



Behaviour for Learning Policy

WHITWORTH COMMUNITY HIGH SCHOOL

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Prepared by:	Mr A Kewin
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1. Aims

At Whitworth Community High School, we believe that good behaviour in all aspects of school life is essential to enable effective teaching and learning to take place. Our vision to continually 'climb higher' on our journey toward excellence at the heart of the local community underpins this ethos, ensuring every decision is guided by our core values: Ready, Respectful, Responsible. This policy seeks to create a caring, safe, and empowering environment where strong, ethical practices are consistently implemented. By establishing a whole-school approach to maintaining high standards of behaviour, we aim to ensure that every student has the opportunity to learn in a calm and supportive setting, encouraging self-discipline, mutual respect, and the highest possible academic and personal outcomes.

Specifically, this policy aims to:

- Promote a positive culture of excellent behaviour rooted in being Ready, Respectful, and Responsible.
- Summarise the roles and responsibilities of leaders, staff, students, and governors in maintaining these standards.
- Establish a consistent, whole-school approach to behaviour management applied equally to all students.
- Foster positive relationships based on mutual respect and an understanding of authority.
- Outline clear expectations and consequences for student behaviour.
- Define unacceptable behaviour, including bullying and discrimination, to keep every child safe; and
- Promote the school's Zero Tolerance approach to homophobic language, racism, sexual harassment and bullying, and ensure students know how to report concerns, including through Speak Up.

1.1 Our Behaviour Expectations – The 3 Rs

The 3 Rs provide a simple, shared language for behaviour across Whitworth Community High School. Students are expected to be:

- Ready – attend regularly and on time, bring the correct equipment, complete Home Learning, be organised for learning and show resilience and independence.
- Respectful – speak politely, listen to others, follow reasonable instructions, value different opinions and beliefs, help others to feel safe and allow everyone to learn.
- Responsible – work hard, take ownership of choices, look after property and the school environment, represent the school positively and make safe and sensible decisions.

These expectations apply in lessons, around school, on the journey to and from school and whenever students are representing Whitworth Community High School.

2. Legislation and Statutory Guidance

This policy has been developed in accordance with the school's statutory duties and with regard to relevant legislation and guidance issued by the Department for Education (DfE).

In particular, this policy has regard to:

- **Education and Inspections Act 2006**, including the duties and powers relating to school discipline, the regulation of students' conduct, disciplinary penalties, confiscation and behaviour beyond the school premises;
- **Education Act 1996**, including relevant provisions relating to the education of students and the statutory powers available to schools;
- **Education Act 2002**, including the school's duty under section 175 to safeguard and promote the welfare of children;
- **Equality Act 2010**, including the school's duties relating to discrimination, protected characteristics and the requirement to make reasonable adjustments for disabled students;
- **Children and Families Act 2014**, including the school's responsibilities towards students with special educational needs and disabilities (SEND);
- the **Special Educational Needs and Disability Code of Practice: 0 to 25 years**;
- **Behaviour in Schools: Advice for headteachers and school staff** (DfE, February 2024);
- **Keeping Children Safe in Education**, and any subsequent updates to that statutory guidance;
- **Searching, Screening and Confiscation: Guidance for Schools**, including the statutory guidance concerning schools' powers to search students and confiscate prohibited or banned items;
- **Restrictive interventions, including the use of reasonable force, in schools**, effective from 1 April 2026;
- **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**, statutory guidance effective from 26 July 2026;
- current statutory and non-statutory DfE guidance concerning **mobile phones in schools**; and
- other relevant statutory guidance relating to safeguarding, attendance, alternative provision and student welfare.

In accordance with these duties, the school recognises that disciplinary action must be lawful, reasonable, proportionate and applied fairly. When responding to behaviour, staff will take account of the individual circumstances of the student, including their age, any special educational needs or disabilities, safeguarding

concerns, medical needs and any other relevant factors. Reasonable adjustments will be made where required by law.

