# Policies

## Behaviour Policy

Next review date: November 2027



Holmes Chapel Comprehensive School and Sixth Form College

# Behaviour Policy 2026 - 2027

## 1. Introduction and aims

Our core purpose is to enable all children to learn and achieve. Students develop into responsible learners through living in an environment in which the rights, responsibilities and dignity of each individual are recognised and actively promoted. HCCS is an inclusive school committed to establishing the highest possible standards of discipline and behaviour in order for our students to thrive. All stakeholders should contribute to the positive ethos and values of the school through behaving in a respectful manner towards one another. This ethos nurtures positive personal identities, challenges stereotypes and promotes equality.

In conjunction with the school's Exclusions Policy and The Child Protection and Safeguarding Policy, this policy will:

- Define and outline the expected positive behaviour of all stakeholders
- Clarify the measures that will be used to uphold our behaviour and relationship expectations and support those who are unable to meet expectation

It seeks to improve behaviour at HCCS through providing clear and specific knowledge. This shared knowledge and understanding can increase confidence in stakeholders and create a shift in emotion. This can increase the desire to change actions and behaviours and ultimately improve shared actions towards consistently positive behaviour across the school community.

This behaviour policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

School suspensions and permanent exclusions

Use of reasonable force in schools

Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 2. School values

Holmes Chapel Comprehensive School has implemented and established a shared mission:
'An inclusive community that learns and thrives together.
To deliver exceptional learning and growth opportunities that empower every individual to succeed'.

Our school community is based on four core values:

- We learn together
- We belong to this community
- We are proud of ourselves and each other

- We have consistently high expectations

Positive behaviours build positive relationships and we recognise that this is an important component of ensuring that all stakeholders feel like they belong. It is developed, improved and maintained by shared standards and boundaries. Members of our school community are expected to demonstrate our four whole school values through their behaviour choices and actions.

Excellent standards of behaviour are best achieved when the school, students and their families work in partnership. By choosing to join Holmes Chapel Comprehensive School, parents and carers are committed to our values, behaviour expectations and procedures and are expected to support them. Parents and carers have a responsibility to prepare their children appropriately for school and to support the whole school ethos and policies.

**3. Expected positive behaviour and relationships**

Our values and behaviours are demonstrated and expected through our actions and behaviours in all areas of school life, including relationships between:

- staff members
- staff members and students
- staff members and parents/ carers
- students
- parents/ carers and staff and students

In summary, members of our school community are expected to demonstrate our four whole school values through their behaviour choices and actions:

- **We learn together:** actively participating and supporting one another to complete **hard work** to the best of our ability.
- **We belong to this community:** treating each other, our facilities and our environment with mutual respect, care and **kindness**.
- **We are proud of ourselves and each other:** showing **respect** and kindness to all; taking responsibility for our actions.
- **We have consistently high expectations:** understanding and modelling safe behaviours, excellent standards and **integrity**.

**3.1 Positive Communication and Shared Language**

In all communication connected with our school community, HCCS staff will utilise positive language to promote and encourage our expected behaviours. This includes all forms of communication including interpersonal (face to face, telephone, written), and mass, e.g. newsletters and marketing.

It is important that in all instances of behaviour (positive or negative), that it is the behaviour that is labelled not a personal judgement or comment on an individual. The outcome of the behaviour must be made clear (reward or intervention).
In addition to the language used in our core values, more detail of our shared language can be found in Appendix 1.

We expect all members of our community to communicate with respect. In all exchanges, all members of the community must use polite language. Listening to views and allowing all participants to feel heard is vital. However, if voice or language is used to express a strong emotion or to command a situation, a clear explanation of why should be offered and a resolution sought in order to restore the exchange to one that is calm and forward moving for all participants.

In an educational setting (particularly a classroom with a larger number of students) a member of staff is often expected to lead the communication due to their role and the need for one individual to set the agenda in a classroom. Sstudents are invited to contribute at a time made clear to them by their teacher. This avoids overlap and confusion and allows learning to proceed.

When discussing school at home, particularly with regard to behaviour and relationships, we ask families to support this push on positive and supportive language and to use the same approach, making clear the expectation, how students can meet expectation and the reward they will receive for doing so.

A more comprehensive (but not exhaustive) list of shared expectations can be found in Appendix 1.

