



Behaviour for Learning & Relationships Policy

September 2026

These procedures are based on model guidance provided by Lancashire County Council and are implemented under the oversight of the Governing Body. The policy should be read alongside the school's other relevant policies, including safeguarding, anti-bullying, uniform and appearance, home learning and related personnel policies.

Policy created	23 rd July 2019
Last reviewed	September 2026
Next review due	September 2028
Summary of key changes	Revised to reflect changes to legislation, school's approach to Behaviour for Learning, and rationalised to make the policy more accessible to all audiences.
Approved by LGB	9 th September 2026

1. Purpose and ethos

Up Holland High School believes every child has the right to achieve their potential in a positive, motivated environment where they can develop academically, culturally and socially. We want students to be Dedicated to Excellence, adopt a strong Attitude to Learning (ATL) and to develop their LORIC skills (Leadership, Organisation, Resilience, Initiative and Communication). Good behaviour is central to effective teaching and learning and enables every student to feel valued, supported and able to succeed.

The school aims to:

- create an environment where good attendance and positive behaviour are the norm;
- provide a safe, calm and well-ordered environment for teaching and learning;
- promote responsibility, self-discipline and high standards;
- build respectful relationships between students, staff and families;
- recognise and celebrate diversity and individual achievement;
- ensure that all members of the community feel valued and supported; and
- develop pride in the school and the wider community and a sense of belonging.

Our approach is positive first: we recognise effort, achievement, attendance and contribution wherever possible. When behaviour falls below expectations, we respond consistently, fairly and proportionately, while recognising that some students may need additional support to meet expectations. In these cases we will offer some support and interventions whilst retaining our standards and expectations.

2. Principles

The Governing Body supports a behaviour culture that:

- promotes regular attendance and positive behaviour and attitude to learning (ATL)
- develops self-esteem, self-discipline and the school's LORIC values – Leadership, Organisation, Resilience, Initiative and Communication;
- builds relationships based on mutual respect;
- encourages early intervention and fair treatment;
- applies positive recognition and consequences consistently;
- provides a safe environment free from disruption, violence, bullying, harassment and discrimination;
- provides an inclusive education that considers individual needs; and
- works in partnership with parents and carers.

The policy is intended to be non-discriminatory and applied without differential treatment on grounds including ethnicity, culture, religion, gender, disability or sexuality. Students' concerns should be listened to and addressed appropriately.

The policy is informed by the legislation and statutory guidance identified in the original policy, including DfE guidance on behaviour, searching and confiscation, safeguarding, suspension and permanent exclusion, reasonable force, medical conditions and SEND, together with the Education Act 2002, Education and Inspections Act 2006, Equality Act 2010 and relevant safeguarding duties.

We follow the guidance under Section 20 of the [Equality Act 2010](#), where schools have a legal duty to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

3. Roles and responsibilities

Governing Body

The Governing Body supports, reviews and oversees the policy, ensuring that expectations are clear, communicated and non-discriminatory, and that the school maintains high standards of behaviour.

Headteacher and Senior Leadership Team

The Headteacher, supported by SLT and the staff responsible for behaviour, implements the policy and manages its day-to-day procedures. SLT also supports staff dealing with challenging behaviour.

All staff

All staff apply the policy consistently and fairly, model self-discipline and respectful behaviour, make expectations clear and create stimulating, high-quality learning environments. Staff should support one another and advise leaders on the effectiveness of the policy.

Parents and carers

Parents/carers are expected to take responsibility for their child's behaviour in and beyond school, work in partnership with school, support agreed consequences and raise concerns constructively. They are expected to attend reintegration meetings following suspension where required and to meet their responsibilities during periods of suspension.

Students

Students are expected to take responsibility for their choices, understand the school's expectations, behave respectfully and report disruption, violence, bullying, harassment or other concerns to appropriate staff.

4. Student expectations

Students are expected to:

- attend regularly and arrive at school and lessons on time;
- be polite, respectful and well behaved in school and when representing the school elsewhere;
- wear the correct uniform and maintain a smart appearance;
- arrive equipped and ready to learn;
- enter, leave and move around school safely and orderly;
- follow instructions and classroom routines;
- remain seated unless permission is given to move;
- work to the best of their individual ability and show resilience;
- listen, participate and make the most of learning opportunities;
- complete home learning diligently and on time, in line with the Home Learning Guidance;
- respect the right of others to learn and staff to teach;
- contribute positively to school life and care for the school environment;
- regard bullying, harassment, discrimination and violence as unacceptable; and
- avoid bringing prohibited, dangerous or inappropriate items onto school premises.

