after school detention or vice-versa
- Adjusted location for consequence/sanction e.g. in Learning Support Department instead of in Reset and Reflect Room
- Extra explanation to student and/or parent/carer as to what the incident was that led to the consequence
- Tactical ignoring of some named behaviours
- Behaviour team / Year team / SLT consult with Learning Support Leadership Team before deciding sanction
- Advising parents/carers when consequences have been adjusted in light of the student's need
- Collaborative and proactive discussion with parents/carers and where appropriate the student from the outset regarding consequences

Staff can refer to the SEND register and 'pupil passports' or support plans for further information. Some students may need an adapted approach in order to break down their individual barriers to learning and understanding. Further guidance is available from the SEND Team.

The aim of our reasonable adjustments is to enable all students to succeed at SMRT. There will be situations where the Headteacher will deem it appropriate and necessary to apply the measures and consequences and detailed in the following sections of this Policy:

25. Staged Consequence Procedure - Alternatives to Suspension

26. Suspensions and Permanent Exclusions

27. Discipline Stages

The legitimate intent of such decisions will be to safeguard the safety and wellbeing of stakeholders and/or uphold the good order of the school and prevent the school from being brought into disrepute.

## 5. Legislation and Statutory Requirements

This Policy has due regard for 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](#)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping children safe in education 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)
- [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 2021](#)
- [Searching, Screening and Confiscation](#)
- [SEND Code of Practice 2015](#)
- [Use of Reasonable Force within schools](#)
- [2491596 C&YP schools guides \(safeguarding support.com\)](#)

## SECTION B: Rights, Responsibilities, and Training

### 6. Roles and Responsibilities

All staff at SMRT stand alongside colleagues when supporting, guiding, and modelling positive

relationships and promoting high standards of behaviour.

**Governing Body:**

1. To expect students and parents/carers to co-operate with the school in maintaining an orderly climate for learning
2. To expect students to respect the rights of other students and adults in St Mary Redcliffe and Temple School and Sixth Form
3. To expect staff to adhere to the Code of Conduct
4. To enforce this Policy, including rules and disciplinary measures
5. Not to tolerate violence, threatening behaviour or abuse by students, parents/carers or staff
6. Be responsible for holding senior leaders to account for monitoring and implementation of this Policy
7. Support the school in implementing and reviewing this Policy including attending parent/carer meetings as required

**Headteacher:**

1. To implement the Governing Body's Policy and to establish and maintain a Behaviour and Good Relationships Policy that promotes the school's Vision and Values
2. Support and model good behaviour across the school
3. Be responsible for holding leaders, managers, and staff to account for monitoring and implementation of this Policy

**School Leadership Team:**

1. Actively support the Headteacher in implementing and upholding this Policy
2. Support and advise staff in upholding this Policy
3. Support and model good behaviour across the school
4. Meet and greet stakeholders in all areas of the school
5. Be a visible and available presence around the site and especially at changeover of lessons and periods of mass movement
6. Celebrate staff, leaders, and learners whose efforts go above and beyond expectations
7. Regularly share good practice
8. Support middle leaders in managing learners with more complex or entrenched harmful behaviours.
9. Use behaviour data to target and assess schoolwide Behaviour Policy and practice
10. Regularly review provision for learners who fall beyond the range of written Policies
11. Work with leaders and managers to ensure effective training for all staff is accessed and applied

**Subject Leaders:**

1. Proactively support, guide and model good behaviour within their curriculum area
2. Wherever possible, meet and greet learners to department areas and be a visible presence in the department (including change over time between lessons)
3. Ensure consistent implementation of this Policy
4. Use behaviour data to target and assess student interventions and guide staff training
5. Proactively support classroom staff in managing behaviour, administering rewards and consequences
6. Encourage the use of the praise systems and regularly celebrate staff and learners whose efforts go above and beyond expectation. Including communicating with home
7. Proactively support classroom staff in meetings with students, and parents/carers as required
8. Be responsible for holding staff to account for the implementation of this Policy within their area
9. Manage and or facilitate restorative conversations and practices between subject staff and students as required

10. Support staff in returning learners to learning by supporting restorative conversations and parental communications
11. Use behaviour data to target and assess student interventions and guide staff training
12. Communicate with parents/carers as required

**Pastoral Leaders and Managers:**

1. Promote the school's ethos and ensure school Policies are adhered to (including through assemblies and tutor teams for Heads and Deputy Heads of Year)
2. Support colleagues in a Year Leader capacity to ensure the teaching and learning, and Behaviour and Good Relationships Policy are implemented. This includes ensuring that incidents are managed at the correct level. e.g. subject/teacher level when issues or trends are subject specific
3. Proactively engage with/signpost to the relevant provision within our Inclusion Team and outside agencies, in relation to student behaviour and welfare
4. Issue students with consequences for more serious school behaviour violations in liaison with the Senior Leadership Team (SLT)
5. Ensure compliance with processes and procedures that underpin our consequences and suspension as outlined in this Policy
6. Lead/contribute to the writing, monitoring and review of Individual Behaviour Plans and support plans
7. Proactively support, guide, and model good behaviour within their student and staff team
8. Meet and greet learners and be a visible presence around the school (including change over time between lessons)
9. Encourage the use of the praise systems and regularly celebrate staff and learners whose efforts go above and beyond expectation. Including communicating with home
10. Proactively support classroom staff in meetings with students, parents/carers as required and appropriate
11. Be responsible for holding staff to account for the implementation of this Policy within their area
12. Manage and/or facilitate restorative conversations and practices between subject staff and students as required
13. Support staff in returning learners to learning by supporting restorative conversations and parental communications.
14. Use behaviour data to target and assess student interventions and guide staff training
15. Communicate with parents/carers as required
16. In collaboration with relevant colleagues provide students with strategies to enable them to take responsibility for their own behaviour

**Tutors:**

1. Create a climate in which Tutor Time is held in the same high regard as lesson time
2. Champion the tutor group and tutees
3. Work to create a positive ethos during Tutor Time
4. Follow the pastoral curriculum
5. Celebrate positive behaviour and take action to improve poor behaviour
6. Monitor behaviour and achievement of tutees and give feedback to students and parents/carers using the designated systems (e.g. SIMS)
7. Create a high-quality learning environment - tutor bases should be tidy and well organised
8. Communicate regularly with parents/carers and subject staff

**All Staff within and outside of the classroom:**

**NB:** For teaching staff the points below should be read in conjunction with the [Teacher Standards](#)



and Code of Conduct.

1. Be a role model
2. Ensure that this Policy is followed and applied consistently and fairly
3. Create a high-quality learning environment - classrooms should be tidy and well organised
4. Complete follow up actions as appropriate
5. Promote and demonstrate our school **Alive** values and attributes
6. Model positive behaviours and build appropriate relationships
7. Use appropriate language when speaking to students and colleagues
8. Meet and greet learners at the classroom door and ensure calm entry to classrooms
9. Plan lessons/sessions that engage, challenge, and meet the needs of all learners
10. Remain calm and use stepped consequences appropriately to enable students to reflect and modify their behaviour before a final consequence is applied
11. Follow up all incidents (seeking support when required). The standard we walk past is the standard one accepts
12. Never ignore or walk past students who are behaving poorly (unless this is part of an agreed modified approach for specific students as outlined in a Support Plan/Pupil Passport) as shared by school leaders; the standard we walk past is the standard we accept
13. Reward and celebrate student successes
14. Uphold and adhere to the 'Corridor Code'

#### **Parents/Carers:**

**NB:** To be read in conjunction with the ALIVE Accord, which can be found on the 'Supporting Your Child' page on the website, using this link: <https://www.smrt.bristol.sch.uk/parents-and-carers/supporting-your-child#AliveAccord> and **The Sixth Form Code of Conduct** to support the school's Behaviour and Good Relationships Policy.

