

THE ELTON HIGH SCHOOL



BEHAVIOUR POLICY

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The Elton High School

1. Ethos of the Policy

Our Vision

At The Elton High School, our vision is to develop in students a love of learning that enables them to fulfil their potential. Achieving this is no mean feat. It requires students to develop self-discipline and make the right choices. Students must also understand their role in creating a safe and inclusive school where teachers can teach, and students can learn, maximising everyone's opportunity to achieve. No student has the right to disrupt the education of others.

Our Values

The core values of Ambition, Resilience and Kindness guide how we think and what we do.

Ambition

We work hard. We set high goals for ourselves and strive to achieve them. We are committed to doing our best in everything we do, continuously seeking improvement and success.

Resilience

We never give up. We embrace challenges with a positive attitude. We learn from setbacks and stay determined to succeed, knowing that perseverance is key to overcoming obstacles and achieving long-term success.

Kindness

We support one another. We treat others with respect, empathy and understanding, creating a welcoming and inclusive community where everyone feels valued.

The Elton Way of Behaving

Our Ready, Respectful, Safe framework underpins the behaviour expected of all students in the classroom, around the school site, on educational visits and reward trips, and, to some extent, within the wider community. This simple yet powerful structure explicitly teaches students how to behave and ensures a consistent approach to promoting positive behaviour across the school.

Every student is introduced to The Elton Way of Behaving on their very first day with us, whether this is in September or in year. The framework is then revisited with them half-termly to reinforce expectations. Through this shared understanding, students are empowered to make conscious choices to behave with integrity, doing the right thing even when no one is watching, and to be intrinsically motivated by their conduct.

When a student does not meet these high expectations of behaviour, an appropriate consequence will be issued. It is important that the consequence takes place as soon as possible after the incident. The effectiveness of a delayed consequence is greatly reduced as the students are less likely to connect the consequence to the behaviour that preceded it, diminishing its corrective potential. The immediacy of a consequence reinforces the link between actions and outcomes, helping students reflect on their behaviour and make a fresh start.

2. Aims

This policy's aims are:

- To set the highest expectations of student behaviour.
- To maintain a safe, disruption-free environment that maximises every opportunity for students to achieve.
- To establish routines and consistent practices so that all students know what to expect and what is expected of them.
- To realise and celebrate the potential of all students by promoting independence and self-discipline.
- To create an environment in which students become mature, self-disciplined, industrious and able to take responsibility.
- To foster a sense of belonging and pride in The Elton High School, celebrating both individual and collective achievements.
- To challenge and eliminate all forms of bullying, promoting kindness, empathy and inclusion across our school.
- To promote positive relationships built on respect and empathy, with zero tolerance for bullying and harassment.

- To form an active partnership with families that encourages excellent behaviour and establishes improved patterns of conduct where there are difficulties.

These aims are supported by opportunities for deliberate practice with both students and staff; close family and community links; student organisation which considers ethnic and gender balance; the boosting of students' self-esteem through positive framing and rewards; the provision of extra-curricular; and school community events aimed at pulling together the different life experiences of groups within our community.

3. Statement of Behaviour Principles

This Statement of Behaviour Principles outlines the core beliefs the school holds about behaviour. These principles do not describe specific practices; rather, they inform the school's approach to promoting positive behaviour and discipline.

In this section, the term 'adult' is used to refer to all staff, volunteers, and visitors.

- All students have the right to be educated in a safe and secure environment, free of disruption.
- All adults have the right to work in a safe and secure environment where children have proper regard for authority.
- All adults are expected to model positive behaviour and attitudes to students.
- All measures are guided by purpose, not power.
- All adults are supported in applying the behaviour policy fairly and consistently.
- All students understand and meet the behaviour expectations of the school.
- All students are encouraged and supported to take responsibility for their actions.
- All families are kept informed of their child's achievements and behaviour, to build and maintain positive relationships.
- Suspensions and permanent exclusions are used only as a last resort.
- All members of the school community are free from any form of bullying or discrimination.
- Threatening behaviour or violence will not be tolerated.
- There will be a corporate approach but with due consideration of individual circumstances.

4. Legislation and Statutory Requirements

This policy reflects the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment.

The policy is informed by law and guidance from the Department for Education (DfE), including:

- Education and Inspections Act 2006
- Behaviour in schools
- School suspensions and permanent exclusions
- Keeping children safe in education
- Mobile phones in schools
- Searching, screening and confiscation at school
- Equality Act 2010: Advice for Schools
- Use of reasonable force
- Supporting students at school with medical conditions
- Preventing and tackling bullying
- Working together to improve school attendance
- Special educational needs and disability: code of practice
- Political impartiality in schools

5. Roles and Responsibilities

Governing Body

In consultation with the Headteacher and Senior Leadership Team, the Local Governing Body (LGB) is responsible for establishing, and periodically reviewing the Statement of Behaviour Principles, which underpins the school's approach to promoting good behaviour and discipline. The LGB also reviews the school's behaviour policy and monitors its impact with recommendations.

Senior Leaders (SLT)

The Headteacher and the Deputy Headteacher (DHT) for Behaviour are responsible for establishing, implementing, and regularly reviewing the behaviour policy. The DHT, supported by an Assistant Headteacher for Behaviour, oversees its implementation and day-to-day management, including all related systems and processes. All Senior Leaders share a collective responsibility to support the Headteacher and DHT in promoting and implementing the policy. This includes maintaining a high-profile presence throughout the day, ensuring fair and consistent application by staff, recognising positive behaviour, addressing negative behaviour, and ensuring that each student in their assigned year group receives the personal attention they need to succeed.

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo will ensure that students with identified or emerging special educational needs and disabilities (SEND) are supported fairly and inclusively through the behaviour policy. Through robust transition processes, they will be aware of potential triggers for misbehaviour and work proactively to help students with SEND meet behaviour expectations. They will also promote the use of Quality First Teaching and provide guidance to staff on reasonable adjustments, where appropriate. An internal referral system will be made available to staff to highlight students whose behaviour may indicate an unmet need, enabling timely assessment and intervention in line with the graduated approach. In addition, the SENDCo will monitor the impact of the policy on students with SEND and ensure that appropriate strategies, support plans, or referrals to external agencies are put in place where required.

Middle Leaders

Heads of Year (HoY) are responsible for promoting the behaviour policy within their year group and ensuring it is understood by all students. They will monitor and analyse behaviour data to identify emerging trends, intervene early with targeted support and coordinate cross-school or external agency involvement when required. HoYs work with families to ensure attendance at detentions and lead restorative conversations and reintegration meetings after serious behaviour incidents. Working closely with pastoral teams, they maintain proactive communication with parents and carers, keeping them fully informed of both achievements and concerns. They also advise and support teachers on individual student needs.

Heads of Department (HoD) set the tone for behaviour in their subject areas by modelling excellent classroom routines and behaviour management techniques. They ensure that the curriculum and associated teaching and learning activities are planned and executed in a manner conducive to a calm, safe, and inclusive environment. They support teachers within their department to apply the policy fairly and consistently. HoDs routinely review behaviour and engagement data such as lesson removals, detentions, and homework completion to inform interventions. Where incidents of poor behaviour occur, HoDs lead subject-specific restorative meetings, track outcomes and feed insights back to the HoY and families.

Staff, including teachers, support staff and volunteers

All staff are responsible for applying the behaviour policy, ensuring its procedures are followed fairly, consistently and with a de-escalation mindset. All staff are authorised to issue consequences in line with the policy.