Students should not bring items for sale, large amounts of money, energy drinks/sugary drinks or items that may cause harm or damage, including weapons, fireworks, blades, lighters, aerosols or vapes. Alcohol, tobacco, illegal drugs, drug paraphernalia and other harmful substances are prohibited and may result in serious sanctions that include suspension or permanent exclusion.

These expectations apply in classrooms, corridors, social times, on school transport, on trips and visits, during work experience or other school activities, and where off-site behaviour could impact the safety of others or bring school's reputation into disrepute. We expect students to immerse themselves in the positive 'Our School Culture' that is reinforced in PD Time, Assemblies, PSHE and via posters and displays across school.

5. Classroom expectations and routines

All students have the right to learn without disruption and all teachers have the right to teach without disruption. Staff will explain expectations clearly, use normal classroom management strategies and give students an opportunity to correct behaviour before formal consequences are applied wherever appropriate.

The school recognises that behaviour and attendance can be affected by barriers to learning, wellbeing, SEND, family circumstances and other needs. Consequences and support will therefore be considered together.

Core routines for learning

1. Bring the required equipment and stationery to every lesson.
2. Be on time.
3. Follow the seating plan.
4. Be prepared to learn, be challenged and participate.
5. Be attentive, curious and resilient and demonstrate a growth mindset.
6. Strive to achieve House Points by strengthening LORIC skills and values.

Behaviour for learning

1. Follow behaviour and uniform expectations.
2. Pay attention and follow instructions.
3. Treat everyone with mutual respect.
4. Mobile phones are not to be used in school. Any phone brought on to site for health and safety reasons to and from school should remain out of sight from when students enter and exit school premises.

Where missing essential equipment means a student cannot safely or meaningfully participate in a practical lesson, a C4 will be issued unless there is a valid parental explanation accepted by the school.

Students are entitled to a positive learning environment, appropriate help, clear guidance and protection from bullying. They are also expected to understand that choices have consequences. Positive choices should be recognised; inappropriate choices should be addressed consistently.

Students are expected to work hard at all times and to demonstrate a positive attitude to learning guided by our ATL criteria that promotes and rewards positive choices. We expect all students to strive for a Grade 4. We do accept that some reasonable adjustments may need to be considered depending on individual circumstances, most notably around attendance impacted by disability or authorised medical needs.

ATL Grade	Attitude to Learning (ATL) Criteria
4 Excellence Standard	Self motivated, independent and cooperative. Enthusiastic and mature learner who uses their initiative when required. Consistently works to the best of their ability and has a passion for learning. A resilient learner when challenged and models exemplary behaviour. A dedicated and confident learner who prepares effectively for assessments. Has an excellent attendance record.
3 Good	A cooperative and mature learner. Needs direction on occasion(s) but works to the best of their ability and engages well in lessons. Shows some resilience when challenged and applies effort to improve. A dedicated student but may lack confidence on some occasions. Is always organised and ready to learn.
2 Below expected standards	Lacks motivation at times and requires constant support. Can lose focus and gives up on tasks easily. Is co-operative at times but this is inconsistent. A passive learner who needs teacher input on most occasions. Willing to learn when motivated. Work not always to the best of their ability. Unorganised at times regarding equipment. Often needs reminding of the school rules.
1 Cause for concern	Little or no personal motivation to engage positively in lessons. Unorganised and shows a lack of interest and/or effort in their own learning. Uncooperative. Can disrupt the learning of others and tends to get distracted easily. Tasks within lessons are often incomplete. Attitude towards learning is a cause for concern. School rules are not followed.

6. Positive recognition and rewards

This is a positive Behaviour for Learning policy. Praise and recognition should be frequent and meaningful, supporting good behaviour, attendance, effort, achievement, contribution and self-esteem.

