Positive Behaviour Policy 2026-2027:

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Document name: Positive Behaviour Policy 2026-27		Issue Date:	September 2026
Approved by Governors:	September 2026	Review Date:	September 2027

This policy will be reviewed in full by the Governing Body on an annual basis.

Stopsley High School is committed to safeguarding the wellbeing of our students. This positive behaviour policy forms an essential part of our Safeguarding Policy portfolio and demonstrates our commitment to ensure our learners feel safe within our school community.

Stopsley High School Positive Behaviour Policy 2026-27

Aims

- Provide support for **effective behaviour for learning**
- Support the **wellbeing and safety** of students and staff
- Focus on **promoting the best** in every student
- **Create mutual respect** between staff and students and between students by modelling positive behaviour
- Provide **clear high personal expectations** of every student making these a focus for learning
- Develop positive relationships throughout the school by ensuring that **all students take responsibility** for their behaviour
- **Ensure every member of staff** takes responsibility for managing students' behaviour
- **Ensure effective home-school relationships** are developed as part of the successful implementation of positive behaviour policy
- Provide a **positive restorative environment** across the school
- Provide a **consistent approach** to behaviour management

Monitoring and Evaluation

- The policy and procedures are regularly reviewed by members of the senior leadership team that oversee pastoral care, using a range of data driven evidence focusing on: behaviour trends, suspension rates, attendance and punctuality, the impact of targeted interventions, incidents of searching, screening and confiscation. Student, staff and parent voice is also canvassed to ascertain their views regarding behaviour, attitude to learning and safety in school.
- Regular training is provided to staff on behaviour management and the systems which promote effective behaviour for learning, this is targeted at a range of levels - whole school, departmental and individual (staff induction and collaborative support).
- A summary of the trends evident are provided to Governors at termly meetings along with an outline of the proposed next steps.

Legislative Framework and Guidance

The school, through its policy and procedures, will act in accordance with legislation and guidance including:

- The Teachers Standards (DfE Dec 2021)
- Education Inspection Framework, (DfE Nov 2025)
- Behaviour in Schools: Advice For Headteachers And School Staff (DfE Feb 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE July 2026)
- Keeping Children Safe in Education, (DfE July 2026)
- Searching, Screening and Confiscation (DFE July 2023)

At Stopsley High School (SHS) we believe that with students, parents, carers and staff working closely together, every student will gain the maximum benefit from being here and reach their full potential. This policy demonstrates the fundamental aim of this vital partnership and forms the basis of the SHS Home Partnership agreement.

Appendices

Appendix 1: SHS / Home partnership agreement
Appendix 2: School code for students
Appendix 3: Rewards System
Appendix 4: Sanctions System
Appendix 5: Uniform and equipment
Appendix 6: Attendance
Appendix 7: Searching and Confiscation
Appendix 8: Use Of Restricted Interventions Policy,(including reasonable force and seclusion)
Appendix 9: Reference to other policies

Appendix 1: SHS / Home partnership agreement

At Stopsley High School we believe that with students, parents and staff working closely together, every student will gain the maximum benefit from being here and reach their true potential. This agreement is the foundation of this vital partnership.

Students are ambassadors for our school including when off school premises and in our local community. We expect students to act accordingly.

Classwork

Teachers:

- explain work clearly
- plan and deliver effective lessons
- provide students with regular feedback
- set targets for improvement which meet the students' individual learning needs so that they can exceed their academic potential
- recognise and reward effort and attainment

Students:

- work to the best of their ability at all times
- use a range of independent learning strategies where they find the work difficult and seek help if required
- work towards targets set by subject staff

Parents:

- check the timetable for the forthcoming day and check their child is prepared (i.e PE kit, cooking ingredients etc)
- talk to their child about what they are doing in school
- are expected to support the school if requests for external specialist help or advice are considered essential for the support and welfare of their child

Homework

Information about students' homework, including homework tasks and deadlines, is available to both students and parents/carers via the **Arbor app**.

Teachers:

- set homework according to the homework timetable on Arbor making clear how and where students will submit their work
- mark homework frequently and provide feedback

Students:

- check and complete all tasks set on Arbor
- set aside a regular time for homework completion
- seek help from staff prior to the deadline date if unsure of what to do
- complete homework to the best of their ability
- ensure that they submit all their homework on time and via the correct platform

Parents:

- support the completion of homework by regularly checking via the Arbor App the assignments set
- make sure that a regular time and quiet place is set aside at home for homework completion

Equal Opportunities and Responsibilities

The School:

- is committed to ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of gender, religion or belief, culture, ethnicity, learning ability, sensory or physical impairment, social class or sexual orientation.
- treats any case of bullying or discrimination, including bullying which may take place on social media, very seriously and deals with it promptly and effectively

Students:

- treat people and their property with respect at all times
- use all forms of social media responsibly, both in and outside of school: this includes not using language, images or comments that are offensive
- tell a member of staff immediately if they experience or witness bullying of any sort, including on-line or on any form of social media

Parents:

- support the equal treatment of all; this includes any action and intervention deemed necessary to support their child's understanding
- inform the school if they have concerns regarding the possible bullying or discrimination of their child

Behaviour - Rewards and Sanctions

The School:

- recognises good behaviour and rewards students according to the Positive Behaviour Policy
- reserves the right to detain students, without notice, for up to 20 minutes at the end of the day to discuss any outstanding issues or concerns
- notifies parents of longer detentions

Teachers:

- provides a well ordered atmosphere in which all students are able to learn
- follow and apply the Positive Behaviour Policy

Students:

- behave according to the Positive Behaviour Policy both in and around school and in the local community or in any public place whilst in uniform
- completely reject fighting as a way of solving disputes - instead they walk away from any incidents of conflict and talk to a member of staff
- speak politely and respectfully at all times - to peers, staff, visitors and members of the public
- do not engage in any behaviours likely to harm the education or welfare of themselves or others, including online

