

Behaviour Procedures

School year 2025/26

Behaviour Procedures Policy

Statement of Intent

As part of the **Greater Manchester Education Trust**, our school upholds a core set of values that promote **respect, fairness, social and moral responsibility, diversity, and inclusion**.

For effective teaching and learning to take place, positive behaviour in all areas of school life is essential. We strive for excellence and maintain **high standards and expectations** for every student.

We are committed to creating a caring, supportive, and purposeful learning environment. A vital element in achieving positive behaviour is the **active involvement and support of parents and carers**. Through regular communication and shared responsibility, we can work together to raise attainment, improve progress, and nurture responsible young people.

The School's Power to Discipline

The school has a **statutory power to discipline** students for breaches of school rules, failure to follow instructions, or other forms of unacceptable conduct.

This includes the following:

- All teaching and non-teaching staff with responsibility for students have the authority to issue sanctions.
- The **Headteacher** may limit or extend disciplinary powers to specific staff members and authorised adult volunteers.
- The school may hold **detentions outside normal school hours**, including after school, weekends (with some exceptions), and non-teaching days, without the need for parental/carers consent.
- The school may **confiscate, retain, or dispose of items** where reasonable and appropriate.
- The school has a statutory right to discipline students for **misbehaviour occurring off-site**.
- Under the **Education Act 1996**, authorised staff may **search students for weapons or knives without consent**.
- All sanctions must be **reasonable, proportionate, and take into account** a student's age, special educational needs, disabilities, and religious requirements.

Targets and Rewards

It is the expectation that all students, with the support of their parents and carers, will aim to maintain **no behaviour consequences** throughout the school year.

Positive behaviour and achievement are recognised and celebrated through:

- Behaviour and achievement data
- WRAP rewards
- School trips and enrichment activities
- End-of-term celebrations

- Progress reports
- Assemblies, briefings, and notice boards

Mobile Phones and Headphones/Earphones

Mobile phones, headphones, and earphones must **not be seen, used, or heard** anywhere on the school premises.

If a student is seen using or is heard with a mobile phone:

- **First incident:** the phone will be confiscated, and the student may collect it at the end of the day (recorded as a warning).
- **Second incident:** the phone will be confiscated, and a **C3** will be issued.
- **Third or subsequent incidents:** the phone will be confiscated, C3 will be issued, and a **parent or carer must collect it** from school.

Behaviour Consequence System

Stage	Description	Outcome
Formal Warning	Issued when a student does not meet school expectations.	Opportunity to make a positive change.
C1	Continued inappropriate behaviour following a warning.	Recorded consequence.
C2	Ongoing poor behaviour despite intervention.	Escalated consequence.
C3	Failure to improve behaviour after a C2.	30-minute after-school detention.
C4	Serious or persistent misconduct.	Internal or alternative site exclusion, suspension, or permanent exclusion.

Additional consequences:

- **Truancing a lesson:** results in a *Double C3* (one-hour detention).
- **Social time incidents (break/lunch) or lateness:** may result in a detention during social time.
- **Serious misconduct:** may lead directly to a C3 or C4 without prior warnings.
- **Bullying or racist incidents** are recorded and monitored using the school's behaviour tracking system.
- **Failure to attend C3 detention** will result in a double C3 detention (60 minutes)

Behaviour Interventions

Where a student receives behaviour consequences or a pattern of repeated incidents emerges, the following interventions may be implemented as appropriate:

- Parents/carers will receive notification (via text or email) of a **C3 detention or C4 sanction**.
- Relevant staff will **meet with the student** to discuss behaviour and strategies for improvement.
- **Phone calls** may be made to parents/carers to discuss ongoing behaviour concerns.
- The student may be placed “**on report**” to monitor progress (see section below).
- Parents/carers will receive **regular updates** on behaviour, both positive and negative.
- **Meetings** may be arranged with parents/carers to review concerns and agree on next steps.
- An **individual action plan** will be created and reviewed regularly.
- Where appropriate, **referrals** will be made to internal or external agencies for additional support.
- A range of **interventions** may be used, including mentoring, targeted programmes, or placement in alternative provision.

Students on Report

Students may be placed on report when behaviour requires closer monitoring. This process helps identify areas for improvement and provides structured support.

- Students will meet with staff to discuss reasons for being on report and set **clear behavioural targets**.
- Parents/carers will be **notified** and kept informed of progress and concerns.
- Reports are reviewed regularly to ensure consistency and improvement.

Types of Report

- **Manchester United Foundation Mentoring Report** – for targeted mentoring and support.
- **Positive Report** – to encourage and reinforce good behaviour.
- **Year Coordinator Report** – for general concerns or when a student receives at least three C3s or one C4.
- **Head of Year Report** – when a student has received at least five C3s or one C4.
- **Senior Leadership Team (SLT) Report** – for persistent or escalating behaviour concerns or following suspensions.

These procedure aims to maintain a safe, respectful, and purposeful learning environment in which every student can thrive. By working in partnership with students, parents, carers, and staff, we uphold our commitment to **high expectations, fairness, and excellence** in all aspects of school life.