Recognition may include:

- verbal praise, encouragement and constructive feedback;
- positive comments on work and displays of student work;
- stickers, certificates and departmental or subject awards;
- reward points and House/LORIC points;
- attendance recognition, including assemblies and other incentives; (attendance rewards are applied inclusively, with appropriate consideration of authorised absence, disability and medical needs)
- Headteacher, sporting and LORIC awards;
- postcards, texts, letters and phone calls home;
- recognition through Synergy;
- presentation assemblies and House competitions;
- enrichment opportunities, clubs and extra-curricular activities;
- non-uniform opportunities and other school-based rewards;
- Headteacher's Afternoon Tea, Wheel of Names and similar celebration activities;
- end-of-term reward trips, subject to the school's published eligibility criteria;
- Wonderful Week/enrichment opportunities; and
- celebratory activities such as zero-sanctions recognition.

The examples are not intended to be exhaustive. Staff should use appropriate recognition regularly and inclusively, with the emphasis on reinforcing the behaviours and attitudes the school wants to see.

7. Managing behaviour: C1–C5

Consequences are graduated so that students have clear opportunities to correct behaviour. The response should remain proportionate to the behaviour and the circumstances.

C1 – First warning: **'Chance'**

A verbal warning. The student is reminded of the expected behaviour.

C2 – Second/verbal warning: **'Choice'**

A further warning and opportunity to correct behaviour. The student is encouraged to reflect and meet the teacher's expectations.

C3a/C3b – Subject detention **'Consequence'**

Continued poor behaviour leads to a C3a and a 10-minute subject detention at break, logged on Synergy. Failure to attend leads to C3b (15 minutes). Failure to attend C3b leads to a lunchtime detention/C4.

C4 – 20-minute detention

Persistent low-level disruption or more serious misbehaviour may result in removal from the lesson and a 20-minute lunchtime detention. Home is informed. Failure to attend normally results in a Pastoral Detention the following day. Five C4s in a half term will lead to an SLT detention; ten C4s lead to a one-day Reflection.

Students that do not complete Home Learning on a regular basis or display poor behaviour that results in a Pastoral Detention, SLT Detention, Reflection or an Off-Site Direction in a half term will not be eligible for the Rewards Trip, as we seek to promote positive choices and a mature approach to learning. We moderate that expectation with the understanding that some individual cases may need us to apply reasonable adjustment/discretion.

C5 – Reflection

More serious offences may result in an automatic exit to Reflection. Parents/carers are informed and may be asked to meet with the pastoral team. Misbehaviour in Reflection may lead to suspension. Five C5 Reflections in one half term may lead to a two-day Seclusion at another school in the West Lancashire area. Further serious misdemeanors or persistent poor behaviours may lead to suspension, an off-site direction, a Managed Transfer, or Permanent Exclusion.

An abuse of the learning environment, such as dangerous behaviour in a science laboratory or misuse of the internet, may result in at least a C4/SLT consequence or Reflection.

Whilst we seek to apply these thresholds consistently to ensure fairness and equity for all students, escalation remains subject to individual circumstances, safeguarding information, SEND/disability and reasonable adjustments.

8. Behaviour beyond the classroom, online and bullying

Behaviour beyond lessons

Good behaviour is expected throughout the school day and whenever students represent the school. Incidents outside classrooms are considered individually and addressed consistently and fairly. Minor incidents will normally receive a warning; more serious incidents may result in a social detention, C4/SLT, time in Reflection or more serious consequence.

The Headteacher may discipline behaviour that:

- affects the orderly running of the school;
- threatens another student, staff member or member of the public; or
- adversely affects the school's reputation.

Travel and off-site activities

The same expectations apply on school buses and other journeys, trips, visits, work experience, college courses, sports events and other school-related activities. Misbehaviour may lead to sanctions and, where appropriate, withdrawal of travel or participation. The school will consider the seriousness of the incident, its impact on safety and reputation, proximity to school, whether the student was identifiable as a UHHS student and whether they were acting as a school ambassador.

Social media

Students are expected to behave appropriately online. Online behaviour that affects the school community or brings the school into disrepute may result in Reflection, suspension, Managed Transfer or permanent exclusion depending on seriousness and persistence. The Headteacher may escalate the response where the incident is sufficiently serious.

Bullying and discriminatory behaviour

Bullying in any form is unacceptable. Reports and incidents of bullying will be recorded, investigated and responded to appropriately. They may lead to C4, SLT Detention, Reflection, Suspension, Off-Site Direction or Permanent Exclusion depending on severity and persistence. Racist, discriminatory, sexual, homophobic or other harmful behaviour is taken seriously and will be sanctioned with a suspension. Actions of a racist, or discriminatory nature will be reported to Governors and shared with the Trust and Local Authority.

