

Behaviour Policy

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1. Rastrick High School Behaviour policy - Introduction

To provide every child and young person in Rastrick High school opportunities and experiences, which give all of them the confidence and aspiration to reach and go beyond their potential

At Rastrick High School, we are committed to creating and sustaining a community in which everyone can take pride. We strive to provide an environment where all pupils feel safe, supported, respected, and empowered to achieve their aspirations. Through a positive and effective climate for learning, we encourage every pupil to engage fully in their education and to realise their potential. We recognise and celebrate the achievements of our pupils, rewarding their commitment to learning, their contribution to wider school life, and their participation in enrichment opportunities. In doing so, we foster a culture of respect, inclusion, and high expectations for all members of our school community.

2. A culture of positive behaviour – Positive Behaviour Curriculum Outstanding Citizens and Great Learners

At Rastrick High School, we ensure that pupils benefit from a positive behaviour curriculum alongside a broad and balanced academic education. This approach helps our pupils understand what it means to be a successful learner, a responsible citizen, and a valued member of both the school community and wider society. Our Rights and Responsibilities reflect the core values of the school and provide pupils with clear guidance on developing their character, citizenship, and sense of social responsibility through the Rights and Responsibilities Charter.

Our Engagement for Learning framework clearly defines the behaviours and attitudes that support successful learning, providing consistency and clarity for pupils, staff, and families alike. Through the use of shared language, routines, and expectations, we explicitly teach, model, and reinforce the positive behaviours that enable all pupils to thrive.

The Positive Behaviour Curriculum is underpinned by a comprehensive programme of staff training. This includes a thorough induction process for all new staff and an ongoing programme of professional development designed to meet the evolving needs of our school community. Particular emphasis is placed on ensuring that staff have the knowledge, skills, and confidence to support pupils with Special Educational Needs and Disabilities (SEND), enabling every young person to feel included, supported, and able to succeed.

Positive Behaviour Curriculum



Our **Positive Behaviour Curriculum** is complemented by our **Culture of Praise** and underpinned by consistent application of our **Climate for Learning Systems**.

Outstanding Citizens Great Learners



In addition, we support and reinforce these principles through the delivery of a broad, age-appropriate PSHE curriculum. This curriculum provides pupils with opportunities to develop their understanding of a range of important personal, social, and societal issues, including personal safety, child-on-child abuse, democracy, the rule of law, mutual respect and tolerance, and individual liberty. Through a carefully planned spiral curriculum, pupils revisit these themes at key stages throughout their school journey, enabling them to deepen their understanding, reflect on their attitudes and behaviours, and make informed decisions. This progressive approach helps to equip pupils with the knowledge, skills, and values they need to thrive both during their time at Rastrick High School and as active, responsible members of society.

The Behaviour for Learning Policy embodies the core values and expectations of Rastrick High School and provides the framework within which all members of the school community operate. All staff and pupils are expected to uphold these values, which are clearly expressed through the school's Rights and Responsibilities Charter. The school's procedures, systems, and practices have been designed to promote consistency, fairness, and accountability, ensuring that our values are not only understood but lived out on a daily basis. Through this shared commitment, we foster a culture of respect, responsibility, inclusion, and high aspirations for all.



Outstanding Citizens Great Learners

3. Our Rights

All members of Rastrick High School have:

- The right to learn
- The right to teach
- The right to aspire
- The right to be respected
- The right to be supported
- The right to feel safe

4. Our Responsibilities

All members of Rastrick High School have a responsibility to:

- Be punctual, prepared and productive in every lesson
- Speak politely and calmly to everyone
- Help and support others when they are in need
- Be good role models
- Be aspirational and encourage others to do so
- Treat everyone as we would like to be treated

Staff are expected to actively promote, model, and embed the principles of the Rights and Responsibilities Charter as part of the school's whole-school approach to developing and sustaining a positive climate for learning. Through their daily interactions, classroom practice, and professional conduct, staff play a vital role in ensuring that the values of respect, responsibility, and inclusion are consistently demonstrated and reinforced across all aspects of school life.

All members of the Rastrick High School community are expected to demonstrate positive behaviour at all times, both within school and beyond the school premises whenever they can be identified as representatives of the school. This expectation extends to educational visits, enrichment activities, journeys to and from school, and online conduct where there is a connection to the school community. The Rights and Responsibilities Charter applies equally to all members of our community and provides the foundation for our shared expectations, promoting a culture in which everyone is treated with dignity, respect, and fairness. By upholding these principles, we ensure that Rastrick High School remains a safe, inclusive, and aspirational environment in which all individuals can learn, develop, and succeed.

5. Engagement for Learning

Developed collaboratively by our pupils and staff, for our pupils and staff, the Engagement for Learning framework provides the entire school community with a clear and consistent understanding of the behaviours, attitudes, and habits that contribute to successful learning. The framework establishes shared expectations across all classrooms and learning environments, ensuring that pupils understand what is required to achieve their full potential both academically and personally.