All staff share a collective duty to maintain a calm, safe and inclusive learning environment that fosters a sense of belonging and promotes a no-grudge culture. Staff are expected to model positive behaviour, record incidents accurately, and provide feedback to SLT on the policy's effectiveness.

All staff build positive relationships with students and families by promptly communicating successes and concerns, and by working with support staff or external agencies when additional insight is needed. To fulfil these responsibilities effectively, all staff take part in the training and professional development organised by senior leaders.

Parents and Carers

By accepting a place at The Elton High School, parents and carers agree to uphold the school's policies and should:

- Familiarise themselves with this behaviour policy and reinforce its expectations at home.
- Take an active part in school life wherever possible by attending meetings and after-school events.
- Respect the authority of staff to issue sanctions in line with empirical research, best practice, our context, and the law.
- Tell the school of any changes in circumstances that may affect their child's behaviour by contacting their Head of Year.

The Elton High School will build and maintain positive relationships with parents and carers by:

- Notifying them when their child is exceeding, meeting or falling short of behavioural expectations.
- Involving them, when appropriate, in any pastoral work following misbehaviour (including attendance at meetings). To support their child's success, parents and carers must ensure that their child:
 - Arrives on time (by 08.40 am)
 - Brings all necessary equipment each day—stationery, knowledge organiser, homework, and PE kit (when needed).

- Understands the importance of politeness, courtesy, and respect, and complies with staff requests and instructions.
- Wears the school uniform correctly both to and from school. The following items are not permitted:
 - Leggings and fashion trousers (e.g. wide-leg trousers, cropped trousers, or flares)
 - Boots or trainers
 - Excessive make-up (including eye shadows, lip gloss, false nails, coloured nail varnish, or false eyelashes)
 - Jewellery, except a single pair of plain gold or silver studs and a non-smart wristwatch
- Attends all after-school detentions as required.
- Switches off and hands in their mobile phone during morning form time.
- Completes homework on time and to a high standard, in order to support long-term retention of knowledge.

Students

By attending The Elton High School, students are expected to live by our core values of Ambition, Resilience, and Kindness, and to know and follow The Elton Way of Behaving by being ready, respectful, and safe at all times.

In addition, students should:

- Attend school every day and arrive on time (arrive by 08.40 am).
- Play an active role in the school community.
- Work hard in lessons and stay focussed.
- Clear the slate and complete any consequences set.
- Stand up to bullying, discrimination, or unkind behaviour.
- Represent the school positively within the community, both in and out of uniform.

6. The Elton Way of Behaving

At The Elton, we have three clear, simple expectations for behaviour: to be Ready, Respectful, and Safe. Together, these form *The Elton Way of Behaving*. Below are some examples of how these expectations can be demonstrated:

Ready – Be prepared to learn and harness every opportunity to succeed • Be on time to school and every lesson. • Wear the correct uniform with pride. • Bring all necessary equipment each day, including knowledge organiser and PE kit. • Complete homework on time and to a high standard. • Hand in mobile phones during morning form time. • Use the toilet before school, at break, or at lunchtime. • Transition promptly and calmly between lessons, keeping to the left. • Approach every lesson with focus and a can-do attitude.
Respectful – Treat others, the school environment, and yourself with courtesy and consideration • Use STEPS (Smile, Thank You, Excuse Me, Please, Sir or Miss) and speak politely to everyone. • Respond positively to all staff instructions and reasonable requests. • Always use appropriate language. • Listen attentively when others are speaking. • Observe the correct learning mode as directed by staff. • Respect the right of others to learn without disruption. • Care for school property and the wider environment. • Take ownership of your actions and reflect on their impact.
Safe – Act in ways that protect your well-being and the well-being of others

- Travel to and from school in a safe way.
- Move sensibly through corridors and shared spaces.
- Stay within supervised areas before school, at break, and at lunchtime.
- Respect and observe personal space and boundaries.
- Make safe and responsible choices online and offline.
- Report any concerns to a member of staff.
- Follow all safety guidance during practical lessons, school activities, and trips.
- Never bring a banned or prohibited item to school.

7. Anti-Bullying

Bullying is behaviour by an individual or group that is repeated over time and intentionally hurts another individual or group. At The Elton, bullying of any kind is never acceptable. This includes verbal, physical, indirect, and electronic (cyber) bullying.

Our commitment to The Elton Way of Behaving, helps to make bullying far less likely by promoting a culture of positive behaviour throughout the school. We expect students to treat each other and staff with kindness and courtesy in all areas of school, including classrooms, corridors, social spaces, and beyond the school gates.

All students are explicitly taught to stand against bullying through assemblies, form time, and personal development lessons. If bullying is suspected or reported, it will be investigated quickly and met with an appropriate response. Our Anti-Bullying Staff Ambassador is Mrs D. Rooks, Assistant Headteacher (rooksd@eltonhigh.bury.sch.uk).

8. Truancy

Truancy is the intentional absence from school or lessons. When students are not present where they are expected to be, it can raise a potentially serious safeguarding issue.

If a student arrives at a lesson more than eight minutes late, it is classed as internal truancy. In such cases, the student will receive a proportionate consequence.

- **Partial lesson truanted:** The student will be issued with a same-day 40-minute detention.
- **Full lesson truanted:** The student will be required to complete a 60-minute SLT detention.
- **Multiple lessons truanted:** The student will complete a day in Reflection.

Every incident of truancy will be followed up by a member of the Student Support Team. The staff member will meet the student to discuss the underlying causes and work to remove any barriers preventing the student from attending lessons. Barriers may include:

- Timetable
- Seating plans
- Relationships
- Reading and comprehension • Equipment/PE kit issues
- Anxiety or lack of confidence

The seriousness of the safeguarding risk will be explained to the student and their family will be contacted. Staff will also outline the potential long-term impacts of lesson avoidance on the student's welfare and education.

If a pattern of truancy emerges, an Attendance, Behaviour, SEND, Safeguarding (ABSS) Panel will be convened by the Deputy Headteacher and Head of Year. Families will be invited to attend the panel, and they will be asked to complete some prepanel information with the student prior to the meeting.

The aim of the panel is to address the serious safeguarding concerns and loss of learning time. A contract outlining the responsibilities of the school, the student and their family will be drawn up. This agreement will be subject to a six-week monitoring period, followed by a review meeting. The student's progress in overcoming internal truancy and demonstrating that they are safe and ready to learn at all times will be recognised during this period.

9. Malicious Allegations

The school is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this responsibility.

For further information on how the school responds to allegations, please refer to the Safeguarding Policy and the Statement of Procedures for managing allegations made against staff.

Where a student makes an allegation against a member of staff which is found to be unsubstantiated, malicious or unfounded, the Headteacher will take disciplinary action in line with this policy.

The Headteacher will consider the pastoral needs of any staff member who has been falsely accused.

10. Behaviour in the Community

Section 89 of the Education and Inspections Act 2006 gives the Headteacher the authority to discipline students for misbehaviour that does not occur on the school premises or when under the lawful charge of a member of the school staff.

Where a student's conduct in the community brings the school into disrepute or poses a risk to the welfare of students and staff, the Headteacher will take disciplinary action in line with this policy.

11. Recognition and Rewards

At The Elton, students are recognised and rewarded for upholding The Elton Way of Behaving and exemplifying our core values of Ambition, Resilience, and Kindness. While we aim to nurture intrinsic motivation driven by a love of learning and the satisfaction of personal growth, we also promote external indicators of success to reinforce positive behaviour and foster a strong sense of joy and belonging within our school community. We provide a diverse range of recognitions and rewards to ensure each student's accomplishments are acknowledged in meaningful and motivating ways.