Students are encouraged to report concerns, either face to face or by using the student alert function on Synergy.

Sexual harassment and sexual violence

All reports are taken seriously and never ignored. Responses are proportionate, considered, supportive and case-by-case. The school may manage an incident internally or make an early help, children's social care or police referral following appropriate risk assessment. Further detail is contained in the Safeguarding/Child Protection Policy.

9. Prohibited items, searching and electronic devices

Prohibited items

The school may search for prohibited items where there are reasonable grounds to suspect that a student is carrying them. These include knives and weapons, alcohol, illegal drugs, stolen items, items suspected to be used to commit an offence or cause injury/damage, tobacco and cigarette papers, fireworks, pornographic images and vapes.

Searching

Searches should be carried out lawfully, respectfully and with safeguarding in mind. Staff should assess urgency and risk, explain why the search is needed, explain what it involves and seek the student's cooperation. Searches should normally be conducted by an authorised member of staff of the same sex as the student, with another staff member present as witness. Permission for searches will be sought from the Headteacher, DSL or Deputy Head who is Lead for Behaviour.

Staff may search outer clothing and possessions such as bags, desks and lockers within the powers described in the policy. Reasonable force may be used only where legally permitted and necessary, including for prohibited items, and decisions must be case-by-case.

All searches for prohibited items are recorded in the safeguarding system and the DSL/Headteacher is informed without delay where required. Parents/carers are informed of searches for prohibited items, including what happened, what was found or confiscated and what action was taken. The school also considers whether the student needs pastoral or safeguarding support following a search.

Strip searches

School staff do not conduct strip searches. Where police involvement is considered necessary, staff must balance the suspected risk against the potential impact on the student and exhaust less invasive options wherever possible. The school will advocate for the student's safety and wellbeing. Appropriate-adult, privacy, recording, parental notification and aftercare arrangements will be followed. All searching procedures align with the DFE Guidance from July 2022.

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Electronic devices

Electronic devices are not to be used in school. Parents have been informed that if they want their child to have one for travel to and from school for health and safety reasons that the phone needs to remain out of sight until 3.15pm when they have left the school premises. Exceptions are based on medical or vulnerability issues and have to be discussed and agreed with the school. There may also be other protocols and arrangements agreed for students on school trips or overnight visits. This will be articulated by the member of staff leading the trip in advance of it commencing.

Unauthorised use of mobile phones within school or if not previously agreed for trips and visits will result in confiscation for the remainder of the day and an SLT detention. Collection of the device must be by a parent or guardian and not the student. Repeated misuse in a term or refusal to hand the phone over may result in a suspension.

The school policy on mobile phones is currently live and operational and working effectively. However, we are actively working with parents and the Trust as we await further guidance and legislation from DFE.

Any revised arrangements will then be shared with parents and students at the earliest opportunity and the policy adapted appropriately.

10. Smoking, Vaping, Reflection and intervention

Smoking and vaping

Students involved in smoking or vaping on school premises or school buses will be supported through appropriate external or school services and parents/carers will be contacted. The first possession incident results in an SLT detention; persistent incidents will warrant further escalated sanctions. Smoking or vaping inside the school building results in suspension. Where there is reason to suspect possession, authorised SLT staff may search in accordance with the searching procedure.

Reflection

Reflection is a serious intervention used for significant incidents or behaviour that merits removal from normal provision. Parents/carers are informed. Students complete work provided by teachers and are supported to reflect on their behaviour, identify barriers and consider appropriate next steps. Reflection may also be used as an interim measure to enable students to calm down and self-regulate and/or conduct witness statements.

Reflection may be adapted where individual needs, including SEND or mental health needs, mean that a different arrangement is more appropriate; this is considered on an individual basis with relevant staff. Failure to meet Reflection expectations may result in a repeat day, and serious behaviour in Reflection may lead to suspension.

Behaviour Support Plans

Where behaviour remains a concern despite other interventions, the school may develop a Behaviour Support Plan. Parents/carers and the student are involved in identifying barriers, setting clear targets and agreeing support and interventions. Progress is reviewed. If behaviour does not improve, the school may consider senior leadership involvement and, where appropriate, referral to the West Lancashire Managed Transfer panel. The Behaviour Support Plans are tiered using an escalation process reflecting the level of support required.