Pupils and staff regularly refer to the Engagement for Learning framework during lessons, tutor time, assemblies, and key reflection points throughout the academic year. This ongoing dialogue encourages pupils to reflect on their learning behaviours, recognise their strengths, and identify areas for development. By providing a common language and a shared set of expectations, the framework supports a culture of high standards, personal responsibility, and continuous improvement. Through this approach, pupils are consistently challenged and supported to be the very best they can be, developing the skills and attitudes that will enable them to succeed both at Rastrick High School and in their future education, employment, and wider lives.

ENGAGEMENT FOR LEARNING



1

I meet all the expectations of a grade two and in addition:

- I **actively contribute** to lessons, **collaborating** with my teachers and my peers; supporting my learning and the learning of others.
- I seek and **engage** with **opportunities** to extend my learning in the classroom.
- I demonstrate a **passion** for learning through **independent** research and/or engaging in the **enrichment** opportunities.

2

- I am always **prepared** and **productive** in lesson; I complete all tasks to the best of my ability.
- I always **contribute** during lessons and, when the opportunity arises, I **collaborate** with my teacher and my peers.
- The work that I produce is a **true reflection** of what I am capable of.
- I understand and can articulate how my current learning fits into my learning journey using 'Waypoints'
- I am a reflective learner who fully **engages** with the **feedback** I am given.
- I always follow 'High 5' and take pride in the presentation of my work.
- I always produces **homework** to a high standard.

3

- I am **prepared** for lessons with expected equipment/kit.
- I am not always **productive** in lessons - I complete the minimal amount of work I can.
- I sometimes **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I sometimes miss opportunities to **engage** with the **feedback** I am given.
- I sometimes follow 'High 5' and do not always take pride in my work.
- I sometimes complete **homework** that meets expectations.

4

- I am rarely **prepared** for lessons with expected equipment/kit.
- I am rarely **productive** in lessons; I often don't complete tasks set.
- I rarely **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I often miss opportunities to **engage** with the **feedback** I am given.
- I rarely follow 'High 5' and do not always take pride in my work.
- I rarely complete **homework** that meets expectations.

5

- I am never **prepared** for lessons with expected equipment/kit.
- I am never **productive** in lessons and I rarely complete the tasks set.
- I never **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I regularly miss opportunities to **engage** with the **feedback** I am given.
- I never follow 'High 5' and do not take pride in my work.
- I never complete **homework** that meets expectations.

Please click here for more information on Engagement for Learning - [Engagement for Learning - Rastrick High School](#)

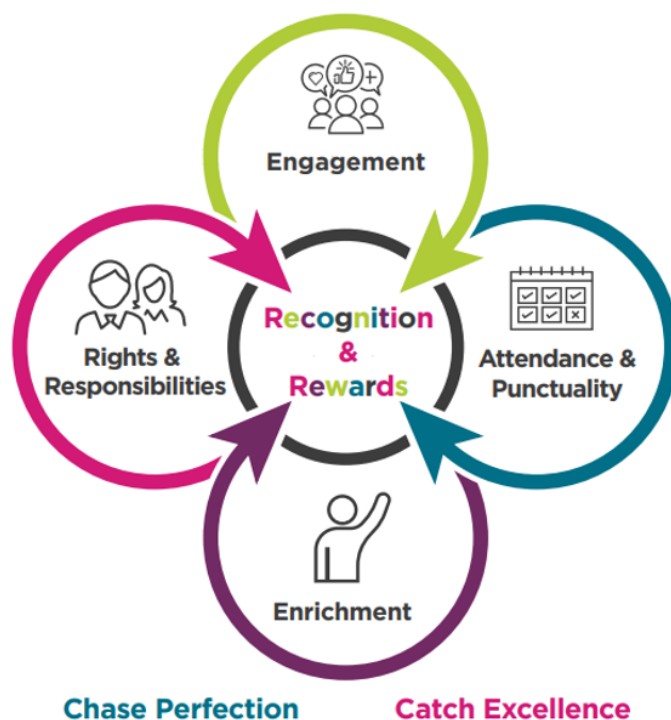
6. The school's recognition and reward system

At Rastrick High School, we have high expectations of all our pupils and are committed to creating a culture where positive behaviour, high achievement, and personal success are recognised and celebrated. We believe that outstanding teaching, supported by the regular and consistent use of praise, encouragement, and rewards, is fundamental to promoting positive behaviour and fostering excellent attitudes to learning.

Positive relationships between staff and pupils are at the heart of our approach. We recognise that pupils are most likely to thrive when their efforts, achievements, and contributions are acknowledged and valued. As such, staff are encouraged to make frequent and meaningful use of praise to reinforce positive behaviours, celebrate progress, and build pupils' confidence and self-esteem.