Parents:

- support the school in upholding the Positive Behaviour Policy, including the setting of rewards and sanctions

Equipment

The School:

- provides books and other resources
- completes spot checks where it is suspected that banned items have been brought into school

Students:

- are given a list of essential equipment for school in the Transition Booklet and on point of admission
- are responsible for coming to school each day correctly equipped

Parents:

- make sure that their child is properly equipped for school daily
- understand that the school cannot accept responsibility for loss or damage to personal possessions brought onto the site
- support any sanctions that may be imposed on those who bring in banned items (including mobile phones, electronic devices and dangerous items)

Uniform

Teachers:

- check uniform daily and implement sanctions if uniform is incorrect or worn incorrectly

Students:

- follow the Uniform Policy 2026/27. This includes wearing uniform correctly on the journey to and from school

Parents:

- make sure that their child has the correct uniform
- support the school in ensuring that their child adheres to the Uniform expectations each day

The Environment

The School:

- provides a stimulating learning environment
- is a non-smoking site - this includes the use of electronic cigarettes or vapes
- ensures graffiti is removed and all litter is placed in bins to maintain a litter free environment

Students:

- move around the school in a sensible and considerate way following the Corridor Code
- do not smoke or vape on the premises, including when in uniform or on the journey to and from school
- ensure at all times that Stopsley High School is kept litter, chewing gum and graffiti free

- follow the Student Code regarding eating and drinking on the school premises

Parents:

- support any sanctions that may be imposed on those who drop litter, chew chewing gum, graffiti or cause damage to school property
- ensure that any damage to school property is paid for.

Banned & Prohibited Items

Following the update to the Children's Wellbeing and Schools act, which came into force in June 226, there is a **total ban** on the use of mobile phones and external internet accessible devices on the school premises. Mobile phones can be brought into school at the students' own risk, but must **be handed into the form tutor daily** whilst on the school premises.

The reasons for banning these items are:

- Students may be tempted to use them in lessons and this distracts them from their learning and the learning of others.
- Individual students may use their phone as a way to arrange for young people to come to school at the end of the day to 'sort out' problems. Such arrangements can lead to intimidation and, in the worst cases, to assaults on both students or staff. For this reason it is unacceptable to have people who are not members of the school community hanging around the gates at the end of the day.
- Police have informed us that possession of mobile phones and other electronic gadgets by young people is a major source of street crime in under 18s. Students carrying mobile phones are a target for intimidation outside of school.
- These items can also be a target for theft inside school, which can lead to unnecessary conflict between students.

Possession of implements that could **constitute a threat are also banned.** This includes any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property or any member of our community (e.g BB guns, sharp objects including metal combs, laser pens, e-cigarettes / vapes.)

Illegal, dangerous or offensive items are also **prohibited** and include:

- knives and weapons
- fireworks
- vapes, tobacco and cigarette papers
- alcohol
- illegal drugs
- pornographic images
- stolen items

It is also important to emphasise to all parents and carers the school's approach to weapons brought onto the school site, whether they are used or not. There is a **'zero tolerance' of weapons** at Stopsley High School, and possession is likely to lead to permanent exclusion from the school and the involvement of the Police. Stopsley High School's guiding principles are based on **respect and care for everyone in our community**. We aim to ensure that these principles are strictly adhered to and that the school remains a safe and secure place of learning.

Our school environment remains a **chewing gum free zone**, in order to maintain the quality of our state of the art facilities.

Please note the banned and prohibited items listed extend to extra-curricular activities, school trips and other out of hours events. To ensure students comply with these core messages we proactively remind them of our expectations through various avenues such as assemblies, our PSHCE curriculum, Form Time and by staff presence and modelling.

If a student is found to be in possession of a banned or prohibited item in school or the school vicinity, it will be confiscated and parents contacted to discuss the matter and the subsequent intervention and sanction that may be implemented where necessary.

Parent/Carer Support

We ask that parents and carers agree to support this policy by signing a copy of this agreement which will then be kept on the student's file.

I confirm that both my child and I have read and understood the home/school agreement:

Signed

Parent ……...

Please note that at the start of an academic year parents and carers will be asked to confirm they have read and understood the home/school agreement via an electronic survey.

Appendix 2: School Code for Students

The School Code helps maintain a learning environment which is free from disruption and provides equal opportunity. It promotes the importance of the school values: Ambition, Endeavour And Success.

It applies to behaviour and conduct both in and outside of school whilst in the community, including activity online. Non criminal poor behaviour and bullying which occurs outside the school premises or online will be sanctioned in line with our internal sanction system outlined from page 17 of this policy, this includes misbehaviour:

- when taking part in any school-organised or school related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a student at our school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

The school code for students is rooted in the premise that all members of the Stopsley High School community work together, to promote and maintain a positive culture for learning and adopt a restorative approach.

Top Class Students

TOP CLASS STUDENT

YOUR STEPS TO SUCCESS

1



A Stopsley Top Class student's conduct demonstrates they:

- are polite and respectful
- are punctual
- are prepared for the school day
- endeavour to present both themselves and their work to the highest standard

2



A Stopsley Top Class student's attitude to learning demonstrates they:

- are focussed and ready to learn new concepts
- embrace challenge as a learning opportunity and always try their best
- recognise feedback is an opportunity to reach your peak

3



A Stopsley Top Class student's commitment to the community demonstrates they:

- are a valued member of the Stopsley community through their commitment to the school values of ambition, endeavour and success

4



A Stopsley Top Class student's attendance demonstrates they:

- are committed to attending school everyday and reaching as a minimum the Stopsley good attendance rate of 97%

STOPSLEY HIGH SCHOOL
Ambition | Endeavour | Success

Rights and Responsibilities

- We treat each other with respect, regardless of gender, ability, ethnicity, sexuality or belief
- We treat other people and their property with the respect we wish to receive ourselves.
- Speak politely and respectfully at all times to peers and staff

School Work

- We complete work to the best of our ability and understand we must not copy other students' work
- We take responsibility to catch up on any work missed due to absence.