Other interventions may include:

- phone calls home and pastoral meetings;
- meetings with the Head of Year, Behaviour Lead, Director of Safeguarding and Inclusion, Deputy Head or Headteacher;
- monitoring report cards;
- Off site direction including short-term Seclusion at another school or Managed Transfer. These are all time limited.
- Reflection or Phoenix/SEND support; and
- mental health, early help or other external referrals.

Behaviour Support and Escalation Pathway

This visual framework provides clarity and guidance around our approach to managing and supporting behaviour for learning across school. Where required school will apply reasonable adjustments and discretion, particularly with our most vulnerable students.



11. Suspension, Off Site Direction and Permanent Exclusion

Suspension

The Headteacher may suspend a student in line with the law and the school's statutory duties. Suspension may be considered for serious or persistent behaviour including violence or aggression, serious defiance, persistent disruption, bullying/cyberbullying, racist or discriminatory harassment, serious sexualised behaviour, theft, prohibited substances, weapons or other serious breaches. Suspensions are reviewed by the Headteacher and relevant leads to ensure consistency and proportionality.

The list is not exhaustive. Serious incidents may also be referred to the police where appropriate.

During suspension:

- the student must not attend school or enter school grounds unless invited;
- parents/carers are responsible for supervision during the initial period and must meet their legal responsibilities;
- school work will be provided where feasible;
- after day five, appropriate alternative education will be arranged in accordance with statutory requirements; and
- a reintegration meeting will take place before the student returns, to revisit expectations and agree strategies to reduce the risk of recurrence.

Off Site Direction

Following repeated disruptive or serious behaviour, the school may use an Off-Site direction, that may result in Respite, Seclusion or Managed Transfer at another local school. These are all time limited and are intended to provide a structured opportunity to change behaviour and support continued education. Managed Transfer normally involves a placement discussed through the West Lancashire panel, with the duration and outcome determined through the relevant process. In serious cases, Seclusion or Managed Transfer may be considered immediately.

Permanent exclusion

This inclusive school regards permanent exclusion as a last resort. It may be considered where there is a serious or persistent breach of the policy and remaining in school would seriously harm the education or welfare of the student or others.

The school has a firm approach to illegal drugs and weapons. Possession, use or supply of illegal drugs, and bringing a knife or weapon with intent to harm, may lead to permanent exclusion, subject to the circumstances and statutory process. Exceptional one-off incidents, including serious violence, sexual assault, carrying a weapon, arson or serious drug offence, may also warrant permanent exclusion.

Parents/carers will be fully involved and given the opportunity to make representations. The Headteacher considers the evidence, circumstances and interests of the student and wider school community.

12. Support for students and families

The school recognises that behaviour and attendance can be affected by barriers to learning, wellbeing, SEND, family circumstances and other needs. Consequences and support should therefore be considered together.

Support may include:

- Regulation passes where appropriate;
- classroom strategies and red-card arrangements;
- access to Phoenix/SEND support;
- Personal Development Tutor support;
- monitoring report cards;
- Behaviour Support Plans;
- Wellbeing Hub support;
- counselling;
- the school's Continuum of Need mental health programmes;
- Mental Health Support Team support;
- Children and Family Wellbeing Service;
- Early Help Assessment and Team Around the Family meetings;
- referrals to CAMHS where appropriate;
- school nurse and other external services;
- signposting to services such as Kooth, Lancashire Mind, Victim Support/Nest and We Are With You; and
- communication with parents/carers to identify concerns early.

Parents and carers are encouraged to engage through partnership evenings, Synergy updates, telephone calls and letters. Where wider support is needed, the school may work with families on Early Help arrangements or refer to appropriate external agencies.

The purpose of support is not to remove accountability, but to help students understand expectations, overcome barriers and make sustained positive choices.

13. Support for staff with the use of restrictive intervention, seclusion and reasonable force

Support for staff

All staff respond to minor and occasional behaviour concerns. Where a member of staff is experiencing difficulty with an individual student or class, support should be sought from the Progress Leader and relevant pastoral/behaviour staff. Students of concern are monitored through pastoral meetings and year-team briefings. Synergy records behaviour and achievement and supports analysis at department and whole-school level.