1. Ensure all communication is respectful and courteous
2. To be prepared to work with the school to support their child's positive behaviour
3. To attend meetings with the Headteacher or other school staff, if requested to discuss their child's behaviour
4. To adhere to the terms of any Individual Behaviour Plan or support plan relating to their child's behaviour
5. Celebrate their child's successes and offer support if things go wrong
6. Support the school values: Alive
7. Inform the school of any changes in circumstances that may affect their child's behaviour
8. Discuss any behavioural concerns with the class teacher and/or tutor promptly
9. Work in collaboration with the school to support their child to strive to be the best that they can be

#### **Students:**

**NB:** To be read in conjunction with the ALIVE Accord, which can be found on the 'Supporting Your Child' page on the website, using this link: <https://www.smrt.bristol.sch.uk/parents-and-carers/supporting-your-child#AliveAccord> and **The Sixth Form Code of Conduct**.

1. Get the basics right - uniform, equipment, attendance, and punctuality
2. To take responsibility for their behaviour choices in line with this Policy
3. To follow instructions by staff at the first time of asking
4. To act as positive ambassadors for the school both on and off the school premises

This Policy is to enable the mission for all students 'to develop the skills, knowledge and Alive qualities so that they can make their unique contribution to the world.'



## 7. Commitment and Entitlement to Training

### Leaders and Managers:

1. Leaders are trained on using school data systems to ensure behaviour monitoring is robust and effective
2. Leaders enable staff to have access to high quality provision e.g. Trauma Informed Practice, de-escalation, Team Teach, NPQs, National Wellbeing Accreditation
3. Leaders have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved
4. Leaders are committed to ongoing behaviour professional development for all and are relentless in providing opportunities for all staff in pursuit of this goal
5. Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis
6. Leaders' role-model engagement in research around behaviour and work to disseminate best practice and key knowledge to all staff
7. Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools
8. Leaders make effective use of a range of internal, local, and national expertise to:
  - a. Monitor standards
  - b. Access best practice
  - c. Help secure more rapid improvements in the quality of students' pastoral learning
9. Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability

### All Staff:

1. To ensure that we are as 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development
2. Engage with expert/specialist training where relevant and necessary including training/development opportunities specific to the role of the tutor

## SECTION C: Rewards

### 8. Recognition and Rewards for Effort and Achievement

Positive motivation lies at the heart of effective education and our system in school is designed to recognise and celebrate effort, achievement, and success at all times. Rewarding positive effort and achievement is a vital component of the learning experience within each phase of the school. We want to reward frequently and consistently in a structured way that staff, students, and parents/carers all value and support. We recognise and reward students who go 'over and above' our standards. Informing parents/carers of successes is fundamental to home/school partnership.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Praise and positive feedback is the key to developing effective relationships and to creating a positive learning atmosphere in the classroom and across the school.

### St Mary Redcliffe and Temple School: Rewards

St Mary Redcliffe and Temple School Reward Structure is based on the **Alive** values.

#### The Purpose

- To motivate and encourage students

- To recognise achievement
- To foster a healthy atmosphere of competition between individuals and Houses
- To promote a culture of achievement and hard work
- To underpin and promote the characteristics of being a successful learner

### The System

Students can receive Alive points throughout the year. These can be awarded by any member of staff and are recorded on the SIMS system. Examples of what students should be rewarded for are:

- High quality work in class or at home
- Helping others
- Showing determination and effort
- Successful achievement in tests or competitions
- Putting themselves out for others
- Representing our School
- Outstanding attendance

### The Rewards

Students receive ALIVE points for getting things right every day. In recognition of this we will contact parents or carers and/or reward as follows:

Number of ALIVE Points	Communication/reward
25	Tutor Treat
50	Letter home from their Tutor Tutor Treat
100	Bronze certificate home from their Head of House Tutor Treat
150	Silver certificate home from the Deputy Headteacher Tutor Treat Entry into a draw at the end of Term to win a £5 Amazon voucher.
200	Gold certificate home from the Deputy Headteacher Tutor Treat At the end of term, doughnuts with SLT Entry into a draw at the end of Term to win a £10 Amazon voucher
250	Platinum certificate home from Mr Planter (Headteacher) Tutor Treat Entry into a draw at the end of term to win a £15 Amazon voucher At the end of Term, ice-cream, and doughnuts with Mr Planter (Headteacher)

There is also an added incentive to earn ALIVE points quickly with doughnuts and a film in the Hall as follows:

100 ALIVE points by Christmas
150 ALIVE points by Easter
200 ALIVE points by summer

There is also an added incentive for students in Houses to work together to earn points for their House.

- At the end of each Term (1-6) the House with the most ALIVE points will receive a 'treats' Tutor Time
- At the end of Term 1, 3 and 6, the House with the most ALIVE points will receive a trophy during the End of Term Service
- In Term 6, the House with the most ALIVE points will have an afternoon off timetable for some fun activities (e.g., outdoor activities, ice-cream)

**N.B Students are not awarded Alive points for good behaviour as this is a normal expectation.**

## **SECTION D: Basic Expectations**

### **9. The Journey to and from School**

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school. Students are expected to:

- Adhere to the conduct outlined in this Policy and not bring the school into disrepute
- Arrive at school and leave school in full school uniform
- Use the traffic lights and lollipop crossings where possible to cross the road safely
- Use the cycle lanes/pedestrian zones safely
- Take any litter home and dispose of it properly
- Respect our neighbours and all local residents
- Travel to school safely. Electric scooters must not be brought to the school site

Breaches of this Policy to and from school will incur appropriate consequences. Teachers have the power to discipline students for misbehaving outside of the school premise 'to such an extent as is reasonable' (Education and Inspection Act 2006). This will include where students participate in any form of hate incident either in person or using digital technology. St Mary Redcliffe and Temple School will respond to behaviour incidents which occur off the school premises and which are witnessed by a staff member or reported to the school. Criminal behaviour will be reported to the police, and we will assist them with any inquiries.

We are very proud of our students who act as responsible citizens and like to be made aware so that we can recognise this.

### **10. Attendance and Punctuality**

The school target for attendance is that every student will have 96% attendance or above.