To support this ethos, all staff are expected to engage consistently with the school's praise and rewards systems. These systems provide a clear and equitable framework for recognising pupils who demonstrate the values and behaviours outlined in the Rights and Responsibilities Charter and Engagement for Learning framework. By celebrating success, effort, resilience, and commitment, we encourage pupils to take pride in their achievements, make positive contributions to the school community, and aspire to be the very best versions of themselves. Through a consistent and collective approach, we create an environment in which positive behaviour is recognised, valued, and embedded across every aspect of school life.

Promoting a **strong** student-centred
culture of praise at Rastrick High School



At Rastrick High School, we recognise and celebrate the achievements of all pupils who engage positively in their learning, demonstrate excellent attendance and punctuality, uphold our Rights and

Responsibilities, and actively participate in the wider life of the school through enrichment opportunities. We believe that recognising success and effort plays a key role in fostering positive attitudes, motivation, and a sense of belonging. Staff are encouraged to acknowledge and reward pupils in a variety of meaningful ways, ensuring that achievement, progress, resilience, and contribution to the school community are celebrated consistently. These methods of recognition include:

- Verbal praise and encouragement, including 'catching pupils being good'.
- Written praise through 'What Went Well' comments and feedback.
- Awarding Achievement Points through ClassCharts.
- Positive comments and recognition recorded on ClassCharts.
- Recognition through assemblies.
- Positive telephone calls home to parents and carers.
- Displaying high-quality work in classrooms and around the school.
- Recognition through year group and whole-school presentations.
- Celebration postcards sent home.
- Reward assemblies, events, and educational visits.

Through these approaches, we seek to ensure that pupils feel valued, recognised, and encouraged to continue making positive contributions to both their learning and the wider school community.

In addition to these rewards, pupil engagement and learning behaviours are formally recognised through the school's Engagement for Learning (EfL) grades. These grades provide pupils, parents, and carers with an indication of how effectively pupils are demonstrating the behaviours, attitudes, and habits that support successful learning. EfL grades are reported to parents and carers at each assessment point throughout the academic year, providing regular opportunities for reflection, celebration, and target setting. A full explanation of the Engagement for Learning criteria is available on the school website, ensuring that pupils, parents, and staff have a shared understanding of the expectations that contribute to success at Rastrick High School.

7. Mobile Phones/Smart devices

- Mobile phones must remain switched off and stored in a school bag at all times.
- Phones must not be carried in hands, blazer pockets, trouser pockets, or any visible location.
- No phone use is permitted:
 - Before school
 - Break time
 - Lunchtime
 - After school while still on school grounds
 - During lessons

Breaches

A pupil is in breach of this policy if a phone is:

- Visible
- In a trouser pocket, blazer pocket
- Used for any purpose on school grounds

Any breach will result in immediate confiscation.

Smart Devices

Smart devices, smart watches, ear buds, headphones, smart glasses, and similar devices must not be used on school site. Any breach will result in immediate confiscation.

Confiscation Procedures for Mobile Phones/Smart Devices

- Parents/carers will be notified via ClassCharts.
- Devices will not be returned directly to pupils.
- Parents/carers must collect confiscated devices from Main Reception.
- Collection times: 8:00am–5:00pm, Monday–Friday.
- Devices will be stored securely until collected.

8. Inclusion: Interventions and support

At Rastrick High School, we recognise that maintaining high standards of behaviour is a shared responsibility. Every member of staff plays a vital role in supporting pupils to make positive choices, and we work collectively to promote an environment where all pupils can learn, thrive, and achieve success. Through a consistent and supportive approach, we help pupils understand the impact of their actions and encourage them to uphold the values and expectations of our school community.

We understand that, at times, pupils may experience difficulties that affect their ability to consistently demonstrate positive behaviour. When this occurs, our priority is to work with pupils to understand the underlying causes, address barriers to success, and support them in making positive changes. Our approach is rooted in the belief that behaviour can be taught, developed, and improved through guidance, reflection, support, and appropriate intervention.

It is always our intention to help pupils modify and improve their behaviour so that they can succeed academically, develop socially and emotionally, and become positive contributors to both the school community and the wider society. We seek to balance high expectations with understanding and support, ensuring that pupils are given every opportunity to learn from their experiences and make better choices in the future.

To achieve this, the school utilises a wide range of strategies, support mechanisms, and targeted interventions. These are designed to meet the individual needs of pupils and may include restorative approaches, mentoring, pastoral support, behaviour monitoring, parental engagement, targeted intervention programmes, and support from internal and external agencies where appropriate. Through this graduated and inclusive approach, we aim to ensure that every pupil receives the guidance and support necessary to achieve their potential while maintaining a safe, respectful, and purposeful learning environment for all.

9. Classroom strategies

At Rastrick High School, all staff receive clear guidance and regular training on the behaviours, routines, and expectations that underpin a positive climate for learning. Through a consistent whole-school approach, staff work to create calm, purposeful, and inclusive classrooms where pupils can engage fully in their learning and achieve their potential. The consistent application of expectations ensures that pupils understand what is required of them and feel supported in meeting the high standards expected across the school.