Homework

- We complete homework to the best of our ability
- We hand homework in on the date it is due.

Moving around the school



Out of Bounds

- We understand that we must remain within the boundaries; at break and lunch students may be in the dining hall or designated outside hard areas.

Fighting

Fighting is completely rejected as a way of solving disputes at Stopsley High School. Instead of fighting, we:

- walk away in a non-confrontational manner
- talk to a member of staff.

Anti- Bullying

- We aim to create an environment which is safe.
- The school is totally opposed to bullying of all kinds.
- If we experience or witness bullying of any kind we will tell a member of staff immediately.
- We understand that Stopsley High School always treats any case of bullying very seriously.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding from friendship groups, tormenting, social manipulation
Physical	Taking another's belongings, or any use of violence e.g. hitting, kicking, pushing barging, pinching
Prejudicial	Taunts, graffiti, gestures or comments that are derogatory relating to race, ethnicity, religion, sexuality, gender or other protected characteristic
Sexual	Explicit sexual remarks, implied sexual remarks, display of sexual material, sexual gestures upskirtying, sexting, unwanted physical attention, inappropriate touching or comments about sexual reputation or performance
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing or other negative comments
Cyber-bullying	Use of technology to harass, make threats, send hurtful messages, emails or social media posts
Child on Child	Child on Child Abuse

The Environment

- We are a 'chewing gum' free school
- We are all responsible for keeping our environment clean.
- We strive to be a 'litter free' school .
- We respect our environment and put our rubbish in one of the bins which are provided throughout the premises.
- We will always report graffiti immediately so that it can be removed
- We understand that school property should be treated with respect and we recognise that vandalism of school property or resources is a serious offence.

Swearing

- We do not swear or use inappropriate language in school.

Eating and Drinking on the School Premises

We strive to make break and lunchtime a pleasant experience for everyone by being thoughtful and considerate

- We queue for food provided at all the venues around the school patiently
- When we have finished eating, we remove our trays, leave the tables tidy and clean, and clear the area of litter. **We place our litter into the colour coded bins provided.**
- We eat and drink in the dining hall and designated outside hard areas only
- We are encouraged to drink water and understand that this is accepted in all areas of the school where it is safe to do so. Students are actively encouraged to bring their own water bottle to school
- We do not bring energy or carbonated drinks into school
- We do not bring chewing gum into the school.

Smoking

In order to promote good health, Stopsley High School is a non-smoking site; this includes e-cigarettes, vaping devices, shisha-pens or similar

- We do not smoke anywhere in the buildings or on the grounds
- We do not smoke when in uniform and this includes the journey to and from school.

Banned & Prohibited Items

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Illegal, dangerous or offensive items are also **prohibited** and include:

- knives and weapons
- fireworks
- vapes, tobacco and cigarette papers
- alcohol
- illegal drugs