Non-verbal and Verbal Praise

Around the school and in lessons, staff use positive gestures (e.g. a thumbs up) or language to acknowledge when students are getting it right. In many cases, this sincere recognition of a student's achievement is the most valuable available.

Achievement Points

Achievement points are awarded to students who meet our expectations and actively participate in school life. Staff issue these points throughout the day and record them on Satchel One. Students can collect rewards by reaching certain point totals, encouraging consistent effort and individual success. At the end of each half-term, the Head of Year rewards the form group with the highest points total in a Celebration Assembly, recognising collective success.

The 100% Club

Every Friday, students who have maintained 100% attendance and received no behaviour points or detentions that week are recognised as members of the 100% club. They receive three Achievement Points, and their names are proudly displayed on screens around the school and in the student bulletin. At the end of each term, students who have consistently met the weekly standard are awarded a 100% badge: bronze for one term, silver for two terms, and gold for all three terms.

ARK Thursday

ARK Thursday is a weekly celebration of our core values: Ambition, Resilience, and Kindness. Each week, staff award a limited number of special stickers and postcards to students who demonstrate these values. The exclusivity of these rewards makes ARK Thursday a prestigious event. On the day, selected students share their work with staff from across the school and receive a small prize in recognition of their efforts.

Headteacher's Award

Each week, one student from every year group is invited to meet the Headteacher in recognition of earning the highest number of Achievement Points. During this meeting, they receive a certificate and a badge to celebrate their outstanding effort and ongoing commitment.

Reward Assemblies

Reward Assemblies are led by the Head of Year during the final week of each half term. These events highlight effort, progress, and achievement across the curriculum. Certificates are awarded to the top achiever and the student making the most progress in each subject. The Head of Year also celebrates the form group with the highest number of Achievement Points and the form with the best collective attendance. Assemblies before Christmas, Easter, and the summer holidays also include fun activities such as bingo and inter-form competitions, helping to build a strong sense of community.

Recognition Activity

A recognition activity takes place towards the end of each half-term for students who have consistently met expectations. Invitations are based on a combination of attendance, Achievement Points earned, and overall behaviour, including the number of detentions recorded during the half-term. **Presentation Evenings**

These prestigious annual events celebrate students who have demonstrated outstanding commitment to school life. Families are invited to join as students are recognised for achievement, high attendance, character, leadership, and personal development. Our Lead Students are formally announced, and Duke of Edinburgh participants are recognised for their achievement and perseverance. In addition, the John Costello Award and shields are presented to students who best embody our core values of Ambition, Resilience, and Kindness.

Staff may also use the following acts of recognition or rewards:

- Occasional sweets or chocolate as a small token of encouragement and appreciation
- Stickers as a visible, immediate reward for positive choices, effort, or achievement
- Shout-outs in year group assemblies to publicly recognise student contributions
- Telephone calls or emails to share positive feedback and celebrate a student's efforts or achievements
- Postcards sent home to acknowledge exceptional effort, progress, or positive contributions to school life
- Assigning students to positions of responsibility (e.g. student helpers, prefects) to recognise trust and leadership
- Trips, including overseas visits, to provide enriching opportunities and memorable experiences
- Social events, including parties, discos, and the school prom

12. Consequences

Our staff enjoy working with children and young people, and we understand that everyone makes mistakes occasionally. When students are not adhering to The Elton Way of Behaving, we support them to make positive changes. Staff receive regular training to use 100% strategies so they can prevent and redirect off-task behaviour or non-compliance with subtlety and grace, helping to prevent small issues from becoming bigger ones.

100% Strategies

100% strategies are lightning-quick, inclusive, unobtrusive, interventions to ensure 100% of students are paying attention.

- Positive framing (e.g. "I'm happy that you know the answer, but you cannot call out.")
- Make expectations visible (e.g. "Hold your green pens in the air." or "Show me page 30.")
- Front the expectation (e.g. "When I say show me, you will hold up your whiteboard in front of your chest.")
- Be seen looking (e.g. use a 'disco finger' to scan the room while checking for compliance)
- Do it again (e.g. "That wasn't quite right, let's do it again." or "That was good, but let's do it again to make it great.")
- Take-up time (e.g. "You have 30 seconds to make sure your date and title is underlined.")
- Least invasive interventions
 - Non-verbal intervention (e.g. move into a space, provide a gesture, facial expression or make eye contact)
 - Positive group correction (e.g. "Track this way on 3 – 1, 2, 3." or "Check that you are sitting up straight.")
 - Anonymous individual correction (e.g. "Waiting on two people to start writing.")

If a student does not respond positively or is involved in a serious incident, clear and proportionate consequences will follow. These are issued to teach accountability and support better choices next time. Our aim is always to reinforce expectations and help every student return to their learning with a fresh start and a renewed focus.

Corrective

When a teacher must name names, they are highlighting poor behaviour choices. Therefore, a corrective is made privately or swiftly, depending on what is most practical, to reduce unnecessary attention and maintain the flow of the lesson. To privately correct a student, the teacher might direct the rest of the class to begin working and then quietly address the individual. When correction happens during a public moment, the teacher focusses on telling the student what to do right, rather than what they were doing wrong, and then shifts the class's attention to something else—ideally something positive.

Negative Point

If a student fails to respond to a quick correction or does not meet expectations, they may receive a negative behaviour point. This is logged on our system and visible to families via the Satchel One app. Behaviour points help us identify patterns early and intervene with timely support where needed. We encourage families to check Satchel One regularly, speak with their child about any points received, and work with us to reinforce expectations and promote positive choices.

Same-Day Detention

If a student repeatedly disrupts learning or behaves in a way that requires an immediate response, a detention will be issued. Detentions are a lawful and commonly used consequence in schools. They provide students with an opportunity to reflect on their actions and act as a deterrent to future misbehaviour.

What the law says about detentions (Section 92, Education and Inspections Act 2006):

- Schools can issue detentions, including detentions outside school hours, without needing parental consent.
- The Headteacher must ensure that families are aware of the types of detentions being used.
- Schools can notify families about detentions using any effective method.
- For detentions outside school hours, schools must consider whether families can make suitable travel arrangements—it does not matter if those arrangements are inconvenient.

At The Elton, we issue same-day detentions during break, lunchtime and after-school, with varying durations. Completing detentions promptly supports students to reflect on their behaviour and return to learning the next day with a fresh start.

Students will always be given time to eat, drink, and use the toilet during break or lunchtime detentions.

When a detention is issued, it is logged on Satchel One, which immediately notifies families via the app. Families are expected to check the app regularly. Separate communication will only be sent if there are widespread issues with the app.

The only exception to same-day detentions is when one is issued during the final lesson of the day, in which case it would be unreasonable to expect families to change travel arrangements at short notice. In such cases, the detention will be scheduled for the following day.

During a detention, students complete a reflection activity independently. This is followed by a discussion with a member of detention staff. Students then use the remaining time to revisit prior learning using their Knowledge Organisers.

On Call

When poor behaviour continues despite the use of 100% strategies or in-class consequences, or when the behaviour is so serious that learning cannot continue, staff may request support from the On Call system via Satchel One. A designated staff member will promptly attend to assess the situation and provide appropriate intervention. They will determine whether the student can be reset and remain in the classroom or whether removal is necessary.