We also believe it is important that students establish good routines and habits in preparation for adult life. Good punctuality is a key attribute that employers expect and together we need to ensure our young people secure this life skill as early as possible. The school's expectations:

- Students will be expected to be in school no later than 8.25am to enable them to be in tutor for 8.30am
- Any student arriving at their tutor room after 8.30am will be marked as late
- Parents/carers will receive an alert to inform them of this
- A student receiving 2 late marks in a week will receive an after-school detention Any additional lates within the same 'rolling' week will lead to further detentions. The detention will typically take place the following day from the 2nd (of additional) late mark being recorded

- A student who arrives late to a lesson will receive a late mark. Any student receiving 2 late to lesson marks in a day will receive an after-school detention
- A 'stepped' approach will be taken to students who are persistently late to school and/or lessons:
  - 5 Late Marks** – When a student receives 5 late marks to tutor/lessons combined, parents/carers will receive a letter from the Year team highlighting our concerns
  - 10 Late Marks** – When a student receives 10 late marks to tutor/lessons combined, a member of the Year team will contact parents/carers by telephone. During this call a Punctuality Plan will be put in place to support improvement in the students' punctuality. A copy of this plan will be shared with relevant staff as well as the student and parents/carers. This will be reviewed on a fortnightly basis
  - 20 Late Marks** – Should the necessary and sustained improvements to punctuality not be made and an additional 10 late marks be received, a meeting will be held with a Punctuality Plan Plus put in place. This meeting will be led by the Head of Year. Whilst this will seek to support the student, there will be an increased focus on consequences, typically the removal of the student's social time. At this point, a review of the student's discipline stage will take place, typically resulting in moving up 1 stage/on to stage A. This will be reviewed on a fortnightly basis with a final review taking place in line with the discipline stage system e.g. if on stage A, 4-week final review
  - 30 Late Marks** – Should the necessary improvements to punctuality not be made, a further meeting will take place, led by the Head of Year but with support from the year group's SLT Link. During this meeting a review of the Punctuality Plan Plus will take place along with a review of discipline stage
  - 40 Late Marks** – A student reaching a further 10 late marks is of serious concern. Should this occur, a Persistent Lateness Review meeting will be held with the student and parents and carers. The meeting will be led by a Deputy Headteacher. During this meeting, a full review will take place of the steps put in place so far. Consideration will be given as to whether provision such as 'different day' structure should be put in place. An expected outcome of the Persistent Lateness Review is that the student will be placed on discipline stage C (or repeat C if already at stage C). The student's progress will be reviewed on a fortnightly basis with a final review taking place in line with the discipline stage system
- Any student truanting a lesson or tutor will receive a consequence, typically an after-school detention. Persistent or prolonged truancy may result in a more serious consequence such as referral to 'Reset and Reflect' or other consequence referenced within this Policy

The school is open from 8.15am to students. We understand that there may be rare occasions when lateness is unavoidable due to unforeseen circumstances. On these occasions parents/carers will need to contact their child's Head of Year to inform the school of when their child will arrive and the reason for the lateness. However, patterns of lateness will lead to the consequences outlined above.

## 11. School Uniform

### Uniform expectations apply to all students

At St Mary Redcliffe and Temple School, we want students to be smartly and appropriately dressed for our busy school environment. Our Uniform Policy is clear and simple and will help prepare students for future employment where dress codes will need to be adhered to. We allow for adaptations to our Policy on the grounds of equality by asking students or their parents/carers to

get in touch with the Deputy Headteacher (Behaviour, Inclusion, and Ethos) who can answer questions about the Policy and respond to any requests. We are working towards putting 'sensory friendly' options in place.

For our students, wearing their uniform with pride shows they are part of our school community. Students will be asked to remove items that are not part of the school uniform and put them away. If students do not have correct uniform for good reason, they should be provided with a note by parents/carers or the Head of Year should be informed via email, including details of by when the issue is expected to be resolved. In this case, an 'orange slip' will be issued. If students do not have a good reason for incorrect uniform, the following process will be used:

- On the first occasion a student has incorrect uniform a 'red slip' will be issued. This identifies to all staff that the matter has been addressed if they are challenged during the school day. This and all instances of non-uniform without good reason will be recorded as a behaviour point on SIMS. Parents/carers will receive an alert to inform them of this
- If a student is issued with 2 red slips, they will receive an after-school detention. At this stage the student's tutor will contact home via telephone or email to discuss the uniform issue(s) support to address this as necessary. Students will receive a detention on each occasion they receive 2 red slips
- If a student receives a further detention (4 red slips), parents/carers will receive a letter from the Year Team to reiterate our expectations on uniform
- If a student receives 6 red slips, a meeting will be arranged with parents/carers with a member of the year team. During this meeting, a clear plan will be put in place to address the uniform issues which may include students being removed from social times for any further non-uniform incidents. The agreements will be communicated in writing
- If a student receives 8 red slips a further meeting will be arranged with parents/carers by the Head of Year, this time involving the year Link SLT member. During this meeting a review of discipline stage will take place with the likelihood it will result in being placed on stage A or an increase in stage. Further plans to support the necessary improvements will also be put in place with the outcomes communicated in writing
- If a student receives 10 red slips, there is a clear indication of undermining the discipline of the school. A meeting will be held with a Deputy Headteacher to discuss next steps including a review of discipline stage
- Any student who arrives at school with more than one item of uniform incorrect or missing may be placed in Reset and Reflect until the issue is resolved. Parents/carers will be contacted to allow the issues to be resolved at the earliest opportunity. Students missing learning time is a last resort, but it is essential that we maintain high standards

The following items of clothing are compulsory and can only be purchased from our official uniform suppliers 'Monkhouse' in store or online:

- School Jumper – 'Redcliffe Red' School Jumper. Sleeved or Sleeveless Priced from £24.00 - £33.75. These are also available in our second-hand uniform sales
- School ties – with SMRT Logo Priced at £9.25
- School Skirts – Charcoal/Dark Grey in one of the two approved designs (Only compulsory if student chooses to wear a skirt rather than trousers) Priced from £26.00 - £35.25. These are also available in our second-hand uniform sales
- School Blazer – with SMRT Logo. **Priced from £32.00 - £45.00.** These are also available in our second-hand uniform sales

The following items are compulsory and can be purchased from our official uniform suppliers, a dedicated school uniform supplier or from the school wear range of suppliers who offer a specific school wear range of clothing e.g. Asda, John Lewis, Marks and Spencer, Sainsbury, Tesco etc.