**3.2 Punctuality and Attendance**

Every member of the school community will have a role to play in improving school attendance and punctuality. For a student to reach their full educational achievement a high level of school attendance is essential. We are committed to providing an education of the highest quality for all our students and endeavour to provide an environment where all students feel valued and

welcome. Every student has a right to access the education to which they are entitled. Staff, governors, students and parents / carers share the responsibility for supporting and promoting excellent school attendance and punctuality for all. Please refer to our Attendance Policy.

**3.3 Mobile Phones**
Students in year groups 7-11 are not allowed to use their mobile phone or have it switched on from the beginning of the school day (that is, from the start of morning tutor time) to the end of the last lesson of the school day. Please refer to our Mobile Phone Policy.

**3.4 Rewards**
Positive behaviours are encouraged, recorded and rewarded through the use of House Points. These points are encouraged, recorded and rewarded as part of our Reward System and total scores are communicated to parents through triannual interim reports.

**4. Inappropriate behaviour choices and misconduct**
Communication, behaviour and relationships that oppose those outlined in Section 3 do not support our whole school values and are considered by Holmes Chapel Comprehensive School to be inappropriate choices and/ or misconduct. Students, staff, parents and carers should all be clear and consistent in the messages that these behaviours will not be tolerated. A list of behaviours that HCCS deem to be misconduct can be found in Appendix 2 with some associated outcomes and interventions for those behaviours.

**4.1 Bullying and Child-on-child abuse**
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, use of any form of violence. |
| Prejudice based and discriminatory, including:<br>Racial<br>Faith based<br>Gendered (sexist)<br>Homophobic/biphobic<br>Transphobic<br>Disability based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. |

Everyone has the right to learn and work in an environment free from harassment and discrimination where they feel safe. Maintaining and promoting a positive and inclusive culture will help to prevent incidences of bullying from occurring. To provide clear guidance to students on our expected standards and highlight the impact of bullying and child on child abuse this will form part of our provision during tutor time and our PSHE curriculum. This curriculum will promote personal safety and wellbeing by raising awareness of acceptable behaviour.

Preventing and responding to bullying behaviour is the responsibility of all members of a school community - students, staff, parents and carers. Students, staff, parents and carers are expected to promote anti-bullying behaviours through the following actions:

- Be proud to be part of an inclusive community and act as a strong advocate of inclusivity through encouraging others to respect differences.
- Celebrate achievement, hold and promote positive attitudes. Act as a role model to promote positive relationships.
- Teach children to take ownership of their own behaviour through promoting a strong sense of personal accountability.
- Share concerns and provide support. Make opportunities to listen. Act as advocates for others.
- Challenge and report incidences of bullying including those who act as bystanders.

All teaching staff have a responsibility to:

- Take part in anti-bullying measures and proactively contribute strategy and solutions.
- Help to create positive strategies through Personal Development, student voice, class routines and activities.
- Monitor students in their care; being observant and challenging any child-on-child abuse.
- Record all incidents on Bromcom and report incidents of bullying to the Welfare Teams.

All members of our school community should feel that they can report bullying to any member of staff.

**5. Behaviour interventions**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

**5.1 Special Educational Needs**

When considering the behaviour of any student with SEND, the school will carefully consider whether the pupil understood the rule or instruction and whether they were unable to act differently on account of their SEND.

The school's special educational needs co-ordinator may assess the needs of a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Where special educational needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

**5.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

**5.3 Serious misconduct**

When dealing with incidents of serious misconduct the school's response will be:

- Proportionate
- Considered
- Supportive
- Decided by on a case-by-case basis

All incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are expected and encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

**5.4 Searching and screening**
The Headteacher and staff authorised by them have a statutory power to search students and their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. This includes any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the student). Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

**5.5 Restraint and removal from classrooms**
In some circumstances, staff may use reasonable force to restrain or remove a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

**5.6 Off site behaviour**
Interventions may be applied where misconduct happens off site. This may include when a student is:

- Taking part in any school organised or related activities (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- Identifiable as a student at our school.