The school recognises that behaviour can sometimes be an indication of an unmet educational, pastoral or safeguarding need. Where a student's behaviour gives staff reason to believe that they may be suffering, or are at risk of suffering, harm, the school's Safeguarding and Child Protection Policy will be followed and the matter referred to the Designated Safeguarding Lead (DSL) or a deputy as appropriate.

The school also recognises its responsibility to ensure that this policy does not discriminate unlawfully against students because of a protected characteristic and that its implementation supports equality of opportunity. This principle applies to the use of rewards, sanctions, reasonable adjustments, removal from classrooms, searching and confiscation, restrictive interventions, suspensions and permanent exclusions.

The Governing Body and Headteacher will ensure that this policy is kept under review and amended where necessary to reflect changes to legislation, statutory guidance and Department for Education advice.

3. Roles and Responsibilities

Creating a positive culture of behaviour is the responsibility of the whole school community. Governors, school leaders, staff, students and parents/carers all have an important role in establishing and maintaining the high standards of behaviour expected at Whitworth Community High School.

The school's expectations are underpinned by the 3 Rs: Ready, Respectful, and Responsible. All members of the school community are expected to understand, promote, and support these expectations.

3.1 The Governing Body

The Governing Body is responsible for:

- establishing, in consultation with the Headteacher, the principles that underpin the school's approach to behaviour;
- ensuring that the Behaviour for Learning Policy supports the school's ethos, values and commitment to providing a safe, orderly and inclusive learning environment;
- reviewing the Behaviour for Learning Policy in conjunction with the Headteacher and monitoring its effectiveness;
- ensuring that the policy is lawful, non-discriminatory and consistent with the school's duties under the Equality Act 2010, safeguarding legislation and SEND legislation;

- supporting the Headteacher and school staff in maintaining high standards of behaviour;
- monitoring relevant behaviour information, including the use of sanctions, suspensions and permanent exclusions, and considering whether particular groups of students are disproportionately affected; and
- holding the Headteacher to account for the effective and consistent implementation of the policy.

3.2 The Headteacher

The Headteacher has overall responsibility for establishing and maintaining the school's behaviour culture and for the implementation and day-to-day management of this policy.

The Headteacher will:

- establish and communicate high expectations for behaviour across the school;
- ensure that the 3 Rs—Ready, Respectful and Responsible are understood and consistently promoted by staff and students;
- ensure that the school environment encourages positive behaviour and enables students to learn in a calm, safe and supportive environment;
- ensure that staff implement this policy consistently, fairly and proportionately;
- ensure that staff receive appropriate induction, training and support in relation to behaviour management;
- ensure that the Behaviour for Learning Policy operates alongside the school's Safeguarding and Child Protection Policy, SEND provision and other relevant policies;
- ensure that appropriate support and intervention are available for students who experience difficulty in meeting the school's behaviour expectations;
- ensure that behaviour information is monitored and reviewed to identify patterns, emerging concerns and any disproportionate impact upon particular groups of students;
- ensure that parents and carers are appropriately informed about the school's expectations and significant concerns regarding their child's behaviour; and
- exercise the statutory responsibilities of the Headteacher in relation to suspensions and permanent exclusions.

3.3 Senior Leadership Team, Heads of Year and Pastoral Leaders

The Senior Leadership Team, Heads of Year and Pastoral Team will support the Headteacher in establishing and maintaining the school's behaviour culture.

They will:

- model and promote the 3 Rs and the behaviour expected of all students;
- support staff in applying the Behaviour for Learning Policy consistently;

- provide appropriate support where staff encounter challenging or persistent behaviour;
- respond to serious or persistent incidents in accordance with the school's behaviour procedures;
- monitor behaviour information and identify students requiring additional support or intervention;
- work with students, parents/carers, the SENCO, safeguarding staff and external agencies where appropriate;
- support reintegration following significant sanctions, including periods in Reflect or suspension;
- ensure that behaviour concerns which may indicate a safeguarding issue are referred appropriately; and
- monitor the effectiveness of interventions and escalate support where necessary.

3.4 All Staff

All members of staff have a responsibility to contribute to a calm, safe, respectful and purposeful school environment.