Removal may be needed in the following circumstances:

- To maintain the safety of all students.
- To restore stability following an unreasonably high level of disruption.
- To enable disruptive students to be taken to a place where education can be continued in a managed environment.
- To allow a student to regain calm in a safe space.

Removal is a serious consequence and is not used lightly. If a student is removed, a same-day 40-minute detention will be issued. The class teacher will also contact the student's family by telephone to explain the incident and the action taken. The incident will be recorded to support future monitoring and further intervention if needed.

Removal Room

If a student is removed from a lesson following an On Call intervention, they will be placed in the Removal Room for the remainder of that lesson. This is a calm, supervised space where students are expected to work independently, either by completing classwork or revisiting prior learning.

Students cannot self-refer to the Removal Room. It is used only when designated staff decide it is appropriate, typically in response to persistent disruption or a serious one-off incident. It is not intended as a way to avoid lessons or as a place to go when feeling unwell. Students who feel ill should inform their teacher and remain in the lesson unless directed otherwise.

Reflection Room

The Reflection Room is the school's designated space for students who have been involved in repeated or serious behaviour incidents. It is also used for students who are not meeting uniform expectations, including those wearing false eyelashes or false nails, or those who refuse to address a uniform issue by borrowing suitable items provided by the school.

Time spent in the Reflection Room is constructive. Students follow a structured timetable that supports them to understand why they have been placed there and to consider the impact of their actions, both on themselves and on others. Alongside this reflection, they complete classwork set by their teachers or from a workbook that aligns with what they are learning that half-term, in silence. This helps them stay on track and supporting a smooth return to lessons.

The duration of a student's time in the Reflection Room will be no longer than is necessary. However, as a minimum, students will complete either a morning session (including break and Period 3) or an afternoon session (including Period 4 and lunchtime). For those completing a full day or an afternoon session, the day concludes at 4.00 pm.

Students placed in the Reflection Room for a uniform issue will remain there during the school day until the issue is resolved or appropriate action has been taken. This may take more than one day.

Students will always be given appropriate time to eat, drink, and use the toilet during their time in the Reflection Room. Families are informed when a student is placed in the Reflection Room, and reintegration is carefully planned.

Suspension

A suspension is the temporary removal of a student from school. The decision to suspend is not made lightly, but sometimes it is not only necessary, but right. A suspension sends a clear message that certain behaviours are unacceptable and signals that the student's conduct is placing them at risk of permanent exclusion.

The Headteacher (or a Deputy Headteacher acting up) may suspend a student for fixed periods, up to a maximum of 45 school days in a single academic year. Suspensions can also apply to part of a school day, such as lunchtime.

When a suspension is authorised, the student will receive a formal letter outlining the reason and its duration. The school will contact the family to arrange their departure. Work will be provided to ensure the student continues their education during the suspension, either through printed workbook or by using Oak National Academy's online resources.

Following the suspension, a reintegration meeting will be held to support the student's return to school. Clear expectations and behaviour targets will be set to help prevent further incidents and ensure a successful reintegration.

Respite Placement

Respite is a short-term off-site direction where a student temporarily attends another school. Respite is considered to be a less formal process than an off-site direction to alternative provision so does not require the use of dual registration. During respite, The Elton will retain safeguarding responsibility for the student and will use code B in the attendance register.

The duration of respite, travel arrangements, start and finish times, and details of provision at the host school will be clearly communicated to the student and their family. In most cases, the student will be based in the host school's internal isolation space. The aim of respite is to improve the student's behaviour where other interventions have not done so.

Off-site Direction

An off-site direction is when a student is required to attend another school or alternative provision (AP) to support improvement in their behaviour. It is used when in-school interventions and/or external support have been unsuccessful, and to prevent further suspensions or reduce the risk of permanent exclusion.

The arrangement may be full time at a host school or a part time placement in an AP, combined with continued education at the student's home school. During a student's time at another school or alternative provision, the student will be recorded as code D in the attendance register.

Details of the direction, including the duration, travel arrangements, start and finish times, and the nature of the provision, will be clearly communicated to the student and their family. The length of the placement depends on the student's needs and progress and is reviewed regularly. The aim is for the student to return to their home school with renewed focus and improved conduct.

Where an off-site direction is successful, it may lead to a managed move.

Managed Move

A managed move is used to permanently transfer a student to another school. For a managed move to take place, all parties involved, including the student's family and the new school, must agree.

Managed moves are not used as an early intervention or a first course of action for behaviour concerns. They are typically considered in response to persistent negative behaviour that may otherwise result in permanent exclusion. In exceptional circumstances, a managed move may also be arranged on safeguarding grounds, where it is not in the best interest of the student to remain in their current school.

The Elton will continue to offer support and advice to the student's family and the new school throughout the period of the managed move. This includes clear strategies to support the student's transition and regular reviews to monitor progress. Where appropriate, the new school should provide and adjust provision/support to aid the success of the managed move.

Not all managed moves are successful. Where a placement has not worked out, The Elton will work closely with the student and their family to plan for a successful reintegration.

A managed move can only be initiated by the student's current school. If a family wishes to transfer their child to another school on a permanent basis, this should be done through the local authority's in-year transfer procedure. School transfer application forms can be obtained from school reception, requested via email from the child's Head of Year, or downloaded from the Bury

Council website (bury.gov.uk). Families should not withdraw their child from the current school until the application has been accepted and formally approved.

Permanent Exclusion

A permanent exclusion means that a student is no longer allowed to attend the school. It is a serious and carefully considered decision, used only in cases of persistent poor behaviour or a single serious incident where the student's continued presence would significantly harm the education or welfare of others.

The school will ensure that work is set for the first five days following the exclusion, during which time the student will not be attending AP. From the sixth day onwards, the local authority must ensure that suitable full-time education is in place.

Families have the right to appeal the permanent exclusion at a panel meeting. If the exclusion is overturned, the school will work closely with the student and their family to plan for and support a successful reintegration.

The school may also use the following consequences:

- Changing a student's seating arrangement
- Restorative conversations of up to 10 minutes after school (without informing families)
- Break and lunchtime detentions
- Telephone calls or emails to inform families of poor or disruptive behaviour, disrespect, or defiance
- Confiscation of prohibited or banned items
- Limiting a student's access to rewards (e.g. trips, assemblies) or extra-curricular activities
- Temporary removal of IT rights e.g. email and internet access
- Removal of student leadership roles or responsibilities
- School service, such as cleaning up a mess caused or contributed to by the student
- Meetings with parents to discuss repeated poor behaviour or a serious incident
- Placement on attendance or behaviour reports
- Attendance, Behaviour, SEND, Safeguarding (ABSS) Panels to review ongoing concerns and agree support strategies
- Implementation of Behaviour Support Plans or Behaviour Contracts
- Referral to the Police and/or involvement of external agencies, where appropriate

13.

Structure and Routines

We believe that structure is liberating. That's why our routines are deliberately designed with the most vulnerable student in mind, ensuring clarity, consistency, and fairness for all. Over time, our procedures reduce uncertainty, build positive habits, and save valuable time. They help students follow The Elton Way of Behaving and focus their attention on learning.

Our approach is not punitive; it is purposeful. These routines provide a predictable environment that is calm and free from disruption. Over time, they become part of the daily norms—this is simply what we do. When students know what to expect and what is expected of them, it fosters a strong sense of safety, reassurance, and belonging.

We aim to provide clear boundaries with care and consistency. In doing so, we create the conditions for every student to feel secure and supported, with the structure they need to maximise every opportunity to achieve.