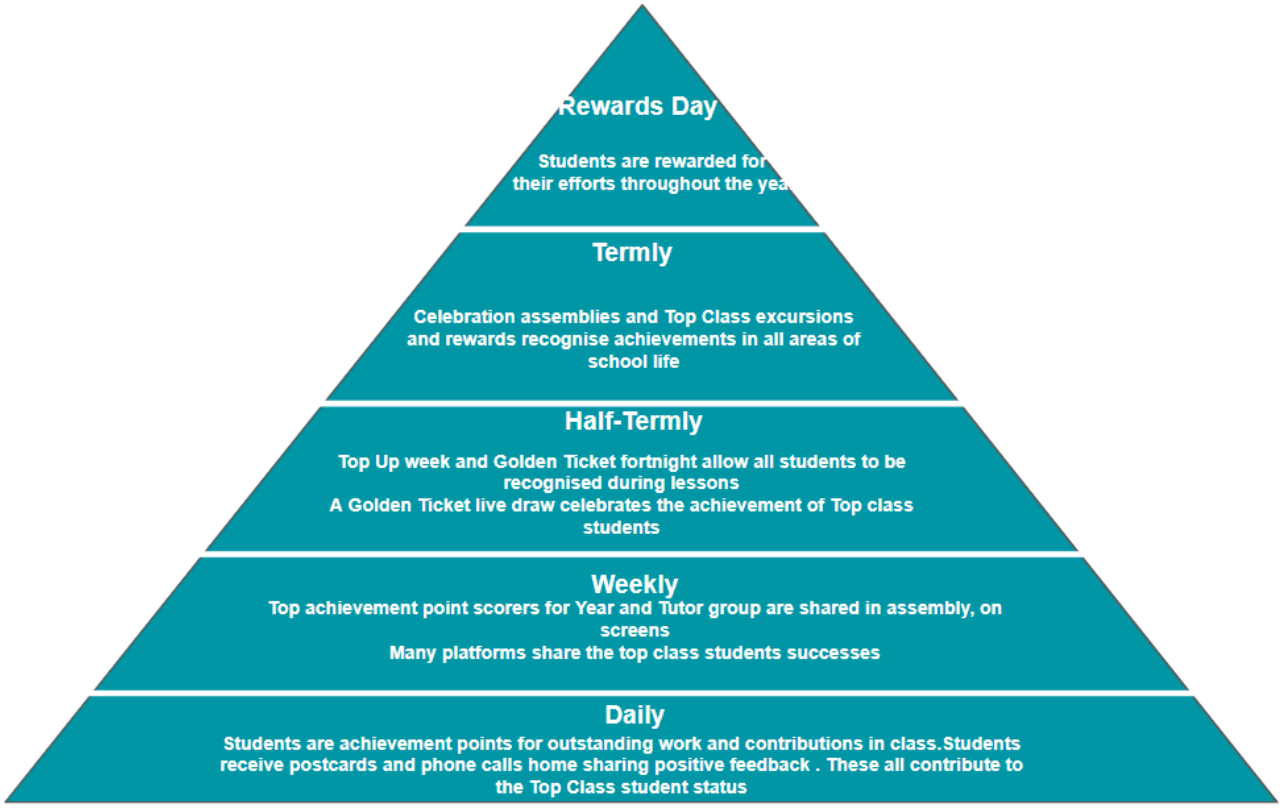
- pornographic images
- stolen items

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Uniform

- We follow the uniform policy, this includes the journey to and from school.
- We understand that we must not wear make-up, nail polish, acrylic nails, false eyelashes or jewellery except for one pair of small stud earrings that may be worn in the ear lobe **only** but must be removed for PE activities.
- A wrist watch, (not a smart watch with internet access) may be worn but must be removed for PE activities and exams.
- Wristbands and bracelets are not allowed to be worn.
- Nose studs and other piercings are not allowed.
- We accept that we must have a hairstyle that is fitting with the uniform policy and understand that no unnatural colouring of hair or extreme styles should be worn. This includes sculpting or shaved patterns to hair or eyebrows.

Appendix 3: Rewards System



Aims of the Reward System

- To create a positive ethos through effective recognition of achievements. This includes rewarding students who demonstrate both a positive attitude and behaviour for learning inside the classroom and those who are excellent members of the school community outside of the classroom.
- To promote the behaviour we wish to be exemplified in our students.
- To ensure practice is consistent across the school.

Types of Rewards

The reward system runs in parallel with the sanction system and the Top Class Student system. The rewards system encourages active and direct involvement of all staff and students at Stopsley High School. The system allows for all students regardless of ability, gender or age to be given the opportunity to operate within the rewards framework. Central to the rewards philosophy is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning.

Students who go above and beyond in any aspect of school life, whether that be extra curricular or classwork/homework, will be awarded Achievement Points.

Top Up Week occurs once per half term, initially all students are given 2 points for every lesson they attend by the class teacher. The aim is to keep the 2 points but try to add to the total by demonstrating a positive attitude to learning.

Students who are awarded the most Achievement Points are celebrated in assemblies for their efforts. If students are continually demonstrating Top Class attributes, other mediums of recognition such as phone calls home and postcards will also be used to reward students on a regular basis.

Every term there is a ‘Golden Ticket’ fortnight. Every teacher has one golden ticket to hand out per lesson. Students collect these and all ticket winners are placed into a draw to receive rewards for their Top Class efforts and attitude to learning.

Staff may also recognise a student’s extraordinary efforts, going above and beyond, by nominating them for the Headteacher’s Award. A student who is given the Headteacher’s Award will be invited to meet with the Headteacher, along with the member of staff who has nominated them, where they will be presented with their award certificate.

Appendix 4: Sanctions System

Aims of the Sanctions System

- To share and employ effective practices and strategies which promote positive behaviour
- To ensure rules, routines and sanctions are applied consistently across the school
- To effectively manage students' behaviour to promote a focused learning environment for all.

Stages of the Sanctions System

The sanction system runs in parallel with the reward system. The sanction steps (see appendix 4a) adopt a graduated approach to behaviour and subsequent targeted intervention when necessary, and encourages all staff at Stopsley High School to approach low level disruption in a consistent way. It is understood that the majority of students will choose to spend their time operating within the Rewards system. It is also expected that, of the students whose behaviour is deemed unsatisfactory, only a small minority will be managed outside of the classroom.

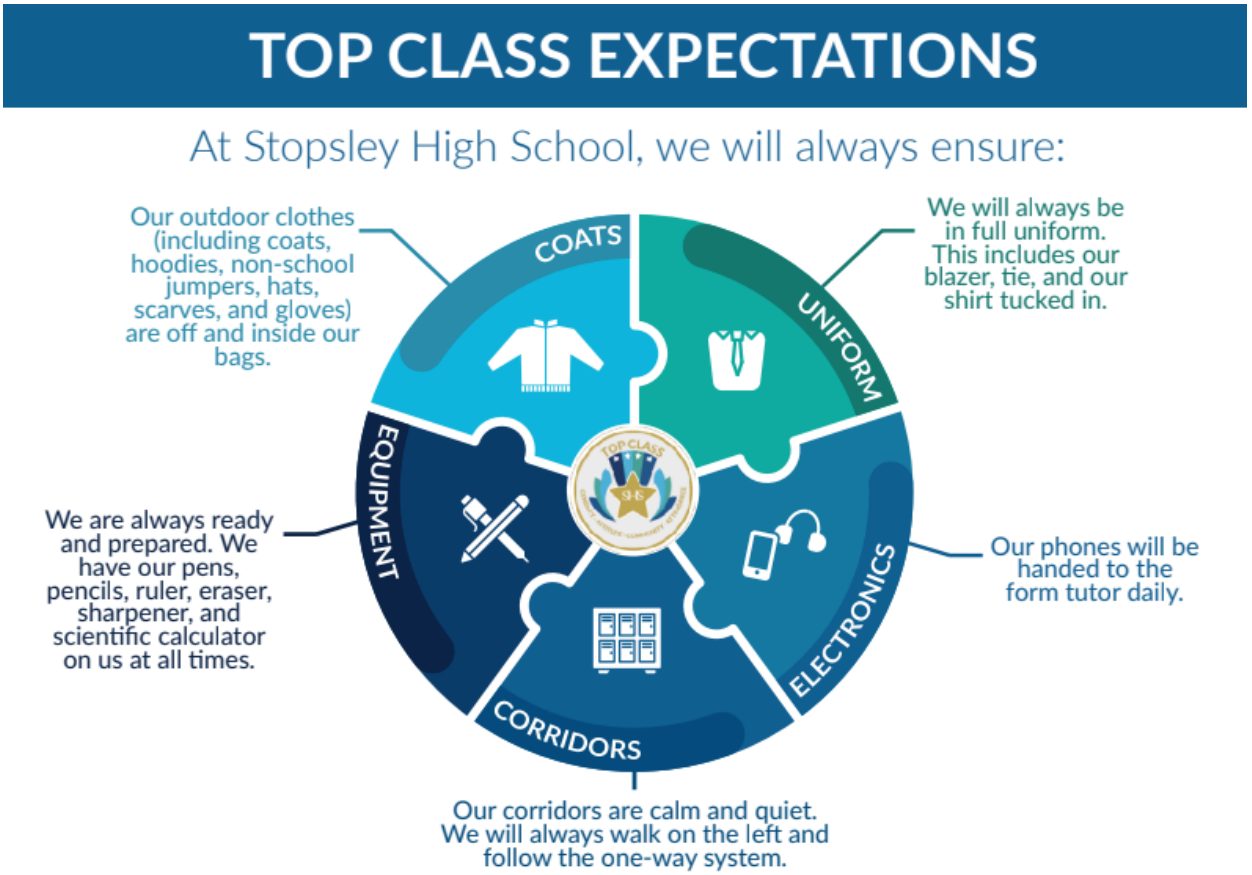
Students with additional needs that might affect their behaviour will be supported by the SEND team to implement adjustments where appropriate and reasonable, to ensure all students can meet our Top Class expectations. A proactive stance will be adopted to mitigate any likely triggers of misbehaviour. Adjustments such as short planned movement breaks, adjusting seating plans, along with training for staff in understanding conditions such as autism are some examples of the interventions utilised when adopting a graduated approach to support for students with additional needs.