Staff will:

- model the standards of behaviour expected from students and consistently demonstrate the 3 Rs;
- explicitly teach, reinforce and remind students of the school's behaviour expectations and routines;
- create a positive classroom environment in which students are able to learn;
- build positive and professional relationships with students;
- recognise, praise and reward students who meet or exceed the school's expectations;
- challenge behaviour which falls below the standards expected;
- follow the agreed classroom behaviour procedures and apply sanctions consistently, fairly and proportionately;
- take account of relevant individual circumstances, including SEND, disability, safeguarding needs and reasonable adjustments;
- record behaviour incidents accurately and promptly using the school's agreed systems;
- communicate appropriately with parents/carers where required;
- seek support from pastoral or senior staff when behaviour is persistent or serious;
- consider whether a change in behaviour may indicate an unmet need or safeguarding concern and follow the appropriate procedures; and
- support colleagues in maintaining consistent expectations across the school.

3.5 Parents and Carers

Parents and carers play an important role in supporting their child and working in partnership with the school to maintain high standards of behaviour.

Parents and carers are expected to:

- familiarise themselves with and support the school's Behaviour for Learning Policy;
- reinforce the 3 Rs – Ready, Respectful and Responsible at home;
- support their child in meeting the school's expectations regarding behaviour, attendance, punctuality, uniform and readiness to learn;
- support the school's use of appropriate rewards, interventions and sanctions;
- encourage their child to follow reasonable instructions from members of staff;
- communicate respectfully with school staff and work constructively with the school where concerns arise;
- attend meetings concerning their child's behaviour where reasonably requested;
- inform the school of circumstances which may affect their child's behaviour or ability to meet expectations;
- support agreed behaviour interventions and reintegration arrangements; and
- raise concerns about the application of this policy directly with the school through the appropriate channels.

3.6 Students

All students are responsible for their own behaviour and for contributing positively to the Whitworth school community.

Students are expected to:

- understand and follow the school's 3 Rs – Ready, Respectful and Responsible;
- follow the school's rules, routines and reasonable instructions from staff;
- behave in a way that allows teachers to teach and other students to learn;
- take responsibility for their actions and the choices they make;
- treat staff, other students, visitors and members of the wider community with respect;
- respect the school environment, property and the possessions of others;
- behave safely and responsibly in school, when travelling to and from school, when representing the school and in circumstances where their behaviour may affect the school community;
- report bullying, harassment, discrimination, violence, safeguarding concerns or other behaviour which may place themselves or others at risk, either directly to a trusted adult or through the school's Speak Up form;
- engage positively with support or interventions provided to help them meet the school's expectations;

- accept appropriate consequences when their behaviour falls below the expected standard; and
- contribute to a positive school culture by recognising that their behaviour can affect the learning, safety and wellbeing of others.

3.7 The SENCO and Designated Safeguarding Leads

The SENCO and Designated Safeguarding Leads (DSL), working with other appropriate staff, will support the school in identifying circumstances in which behaviour may be related to SEND, disability, an unmet need or a safeguarding concern. They will advise staff on appropriate support, reasonable adjustments and safeguarding responses and will ensure that relevant information is considered when decisions about behaviour interventions and sanctions are made.

4. Rewards

Recognising and celebrating positive behaviour, effort and achievement is central to the culture of Whitworth Community High School. Rewards reinforce the 3 Rs and help students understand that their effort, progress, achievement and contribution are valued.

All staff will look for meaningful opportunities to recognise success, both formally and informally, so that students of all abilities and backgrounds can be celebrated.

4.1 Achievement Points

Achievement Points form the foundation of the school's rewards system and provide an immediate means of recognising positive effort, achievement, behaviour and contribution.

Achievement Points can be awarded both within lessons and outside lessons, allowing staff to recognise students for their academic work as well as their contribution to the wider school community.

The school has a range of Achievement Point categories through which students can be recognised. These include: Categories include classwork, home learning, reading, presentation of work, club attendance etc.

Achievement Points should be awarded appropriately and consistently, with higher point values recognising a greater level of effort, achievement or contribution.

The school may amend, add to or develop Achievement Point categories during the academic year to reflect changes to the curriculum, enrichment opportunities, school

priorities or other forms of positive contribution. The categories listed within this policy are therefore not exhaustive.