Where a pupil is unable to maintain positive learning behaviours during a lesson, staff will respond in a calm, fair, and proportionate manner by following the procedures outlined in the Behaviour for Learning Policy. The school's Remind, Warn, Move, Remove system provides a clear and structured framework for addressing disruptive behaviour while giving pupils opportunities to reflect on and improve their conduct.

The purpose of this graduated approach is not simply to apply sanctions, but to support pupils in making positive choices and re-engaging successfully with their learning. At each stage, staff seek to reinforce expectations, provide clear guidance, and encourage pupils to take responsibility for their behaviour. By responding consistently and predictably, we help pupils understand the consequences of their actions while maintaining a positive and productive learning environment for all.

This approach ensures that lessons remain focused on learning, that the rights of all pupils to learn are protected, and that appropriate support and intervention can be provided when difficulties arise. Through consistency, high expectations, and positive relationships, we empower pupils to develop the self-regulation, resilience, and responsibility needed to succeed both in school and beyond.

Climate for Learning

In all lessons we expect you to follow our Rights and Responsibilities. Do this and you will be praised and awarded achievement points. If you don't meet expectations then the following system will apply.

REMIND

You are reminded of our student Rights & Responsibilities (R&R's).

WARN

You are warned that if you don't engage with our R&R's and behaviour doesn't improve you will be moved within the classroom.

MOVE

You are moved to a different seat in the classroom and this is logged as a behaviour point on Class Charts. Parents/Carers are notified.

REMOVE

You are removed from the lesson and required to work in another supervised classroom. A sanction is logged on Class Charts. Parents/Carers are contacted.

If a pupil fails to meet the school expectations, the following will occur:

- The member of staff will follow the CFL flow chart, ensuring that they write the child's name on the behaviour board and **remind and warn** the pupil that is important to engage in the learning and of our Rights and Responsibilities.
- If a pupil is **moved** within the classroom this information is recorded on ClassCharts and analysed so that appropriate support strategies may be put in place.
- If a pupil is **removed** from the classroom, they will receive an after school detention of 30 minutes with the class teacher. Parents are notified of this through ClassCharts.
- If a pupil does not attend an after-school detention, they will receive a Departmental detention of 45 minutes, which will take place after school at a time specified by the relevant department. If the pupil does not attend this detention, they will be referred to their Achievement Team where they will receive an after-school detention of 1 hour. If the pupil does not attend this detention, it will be regarded as a serious incident.

In addition to the above, staff may consider:

- Contacting parents by phone
- Restorative practice
- Meeting with parent/carer
- Subject Support and Monitoring

10. Subject support

If a pupil continues to be unable to sustain good behaviour within a subject area, Subject Leaders may consider:

- After school subject detention
- Subject report
- Meeting with parent/carer
- Restorative practice
- Move to another group

11. Whole School support

Where a pupil is unable to maintain positive behaviour consistently across a number of subjects, or where a serious incident has occurred, additional support and intervention may be required. In such cases, pupils may be referred to the school's pastoral, behaviour, SEND, inclusion, or safeguarding teams to ensure that appropriate support is identified and implemented. Our aim is always to understand and address the underlying factors contributing to a pupil's behaviour, while providing the guidance, challenge, and support necessary to enable them to succeed.

Interventions are tailored to individual need and may involve a graduated response, with increasing levels of support where concerns persist. The following interventions may be considered:

- Form Tutor Report
- Restorative Practice
- Achievement Manager Report
- Referral for assessment by the SEND and Inclusion Team

- Achievement Leader Report
- Targeted support from the SEND and Inclusion Team
- Referral to the Core Group
- Referral to Multi-Agency Services and external professionals
- Amended or personalised timetables
- Reflect, Thrive and Engage provision
- Fixed-Term Suspension
- Off-Site Direction
- Managed Move
- Pastoral Support Plan (PSP)
- Referral to external agencies and specialist services
- Common Assessment Framework (CAF) or equivalent early help processes

The purpose of these interventions is to provide pupils with the support, guidance, and strategies required to improve their behaviour, overcome barriers to learning, and achieve success within the school community. The school works collaboratively with pupils, parents and carers, external agencies, and other professionals where appropriate, ensuring that support is both timely and effective.

Whilst interventions may vary in intensity, the underlying principle remains the same: to help every pupil develop the skills, resilience, self-regulation, and personal responsibility necessary to engage positively in school life and fulfil their potential. Where behaviour continues to present significant concerns despite support and intervention, more formal measures may be considered in line with the school's Behaviour for Learning Policy and statutory guidance.

12. SEND

As an inclusive school, Rastrick High School recognises that some pupils may require additional support, adaptations, or interventions to successfully meet the school's behavioural expectations. The school will consider all relevant Special Educational Needs and Disabilities (SEND) information when applying this Behaviour for Learning Policy and will make appropriate and reasonable adjustments to practice where necessary. Such adjustments will be informed by professional expertise within the school and, where appropriate, developed in partnership with parents and carers, external agencies, and the pupils themselves.