Off site behaviour must not have repercussions for the orderly running of school, pose a threat to others or adversely affect the reputation of the school. Interventions will be used either on our school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

**5.7 Malicious allegations**
Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. This will be considered an example of serious misconduct.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

**6. Roles and responsibilities**

- All staff are responsible for implementing this policy.
- Volunteers, or anyone else otherwise engaged by the school, must alert a member of staff if they witness, or are aware of, a breach of this policy.
- The Headteacher or a member of the senior leadership team with delegated responsibility is responsible for monitoring and reviewing this policy annually and holding staff and students accountable for its implementation.
- This policy will be approved by the governing body or the appropriate delegated committee following each review and may receive updates relevant to behaviour and culture in school.

For more specific detail about how different roles within school implement this policy, please refer to Appendix 3.

**7. Monitoring and review**
The school is committed to ensuring that this policy has a positive impact on students' education, behaviour and welfare. When reviewing the policy, the school will take into account:

- Feedback from teachers, parents and students
- Records of behaviour and safeguarding incidents
- Relevant advice from the Department for Education, the local authority or other relevant organisations

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The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

| |
|---|
| Prepared by: Mr M Lowe |
| Approved by the Board of Governors<br>To be reviewed annually<br><br>Date for review: October 2027 |

**Implementation of Behaviour Policy September 2023 - Appendices**

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## Appendix 1: Positive Behaviours

### 1.1 Shared expectations

As a school community, it is expected that all stakeholders will:

- Actively encourage everyone to recognise the importance of the HCCS core values.
- Secure a calm and purposeful learning environment.
- Create an orderly and cohesive community where everyone can flourish in a calm, safe and supportive environment.
- Promote a positive culture where we feel happy, safe and valued.
- Promote an atmosphere where achievement is respected and valued by all.
- Recognise and celebrate improvement and achievement.
- Promote a reflective culture to foster resilience, respect, good decision making and accountability.
- Expect as a simplest basic requirement: excellent manners.

### 1.2 Shared language

We encourage all stakeholders to use the following shared language when referring to behaviour:

- Excellent or positive behaviour choices
- Inappropriate behaviour choices
- Misconduct
- Outcomes (Positive and negative)
- House points
- Reward
- Negative/Positive behaviour point
- Sanction
- Intervention
- Reflection
- Reset
- Restoration

### 1.3 Expected behaviours In lessons:

All students are taught the behaviour and routines that they are expected to demonstrate. There are routines and explicit expectations in lessons for all students. We expect our students to get ready to start their learning by:

- Greeting the teacher at the door
- Checking and correcting uniform
- Enter and sit calmly, prepare equipment and start the Do Now immediately.
- Answering the register politely

We expect our students to get ready to leave the classroom by:

- Reflecting on their learning and attitude
- Tidying the workspace and packing away
- Standing behind their chair in silence
- Checking and correcting uniform
- When dismissed row by row, quietly thanking anyone helpful

We have high expectations for all and recognise that consistency of routine and practice supports students in their learning.

All staff should seek every opportunity to praise students and recognise their effort and achievement. In every lesson, the subject teacher and form tutors will recognise progress and all students will be given grades as follows:

| Score | Descriptors of behaviour | Outcome |
|---|---|---|
| 1 | Exceptional - You actively engage in learning, demonstrating excellent behaviour and attitudes. You challenge yourself and consistently demonstrate exceptional progress. You support others in their learning. | Success, Progress, School Prizes, Postcards Home. House points Contact Home. |
| 2 | Expected - You quickly follow instructions demonstrating politeness and respect to others. You are focussed on your work and you are making progress. | Success, Progress, School Prizes, Postcards Home. |

Students are awarded a lesson score of 2 at the start of each lesson. Staff will change the score up or down from this at the end of the lesson, depending upon evidence from the lesson. (Scores 3 - 5 can be seen in Appendix 2).

**1.3 Expected behaviours outside lessons:**

Members of our school community are expected to demonstrate our school values through the following list of example behaviours:

- Walk on the left of the corridors, calmly and sensibly.
- Be polite and friendly to all other members of our community.
  - Offer help to anyone who looks like they might need it.
  - Open doors carefully and hold them open for others.
  - Treat others how you would like to be treated.
- Arrive on time - going directly to your destination.
- Use spaces and facilities appropriately and sensibly.
  - Leave spaces and facilities in a condition in which you would like to find them.
  - Follow the signs and instructions of staff around school, e.g. designated toilet spaces, silent exam signs.
- Care for our environment
  - Always use litter bins provided and never drop litter.
  - Seek to resolve or report any accidents or mistakes that may occur that may leave a space untidy or in need of attention.
  - Help keep the dining areas tidy by returning all cutlery and crockery to the appropriate area and disposing of food waste in the bins provided.
- Follow the instructions of all supervising staff at all times.