- Charcoal/Dark Grey Trousers (*Only compulsory if student chooses to wear trousers rather than a skirt*)
- Plain White Shirt – white, button to neck with collar suitable for wearing with a tie or with a revere neck and either long or short sleeves

The following items are compulsory and can be purchased from a range of outlets and online:

- Plain Black school-style shoes – no trainers (footwear made by sportswear suppliers are not acceptable)
- Plain black/dark coloured socks
- Coat (not compulsory but strongly advised)
- Tights may be worn but they should be plain and black

#### **Piercings/Jewellery/Make-up**

- Students may wear one pair of studded earrings and a wristwatch. No other piercings/jewellery, including facial piercings, are permitted for safety reasons. Any additional piercings will be confiscated and returned at the end of the school day. If the issues persist, the Head of Year will contact parents/carers and consequences such as detentions put in place. Refusal to hand over confiscated items will result in consequences such as detentions or referral to Reset and Reflect
- Students may wear nail varnish. False nails/acrylics are not permitted for safety reasons
- Make-up should be natural and not excessive

#### **Hair Colour/Styles**

##### **Following a review in 2022/23**

- Students' hair colour/style should be appropriate for a school environment and not cause offence
- Any head covering for religious, cultural, or practical reasons should be black/dark in colour

#### **Summer Uniform**

From the May Bank Holiday until the end of Term 6, students may wear 'Summer Uniform'. This means:

- Students are not required to wear a blazer
- Students are not required to wear a tie

## **12. PE Uniform**

Compulsory Items:

- Polo shirt with SMRT Logo – must be purchased from Monkhouse priced from £20.25 - £32.00
- Hooped socks – must be purchased from Monkhouse priced from £6.25 - £8.00
- Reversible sports shirt - must be purchased from Monkhouse priced from £21.75 - £32.00
- Black shorts – can be purchased from a range of outlets/online
- Black Rugby shorts (as appropriate) – can be purchased from a range of outlets/online
- Short white sports socks - can be purchased from a range of outlets/online
- Sports trainers (any colour but not Air Force, Converse, Vans, or daps) - can be purchased from a range of outlets/online
- Hockey/Rugby/Football boots (as appropriate) – can be purchased from a range of outlets/online
- Sport swimsuit/trunks/shorts (as appropriate) – can be purchased from a range of outlets/online
- Gumshield – can be purchased from a range of outlets/online
- Shin pads – can be purchased from a range of outlets/online

#### Optional items

- Black tracksuit trousers/plain black sports leggings - can be purchased from a range of outlets/online
- Extra-curricular PE hoodie/GCSE PE hoodie – please see the PE Department for further details

If parents/carers experience any difficulty in sourcing uniform, including affordability, they should contact their child's Head of Year. The school will endeavour to provide support in accessing suitable, good quality uniform.

### 13. Equipment

Students must come to school ready for the day. Firstly, and most importantly, this means they must have a copy of their timetable, so they know exactly what lessons they have that day. If a student arrives without their timetable, they can ask their tutor or student reception to provide one. If students do not have a timetable and are therefore late to lessons, we will sanction this in the same way we would do a normal late. Not having a timetable will not be tolerated as an excuse for lateness or truancy.

Students must also have all the equipment they need for the school day. At a minimum this means they need to bring to school:

- A pencil
- A pen
- A ruler
- A calculator
- Any textbooks they need for lessons that day
- PE equipment / uniform if they have PE that day

If parents/carers are having difficulty sourcing equipment, including affordability, they should contact their child's Head of Year and the school will endeavour to provide missing items.

### 14. Mobile Communication Devices (Phones/Tablets/Earphones)

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived **on the school premises** however, all phones and devices will need to be switched off and placed into their school bag (not into a pocket), together with any headphones.

- If a phone/tablet/earphones are seen during lesson time or around the school, it will be confiscated and can be collected by the student at the end of the day
- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day
- If a student persists in using Mobile Communication Devices, further consequences will be put in place. This may include students being required to hand in the device at the start of each day, to be collected only at the end of the school day
- If a student refuses to hand their phone, device, or earphones over, they will be subject to disciplinary consequences (referral to 'Reset and Reflect') as defiance is not acceptable.
- Refusal to go to 'Reset and Reflect' may result in a one-day suspension











### 15. Behaviour in Corridors and around the Site

#### Transitions between lessons

During transitions between lessons (going from one lesson to another) students will act appropriately. That means no running along the corridors or loitering in corridors. To avoid



congestion, we expect students to keep to the left. It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequences. Students must not raise voices in corridors or engage in any physical behaviours (pushing etc.). If they do so, they will receive a consequence. These consequences are likely to be an after-school detention. More serious poor behaviour e.g. reckless behaviour may result in more serious consequences such as Reset & Reflect referral or Suspension. It is important that transitions between lessons/corridor behaviours are calm as this reflects our vision and values for every young person being 'fully Alive'. Furthermore, it is vital that every member of our community feels safe and happy on our site. For some students with particular needs, noisy corridors and/or physical behaviours can cause considerable distress so we must act in a way that supports everyone in being happy at SMRT. Our expectations on transitions between lessons are made clear in the SMRT 'Corridor Code'.

Students will...	Staff will...
Be <b>courteous</b>  <i>Open doors, say hello, smile</i>	Be <b>courteous</b>  <i>Open doors, say hello, smile</i>
Use <b>quiet</b> , "inside" voices  <i>Talk rather than shout, avoid inappropriate noises</i>	Be <b>present</b> and <b>welcoming</b>  <i>Meet and dismiss students from the door, monitor corridors, be on time</i>
Always <b>walk</b> and keep to the <b>left</b>  <i>Single or double file, calm movement</i>	<b>Praise</b> those doing the right things  <i>Say well done/thank you</i>
Move <b>immediately</b> to where they need to be  <i>Socialise and use the toilets/water fountains at break and lunch</i>	Show <b>positivity</b> and <b>assertiveness</b>  <i>Challenge things in a polite, clear way</i>
<b>Respect</b> the space and safety of others  <i>Understand that pushing/shoving has a big impact on others</i>	<b>Model</b> the behaviours they expect to see  <i>Set a positive example for all in our school community</i>

### During social time

1. To sit/stand with their friends before school, break, lunch, and after-school in the designated areas of the school
2. Food is to be eaten in the designated areas only i.e. the Lower Dining Hall, the Main Hall, and outside
3. Clear away their own litter and maintain an orderly environment at all times
4. Use the bins provided to place their litter. Students who are seen dropping litter will be asked to pick it up and place it in one of the bins provided. Refusal to do so will lead to a consequence
5. To remain in designated areas where staff are timetabled to be on duty. This includes the Lower Dining Hall, the Main Hall/Terrace the Street, the LRC, the Courtyard, the Tennis Courts, the Arena, the Amphitheatre, the Plaza, the Middle Area and the River End
6. Students must line up sensibly for the toilets. Vandalism of the toilets, multiple occupancy of a cubicle or infringing upon the privacy of other people using the toilets will lead to a consequence
7. Only play ball games in allocated areas e.g. the Arena and Tennis Courts
8. Refrain from unnecessary physical contact with peers

The above expectations should be followed by all students and will be rigorously upheld. The full range of consequences may be applied to students who fail to meet these expectations and conduct themselves appropriately moving between lessons and in unstructured times.

## 16. Conduct in Lessons

- Line up quietly outside the classroom prior to the start of the lesson or enter immediately if staff member is present and gives permission. Routines will be established based on the department and nature of the space outside the classroom
- Sit silently whilst the register is taken
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Allow other students to learn
- Follow the expectations outlined on the 'SMRT effective lesson for students' poster in each classroom:

### **If a student fails to meet any of these simple expectations:**

1st verbal warning given, and student reminded of Expectations using poster



Has a second incident of defiant or disruptive behaviour occurred?



2nd verbal warning – use language of choice  
Student initials placed on the board to indicate warning, giving clarity for students  
Record on SIMS



Has a third incident of defiant or disruptive behaviour occurred?