We are committed to identifying SEND at the earliest possible stage and ensuring that effective support is put in place promptly. Through a graduated and individualised approach, pupils with SEND are supported to understand, meet, and achieve the school's behaviour standards while maintaining their dignity, wellbeing, and access to education. The school recognises that behaviour can, at times, be a form of communication and that underlying needs may impact a pupil's ability to consistently regulate their behaviour.

When making decisions regarding behaviour, staff will carefully consider whether a pupil's SEND may have contributed to the behaviour being displayed and whether reasonable adjustments or additional support are required. Whilst maintaining high expectations for all pupils, the school is committed to responding fairly, proportionately, and consistently, ensuring that individual needs are appropriately taken into account.

Rastrick High School will make reasonable adjustments to its policies, procedures, and practices and will work collaboratively with external professionals and agencies to ensure that pupils with SEND receive the support to which they are entitled. In doing so, the school fulfils its statutory responsibilities, including:

- Under the Equality Act 2010, schools have a duty to take reasonable steps to avoid substantial disadvantage to a disabled pupil arising from a policy, practice, or provision.
- Under the Children and Families Act 2014, schools must use their best endeavours to identify and meet the needs of pupils with SEND.
- Where a pupil has an Education, Health and Care Plan (EHCP), the school must secure the provision specified within the plan and work collaboratively with the local authority and relevant agencies to support the pupil's needs.

Reasonable adjustments may include, but are not limited to:

- Adaptations to classroom routines and expectations.
- Personalised behaviour support plans.
- Additional pastoral, inclusion, or SEND support.
- Access to safe spaces and regulation strategies.
- Adjustments to sanctions where appropriate and proportionate.
- Enhanced communication with families and external professionals.
- Targeted interventions to support emotional regulation, social communication, and executive functioning skills.
- Modified timetables or bespoke support packages where necessary.

The school seeks to balance high expectations with an understanding of individual needs, ensuring that all pupils are supported to achieve positive outcomes. Through partnership with pupils, parents and carers, staff, and external agencies, we aim to create an environment in which every young person feels included, valued, and able to succeed.

Further information regarding the support available for pupils with SEND can be found in the school's SEND Policy, SEND Information Report, Staff Handbook, and Safeguarding and Child Protection Policy. These documents should be read alongside this Behaviour for Learning Policy to ensure a full understanding of the school's inclusive approach to supporting pupils.

13. Out of class incidents

During social times, including breaktimes, lunchtimes, transition periods, and other unstructured parts of the school day, all staff share responsibility for promoting positive behaviour and ensuring that the Rights and Responsibilities Charter is upheld. Staff are expected to actively reinforce the school's expectations, challenge inappropriate behaviour in a calm and respectful manner, and support pupils in making positive choices.

Where an incident occurs during social time, the member of staff present should address the issue at the earliest opportunity, referring to the school's Rights and Responsibilities Charter and encouraging the pupil to reflect upon their behaviour and its impact on others. In many cases, low-level concerns can be resolved through effective communication, restorative conversations, and the consistent application of the school's expectations.

Where the nature of the incident requires further action, the member of staff should refer the matter to the appropriate Achievement Manager and the member of staff must ensure that the incident is recorded on ClassCharts. Sanctions may be issued by the member of staff or the Year Team. Accurate and timely recording enables the school to monitor behavioural patterns, apply appropriate interventions, and ensure consistency in response across the school community.

In situations where immediate support is required, where there is a significant concern for safety, or where a serious behavioural incident is taking place, staff should seek assistance from a member of the Senior Leadership Team (SLT) or the relevant Year Team without delay. Staff should always prioritise the safety and wellbeing of pupils and colleagues when responding to incidents.

Through a consistent and collective approach during social times, Rastrick High School aims to maintain a safe, respectful, and inclusive environment in which all pupils can enjoy positive social interactions and feel supported throughout the school day.

14. Serious Incidents

Whilst the vast majority of pupils consistently meet the high standards of behaviour expected at Rastrick High School, we recognise that, on rare occasions, serious incidents may occur. These incidents may take place within school, whilst travelling to and from school, during educational visits, or outside of school where there is a clear link to the school community.

All serious incidents are investigated thoroughly and impartially. The school is committed to ensuring that investigations are conducted in a fair, transparent, and proportionate manner, taking into account the views and accounts of all parties involved, any available evidence, and the individual circumstances of the incident. Following a full investigation, the school will make decisions based on the balance of probabilities and determine any appropriate support, intervention, or sanction in line with this policy and statutory guidance.

In all cases, the school will seek to safeguard those affected, address any harm caused, and support pupils to learn from their actions while maintaining the safety and wellbeing of the wider school community.

Serious incidents may include, but are not limited to, the following categories:

Child-on-Child Incidents

Incidents involving behaviour between pupils may include:

- Verbal abuse towards another pupil.
- Physical aggression towards another pupil.
- Face-to-face bullying.
- Online or cyberbullying.
- Racist incidents.
- Homophobic incidents.
- Discriminatory behaviour.
- Sexual misconduct.
- Sexual harassment.
- Harmful sexual behaviour.
- Intimidation, coercion, or threatening behaviour.