Stopsley High School Sanction Steps:

Step 1: After school detentions

Top Class Expectations Breach:

This will be issued for actions which directly contravene fundamental non negotiable expectations such as phones not in bags, corridor conduct and uniform infringements as detailed in the graphic below:



When the community Top Class expectations are breached a detention will be served for 10 minutes on the day after it is accrued.

Late to School and Truancy:

To make the most of the learning opportunities provided within the school, students need to have the continuity of provision that consistent attendance and engagement promotes. Students are actively encouraged to reflect on the importance of time keeping, consistent attendance, and the 'every lesson counts' message through the PSHE and tutor curriculum.

A proactive approach to resolving issues associated with consistent attendance is taken by the pastoral team, with a wide array of interventions adopted based on the individual circumstance. Where a student is late to school, late to a lesson or truants a lesson a detention will be served for 20 minutes the day after it is accrued with the pastoral team.

Classroom Expectations Breach:

If a student is finding it difficult to settle in the classroom environment, staff will deploy a variety of strategies to engage the student prior to a sanction being applied. Examples of behaviour management strategies which may be deployed are listed below as a guide. It is important to note that all staff are well versed in a host of behaviour management strategies and the strategies outlined are not an exhaustive list but are intended to provide a flavour of the range of approaches taken.

Strategies for positive behaviour include:

Non verbal warning

Remind
- rule reminder
- verbal warning

Reset
- Seat change
- Short 'time out' and a quiet word in the corridor

Remove
- Partner teacher referral

The decision to use a Partner Teacher Referral is made when a student is persisting in disrupting the learning of others in the room or refusing to engage in their learning and is categorised as a classroom expectation breach.

A student who has reached a point where they cannot remain in the lesson is likely to have caused considerable disruption and inconvenience, and it is therefore essential that they are provided with an alternative learning opportunity which will enable both them and their peers to continue to progress. The referred student will benefit from working on relevant subject content in an alternative classroom, overseen by a teacher.

If a child is issued a classroom expectation breach they are expected to go to the referring teacher's classroom at an agreed time for a restorative conversation. A reminder will be provided by the student's tutor to attend the restorative conversation.

As a school, detentions are viewed as a platform for a restorative conversation, as both student and parent/carer feedback clearly illustrates that this approach, when consistently used, has a positive impact. Should a student not attend the original restorative conversation arranged with the class teacher, a call home will be placed by the class teacher to discuss the behaviours that have occurred and to arrange a 30 minute detention, where the presenting issues can be discussed and resolved.

If a class teacher has deployed the full range of positive behaviour strategies and has followed the sanction steps but behaviour or attitude to learning of a student continues to be a concern, the class teacher should seek the support of the Head of Department, following the department escalation protocols outlined in appendix 4b.

If a student is displaying negative behaviour or attitude to learning across multiple curriculum areas the Year Manager will initiate the Pastoral Escalation procedures outlined in appendix 4c.

Step 2: Conduct Improvement Room (CIR) and On Call

What is the purpose of On Call?

The purpose of On Call is two fold:

- It is used to tackle continual disruption and should be used if removal to another room in the department is not effective
- It can also be used for one off behaviour incidents where the incident is so challenging that it is not suitable or safe for the student to remain in the classroom

Students found truanting will be escorted to the CIR by the On Call member of staff or their Year Manager and will benefit from a reset meeting with their parent/carer and the school. Upon successful completion of the meeting the student will then be returned to the mainstream environment. If a student is sent to CIR twice in a day, they will remain in the CIR for the remainder of the day until 3.30pm. A visit to the CIR results in a 50 minute detention. Students must be given an additional CIR detention when being removed from the classroom for non-compliance.