For examples of excellent behaviour outside of lessons:

(1) Staff will model expected behaviours and acknowledge excellent behaviour.
(2) Students will be given a green card for excellent behaviour.
(3) Students will give the card to their group tutor.
(4) Group tutor will record a positive behaviour point for their tutee “Excellent behaviour outside of lessons”
(5) The green cards awarded will be shared with the Lower/Upper School hub.
(6) A reward is provided from the Lower/Upper School hub for those students who have demonstrated excellent behaviour outside of lessons.

**Appendix 2: Inappropriate behaviour choices and misconduct**

Any behaviours that breach the expectations as outlined in our school values and in Appendix 1 are classed as inappropriate.
A more detailed (although not exhaustive list) of examples is provided below.

**2.1 Examples of inappropriate behaviour choices or minor misconduct:**

Disruption in lessons, in corridors between lessons, and at break and lunch times.
Not completing classwork or homework.
Poor attitude.
Incorrect uniform.
Persistent lack of equipment.

All staff and parents are responsible for challenging any instances of minor misconduct amongst our school community to ensure that whole school standards are set and maintained to secure high expectations of all our students. Together, we are all responsible for supporting children to be successful, make positive behaviour choices and be accountable for their actions. All students are expected to consistently demonstrate excellent behaviour and take accountability for their actions.

**2.2 Examples of serious misconduct:**

- Repeated breaches of the school rules
- Child on child abuse
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of bullying or child on child abuse
- Dangerous or illegal behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent.
- Malicious allegations towards staff
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Possession of any prohibited items. These include but are not limited to:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers, vapes and vaping paraphernalia
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage the property of, any person including the student.

All students, staff, parents and carers are responsible for reporting any instances of serious misconduct to the Lower or Upper school hub to ensure that our students and community are kept safe and that incidents are investigated. Sanctions and interventions will be fair, equitable, and will consider context. When considering the behaviour of any student with SEND, the school will carefully consider whether the student understood the rule or instruction and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction or intervention and, if so, whether any adjustments need to be made to the sanction or intervention.

**2.3 Inappropriate behaviours in lesson:**

As stated in Appendix 1, students will start lessons on a score of 2. The below table details lesson behaviours that are inappropriate and their associated outcomes and interventions.

| Score | Descriptors of behaviour | Outcome |
|---|---|---|
| 3 | Lost Learning - You are misusing learning time and you have to be reminded about how to behave in order to meet expectations. Your behaviour is having a negative impact on your progress. | Discussion with the teacher. Catch up with work missed. 1 negative behaviour point. |
| 4 | More Serious Disruption- You are disrupting the learning of others or you are demonstrating a lack of respect. Not following instructions. | Discussion with the Head of Faculty. Catch up time. 2 negative behaviour points. Contact home. Faculty reset session. |
| 5 | Defiance- You are demonstrating serious defiance or disruption, or your behaviour is having a negative effect on the safety and wellbeing of yourself or others. | Discussion with hub. 3 negative behaviour points. Contact home and appropriate intervention as decided between faculty, hub and pastoral lead. |

**2.4 Inappropriate behaviour outside of lessons:**

Where there are breaches of our expectations outside of lesson time:

(1) Staff will challenge inappropriate behaviours.

(2) Students behaving inappropriately will be reported to the relevant hub where they will decide on appropriate sanction having investigated the incident fully.

Patterns of inappropriate behaviour and misconduct will be monitored and appropriate interventions will be implemented.

**2.5 Behaviour interventions**

**2.5 a. Searching and screening**

The Headteacher and staff authorised to conduct searches will:

- Ask the student to remove their coat, hats, shoes/boots, gloves, scarves and school jumper.
- Ask the student to remove the possessions from their bags, pockets and coats.
- Staff will check that possessions have been removed and conduct a physical check of bags and removed items of clothing.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practical to summon another member of staff.