All allegations involving child-on-child abuse will be managed in accordance with the school's Safeguarding and Child Protection Policy. Behaviour that causes harm to another pupil will always be taken seriously, investigated appropriately, and responded to with both safeguarding and disciplinary considerations in mind.

Other Serious Behaviour Incidents

Other serious incidents may include:

- Defiance or refusal to follow reasonable staff instructions.
- Verbal abuse directed towards staff.
- Physical aggression towards staff.
- Damage to school property.
- Theft.
- Vandalism.
- Possession of prohibited items.
- Smoking, vaping, alcohol, or substance-related incidents.
- Dangerous behaviour that places others at risk.
- Persistent disruptive behaviour despite previous intervention.
- Behaviour that brings the school into disrepute.

Following investigation, the school may implement a range of responses depending on the nature and seriousness of the incident. These may include restorative approaches, pastoral intervention, behaviour support plans, suspension, off-site direction, managed moves, involvement of external agencies, or, in the most serious cases, consideration of permanent exclusion.

The school's primary objective is always to maintain a safe, respectful, and inclusive environment in which all members of the school community can learn and work free from disruption, intimidation, or harm. Any response to serious incidents will reflect the school's commitment to fairness, consistency, safeguarding, and the promotion of positive behaviour.

15. Reflect, Thrive and Engage



To ensure that all pupils receive the support they need to be successful, Rastrick High School operates a graduated approach to intervention through its Reflect, Thrive and Engage provisions. These pathways provide targeted support for pupils whose behaviour, engagement, or individual circumstances require additional intervention beyond the universal support available in the classroom.

Reflect

On occasion, and following either a serious one-off incident or a period of repeated disruptive and/or defiant behaviour, it may be necessary to temporarily withdraw a pupil from mainstream lessons for a defined period. In these circumstances, pupils may be placed in Reflect.

Reflect provides pupils with an opportunity to continue their learning in a structured and supportive environment whilst engaging in restorative and reflective activities designed to help them understand and improve their behaviour. During their placement, pupils will continue to access an appropriate curriculum alongside interventions delivered by Behaviour and Inclusion staff.

The purpose of Reflect is to enable pupils to reflect upon their actions, repair relationships where appropriate, develop strategies for future success, and return to mainstream lessons ready to engage positively with learning.

Pupils attending Reflect are expected to follow the school day, starting at 8:55am and finishing at 4:30pm. Where a pupil is placed in Reflect, parents and carers will be invited to attend a meeting with school staff to discuss the concerns identified, review support strategies, and work collaboratively towards a positive outcome.

Thrive

Where pupils demonstrate patterns of behaviour that indicate a need for additional support, they may access the school's Thrive provision.

Thrive offers tailored interventions designed to address barriers to learning and improve pupils' resilience, self-regulation, emotional wellbeing, engagement, and learning behaviours. Support is personalised to the individual pupil and may include mentoring, coaching, restorative work, targeted pastoral support, therapeutic interventions, and strategies designed to strengthen pupils' confidence and capacity to make positive choices.

The aim of Thrive is to provide early and effective intervention, enabling pupils to develop the skills and behaviours necessary to achieve success both in the classroom and within the wider school community.

Engage

Where pupils are not accessing their curriculum as planned and where previous interventions have not secured the desired improvement, a more personalised approach may be required through the school's Engage provision.

Engage provides pupils with a bespoke curriculum pathway designed to meet their individual needs while maintaining high expectations for progress and attainment. The provision combines access to high-quality curriculum teaching with opportunities for personal development, employability skills, wellbeing support, and engagement with external organisations and specialist providers where appropriate.

The overarching aim of Engage is to re-establish successful engagement with education and provide pupils with the support required to overcome barriers to learning. Wherever possible, the intended outcome is for pupils to successfully reintegrate into and access the full five-year curriculum, equipped with the skills, confidence, and resilience needed to thrive in mainstream education.

Through Reflect, Thrive and Engage, Rastrick High School seeks to provide a graduated and inclusive framework of support that balances high expectations with appropriate intervention, ensuring that every pupil has the opportunity to succeed, make positive choices, and fulfil their potential.

16. Permanent Exclusion and Suspension

Serious breaches of the school's behaviour policy

Rastrick High School is committed to maintaining a safe, respectful, and inclusive learning environment in which all pupils can achieve and thrive. We recognise that, for the overwhelming majority of pupils, positive behaviour can be supported and improved through high-quality teaching, strong relationships, effective pastoral support, reasonable adjustments, and targeted interventions. As such, suspension or permanent exclusion will only be considered when other appropriate strategies have been implemented or where the seriousness of an incident warrants such action.