SLT Morning Duty

Each morning, our Senior Leaders are on duty at key entry points to ensure a smooth and welcoming start to the day. They supervise student arrival, address uniform standards, and reinforce expectations, including the importance of punctuality, readiness, and respect. Senior Leaders then maintain a high-profile presence throughout the day.

Ready Room

Students must arrive each day in full uniform and with the correct equipment. From 8:15am, those with missing items should go to the **Ready Room** for support.

Uniform items are loaned in exchange for a personal item (e.g. keys or money) and must be returned at the end of the day. Equipment is provided free of charge on three occasions per half-term; from the fourth instance within the same half-term, the student's parent/carer will be asked to make a financial contribution via iPayimpact. This approach strikes a balance between offering support and avoiding dependency, while also ensuring the long-term sustainability of the Ready Room.

The Ready Room provision encourages self-discipline, responsibility, and readiness to learn, while recognising that students may sometimes forget items. However, the onus remains on families to ensure their child is properly dressed and equipped each day. The Ready Room is a back-up, not a substitute for preparation.

Students who arrive at form or lessons without the correct uniform or equipment, and have not used the Ready Room, will receive a same-day detention. This includes students who arrive late. Those who refuse to address a uniform issue will be placed in Reflection until it is resolved. This may take more than one day.

We do not accept notes from home to excuse incorrect uniform, including for short-term issues. For full guidance, families should refer to the school's Uniform and Equipment Policy, available on our website.

Where a reasonable adjustment has been agreed, families should email uniform@eltonhigh.bury.sch.uk to confirm a suitable alternative before making any purchase.

Mobile Phone Lockers

We recognise that mobile phones are a part of modern life and have many positive uses. However, to reduce distractions, improve focus, and create a safer learning environment, students must hand in their phones at the start of the school day.

Each morning, students turn off their phones and place them in a designated compartment in a secure locker located in their form room. Phones are stored safely and collected at the end of the day. This routine helps students remain present, attentive, and fully engaged in their learning, while also supporting healthier interactions and stronger relationships.

If a student refuses to hand in their phone or is found with one during the school day, consequences will be issued. For full guidance, families should refer to the confiscation section of this policy and the consequence table.

If a student needs to leave during the day, a member of the Student Support Team will retrieve their phone for them.

Families who need to contact their child during the school day can so do by calling our School Reception on 0161 763 1434.

Transitions

To maintain a calm and orderly environment, students are expected to move around the school quietly and with pace and purpose. A clear one-way system is in place, and students must take the quickest route to their destination, keeping to the left and leaving space for others to pass.

There is no time allocated for returning to lockers or filling up water bottles during transitions, so students should ensure they are fully prepared at the start of the day, and again during break and lunch. These expectations help reduce congestion, improve punctuality, and ensure that transitions between lessons are smooth, respectful, and safe.

Students who take the longest route, make unnecessary detours, walk slowly, or lap corridors will receive a same-day detention for lesson avoidance. This ensures that time is used efficiently and reduces disruption from late arrivals once lessons have begun. A four-minute warning is given towards the end of break and lunch to support punctual transitions.

On Tour

To maintain high standards and provide visible support, a Senior Leader or Head of Year visits classrooms every hour. These regular drop-ins are brief but purposeful, helping to reinforce expectations, celebrate positive behaviours, and support teachers in ensuring calm, purposing learning across the school.

Strong Starts

Every lesson begins with a Strong Start. Teachers stand at the doorway to greet students and set a calm, positive tone. On entry, students collect their learning materials and immediately begin a silent and focussed Do Now activity. This routine settles the class quickly and ensures that learning begins straight away. Once the register is taken, the teacher leads a Review Now to check understanding and address any mistakes or misconceptions.

Learning Postures: STAR

At key transitions in a lesson, such as before expecting a quality audience or giving instructions, teachers will ask for STAR (Appendix 2) to prompt a learning posture:

- Sit upright
- Track the speaker
- Arms folded
- Ready to listen

This simple routine helps students focus their attention. Adopting a learning posture shows respect and prepares the brain for learning. Research shows that sitting upright, compared to a slumped posture, provides more positive body feedback, leading to improved mood and processing speed, and helping students stay alert and attentive for longer.

To quickly regain focus, a teacher may say “Check your STAR” or “Check your T” (that is, make sure you’re tracking the speaker). This calm, explicit cue helps students reset their posture and attention without disrupting the flow of the lesson. Over time, STAR becomes a shared habit that supports positive behaviour, purposeful learning, and a classroom culture where everyone feels a sense of belonging within the learning community.

Learning Modes

Throughout each lesson, teachers use the Learning Modes board, displayed in every classroom, to make it explicit how students should be working. The arrow is moved to indicate the expected mode of learning, such as:

- Silent and Focused – for independent work
- Quality Audience – for attentive listening to others
- Quiet Talk Partners – for paired discussions
- All Listen, All Contribute – for table or row conversations

These shared expectations help students know how to engage, minimise distractions, and contribute to a calm, structured, and purposeful learning environment. **Strong Finish**

At the end of each lesson, the teacher engineers a calm and orderly exit to set students up for positive corridor behaviour. This routine reinforces mutual respect, maintains calm, and ensures a smooth transition between spaces.

The teacher begins by announcing that the exit routine is about to start.

- On one finger, students silently stand behind their chairs.
- On two fingers, they pack away their materials and gather their belongings.
- The teacher checks uniforms and thanks the class, and the class thank the teacher.
- On three fingers, students are dismissed row at a time.

This structured finish helps students to leave with purpose, while reinforcing respect and gratitude.

14. Teaching Behaviour

Every effort is made to teach positive behaviours across the school. The effective teaching of behaviour entails:

- Explaining what to do and why it is important.

15.

- Modelling what positive behaviour looks like (and what it doesn't).
- Providing opportunities to practice through repetition and rehearsal.
- Maintaining it through never-ending celebration and correction.

This begins with a clear induction programme at the start of the academic year, where expectations and routines are explicitly taught and practised. These are then revisited whenever the need arises and through half-termly reintroductions, ensuring consistency and providing timely opportunities to reset and refocus as a community.

To embed this further, we make teaching positive behaviour a visible and ongoing part of daily school life. Staff consistently role-model expectations, and year group assemblies and personal development lessons provide structured opportunities for reinforcement, and form time is used to rehearse and embed routines.

Responding to Persistent Misbehaviour

Most poor behaviour is addressed quickly and effectively through clear, consistent practices; however, some students may need additional support to overcome patterns of persistent poor behaviour.

Stage One: 10 Negative Points Student Meeting

- Student meeting with Behaviour Mentor.
- Discussion of behaviour incidents.
- Complete reflection activity.
- Agree interventions: organisation, punctuality, seating arrangements, targeted lesson visits, weekly report.
- Meeting minutes are shared with parents/carers and Head of Year.

Stage Two: 25 Negative Points Parent Meeting

- Parent/carer meeting with Head of Year.
- Review of attendance, achievement and behaviour incidents.
- Agree interventions: mentoring, SEND, wellbeing, timetable, restorative meetings, daily monitoring report.
- Early Help assessment offered.
- Student Support Plan opened.
- Meeting minutes are shared with SLT link.

Stage Three: 35 Negative Points Second Parent Meeting

- Parent/carer meeting with Head of Year and Senior Leadership Team Link.
- Review of attendance, achievement and further behaviour incidents.
- Review of Student Support Plan.
- Agree interventions: mentoring, SEND, wellbeing, restorative meetings, daily SLT Link monitoring report.
- Possibility for external interventions.
- Early Help assessment offered.
- Meeting minutes are shared with Deputy Headteacher and Headteacher.