Where a person conducting a search finds the following items they will take the required action:

- Alcohol will be disposed of.
- Controlled drugs, these must be delivered to the police as soon as possible but may be disposed of in agreement with the safeguarding leads or if the person thinks there is a good reason to do so.
- Other substances which are not believed to be controlled drugs can be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Stolen items will be delivered to the police as soon as reasonably practical to do so – or may be returned to the owner (or may be retained or disposed of if returning them to their owner could impact on the safety of self or others).

- Vapes, smoking or vaping paraphernalia will be disposed of.
- Fireworks will be disposed of.
- A pornographic image(s), they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence in which case it must be delivered to the police as soon as reasonably practical to do so.

- An article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or retained or disposed of.
- Where a member of staff finds an item which isn't appropriate for the school environment they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to the child's parent or carer, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Screening:
- Any member of staff may require students to undergo screening through hand-held metal detectors if they suspect a student of having a weapon or a vape.
- If a student refuses to be screened/ searched, the school may refuse to have the student on the premises.
- If a student fails to comply with either screening or searches, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised.

Communication with parents and carers:
- Staff will not inform parents before a search or screen takes place or seek their consent to search or screen their child.
- Staff are not required to make or keep a record of a search or screen.
- Staff will inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found. This will be recorded on CPOMS.
- Staff will inform parents if a search or screen has been conducted even if no banned substances are found.

**2.5. b. Restraint and removal from classrooms**

Incidents of physical restraint must:
- Always be a used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is unsafe and requires immediate removal.
Removal can be used to:
- Restore a positive classroom environment that promotes excellence.
- Allow the disruptive behaviour to be managed in a managed environment

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:
- Meetings with parents or carers
- Meetings with Curriculum Leads
- Meetings with Group Tutors
- Meetings with Year Teams
- Meetings with year group AHT link
- Use of Teaching Assistants

## Appendix 3: Roles and responsibilities

### 3.1 Role of Teachers

To consistently apply whole school policy all teachers are expected to:

1. Promote the four core values of the whole school.
2. Model expected behaviours.
3. Plan lessons which are engaging, implement adaptive teaching strategies, appropriate to the age, course requirements of the students and provide appropriate feedback to secure progress.
4. Be visible in corridors at lesson changeovers in order to manage behaviour and ensure a safe and calm environment; monitoring and intervening in unacceptable behaviour.

5. Apply professional judgement and respond to inappropriate behaviour choices by remaining calm; avoiding bargaining, arguing or negotiation from students.
6. Challenge uniform issues in a fair, sensitive and non-confrontational way. Link to Uniform policy.
7. Stop unacceptable behaviour before it escalates; spot incidents in the making. De-escalate unacceptable and challenging behaviour.
8. Ensure lessons start and finish in an orderly way following the standard routine of the school.
9. Employ a range of techniques, strategies and interventions to anticipate and prepare for behaviour issues, and deal with them in a calm manner that minimises disruption to learning.
10. Respond to incidents of minor misconduct and escalate any instances of serious misconduct; liaising with Group Tutors and the Heads of Faculty.
11. Be consistent with individual students and fair with all students.
12. Be supportive of colleagues to secure high standards of student behaviour.
13. Use the behaviour monitoring and tracking system on Bromcom to record both excellent and inappropriate behaviour choices, any instances of misconduct and the appropriate reward or intervention.
14. Use the lesson scores to celebrate successes within lessons for any students awarded a Grade 1 or 2.
15. Use the lesson scores to implement appropriate behaviour interventions for any students awarded a Grade 3, 4 or 5.
16. Always work within the framework of whole school rules and policies; ensuring appropriate adaptation with respect to different students and situations.
17. Implement specific strategies for named students as requested by Heads of Faculties, Welfare Managers or our Learning Support team.

### 3.2 Role of Group Tutors

Group tutors are ambassadors for the students in their tutor group and build relationships with their students to gain mutual trust. They are a key link for communication between home and school and are the first point of contact for parents. Tutors should act as a role model for the behaviours we expect for the students in their tutor group.