Suspension and permanent exclusion are significant sanctions and are used only in circumstances where the behaviour of a pupil seriously breaches the school's Behaviour for Learning Policy or where allowing the pupil to remain in school would seriously disrupt the education, welfare, or safety of others. In taking such decisions, the school seeks to balance the needs of the individual pupil with its duty to maintain a safe and orderly environment for all members of the school community.

For most pupils, interventions such as restorative practices, pastoral support, behaviour monitoring, inclusion support, SEND interventions, parental engagement, and personalised behaviour plans will be effective in promoting positive change. However, where such approaches have been exhausted, or where an incident is of such seriousness that an immediate response is required, suspension or permanent exclusion may be necessary as a last resort.

The school will ensure that all decisions relating to suspension and permanent exclusion are lawful, reasonable, fair, and proportionate. Consideration will be given to the individual circumstances of the case, including any relevant safeguarding concerns, Special Educational Needs and Disabilities (SEND), reasonable adjustments, and the support that has previously been provided to the pupil.

Rastrick High School will always follow the most recent Department for Education guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. All statutory procedures relating to suspension and permanent exclusion will be adhered to, including those responsibilities placed upon the Head of School, Governors, the Local Authority, parents and carers, and any other relevant agencies.

Where a suspension is issued, the school will work with pupils and families to support a successful reintegration into school through appropriate restorative and support measures. Where permanent exclusion is being considered or implemented, all statutory guidance and procedural safeguards will be followed to ensure that decisions are transparent, evidence-based, and made in the best interests of the wider school community.

This Behaviour for Learning Policy, and the procedures that support its implementation, are reviewed annually to ensure continued compliance with current legislation, statutory guidance, and best practice. Through regular review and evaluation, the school seeks to maintain a fair, consistent, and inclusive approach to behaviour that supports high standards whilst meeting the needs of all learners.

DFE Guidance - [School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

Behaviour Policy - Pupils with SEND

The law requires schools to balance a number of duties when developing and implementing behaviour policies, particularly where a pupil has Special Educational Needs and Disabilities (SEND) that may, at times, affect their behaviour. Rastrick High School is committed to ensuring that all pupils are treated fairly, supported appropriately, and given every opportunity to succeed within a safe and inclusive

environment.

In particular:

- Schools have duties under the **Equality Act 2010** to take reasonable steps to avoid substantial disadvantage to a disabled pupil arising from the school's policies, procedures, or practices.
- Under the **Children and Families Act 2014**, schools are required to use their best endeavours to identify and meet the needs of pupils with SEND.
- Where a pupil has an **Education, Health and Care Plan (EHCP)**, the school must secure the provision specified within the plan and work in partnership with the Local Authority and other relevant agencies to ensure those needs are met.

As part of fulfilling these duties, the school will seek, wherever possible, to identify and anticipate factors that may contribute to behavioural difficulties. Staff will consider whether a pupil's SEND may be affecting their ability to meet behavioural expectations and will put appropriate support and interventions in place to prevent difficulties from escalating.

Any preventative or supportive measures will be tailored to the individual needs, circumstances, and strengths of the pupil concerned. Such measures may include reasonable adjustments to classroom practice, additional pastoral support, personalised behaviour plans, adapted routines, sensory or regulation strategies, modified timetables, or targeted intervention from the SEND and Inclusion Team.

The school recognises that behaviour can sometimes be a form of communication and that pupils with SEND may require additional support to develop self-regulation, social understanding, emotional resilience, and positive learning behaviours. Whilst maintaining consistently high expectations for all pupils, staff will consider individual needs when making behavioural decisions and ensure that responses are reasonable, proportionate, and aligned with the school's statutory responsibilities.

Through early identification, effective partnership working with families, and collaboration with external professionals where appropriate, Rastrick High School seeks to remove barriers to learning and enable all pupils, including those with SEND, to engage positively in school life, achieve success, and realise their full potential.

17. Attendance and Punctuality

Good attendance and punctuality are fundamental to the success of the school's Behaviour for Learning Policy. Regular attendance ensures that pupils can fully engage with their education, access the breadth of learning opportunities available to them, and make sustained academic and personal progress. Likewise, punctuality enables pupils to begin lessons positively, minimise disruption to learning, and develop the habits and personal responsibility that will support them in future education, employment, and adult life.

Rastrick High School is committed to working in partnership with pupils, parents, and carers to promote excellent attendance and punctuality. Information regarding attendance procedures, support available to families, and guidance relating to absence can be found on the school's website. The school has an expectation that all pupils strive for excellent attendance, with a target of at least 97% attendance, whilst recognising that every pupil should aim for 100% attendance wherever possible.

To support punctuality and ensure a calm and purposeful start to the school day, the following expectations apply:

- Pupils are expected to arrive on the school site no later than 8:45am.
- The first bell sounds at 8:53am, signalling that pupils should move promptly to their Period 1 lesson.
- All pupils are expected to be ready to learn for an 8:55am start.
- Punctuality to school is monitored daily.
- Where a pupil arrives late to school, parents and carers will be notified through ClassCharts.
- If a pupil is late to school on three occasions within a half term without a valid reason, they will receive an after-school detention with the Achievement Team.
- Where concerns regarding punctuality persist, pupils may be placed on a Punctuality Report, initially monitored by the Form Tutor and, where necessary, escalated to the Achievement Team.