Stage Four: 50 Negative Points Risk of Off-site Direction Meeting

- Parent/carer meeting with Mrs Rooks (Years 7 and 8) or Mr Tomlinson (Years 9, 10 and 11) and a Governor.
- Review of attendance, achievement and further behaviour incidents.
- Student Support Plan closed.
- Final warning & Risk of permanent exclusion issued.
- Early Help assessment offered.
- Five-day behaviour respite placement.
- On return: day in Reflection, parent/carer meeting with Head of Year, daily Headteacher report.

Stage Five: Off-site Direction

- Parent/carer meeting with Head of Year and Mr Tomlinson.
- Details of off-site direction shared and a meeting with the placement school is held.

- Successful placement can lead to a managed move or a conditional place back at The Elton.
- Unsuccessful placement may lead to Alternative Provision or Permanent Exclusion.

Stage Six: Alternative Provision or Permanent Exclusion

- Parent/carers meeting with Head of Year, Mrs Rooks or Mr Tomlinson, and Mr Wilton (if a PEX).
- Student may return to The Elton with enhanced monitoring while awaiting a decision on AP or PEX.

17.

Reasonable Adjustments

The Elton is an inclusive school and welcomes all students. In line with the Equality Act 2010, we are committed to making reasonable adjustments to support students with protected characteristics, including those with special educational needs and disabilities (SEND), where appropriate.

The Equality Act outlines three aspects of the reasonable adjustments duty, which relate to:

- Provisions, criteria, and practices
- Auxiliary aids and services
- Physical features

When considering reasonable adjustments, staff will keep in mind that the purpose is to provide equitable access to learning and opportunity, without lowering our high expectations for all students.

In setting behaviour expectations, we start with the belief that a predictable and safe environment, where positive behaviour is the norm, benefits all students and is especially valuable for those with SEND. Our structures and routines, along with a 'no surprises' behaviour policy, help to create this environment.

Our staff are committed to the view that all students have the capacity to behave positively. However, we recognise that while consistent structures and routines benefit everyone, some students may need personalised support to meet our high expectations. For some, it may take longer to learn how to behave positively in certain situations.

When implementing the behaviour policy, staff will take a student's SEND status into account and will not apply disciplinary measures for behaviour that is a direct result of a SEND need. For example, a student with autism will not be disciplined for not maintaining eye contact with a staff member or for becoming distressed by an unexpected change in routine. Similarly, a student with Tourette's Syndrome will not be sanctioned for involuntary tics or vocalisations.

The SEND Code of Practice promotes a graduated approach to meeting the needs of students with SEND, involving four stages of action: assess, plan, do, and review (APDR). Reasonable adjustments are a key part of this process. These may be introduced once a need has been identified, particularly when there is a formal diagnosis or confirmed disability.

It is understood that a range of atypical behaviours, including internal truancy, dysregulation, and removal from lessons may indicate an unmet SEND need that can be supported. In such cases, staff should alert the SENDCo to students who may have SEND, using the internal referral system in place, at the earliest opportunity. The SENDCo will likely carry out a thorough assessment of need, which may include an analysis of cognitive capacity, a spoken language assessment, screening for SEMH needs, or referral to external agencies such as CAMHS, Speech and Language Therapists, or the local authority specialist team. It should be noted that external assessment may take longer to complete.

For students with SEND, reasonable adjustments, including strategies to support behaviour, will be outlined in their Pupil Passport and reviewed regularly. For example:

- A student with a social, emotional, mental health need (SEMH) may have a reasonable adjustment such as being given advance warning before being asked to answer a question in front of the class.
- A student with dyslexia may have a reasonable adjustment such as using a coloured overlay to support their reading, helping to reduce visual stress and improve text accessibility in lessons.
- A student with Oppositional Defiant Disorder (ODD) may have a reasonable adjustment such as using non-verbal interventions and take-up time.

If families believe that their child's SEND may lead to challenging behaviours, including any known triggers, they are encouraged to share this information with the school. This collaboration should be open and take place in advance, allowing the school to consider these views when deciding whether reasonable adjustments are necessary.

It should not be assumed that, because a student has SEND, their behaviour was necessarily affected by it on a particular occasion. This is a matter of professional judgement based on the facts of the situation. Where a student's negative behaviour is not directly linked to their SEND, an appropriate consequence will be applied. To do otherwise would mean a crucial part of the student's support was missing, particularly in the provision of clear boundaries and high expectations.

Students with an Education, Health and Care Plan (EHCP) may receive support through the SEN framework that addresses many or all of their needs. In some cases, those needs may be fully met through this support, and therefore the school may not need to make additional reasonable adjustments. However, the duty to make reasonable adjustments remains, and we will consider whether further steps are needed to ensure the student can access learning and participate fully.

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For example: • A student with a hearing impairment may have an EHCP that includes the provision of an assistive listening device and regular input from a Teacher of the Deaf. A reasonable adjustment may still be to ensure the student's seating arrangement facilitates lip-reading and clear access to visual aids.

- A student with ADHD may have an EHCP that provides for a one-to-one teaching assistant. A reasonable adjustment may still be for class teachers to give additional support, such as the use of 100% strategies or additional quick corrections to address hyperactivity or impulsivity.

Use of Reasonable Force

All staff share the responsibility to maintain a safe and secure environment. The vast majority of students behave well and respond positively when staff implement the behaviour policy fairly and consistently. However, very occasionally, a student may behave in a way that causes serious disruption or disorder or poses a risk to themselves or others. In such cases, physical intervention may be necessary to maintain safety and order.

Section 93 of the Education and Inspections Act 2006 gives school staff, irrespective of their position, and any individual temporarily placed in charge of students, the legal power to use reasonable force to prevent a student from doing (or continuing to do) any of the following:

- committing any offence,
- causing personal injury to themselves or others, • causing damage to property, or
- undermining good order and discipline within the school, whether during a teaching session or at other times.

In a school setting, reasonable force may be used for two main purposes: to control or to restrain students. Control means

passive contact such as: • standing between students,

- blocking a student's path,
- shepherding a student away by placing a hand in the centre of their back, or
- leading a student by the shoulder, arm or hand.

Restrain means using appropriate techniques to bring a student under control.

Schools can use reasonable force to:

- remove a disruptive student from a location within the school when they have refused an instruction to leave,
- prevent behaviour that disrupts a school event, visit, or trip,
- stop a student from leaving a classroom if doing so would pose a risk to their safety or result in disruptive behaviour, • prevent a student from assaulting another student or a staff member, or to break up a fight, and
- restrain a student at risk of self-harm due to physical outbursts.

The school supports staff in using reasonable force, when necessary, as failing to do so may conflict with their legal duty of care. However, reasonable force must not be used automatically or as a substitute for positive behaviour management and de-escalation strategies. Staff must always prioritise clear communication.

Reasonable force should only ever be used as a last resort, either when de-escalation strategies, such as clear communication and verbal reasoning, are no longer appropriate or effective, or in a clear emergency where a timely response is needed to reduce risk. If reasonable force is necessary, staff must carry out a dynamic risk assessment for themselves and the student(s), weighing the risks and considering whether other interventions, such as clearing the space, might be more appropriate.

If reasonable force is still deemed necessary, staff must apply their knowledge of the law and current government guidance, using only approved techniques demonstrated during training. Force is only considered reasonable if it is no more than necessary in the circumstances and is used for the shortest time required to manage the situation safely.