To consistently apply whole school policy all group tutors are expected to:

- Promote the four core values of the whole school.
- Model expected behaviours.
- Ensure students are prepared for the day ahead through checking uniform and equipment.
- Monitor, reward and challenge the behaviour of students in their group, implementing appropriate behaviour interventions when necessary.
    - Monitor and challenge punctuality of tutees to ensure that students are accessing lessons.
    - Celebrate the achievements of students in their groups on a regular basis.
    - Place a student on report to monitor their behaviour if there are repeated instances of misconduct
    - Investigate barriers to learning for students in their tutor group with their teachers.
    - Set behaviour targets for a selected, targeted group of tutees and review these targets on a regular basis.

a. Contact home to build relationships with parents or carers.
    - Discuss points of celebration and/ or any concerns on a regular basis.

### 3.3 Role of Curriculum Leads

A key component of developing our praise and success culture is through the role of the curriculum leads. This team leads the development and implementation of an inspirational curriculum that meets the needs of our students and raises aspirations.

To consistently apply whole school policy all Curriculum Leads are expected to:

- Promote the four core values of the whole school.
- Model expected behaviours.
- Build a productive and supportive culture and ethos through review, reflection and restorative practices.
- Identify and remove barriers to learning through working collaboratively with all stakeholders.

- Celebrate and recognise those students who consistently achieve a Grade 1 for attitude to learning across their curriculum area.
- Challenge those students who are consistently achieving a Grade 3 or Grade 4 lesson score in their curriculum area.
- Escalate any unsafe behaviours and any Grade 5 lesson scores awarded to the relevant Upper/Lower school hub.
- Contact parents or carers to highlight evidence of consistently excellent behaviour and to challenge any inconsistencies.
- Identifying team professional development needs to further raise standards and establish a consistent behaviour management approach.

**3.4 Role of House Leads**

Our house leads are a key component of developing our praise and success culture. This team leads each individual house to support the development of our whole school ethos and culture.

To consistently apply whole school policy all House Leads are expected to:

- Promote the four core values of the whole school.
    - Lead assemblies and tutor time activities
- Model expected behaviours.
- Foster a positive ethos of respect and praise; rewarding positive behaviours and achievements.
- Lead the reward system to ensure students are recognised for their achievements.
    - Celebrate and recognise the achievements of students outside of school at local, county and national levels.
    - Celebrate and recognise the achievements of students in school across KS3 and KS4.
- Develop student leaders in their houses to promote our whole school values.
- Build relationships across year groups through house competitions and extracurricular activities.
- Promote community engagement between each house and the wider Holmes Chapel Community.
- Promote competition between the houses to build a positive learning culture.

**3.5 Role of Heads of Year**

To consistently apply whole school policy all Heads of Year are expected to:

- Promote the four core values of the whole school.
    - Lead assemblies and tutor time activities.
- Model expected behaviours.
- Collectively lead with SLT, Faculty and subject leaders in the management of student behaviour.
- Promote, lead and nurture the ethos of an inclusive and comprehensive school where all students are equally valued.
- Lead and manage the Welfare Teams within a supportive pastoral system.
- Be collectively responsible for all matters regarding the pastoral care of students throughout the school day.

**3.6 Lower & Upper School hubs**

The Lower and Upper School hubs will work closely with our families to support our students to tackle any instances of serious misconduct. The Lower and Upper School hubs will act as a point of escalation.

**3.7 Role of SEND team**

The SEND team works closely with parents, school staff and external agencies to support the values of the school. Modelling the expected behaviours, whilst recognising the need for reasonable adjustments that may be necessary for students with SEND.

**3.8 Role of SLT**

The Executive Headteacher and Deputy Headteacher are responsible for reviewing this behaviour policy in conjunction with the governing body The governing body is responsible for approving this policy.

The Executive Headteacher and Senior Leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with misconduct, and monitor how staff implement this policy to ensure rewards and interventions are applied consistently to all groups of students.

The Deputy Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.

The Senior Leadership Team will ensure that the behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

- The Executive Headteacher is responsible for taking the decision to exclude any student should it become necessary. (Please see our Exclusions Policy).
- The Executive Headteacher and Governing Body will support staff on occasions where the use of 'reasonable force' is the only option available.
- The Executive Headteacher will deal with any allegations against staff and they will be dealt with in a fair and consistent way.

Governors will monitor the implementation of the 'Behaviour Policy'.