Punctuality to lessons is equally important. Arriving late disrupts learning for both the pupil and their peers and can negatively affect progress and engagement. Where pupils fail to arrive punctually to lessons, classroom teachers may implement a range of strategies to support improvement, including:

- Breaktime detention.
- After-school detention.
- Subject Punctuality Report.
- Communication with parents and carers.
- Referral to the Subject Leader.
- Placement on a Year Group Punctuality Report.

Where poor punctuality becomes persistent despite support and intervention, pupils may be referred to the School Welfare Team for further guidance and support. The school will work closely with pupils and families to identify and address any barriers to attendance and punctuality, ensuring that appropriate strategies are in place to support sustained improvement.

Through high expectations, early intervention, and strong partnerships with families, Rastrick High School seeks to ensure that all pupils attend regularly, arrive punctually, and maximise the educational opportunities available to them. Consistent attendance and punctuality are key foundations for learning, achievement, wellbeing, and future success.

18. Searching, Screening and confiscation.

Rastrick High School is committed to maintaining a safe, secure, and orderly environment in which all members of the school community can learn and work free from harm. In fulfilling this responsibility, the school will act in accordance with current government guidance and the school's **Searching, Screening and Confiscation Policy**. The use of search powers will always be lawful, proportionate, and conducted with due regard for pupils' welfare, dignity, privacy, and safeguarding needs.

The school recognises that searches can play an important role in maintaining safety, preventing harm, and identifying pupils who may require additional support or intervention. Where concerns arise, staff will always consider whether there are reasonable grounds to justify a search and will act in accordance with statutory guidance and school procedures.

Powers to Search

- Staff members may search a pupil for any item where the pupil gives their consent.
- The Head of School, and members of staff authorised by the Head of School, have the legal authority to search a pupil for prohibited or banned items, with or without the pupil's consent, where there are reasonable grounds for suspicion.
- Searches will be conducted respectfully and professionally, ensuring that pupils are treated fairly and with dignity throughout the process.

The following members of staff are authorised to conduct searches on behalf of the Head of School:

- Mr M Williams
- Mr L Timmins
- Mr J Endersby
- Miss R Bailey
- Mrs Liburd

Conducting Searches

Where a search is deemed necessary:

- The member of staff conducting the search will normally be of the same sex as the pupil.
- A second member of staff will be present throughout the search.
- Searches will be undertaken in an appropriate location and conducted in a manner that minimises distress and embarrassment.

The only exception to these arrangements would be where the Head of School, or authorised staff member, reasonably believes that delaying the search would create a risk of serious harm to the pupil or another person. In such circumstances, a search may be undertaken without adhering to the usual staffing requirements where this is necessary to protect safety.

Reasonable Grounds for a Search

Searches will only take place where there are reasonable grounds to suspect that a pupil may be carrying a prohibited, banned, or harmful item. Reasonable grounds may include, but are not limited to:

- Hearing a pupil or group of pupils discussing an item.
- Information provided by a pupil, member of staff, parent, carer, or member of the public.
- A staff member observing the item directly.
- Behaviour that leads staff to reasonably suspect that a pupil is concealing an item.
- Information or observations obtained through CCTV monitoring.

Safeguarding Considerations

The school recognises that the discovery of certain items may indicate wider safeguarding concerns. Searches may therefore form part of the school's wider safeguarding responsibilities.

Where a search identifies evidence suggesting that a pupil may be at risk of harm, the matter will be referred immediately to the Designated Safeguarding Lead (DSL). The school will consider whether additional support, an Early Help assessment, a safeguarding referral, or referral to Children's Social Care is required.

Prohibited Items

The following items are prohibited in school and may be searched for and confiscated where appropriate:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco products, cigarette papers, vapes, and related paraphernalia.
- Fireworks.
- Pornographic images.
- Energy drinks or other drinks containing high levels of caffeine.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence.
 - Cause personal injury to any person, including the pupil themselves.
 - Cause damage to property.

Any prohibited item found as part of a search may be confiscated and disposed of, retained, or handed to the police or other agencies, as appropriate and in accordance with statutory guidance.

Monitoring and Review

The school will ensure that all searching, screening, and confiscation practices are conducted in accordance with current legislation, Department for Education guidance, and safeguarding requirements. Records will be maintained where appropriate, and relevant parents or carers will be informed in line with school procedures.

Further detail regarding roles, responsibilities, search procedures, confiscation arrangements, and safeguarding considerations can be found in the school's **Searching, Screening and Confiscation Policy**, which is available upon request from the school reception and should be read alongside this Behaviour for Learning Policy and the school's Safeguarding and Child Protection Policy.