Reasonable force

All staff have a legal power to use reasonable force where necessary and lawful. Reasonable force may include passive contact, such as standing between students or blocking a route, or active contact such as guiding a student away.

Physical control or restraint may be used where there is an immediate risk to students, staff or property, or where necessary to prevent serious disorder or other circumstances permitted by law. It may include separating students in a fight, preventing injury or deliberate damage, stopping dangerous behaviour, or requiring a student to leave a classroom when they persistently refuse a lawful instruction.

Any physical intervention must:

- be necessary and justified by the circumstances;
- use the minimum degree of force necessary for the shortest time;
- take account of the student's age, understanding, gender, SEND and/or disability;
- aim to achieve the desired safety outcome; and
- seek assistance from another member of staff wherever possible.

Reasonable force may also be considered where a student is at risk of self-injury, is injuring others, damaging property or committing a criminal offence, subject to legal limits and professional judgement. Staff must not use force simply as punishment.

Seclusion – is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving – this will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behaviour dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion will not be implemented by staff through threat of punishment. The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Where physical control or restraint is used, the incident will be recorded on Synergy and managed in line with school procedures. This information will be shared with parents/guardians at the earliest opportunity. Staff must continue to consider the welfare of students with SEND or disabilities throughout. School is aware of and follows the latest reasonable force and restrictive interventions guidance issued in April 2026.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

14. Monitoring, safeguarding and review

Monitoring and evaluation

The school monitors behaviour incidents to identify patterns, trends and areas for improvement. Behaviour information is recorded on Synergy and considered by staff, leaders and governors. Relevant information may also be shared with the Local Authority in line with requirements.

Monitoring considers:

- the type and seriousness of incidents, including racist and discriminatory incidents;
- where and when incidents occur;
- students involved and relevant characteristics;
- how quickly and proportionately the school responded;
- outcomes and repeat patterns; and
- the impact of the policy on groups of students, including those with SEND or disabilities, different ethnic backgrounds, different genders and children in care.

Racist incidents and other protected-characteristic incidents are recorded and followed up with urgency. Confidentiality is maintained where necessary.

Safeguarding

Behaviour concerns are considered alongside safeguarding responsibilities. Reports of bullying, child-on-child abuse, sexual harassment or violence, harmful behaviour, substance misuse or other concerns are not ignored. Staff follow safeguarding procedures and involve the DSL where appropriate. Support may include pastoral intervention, Early Help, children's social care or police referral depending on risk and circumstances.

Review

The Headteacher will seek appropriate consultation on the policy and report on implementation to the Governing Body. The Governing Body will keep the policy under review and ensure it continues to reflect the school's ethos, statutory duties and the needs of its students, staff and families.

15. Quick-reference summary for students and parents

Our shared expectations

Students should attend, be punctual, be ready to learn, follow instructions, respect others, care for the school environment and represent the school positively.

Our approach

1. Recognise the positive – praise, rewards and celebration are central.
2. Address behaviour early – students are given clear expectations and opportunities to correct behaviour.
3. Apply consequences consistently – C1 to C5 provide a graduated response that offers students an opportunity to make positive decisions with staff promoting: **Chance, Choice, Consequence representing C1-C3**
4. Match the response to the behaviour – serious incidents can move directly to a higher-level consequence.
5. Support as well as challenge – barriers to learning are explored and appropriate support is offered.
6. Protect safety and dignity – safeguarding, discrimination, bullying and harmful behaviour are taken seriously.
7. Promote positive behaviour choices, by rewarding students who demonstrate a positive attitude to learning (ATL).
8. Work in partnership – The school will make reasonable adjustments where required, including for pupils with SEND or disabilities, taking account of individual circumstances and safeguarding needs.

Key consequence pathway

C1: first verbal warning: **'Chance'**

C2: second warning and opportunity to correct behaviour: **'Choice'**

C3: subject detention, escalating if missed: **'Consequence'**

C4: removal/detention for persistent or more serious behaviour; repeated C4s lead to SLT detention or Reflection.

C5: Reflection for serious incidents; repeated C5s may lead to Seclusion, suspension and potentially Managed Transfer.

Serious or persistent breaches may lead to suspension or, in exceptional circumstances, permanent exclusion. School will continue to use discretion where required and reasonable adjustments if and when we required for students that are considered most vulnerable.