Should the behaviours identified become persistent or continue to cause concern, the student will be placed on a targeted report card for a period of two weeks. The report card will focus specifically on the behaviour(s) causing concern and will set clear expectations for improvement. It will be reviewed daily by the student's allocated Year Team and shared with the student's parent/carer to support consistent monitoring and communication.

Step 3: Internal exclusion

Utilised when a serious one off breach of the positive behaviour policy occurs. The pupil will be removed immediately from the learning environment, and an investigation conducted prior to a phone call being made to parent / carer.

This sanction is issued for serious misconduct including, but are not limited to:

- persistent disruptive behaviour
- fighting/assault
- discriminatory behaviour
- health and safety breach
- smoking of illegal substances

On completion of investigation parent/carer will be called by the Year Manager and advised of the incident and subsequent course of action.

Should more than one serious breach of the Behaviour Policy occur, a student's time in internal exclusion may incrementally increase. This provides an opportunity for reflection while allowing the school to work collaboratively with the student and their parent/carer to address the underlying behaviours and prevent further escalation through the sanction steps.

Where appropriate, this may include a meeting with parents/carers, placing the student on report, increased monitoring, restorative conversations and/or the development or review of an individual behaviour plan. The Support and Intervention Team will work with the student, parent/carer and relevant staff to identify appropriate strategies and support, with interventions reviewed regularly to ensure that expectations are understood and sustained improvements in behaviour are achieved.

Step 4: Fixed Term Suspension

This sanction is used when there is a recurrence of serious one off breaches of the positive behaviour policy.

A decision will be made by the Senior Deputy Headteacher as to whether to issue a fixed term suspension, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community. Fixed term

suspensions can be given for behaviour which takes place outside as well as inside school, including on social media. Fixed term suspensions can also be issued for one off serious offences.

For any length of time served through a fixed term suspension work will be set for the student to complete. Where a student is excluded for a period of 6 days or longer the school will arrange an alternative education provision.

Students who continue to demonstrate behaviours that do not improve despite appropriate support and intervention will follow the school's escalation pathway, progressing from the **Form Tutor, to Year Manager, Assistant Headteacher, Senior Deputy Headteacher and, where appropriate, the Headteacher**.

Where a student has shown no sustained improvement following this graduated response, they may be required to attend a **Behaviour Review Meeting with a panel of Governors**. A Governor review meeting may also be convened in response to a **one-off serious offence**, where the nature or severity of the incident warrants escalation to Governors.

Step 5: Permanent Exclusion

This sanction is issued by the Headteacher as a last resort. The decision to exclude a pupil permanently will be taken in response to a serious breach one-off or persistent breaches of the school's Positive Behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils, in our community.

Restorative Conversations

The aim and intent of the meeting is to find an agreement between a student and the teacher as to how to proceed to the next lesson and ensure that students are learning to their best ability and engaged in the lesson.

The following steps provide the format and suggestions for staff to lead a restorative conversation with a student:

Engagement

- *We need to talk about what happened during the lesson today?*
- *Can you tell me what happened?*

Reflection

- *What were you thinking about at the time?*
- *What were you hoping would happen?*
- *What made you decide to do that?*
- *What have you thought about since?*
- *Who has been affected by what happened?*
- *How do you think they have been affected?*

Understanding the impact

- *What did you think when that happened during the lesson today?*
- *What did it feel like for you? (You can explain how it made you feel here)*

Acknowledgement

- *What do you think now about what you did?*

Agreement

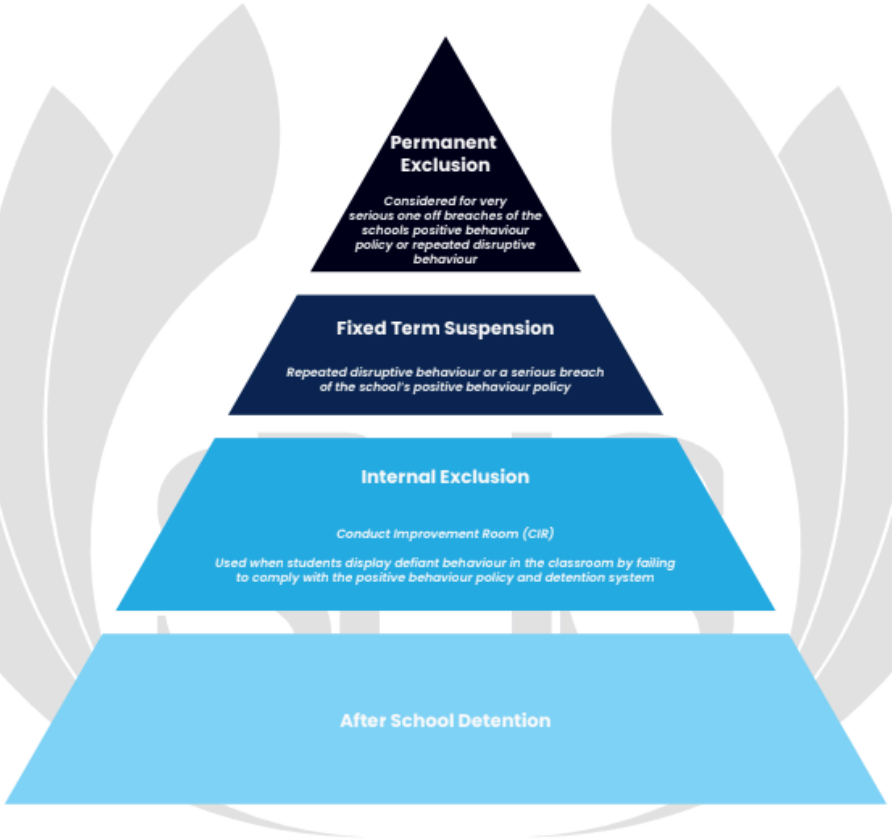
- *What would you like to happen as a result of our conversation today?*
- *Is that fair/could you do that?*
- *What else do we need to do to make sure the next lesson is a successful one?*
- *What do you think needs to be done to make things better as soon as possible?*
- *How can I support you to do this?*
- *How can I help make sure it doesn't happen again?*
- *How will these changes help you learn?*