Send student to Receiving Teacher  
If support is required, ring 204/246, use duty call log or send a student to Student Reception to request support.  
Record Receiving Teacher on SIMS



If appropriate, the class teacher may place the student in detention. This must be authorised by the Head of Faculty



Should the incident or, as may be the case, pattern of behaviour require a reconciliation meeting to take place, it is the responsibility of the Head of Faculty/Department to co-ordinate this in liaison with the member of staff.

If a student fails to go to the receiving teacher they will be referred to 'Reset & Reflect', usually for the remainder of the lesson. An after-school detention will be issued.

Failure to engage with this, or acts of extreme defiance, will lead to further consequences i.e. full day 'Reset & Reflect' referral or Suspension from school.

## **Duty Call**

At SMRT a 'Duty Call' system is in place. This involves members of SLT/Pastoral Teams/Behaviour Support Managers/Learning Mentors being available during each period to respond to issues arising. This may include but is not limited to: Refusal to go to the receiving teacher, truancy, rudeness to staff, students who are dysregulated, serious behaviour incidents such as aggressive/threatening behaviours.

A 'Duty Call Log' is available to all staff and is the primary means of recording incidents arising which require action. This is also a means of recording the outcome of a Duty Call response although SIMS will also be used to keep track of behavioural incidents.

The Duty Call system will also be used to manage students who require Pastoral Support (previously referred to as 'time out').

Duty Call staff will collect an iPad from the Deputy Headteacher's office at the start of their duty. They will use this to track and respond to issues arising. In most instances, this will involve escorting students to lessons or to Pastoral Support. If Duty Call staff are unsure of the correct course of action, they should contact a member of SLT or Heads of Year.

## **SECTION E: Conduct in School Generally**

### **17. Child-on-Child Abuse**

There is a zero-tolerance approach to child-on-child abuse in our school, and it will never be passed off as 'banter', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The school is fully committed to ensuring learners know how to report any incidents of child-on-child abuse and that they feel supported throughout the process.

- All child-on-child abuse is unacceptable and will be taken seriously
- The school follows the statutory KCSIE 2023 guidance (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) in relation to sexual violence, sexual harassment, and wider child-on-child abuse. This sets out the procedures we will follow to respond to any incidents
- Our Safeguarding Policy (available on the school website) should be read for further information regarding child-on-child abuse
- The school uses the consequences and interventions processes detailed in Appendix A

### **18. Smoking**

NB: 'Smoking' is defined to include any tobacco-based products and e-cigarettes and vaping products.

No student will smoke on St Mary Redcliffe and Temple School grounds or when dressed in the uniform of our school, either on the way to or from school. Sixth Form students will not smoke within the immediate vicinity of the school i.e. anywhere in sight of either the main building or Sixth Form Centre. They will not smoke in the churchyard and will generally be good neighbours, showing respect to the local community. If a student smokes or chooses to associate with smokers, the consequences will be as outlined below:

- Smoking/associating with smokers will lead to a one-day suspension
- Refusal to hand over smoking (or vaping) paraphernalia when asked by the Headteacher or a member of SLT on their behalf, will lead to a high-level consequence

## 19. 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, Behaviour Support Managers and Safeguarding Team can search a student for any item if the student agrees.

Only the Headteacher and authorised staff can 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 in England 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)

## 20. Confiscation

Any prohibited item found as the result of a search will be confiscated. Teachers can confiscate students' property where it is being misused or prohibited within school. Items confiscated will be handled according to the [DfE guidance](#).

## SECTION F: Discipline and Consequences

### 21. The Legal Context

Teacher's Powers to Discipline is set out within the legal framework. This section should be read in association with:

- [Education and Inspections Act \(2006\)](#)
- [Education Act \(2011\)](#)
- [Behaviour in schools Advice for headteachers and school staff September 2022](#)

Although this Policy refers to teachers, the power to discipline applies to all paid staff with responsibility for students, such as Learning Support Assistants (LSAs) and the pastoral team.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of the school, including visits.

Teachers can also discipline students in certain circumstances, including when in uniform or representing the school, when a student's misbehaviour occurs outside of the school.

Teachers have the power to impose detention outside of school hours.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a student must be made by a paid member of the school staff or a member of staff authorised by the Headteacher
2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff (e.g. trips and visits)
3. It must not breach any other legislation (for example in respect to disability, SEND, race and other equalities and human rights) and it must be reasonable in all circumstances. This includes taking into consideration their age


The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example when accompanying a school trip.

Corporal punishment is illegal in all circumstances. Schools will consider whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is appropriate.




## 22. Classroom Expectations

Expectations in the classroom are outlined in the SMRT Effective Lesson for Students Poster.

St Mary Redcliffe  
and Temple School

**An Effective SMRT Lesson**



### Domain 1: Prepared for learning

- ✓ We are **organised**. I will come to every lesson ready and prepared to learn new knowledge and skills. I will have completed any homework, due in, before the lesson
- ✓ We value **ourselves**. I will come to lessons expecting to make good progress in my learning

### Domain 2: Supportive environment

- ✓ We are **interdependent**. I will give the teacher, myself, and other students the best chance of learning by:
  - listening to staff in silence
  - being a good listener to other students
  - helping to create a calm environment
  - following instructions
- ✓ We value **justice and respect**. I will be courteous and kind to the adults and to other students in the classroom
- ✓ We are **forgiving**. I realise that things can go wrong and that we do our best to make them right

### Domain 3: Maximising learning time

- ✓ We are **organised**. I will come to lessons with the right equipment:
  - Pen      • Pencil
  - Ruler    • Calculator
- ✓ We are **organised**. I will manage my time well so that I arrive to lessons on time
- ✓ We value **ourselves**. I will use the time in lessons for learning and start tasks swiftly
- ✓ We are **resilient**. If I get stuck, I will find help with my homework before the lesson
- ✓ We can **communicate** and review. I will follow the PROUD standards in my work

### Domain 4: Hard thinking

- ✓ We are **resilient**. I will **independently** try the tasks set in lessons and use support if I need it
- ✓ We can **review**. I will act on feedback on my work and learn from my mistakes
- ✓ We can **question**. I will try to **contribute** to every lesson by asking or answering questions
- ✓ We can **review**. I will expect to use knowledge and skills from previous lessons in my learning

## **23. Reset & Reflect**

There are a number of things that will happen once a student has been referred to Reset & Reflect.

The student arrives at the Reset & Reflect Room:

- The student hands over their mobile phone
- The student completes a reflection activity
- Once the reflection activity is completed the student is then given additional work to complete. A timetable of this work is displayed in the Reset & Reflect Room and includes English, Maths and Science
- During their time in Reset & Reflect the student is expected to engage in a restorative conversation with the member of staff where appropriate
- The student remains in Reset & Reflect for:
  - The remainder of the lesson in the case of refusal to go to the receiving teacher
  - Half a day for more minor infringements (e.g. failing to attend a detention)
  - A full day for more serious behaviours e.g. unsafe behaviour, bullying type behaviours, defiance
  - They will remain in Reset & Reflect throughout break and lunch where applicable. They will be taken to purchase food and drink at lunch if required
- If the student does not engage with any of the above expectations, they will receive a warning. If they fail to engage on a second occasion, parents/carers will wherever possible be contacted and asked to reinforce expectations to their child. If they fail to engage on a third occasion, a high-level sanction will be issued which could include Suspension
- Parents/carers will be informed that their child has been sent to Reset & Reflect
- The Behaviour Manager will email the staff member concerned to remind them to attend the restorative conversation where applicable
- If a restorative conversation is required with another student, this will be arranged
- The member of staff/student will have a restorative conversation with the student

## **24. Detentions**

### **Detentions during school hours**

All teaching staff (including the Pastoral Team) can use break or lunchtime detentions as a consequence without notifying the parents/carers in advance.