Although it is down to the professional judgement of individual staff members to determine what constitutes reasonable force, staff are encouraged to use a light touch to hold the student, applying minimal pressure.

Staff must never act in a way that might reasonably be expected to cause injury, for example by:

- holding a student in a tight embrace,
- holding a student around the neck or the collar,
- hitting a student,
- throwing an object at a student,
- twisting or forcing limbs against a joint, or
- holding or pulling a student by the hair or ear.

19.

Reasonable force must never be used as a form of punishment. This would be unlawful.

The Governing Body and Leadership Team will always support staff when they have made lawful use of reasonable force. Furthermore, the lawful use of this power will provide a defence to any related criminal prosecution or other legal action.

All incidents where reasonable force has been used will be logged on CPOMS and families will always be informed. Where appropriate, a Positive Handling Plan may be developed to support the student and help prevent future incidents.

Screening and Searching

The Headteacher and authorised staff have the legal authority to search a student and/or their belongings if there are reasonable grounds to suspect that the student is in possession of a prohibited item or any other item identified as banned (Appendix 3). The term search includes screening, which may involve the use of a hand-held metal detector.

Authorised staff can search for any item if the student agrees. The staff member will explain the reason for the search and how it will be conducted so that their consent is informed. If a student refuses to be searched, the staff member must carry out a dynamic risk assessment and respond appropriately. They should consider whether a search is necessary to prevent injury, damage to property, or serious disorder. If the search is deemed necessary and the item in question is prohibited, consent is not needed.

Searches will always be conducted with regard for the student's dignity and welfare by a staff member of the same sex as the student with a witness present. In exceptional circumstances, a search can be carried out by a staff member of the opposite sex and/or without a witness if there is a risk of serious harm, and it is not practicable to wait.

Whether or not any items are found, all searches for prohibited items will be logged on CPOMS, and families will be informed on the same day. Where appropriate, the student will be offered any specific support required following the search.

19. Confiscation

Staff have the authority to confiscate, retain, or dispose of items that are either prohibited by law or banned by the school. We are committed to transparency and clearly communicate which items are not permitted in school. Students who make a conscious decision to breach these expectations do so in full awareness that confiscation or other consequences will follow. In cases where an illegal or dangerous item is found, the police will always be informed. The school will work with the police to establish the origin of the item(s), where possible.

In accordance with relevant legislation, school staff are protected from liability for any loss, damage, or disposal of such items, provided the action taken was reasonable and consistent with school policy.

Item	First Instance
knives, weapons, child abuse imagery, or items which are evidence of an offence	handed over to the police
illegal drugs	handed over to the police or disposed of by the school if there is good reason to do so
items which have been or could be used to commit an offence, cause injury to any person, or damage	handed over to the police or disposed of by the school
alcohol, tobacco products, cigarette papers, vapes and associated products	disposed of by the school or handed over to the police for testing
matches, lighters, fire starters of any kind and fireworks	disposed of by the school
stolen items	returned to the owner or handed over to the police
balloons, laser pens, and any item designed to resemble a knife or weapon (e.g. training knife, penknife, butterfly comb, BB gun)	disposed of by the school
energy drinks and chewing gum	disposed of by the school

20.

jewellery (other than two small studs and a wristwatch)	retained by the school until the end of the week* It is the student's responsibility to collect these items on a Friday; they will not be returned on any other day. If a student forgets, the items will be retained until the following Friday.
headphones	
mobile phones, smartwatches, game consoles	retained until collected by a parent
non-school uniform/outdoor clothing (worn inside)	taken to the Ready Room and returned at the end of the day

* Items confiscated on Thursday or Friday will be retained until the following Friday unless the following Friday falls in a half term holiday. Items confiscated in the final week of a half term will be retained until the Friday of the first week back after the holiday.

20. Investigations

At The Elton High School, our approach to investigations is rooted in fairness, consistency, and our duty to ensure that all students and staff feel safe, respected, and supported. While we take all incidents of poor behaviour seriously, not every incident requires a formal investigation. In many cases, staff can issue an appropriate consequence immediately, ensuring a swift response that reinforces expectations and allows students to make a fresh start.

Investigations will be undertaken when the facts of an incident are unclear, disputed, or potentially serious. Staff will act reasonably and proportionately, guided by statutory guidance, including the principle that decisions should be based on the balance of probability (what is most likely to have happened). This is lower than the criminal standard of 'beyond reasonable doubt.'

Serious Incidents

Incidents involving violence, possession of prohibited items, significant safeguarding concerns, criminal damage, or behaviours that may constitute a criminal offence will always be managed by the Senior Leadership Team (SLT).

Parents/Carers will be contacted at the earliest opportunity, and students may be removed from circulation (e.g. placed in the Removal or Reflection Room) while the matter is investigated.

Process Initial Response

- All incidents will be recorded.
- A member of staff will speak with the students involved to establish a clear account of what has happened.
- Staff will remain impartial and ensure that all students have the opportunity to share their perspective.
- Where behaviour is undisputed, a proportionate consequence may be issued without further investigation.
- If accounts differ, or the behaviour is more serious, staff will gather brief initial information and refer the matter onwards to the Student Support Team or SLT. **Fact-Find**
- Staff will support students to understand the investigation and ensure they are calm enough to engage with the process.
- Students or staff may be asked to provide a written account of what has happened.
- Where necessary, any available evidence (e.g. CCTV, injuries, damage to property, or communications) will be reviewed.
- Parents/Carers will be informed where appropriate.

Outcomes

- All investigations will be completed swiftly and fairly, taking into account the need for thoroughness.
- All decisions and consequences will be applied consistently in line with this Behaviour Policy.
- Consequences will be proportionate to the incident, balancing the seriousness of the behaviour with the need to maintain a safe, disruption-free environment where everyone feels valued.
- If evidence is inconclusive, a decision may still be made on the balance of probability.
- Decisions and consequences will be communicated clearly to students and their parents/carers throughout.
- Where necessary, external partners (e.g. a social worker or the Virtual School Head) will be informed.

The Elton High School will always work in partnership with the Police and relevant external agencies to ensure that any potential criminal matters or safeguarding concerns are addressed promptly, prioritising the safety and well-being of all students and staff.

Timescale

Most investigations will be concluded within the same school day.

More complex or serious incidents may require more time. In such cases, appropriate measures may be put in place to ensure the safety, supervision, and well-being of all students involved while the investigation is ongoing.

Raising a Concern

While we value and encourage open communication with families, it may not always be appropriate for a parent/carer to arrive at school without prior arrangement or to telephone insisting on speak to a member of staff.

Staff have timetabled commitments and other duties that must be balanced alongside responding to individual concerns. During term time, staff will always aim to respond within 48 hours.

Any questions or issues relating to a suspension should be raised through the scheduled reintegration meeting. This ensures that discussions are constructive, thorough, and handled in a manner that maintains fairness and support for the student involved. Parents/Carers have the right to make representations to the Local Governing Body.

21. Consequence Table

This table shows the possible consequences for negative behaviours; it is not an exhaustive list but can be used as a guide*. The Elton's Senior Leadership Team (SLT) have the right to use their discretion when responding to a student's behaviour.

*For most disruptive behaviours, a negative point will be issued automatically when the incident is logged.