These questions lay the foundation for and act as the building blocks for all forms of restorative conversations

- *Are non-blaming and open ended*
- *Allow for storytelling and attentive listening*
- *Allow for all people involved to identify their thoughts and feelings associated with particular actions*
- *Focus on the impact and on how others were affected by the action/s*
- *Are an inclusive and collaborative approach to problem solving, emphasising finding solutions rather than assigning blame*
- *Holds people accountable*
- *Requires people to take responsibility for their actions*
- *Resolves underlying issues that often act as the root cause of challenging behaviours*

This aim and intent of the meeting is to find an agreement between the students and staff members, as to how to proceed to the next lesson and ensure the learner is learning to their best ability.

Appendix 4a:


Permanent Exclusion
Considered for very serious one off breaches of the schools positive behaviour policy or repeated disruptive behaviour
Fixed Term Suspension
Repeated disruptive behaviour or a serious breach of the school's positive behaviour policy
Internal Exclusion
Conduct Improvement Room (CIR)
Used when students display defiant behaviour in the classroom by failing to comply with the positive behaviour policy and detention system
After School Detention

Appendix 4b:

Department Escalation procedures

If a class teacher has deployed the full range of positive behaviour strategies and has followed the sanctions pyramid but **behaviour, attitude to learning** or **attainment** of a student continues to be a concern, the class teacher should seek the support of the Head of Department, following the protocols below.

The Head of Department intervention chart should apply to **behaviour**, **attitude to learning** and **attainment** concerns of students.

Class Teacher
Apply Positive Behaviour Policy consistently, using a range of strategies to re-engage the student with their learning. Set Departmental detentions where required, as per the schools Sanctions Ladder.
Teacher communicates with home and sets a review period of 2-4 weeks. Teacher liaises with the Year Manager/Head of Department.
All successes rewarded - if no improvement, teacher to escalate to Head Of Department.

⇓

Head Of Department
Head of Department intervenes, Head of Department communicates with home, student and teacher to outline expectations and set review period with parent/carer and student.
Review period set, this may be with a Department report in place, reward successes, address concerns if/when they arrive.
All successes rewarded - if no improvement, HOD to meet with parent/carer and student. Liaise with KSL prior to meeting. Inform SLT Link.

⇓

Senior Leadership Team
If no improvements following the meeting with Head Of Department and Parent/carer, escalate to Senior Leadership Team. Senior Leader to review department report, and speak to staff/student.
Senior Leader and Head of Department to meet with parent/carer and student. Reward successes, address concerns. Liaise with the Assistant Headteacher in the Support & Intervention Team.

Appendix 4C: Pastoral Escalation procedures

The Pastoral escalation procedures are followed where a student is accumulating negative behaviour points across more than one subject.

Form Tutor
Provide consistent pastoral support using a range of strategies to re-engage the student and address concerns.
If this has not had the desired impact the form tutor will raise their concerns with the student's Year Manager who will agree and provide a Tutor report with targets designed to address the concerns. The tutor will phone home to inform parents/carers and review the report at the end of each day. The review period will be 2-4 weeks. Tutor liaises with the Year Manager.
All successes rewarded - if no improvement, form tutor to escalate to Year Manager.



Year Manager
The Year Manager will invite parents in for a meeting to review the form tutor reports and agree targets for reporting to them with the student and parents/carers.
Review period meeting with the student, parents/carers every 2 weeks to reward successes, address concerns and adapt the agreed targets as necessary.
If no improvement Year Manager to complete round robin to collate feedback from teachers and put in place a Behaviour Management Plan which will be agreed in a meeting with the Year Manager, students and parents/carers. The review period will be 2 weeks.
If no improvement the reviews will escalate to the Assistant Headteacher.



Assistant Headteacher
The Assistant Headteacher will liaise with teachers to review the strategies in place. A Team Around the Child session may be included here
The Behaviour Management Plan will now be reviewed with the Assistant Headteacher in attendance at meetings with the student reporting to them.



Senior Deputy Headteacher
The Senior Deputy Headteacher will review the Behaviour Management Plan in place and hold the review meetings. This will include a review of the interventions and whether there are any further interventions which may cause a positive change in behaviour or sustained improvements.
If there is no improvement the student will be placed on a Pastoral Support Plan (PSP). This means the students is now at risk of permanent exclusion which will be made clear to the student and their parents/carers. This will be reviewed every 2 weeks.



Headteacher
The Headteacher will review the Pastoral Support Plan in place and review the progress with the student and their parents/carers.



Governors' Panel
If there is no improvement the student will be reviewed by a panel of governors, with their parents/carers in attendance, who will set targets for improvement.



Permanent exclusion
If there is no improvement at this stage, the Headteacher will determine whether a permanent exclusion is appropriate for ongoing persistent breaches of the school's positive behaviour policy. **This may be considered for very serious one-off breaches of the school's behaviour policy.*

Appendix 5: Uniform and Equipment

Uniform expectations
We have high expectations about the wearing of our uniform. All students are required to wear full school uniform at all times, including to and from school.

The students will receive a detention for the uniform infringement and contact home made for infringements that require parental support. Uniform and equipment policy 26/27

If a student persists in wearing incorrect uniform they will incur further sanctions in order to effect positive change.