4.2 Postcards

Students' Achievement Points accumulate throughout the academic year. As students reach specified milestones, they are recognised through the school's "Reach for the Stars" Achievement Postcard system.

The postcard system is designed to recognise sustained effort, achievement, positive behaviour and contribution over time. Students progress through the award milestones in the following order:

Neptune – 25 points; Saturn – 75 points; Jupiter – 150 points; Mars – 200 points; Earth – 250 points; Venus – 300 points; Mercury – 400 points; Sun – 500 points; Galaxy – 600 points; Universe – 700 points.

When a student reaches the relevant milestone, they are awarded the corresponding Achievement Postcard during the Head of Year assembly. This provides a tangible recognition of success and gives the school an opportunity to share positive achievement with parents and carers.

The progressive nature of the system is intended to motivate students to continue demonstrating the school's expectations of being Ready, Respectful and Responsible and to recognise sustained positive behaviour and effort across school life.

4.3 Hot Chocolate with the Headteacher

Students may be invited to Hot Chocolate with the Headteacher in recognition of exceptional effort, achievement, progress, positive behaviour or contribution to the school community.

This provides an opportunity for students' successes to be recognised personally by the Headteacher and celebrates students who exemplify the values and expectations of Whitworth Community High School and the 3 Rs.

4.4 Commendation Assemblies

The school holds Commendation Assemblies to formally recognise and celebrate student achievement.

As part of these assemblies, students may receive Bronze, Silver and Gold Star badges in recognition of their achievements, effort and positive contribution to school life.

These awards provide visible recognition of success and encourage students to continue demonstrating the high standards of effort, behaviour and attitude expected at Whitworth Community High School.

4.5 Awards Evening

The school's Awards Evening provides an opportunity to formally recognise and celebrate students who have demonstrated exceptional effort and attainment in lessons.

Awards are presented to students who have distinguished themselves through their approach to learning, sustained effort and/or academic achievement.

Family members are invited to attend the Awards Evening to share in and celebrate the student's success. The evening provides an opportunity for students, families and staff to come together to recognise achievement and reinforces the importance Whitworth Community High School places on hard work, effort, achievement and aspiration.

4.6 Wider Recognition

We want students to feel proud of their achievements and to know when they have done well. Alongside our main rewards, staff will look for opportunities to recognise and celebrate success throughout the school day.

This may include verbal praise, positive feedback, sharing excellent work, contact home and recognition within departments, year groups or the wider school community.

We recognise that success looks different for different students. Rewards can therefore celebrate effort, progress, improvement, resilience, achievement, positive behaviour and contribution to school life, as well as academic attainment.

The rewards described in this policy are not the only ways in which students may be recognised. Other rewards and opportunities to celebrate success may be used throughout the year.

5. Sanctions

Whitworth Community High School has high expectations of student behaviour. Where a student does not meet these expectations, staff will respond in a calm, consistent, fair and proportionate manner.

The purpose of a sanction is to make clear that a student's behaviour has fallen below the standards expected, to protect the learning and wellbeing of others, and to support the student in making better choices in the future.

When deciding on an appropriate sanction, staff will consider the nature and seriousness of the behaviour, its impact on others, the student's individual circumstances and any relevant SEND, disability, safeguarding or medical needs. Reasonable adjustments will be made where required.

Where behaviour is persistent or represents a significant change from a student's usual behaviour, staff should consider whether there may be an underlying pastoral, SEND or safeguarding need requiring further support.

Sanctions available to the school may include verbal warnings, lunchtime and after-school detentions, referrals to the Head of Year or other pastoral/senior staff, phone calls home to parents/carers, Support & Return, Support & Remove, Reflect, suspension, direction to alternative provision and permanent exclusion. The response used will depend upon the individual circumstances and seriousness of the behaviour.

5.1 Respect Cards

The Respect Card is used to support students in meeting the everyday expectations of Whitworth Community High School and provides a simple and consistent way for staff to identify lower-level concerns.