With lunchtime detentions, the time allowed for the student to eat, drink, and use the toilet will be no less than 15 minutes. If a morning break-time detention is set, a student will be able to take a break of not less than 5 mins.

### **Detentions outside school hours**

Parental consent is not legally required for detentions, although the school will always endeavour to seek parental support with 24 hours' notice. Parents/carers will receive an alert if their child receives a detention. If there is a genuine and exceptional reason why a child cannot attend the detention, parents/carers should discuss this with the school in advance so that an alternative date can be arranged if appropriate. Refusal to attend detention is likely to result in more serious consequences i.e. referral to Reset & Reflect or Suspension.

As with all disciplinary consequences, a member of staff must act reasonably given all the circumstances when imposing a detention. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable



- Whether suitable travel arrangements can be made by the parent/carer of the student. It does not matter if making these arrangements is inconvenient for the parent/carer

## 25. Staged Consequence Procedure - Alternatives to Suspension

Measure	School Action	Student Action	Normal Escalation Route
<p><b>Different Day Structure</b> Students whose behaviour is persistently disruptive, or a significant cause for concern, may be placed on to a 'Different Day'. This means that they will start school later than other students and make up the missed hours after their normal school day has ended. Students on a 'Different Day' do not attend their lessons; they work independently in the Reintegration Area under the supervision of staff.</p>	<p><b>HoY as directed by SLT will:</b></p> <ul style="list-style-type: none"> <li>Co-ordinate provision of work for the student</li> <li>Facilitate restorative conversation meeting with class teacher/member of staff</li> <li>Monitor repeat referrals</li> <li>Attend readmission meeting with parent/carer</li> </ul> <p><b>Supervising member of staff will:</b> Oversee completion of work</p> <p><b>Member of staff will:</b> Attend restorative conversation as required, supported by HoD/S as required</p>	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>Arrive at the location for 'Different Day'</li> <li>Handover mobile phone</li> <li>Complete the work in silence</li> <li>Follow instructions and be respectful</li> <li>Attend the restorative conversation meeting with the relevant member of staff</li> <li>Attend the readmission meeting with parent/carer</li> </ul>	Discipline stages
<p><b>Internal Suspension/Reset &amp; Reflect</b> Students will spend five periods of learning in the Reintegration Area and a 1 hour after-school detention. They will have break and lunch separate from their peers and will work in silence.</p> <p>Students will be provided with appropriate work from their teachers and will spend some time reading. They will be expected to complete work to a high standard and follow expectations.</p>	<p><b>HoY as directed by SLT will:</b></p> <ul style="list-style-type: none"> <li>Co-ordinate provision of work for the student</li> <li>Facilitate restorative conversation meeting with class teacher/member of staff</li> <li>Monitor repeat referrals</li> <li>Attend readmission meeting with parent/carer</li> </ul> <p><b>Supervising member of staff will:</b> Oversee completion of work.</p> <p><b>Member of staff will:</b> Attend restorative conversation as required, supported by HoD/S as required</p>	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>Arrive at the location for internal suspension promptly</li> <li>Handover mobile phone</li> <li>Complete the work in silence</li> <li>Follow instructions and be respectful</li> <li>Attend the restorative conversation meeting with the relevant member of staff.</li> <li>Attend the readmission meeting with parent/carer</li> </ul>	Discipline stages
<p><b>Managed Move</b> In agreement with the parent/carer the school will work with the Bristol Inclusion /</p>	The SLT member supported by the pastoral leaders and managers will co-ordinate the Managed Move and keep	The student will not return to SMRT. This process is managed in accordance with the BIFAP	Discipline stages

Fair Access Panel (BIFAP) to arrange a 12-week placement at an appropriate school. All education will be provided by the host school.	all stakeholders informed	process	
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This list is not exhaustive. In consultation with parents/carers, the pastoral team, the leadership team, our partners within the city, external support agencies and the Local Authority, we will seek, where possible, alternative and appropriate options which support a young person in continuing successfully with their education, whilst also imposing a consequence because they have breached our values and Behaviour and Good Relationships Policy.

## 26. 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. Please see article from the Church of England Education Office which is located on the Policies page of the website, and which 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"><li>• Pushing past staff</li><li>• Swearing at staff</li><li>• Rudeness and name calling</li><li>• Swearing/verbally abusing a member of staff (even under their breath)</li><li>• Refusing to follow the instructions of the Headteacher</li></ul>
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 with 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/carers 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 Managed Move or Permanent Exclusion. We will engage with Bristol LA for guidance and access to intervention programmes
6. Unnecessary or malicious setting off the fire alarm	This is against the law, causes significant disruption to the whole school and may result in a Suspension
7. Deliberate damage to or theft of property	This may include: <ul style="list-style-type: none"><li>• Deliberate vandalism of lockers, display boards, doors, and windows etc</li><li>• Deliberate vandalism of the school toilets</li></ul>
8. Smoking/vaping and association with	Smoking/vaping is not permitted anywhere on the school site. Students are not permitted to have any smoking/vaping paraphernalia in their

smokers/vapers	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/vaping paraphernalia. The same consequences 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
9. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> <li>• Physical or verbal abuse/bullying of others.</li> <li>• 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.</li> <li>• Physically attacking another student.</li> <li>• Abuse or bullying of a student or member of adult on the basis of their disability, gender, race, religion/belief, sex or sexual orientation or any other protected characteristic</li> </ul>
10. Defiance	<ul style="list-style-type: none"> <li>• Failure to follow reasonable requests from any member of school staff at any point during the school day</li> </ul>

## 27. 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 (Ascending order)	Stage Description	Link to Suspensions	Potential support strategies	Review	Lead
A one-off behaviour incident could result in a student being placed on any one stage of the Discipline Procedure or permanently excluded.					
<b>No Stage</b>					
<b>Stage A</b>	Repeated negative behaviour points OR Repeated negative conduct outside of lesson OR Negative conduct on school visit trip on a school premises. OR Repeated referrals to receiving teacher/Reset & Reflect OR Internal truancy	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 Year. 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"> <li>▪ Report to Tutor/ Head of Year/ Deputy Head of Year/ Pastoral Team with clear and appropriate targets set</li> <li>▪ Departmental Report</li> <li>▪ Meet with parent/carers</li> <li>▪ Pastoral Team support</li> <li>▪ Alternative to Suspension</li> <li>▪ Weekly check-in</li> <li>▪ Learning passport/SEN support/behaviour support plan</li> </ul>	Four-week review- step up or step down	Year/Deputy Head of Year and Tutor
<b>Stage B</b>	Failure to meet targets/expectations of Stage A	In cases where the student has broken the school behaviour expectations with a	<ul style="list-style-type: none"> <li>▪ Report to Head of Year/ Deputy Head of Year</li> </ul>	Six-week review- step up or step down	SLT Link to Year / Head of Year/Deputy Head of Year