Appendix 6: Attendance

Keeping In Touch:

We understand the realities of family life and if your child is unwell and you need to contact the school quickly. Please use the graphic below should the need arise:

Letting the school know a student will be absent or late by leaving a message on the telephone – dedicated answer machine line – available 24 hours a day	01582 870912

OR

Letting the school know a student will be absent or late by speaking to our Attendance Officer	01582 870900 Option 1

OR

Letting the school know a student will be absent or late by sending an email	attendance@stopsleyhighschool.co.uk

How Parents Can Help With Attendance:

The section below, should assist you and your child in establishing a good routine:

What time do you need to leave the house to ensure you get to school on time?	Write in the best time

Latest time to leave the house is?	Write in the latest time

Your child should aim to be in school by 8.25am – this will allow your child to arrive with sufficient time before the bell goes for registration, which is in their form room	8:25am

Start of the day bell – go straight to morning registration in your form room. If your child arrives after this, your child will be marked as Late – code L.	8:30am first bell

Registers close – report to front office to register – will be marked as code U unauthorised late – unless the lateness was notified to the school in advance or is accompanied by a note	9:10am Code U = T3 detention

If a student is not registered, and we have not received contact via answer machine, telephone or email, then the school will email or call the first contact primary number – this is a safeguarding requirement.

AND

If there is no response from the parent/carer to this first day contact by email or telephone, then the school will continue to attempt to contact home

AND

If there has still been no contact there will be a home visit by either the school or Education Welfare Officer (EWO) If there is no response at the home visit, the school will leave a calling card and send an email to say that a visit has been made, and there has been no response - this is a safeguarding requirement
If there is still no response the Local Authority will investigate until a satisfactory outcome has been met

Top Class Attendance Tips:

- establish a good routine in the mornings
- establish a good routine in the evenings so your child is prepared for the school day ahead
- support them in packing their bags for school the night before
- make sure they get enough sleep
- make sure they are not too tired or over-stimulated with screen time
- charge phones in another room and not in the their bedroom
- turn off the wifi in the house until they are asleep
- make sure your child goes to school regularly and follows the school rules
- ensure your child has a good understanding of why good attendance is important
- remember the well-known saying that '80% of success is just showing up!'
- ensure your child arrives at school on time – not late
- arrange dental and medical appointments outside school hours
- always inform the school promptly on the first day of absence if your child is absent due to illness
- take truancy seriously – if your child is not attending school as you expect, they may be putting themselves at risk – Who are they with? What are they doing?
- take family holidays outside term time
- talk to your child about school and take an interest in their school work
- encourage your child to take part in other activities in the extended school day e.g. clubs, school productions, sports teams
- encourage your child to take positions of responsibility in school e.g being form captain, a member of Student Voice or a prefect
- engage in all parent events and parents' evenings
- be supportive of school events
- praise and reward your child's achievements at school
- download the 'Satchel:One' app
- download the 'Arbor' app
- offer support with homework and take an interest in their learning
- discuss any problems or difficulties with the school – staff are there to help and will be supportive
- don't allow your child to stay off school for a minor ailment – if in doubt come in to school
- if your child is unwell, insist they stay in bed with no screens (TV, phones or computers) so they can rest properly -they can read or just listen to music to help them relax
- if you are unsure if they are sufficiently ill to be off school, suggest they come to school - they can always go to the medical office if needed
- if your child is anxious or worried about going to school please do ask the school for help
- every child will have the right support from the school to help them engage with learning as well as a named member of staff for pastoral care

'In most areas of life 90% is a great result. But this is NOT the case with attendance. Only 90% attendance means that your child will miss half a school day each week, 1 day a fortnight or nearly 20 days of school during a school year – that's 4 school weeks – or a whole month of school missed.'

Appendix 7: Searching and Confiscation

Searches can play a critical role in ensuring our school is a safe environment for all students and staff. It is a measure used to safeguard and promote both staff and student welfare, and to maintain high standards of behaviour through which all students can fulfil their potential. Being in possession of a prohibited item, may mean that the pupil is involved, or at risk of being involved, in antisocial or criminal behaviour. A search may play a vital role in identifying pupils who may benefit from early help.

The Headteacher and the trained staff she authorises to do so, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, an item banned by the school policy, or any article that staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any member of our community, as detailed on page 8 of the Positive Behaviour Policy.

Stopsley High School advocates a culture of safe, proportionate and appropriate searching, which safeguards the welfare of all students and staff. A search will only be undertaken if there are reasonable grounds for suspecting that the student is in possession of a prohibited or banned item.

Trained school staff can search a student for any item if the student agrees. The staff member should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. The school will take into account the age and needs of the child when considering consent. This includes the individual needs or learning difficulties of pupils with special educational needs and making reasonable adjustments where a pupil has a disability.

A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, Stopsley HIgh School will apply an appropriate sanction and proactively seek the support of the students parent/carer to resolve the matter. During this time, the student will be supervised by a member of the pastoral team and kept away from the student community.

Where there is a significant risk of the student harming themselves or others, damaging property or creating significant disorder by not consenting to the search, then the decision to use reasonable force may be made. Such a decision is made on a case-by-case basis and is considered a last resort as detailed in Appendix 8.

Parents and carers will be informed of any search for a prohibited or banned item and the outcome of the search as soon as possible. This may include what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied and interventions implemented.

Appendix 8: Use Of Restricted Interventions Policy,(including reasonable force and seclusion)

At Stopsley High School we strive to create a safe, secure and supportive environment for all our students and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on students, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

The Use of Restricted Interventions Policy,(including reasonable force and seclusion), outlines the schools approach: Use Of Restricted Interventions Policy,(including reasonable force and seclusion)

Appendix 9: Reference to other policies:

MLT Safeguarding & Child Protection Policy 2026

Keeping Children Safe In Education 2026

MLT Special Educational Needs And Disability Policy 2025

Stopsley High School Uniform And Equipment Policy 2026

Stopsley High School Anti-Bullying Policy 2026

MLT Equalities Information and Objectives Policy 2025

Stopsley High School Exclusions and Suspensions Policy 2026