	All Staff					HoY / SLT		Deputy Headteachers		Headteacher
	Corrective	Negative Point	Detentions			60 FRI	Reflect ion	Suspension	Off -site Direction	Permanent Exclusion
			LCH	20	40					
Late to school			✓							
Late to school twice in one week			✓	✓						
Incorrect uniform after 8.45			✓							
Missing Equipment after 8.45			✓							
Missing Equipment after 8.45 twice in one week			✓	✓						
Incomplete / no homework				✓						
Late to lesson twice in one day				✓						
Chewing gum		✓								
Eating in lesson		✓								
Disruptive behaviour in lesson	✓	✓		✓						
Not following instructions	✓	✓		✓	✓					
Leaving lesson without permission					✓			✓		
Lesson removal					✓		✓			

Defiance					✓	✓	✓	✓		
Damage to property					✓	✓	✓	✓		
Swearing				✓				✓		
	All Staff					HoY / SLT		Deputy Headteachers		Headteacher
	Corrective	Negative Point	Detentions			60 FRI	Reflect ion	Suspension	Off-site Direction	Permanent Exclusion
			LCH	20	40					
Littering				✓						
Play fighting					✓					
Mobile phone seen / not handed in							✓	✓		
Verbal abuse					✓	✓	✓	✓	✓	
Physical assault					✓	✓	✓	✓	✓	✓
Pulling another student's tie							✓			
Bullying							✓	✓	✓	✓
Discriminatory behaviour						✓	✓	✓		
Truancy					✓		✓	✓		
Persistent truancy						✓		✓	✓	✓
Persistent disruptive behaviour						✓	✓	✓	✓	✓
Theft							✓	✓		
Sexual misconduct								✓	✓	✓
Bringing in a prohibited item								✓	✓	✓

22. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to exercise discretion, in line with this policy, to support The Elton students make better choices and learning the right lessons.

23. Complaints

We are committed to maintaining open and positive relationships with students and parents/carers. If a parent or carer has a concern about how a behaviour matter has been handled, we encourage them to raise it promptly so that it can be resolved effectively.

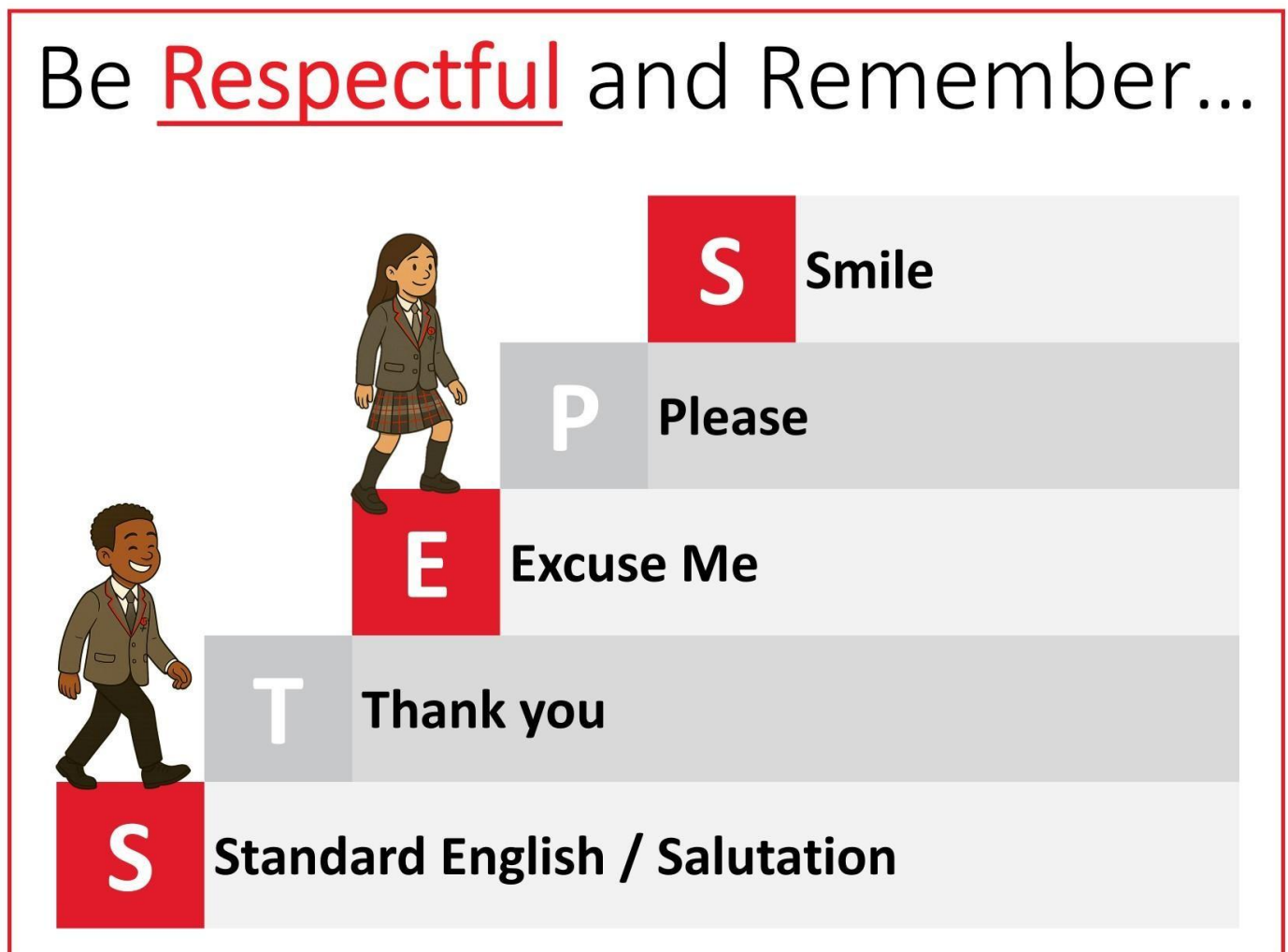
Concerns should be raised in the following order:

- 1. Initial Concern:** Contact the relevant Head of Department or Head of Year.
- 2. Escalation:** If the concern is not resolved, contact the relevant member of the Senior Leadership Team.
- 3. Formal Complaint:** If the issue remains unresolved, a formal complaint should be submitted in writing to the Headteacher. The complaint will be acknowledged and investigated in line with the school's Complaints Policy.

A copy of the school's full Complaints Policy is available on the school website or can be requested from the school office.

Appendices

Appendix 1 – STEPS



STAR



Sit upright

Track the speaker

Arms folded

Ready to listen

Appendix 3 – List of prohibited / banned school items

Prohibited Items

The following items are **prohibited** by law:

- knives and weapons,
- alcohol,
- illegal drugs
- stolen items
- any instrument that that has been or is likely to be used:
 - to commit an offence, or ◦ cause injury to any person (including the student themselves), or damage to property.
- tobacco products, cigarette papers, e-cigarettes, vapes and associated products,
- matches, lighters, or other fire starters,
- fireworks, and
- pornographic images, of any kind. **Banned Items**

The Headteacher has absolute discretion to ban any item from school premises. The following items are **banned** by school:

- jewellery (other than two small stud earrings and an analogue wristwatch),
- outerwear, including hats, scarves, and gloves (when worn past the designated areas),
- any item designed to resemble a knife or weapon (e.g. penknife, butterfly comb, BB gun),
- mobile phones (must be handed in during morning form time),
- smartwatches, AirPods, headphones, game consoles,

- laser pens,
- balloons,
- scissors and sharpeners (become a prohibited item if used to cause injury),
- any item (including pin badges) carrying unacceptable images, slogans, or statements of a political nature,
- energy drinks, and
- chewing gum.