	OR Repeat Suspension OR One-off serious behaviour incident	<p>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</p> <p>Suspension, the parent/carer will normally be invited to meet the Head of Year and a member of SLT</p> <p>Where appropriate this meeting may also involve a student's key worker</p> <p>Any Suspension period will usually be short and not exceed 5 days</p>	<ul style="list-style-type: none"> <li>▪ Meeting with parents/carers and Head of Year/ Assistant Headteacher</li> <li>▪ Supportive external agency referral.</li> <li>▪ EHAP (Early Help Assessment and Plan)</li> <li>▪ Learning Passport/SEN Passport/Behaviour support plan/TAC meeting</li> <li>▪ Explore Educational Psychologist referral</li> <li>▪ Consider Managed Move</li> <li>▪ 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</li> </ul>		
<b>Stage C</b>	Failure to meet targets/expectations of Stage B.	In the cases where the student has broken the school behaviour expectations with a	<ul style="list-style-type: none"> <li>▪ Possible referral to Bristol Inclusion Panel/Meeting with Local Authority</li> </ul>	Eight-week review – step up or step down	Deputy Headteacher/ SLT Link to Year/House /



	OR One-off serious behaviour incident.	<p>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 Year/House and a member of SLT (usually Deputy Headteacher). Where appropriate this meeting may also involve a student's key worker</p> <p>The parents/carers will be warned that if the behaviour continues or escalates the Governing Body will be involved in future Suspensions at Stage C. Any Suspension will not normally exceed 5 days</p>	<p>Education Inclusion Officer</p> <ul style="list-style-type: none"> <li>▪ Managed Move</li> <li>▪ Ongoing Pastoral/ SST support</li> <li>▪ Meeting with parents/carers and Assistant Headteacher /Deputy Headteacher or Headteacher.</li> <li>▪ Multi agency referrals e.g. FYPS/CAMHS/ Children Services.</li> <li>▪ Continued Plan Do Review Cycle</li> <li>▪ Transition or Amended timetable e.g., SAF/CP Plan.</li> <li>▪ Explore Educational Psychologist referral.</li> <li>▪ 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,</li> </ul>		Head of Year/House
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			updated September 2021		
<b>Stage D Pre- Permanent Exclusion</b>	Serious risk of Permanent Exclusion through repeated failure to meet school expectations OR One of the serious behaviour incidents	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	<ul style="list-style-type: none"> <li>▪ Referral to BIPFA</li> <li>▪ Two weekly review meeting/contact with Assistant Headteacher and Student Support Team Lead</li> <li>▪ Consider Alternative Curriculum</li> <li>▪ Governor panel</li> <li>▪ Continued Plan Do Review Cycle</li> <li>▪ 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</li> </ul>	Review period is 8-12 weeks	Deputy Headteacher
<b>Stage E Permanent Exclusion</b>	<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.</p> <p>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"> <li>▪ Actual or threatened physical assault against another student or adult</li> <li>▪ Supply, possession, or use of illegal drug</li> <li>▪ Carrying an offensive weapon including any item that could be used as a weapon, including a penknife</li> <li>▪ A malicious accusation against a member of staff</li> <li>▪ Bullying</li> <li>▪ Persistent disruption of lessons or the calm and order of the school</li> <li>▪ Abuse or bullying of a student or adult on the basis of their disability, gender, race, religion/belief, sex or sexual orientation or any other protected characteristic</li> <li>▪ Sexual violence and child-on-child abuse will be addressed on a case-by-case basis</li> <li>▪ Verbal abuse or threatening behaviour against a student</li> <li>▪ Verbal abuse or threatening behaviour against an adult</li> <li>▪ Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's Behaviour and Good Relationships Policy</li> </ul> <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>
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## **28. Behaviour Report and Behaviour Contracts**

Where there is a pattern of behaviour which causes concern over time, students can be placed onto a monitoring report. These are graded by staff each lesson and will be monitored by either the Tutor, Head of/Deputy Head of Year/Key Worker or member of SLT. Monitoring cards are taken or communicated home each day for parents/carers to also monitor.

For more serious concerns, students will be placed on a Behaviour Contract which will be signed by the student, parent/carer, and a representative of the school. If, despite the interventions and support, a student's behaviour continues to cause concern, then the school will begin to involve outside agencies and look at alternative provision and educational settings.

## **29. Restorative Practice**

Restorative Practice processes bring those harmed and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

If a student is referred to the Reintegration Area, the member of staff who referred them should attend at the end of the day, or earlier if that is more convenient, to facilitate restorative conversation. The Restorative Conversation should be recorded on SIMS.

# **SECTION G: Communicating, Implementing and Monitoring the Policy**

## **30. Communicating the Policy**

The Headteacher and School Leadership Team will be responsible for ensuring that this Policy is implemented and for reporting to Governors on its impact. The full written Policy will be available on the school's website. Students and parents/carers who are new to the school will be made aware of the Policy prior to admission. If a student or parent/carer feels that the measures or consequences applied in the Behaviour and Good Relationships Policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's Complaints Policy, also available to download from the website. Every family who accepts a place at St Mary Redcliffe and Temple School and Sixth Form Centre on either a permanent or temporary basis automatically agrees to adhere to the ALIVE Accord, which can be found on the 'Supporting Your Child' page on the website, using this link: <https://www.smrt.bristol.sch.uk/parents-and-carers/supporting-your-child#AliveAccord> or [The Sixth Form Code of Conduct](#).

## **31. Implementing the Policy**

The School Leadership Team and staff will ensure that we achieve a consistent approach to behaviour management, and teaching and learning. The school believes that in order to support students and staff we must have a whole school approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, developing staff skills and support through development opportunities, and ensuring that we have effective pastoral systems in place. Staff development is a vital element of this aspect of behaviour for learning, and staff are regularly trained in a wide range of strategies to manage students' behaviour effectively. All staff will have regular opportunities to share and develop their skills in promoting positive behaviour.

## **32. Monitoring and Review**

The school will evaluate the impact of this Policy by analysing relevant data by year group, gender, disadvantage, SEND and ethnicity on:

A. Number and range of rewards for good behaviour each Term

- B. Suspensions and Permanent Exclusions – number, frequency, and reason
- C. Reset and Reflect Room referrals by students – number, frequency, and reason
- D. Instances of bullying and action taken
- E. Interventions provided to support students. Prior to any review of the Policy, feedback will be sought from the student body, staff, and parents/carers on the effectiveness of the Policy

# Appendix A - Managing Incidents of Sexual Violence and Sexual Harassment

## Managing incidents of sexual harassment and sexual violence at St Mary Redcliffe and Temple School and Sixth Form.

<div> <div>Online Social Media Behaviours</div> <div> Non-consensual sharing of sexual images or videos with the intent to cause distress is illegal. Sec 33of the Criminal Justice and Courts Act 2015. </div> <div> Cases should be considered on a case-by-case basis in terms of criminalising young people using the guidance here <a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)</a>. The NSPCC has made it clear that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding. </div> <div> The school should also use the <b>Brook Traffic Light</b> training to respond to harmful sexual behavioursand/or underage sexual activity. </div> <div> DSLs (Designated Safeguarding Leads) should always consider risk of harm in all decision makingand records of all behaviours and actions should be within CPOMS and clearly categorised. </div> <div> An immediate referral to police and/or children’s social care through the Multi Agency SafeguardingHub (MASH) or equivalent should be made if when sharing nudes or semi nudes: </div> <div> <ol style="list-style-type: none"> <li>1. The incident involves an adult.</li> <li>2. There is reason to believe that a child or young person has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).</li> <li>3. What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage or are violent.</li> <li>4. The images involve sexual acts and any student in the images or videos is under 13.</li> <li>5. You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.</li> </ol> </div> </div>		
Behaviour	Consequence	Assessment and Action
<div> Sending a sexual picture or video to another student (nudes/semi-nudes) fully consenting. </div> <div> Experimental - romantic, sexual attention seeking or there is no evidence of sharing. </div>	Not appropriate.	<div> DSL must assess risk. </div> <div> Education and support must be provided on identifying healthy and unhealthy behaviours within relationships, understanding consent and how to give it. </div> <div> Referral to Brook for 1:1 work will be made. </div>
<div> Live streaming with sexual content/nude or semi-nude through social media, game platforms, chap apps or forums - fully consenting. </div>	Not appropriate.	<div> DSL must assess risk. </div> <div> Conduct and record review to establish the facts, referring back to the relevant assessment tools. Education and support as above to be delivered. </div> <div> Referral for 1:1 work with Brook will be made. </div>

Putting someone under pressure to provide sexual images of themselves.	<p>1st Offence: Internal suspension (Reset and Reflect) and placed onto formal discipline stage.</p> <p>2nd Offence: Alternative to Suspension/Suspension and increase of discipline stage.</p> <p>3rd Offence: Suspension for multiple days and increase of stage to include review of intervention or Managed Move.</p>	<p>DSL assessment of risk to students, using the TLT questions on problematic sexual behaviour.</p> <p>Actions will depend on the traffic light and whether this is a first offence or has this student previously behaved this way.</p> <p>Where there are abusive and/or aggravating factors, incidents must always be referred to the Police.</p> <p>On-going HSB or serious incidents of exploitation must be referred to First Response.</p>
<b>Behaviour</b>	<b>Consequence</b>	<b>Assessment and Action</b>
Sharing a picture or video of a sexual nature (nudes/semi- nudes) more widely without the persons consent and with clear intent to harm and/or reckless misuse.	<p>1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible Managed Move.</p> <p>2nd Offence: Permanent Exclusion or Referral to BIFAP</p>	As above
Digitally manipulating an image of a young person into an existing nude online.	<p>1st Offence: Internal suspension (Reset and Reflect) and placed onto formal discipline stage.</p> <p>2nd Offence: Alternative to Suspension/Suspension and increase of discipline stage.</p> <p>3rd Offence: Suspension for multiple days and increase of stage to include review of intervention or Managed Move.</p>	As above
Taking sexually inappropriate photographs of someone without their knowledge or consent which may be viewed as harassment.	<p>1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible Managed Move/BIFAP referral.</p> <p>2nd Offence: Permanent Exclusion or Referral to BIFAP.</p>	As above
Circulating sexually inappropriate pictures of someone without their knowledge or consent.	<p>1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible Managed Move/BIFAP referral.</p> <p>2nd Offence: Permanent Exclusion or Referral to BIFAP.</p>	As above



<b>Sexual Harassment</b>		
<b>Behaviour</b>	<b>Consequence</b>	<b>Assessment and Action</b>
Unwanted touching towards someone	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible Managed Move.  2nd Offence: Permanent Exclusion or Referral to BIFAP.	As above
Pressurising someone to do sexual things they do not want to do	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible Managed Move.  2nd Offence: Permanent Exclusion or Referral to BIFAP.	As above
Offering rewards for sexual favours	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible Managed Move or Possible Permanent Exclusion/BIFAP referral.  2nd Offence: Permanent Exclusion or Referral to BIFAP.	As above
Making sexual and degrading comments towards someone	1st Offence: Internal suspension (Reset and Reflect) and placed onto formal discipline stage.  2nd Offence: Alternative to Suspension/Suspension and increase of discipline stage.  3rd Offence: Suspension for multiple days and increase of stage to include review of intervention or Managed Move.	As above
Staring or leering at someone's body and objectification.	1st Offence: Intervention/Education via /Year teams.  2nd Offence: Internal suspension (Reset and Reflect) and placed onto formal discipline stage.  3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage.  4th Offence: Suspension for multiple days and increase of stage to include review of intervention or Managed Move	As above
Spreading rumours or making comments about the sexual activity of someone.	1st Offence: Intervention/Education via Year teams  2nd Offence: Internal suspension (Reset and Reflect) and placed onto	As above

	<p>formal discipline stage.</p> <p>3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage.</p> <p>4th Offence: Suspension for multiple days and increase of stage to include review of intervention or Managed Move.</p>	
<b>Behaviour</b>	<b>Consequence</b>	<b>Assessment and Action</b>
Sexist/Sexual name-calling, including cat calling.	<p>1st Offence: Intervention/Education via Year teams.</p> <p>Possible Reset and Reflect Referral or Suspension.</p> <p>2nd Offence: Internal suspension (Reset and Reflect) and placed onto formal discipline stage. Possible suspension.</p> <p>3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage.</p> <p>4th Offence: Suspension for multiple days and increase of stage to include review of intervention or Managed Move.</p>	As above
Sexual jokes likely to harm/upset someone.	<p>1st Offence: Intervention/Education via Year teams.</p> <p>Possible Reset and Reflect Referral or Suspension</p> <p>2nd Offence: Internal suspension (Reset and Reflect) and placed onto formal discipline stage. Possible suspension</p> <p>3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage.</p> <p>4th Offence: Suspension for multiple days and increase of stage to include review of intervention or Managed Move.</p>	As above
Sexually exploiting someone	<p>1st Offence: Multiple days suspension.</p> <p>Possible Permanent exclusion/BIFAP referral.</p>	As above
<b>Sexual Assault and Rape</b>		
<b>Behaviour</b>	<b>Consequence</b>	<b>Assessment and Action</b>

<p>Sexual assault and rape are sexual acts carried out without consent. This includes forcing or manipulating someone to watch or be part of sexual activity. Sexual assault by penetration, not just with a penis - it could be an object.</p>	<p>The Headteacher will consult with the DSL and use the guidance below to decide on the immediate consequence based on the information they have.</p> <p>Follow the guidance set out in Keeping Children Safe in Education 2023</p> <p><b><u>(<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>)</u></b></p>	<p>Police and Social Care involvement, child protection strategy and multi-agency response.</p> <p>Police investigation will help inform the school's response.</p> <p>Joint risk assessment with the Police and Social Care.</p> <p>Schools will make it clear in writing to parents/carers that they may consider a Permanent Exclusion once the police investigation is concluded and finds the perpetrator guilty.</p> <p>Perpetrators should be removed from the school whilst the investigation is on-going.</p>
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