All students are expected to carry their Respect Card with them throughout the school day and to present it to a member of staff when requested.

A member of staff may sign a student's Respect Card where the student has failed to meet one of the school's everyday expectations. This may include:

- arriving at a lesson without the correct equipment;
- failing to meet the school's uniform and appearance expectations;
- arriving late to a lesson without an acceptable reason;
- behaving or speaking disrespectfully;
- failing to complete Home Learning; or
- other lower-level failures to demonstrate the school's expectations of being Ready, Respectful and Responsible.

The Respect Card should be used as an opportunity to remind the student of the expectation they have failed to meet. Wherever possible, staff should link the conversation to the relevant 3 R so that the student understands what they need to do differently.

When a student receives four signatures on their Respect Card, they will be issued with a 30-minute after-school detention.

Students are expected to look after their Respect Card and have it available when requested. Failure to produce a Respect Card when requested, deliberately losing or damaging a card, or refusing to hand the card to a member of staff may result in a further sanction.

Where a student fills a Respect Card, a replacement card will be issued and the student will continue to be monitored through the Respect Card system.

The Respect Card is not intended only to record concerns. It also provides an opportunity to recognise students who consistently meet the school's expectations. Students who maintain a clear Respect Card demonstrate that they are consistently meeting the everyday standards expected at WCHS, and this may be recognised through the school's rewards system.

5.2 Classroom Behaviour for Learning Procedures

Low-level disruption is taken seriously at Whitworth Community High School because it damages learning. All teaching staff are expected to follow the agreed Behaviour for Learning Procedures consistently so that students experience clear and predictable expectations across the school.

The classroom procedure gives students opportunities to correct their behaviour before it escalates.

Step 1 – First Warning

The student's name is written on the board. This provides a clear signal that their behaviour has fallen below expectations and gives them an opportunity to correct it.

Step 2 – Formal Warning

If the behaviour continues, one tick is added next to the student's name. The stage is recorded in SIMS or EduLink One as Behaving disrespectfully in class (formal warning).

Step 3 – Final Warning

If the behaviour continues, a second tick is added next to the student's name. This provides a final opportunity to correct the behaviour before pastoral support is requested. The stage is recorded in SIMS or EduLink One as Behaving disrespectfully in class (final warning).

Step 4 – Support & Return

If the behaviour continues, the classroom teacher will request support using the EduLink One callout function. A member of the Pastoral Team will collect the student and carry out a Support & Return conversation.

The student will then be given the opportunity to return to the lesson and demonstrate an improvement in their behaviour.

The incident is recorded in SIMS or EduLink One as Behaving disrespectfully in class (support and return). A Support & Return results in a 30-minute after-school detention.

Step 5 – Support & Remove

If the student continues to behave inappropriately following the Support & Return intervention, the classroom teacher will request support again using the EduLink One callout function.

The student will be removed from the lesson and placed in another classroom.

The incident is recorded in SIMS or EduLink One as Behaving disrespectfully in class (support and remove). A Support & Remove results in a 60-minute after-school detention.

Staff should use professional judgement when responding to behaviour. The staged classroom procedure is intended primarily to address low-level disruption. A student does not need to progress through every stage where an incident is sufficiently serious to require an immediate Support & Remove, Reflect or another appropriate sanction.

Throughout the process, staff will use the language of the 3 Rs to reinforce the behaviour expected and help students understand whether they need to be more Ready, Respectful or Responsible.

5.3 Recording Classroom Sanctions

Behaviour incidents will be recorded through SIMS and/or EduLink One using the school's agreed behaviour categories.

Where a classroom incident progresses through more than one stage of the Behaviour for Learning Procedure, only one sanction should be recorded for the incident, representing the highest stage reached.

Warnings and removals should not be recorded cumulatively for the same sequence of behaviour. This ensures that the school maintains an accurate record of behaviour and prevents students from unfairly accumulating multiple sanctions for a single incident.

Where behaviour raises a safeguarding concern, the incident should also be recorded on CPOMS and referred to in accordance with the school's Safeguarding and Child Protection Policy.

5.4 Detentions

Detentions are an important part of the school's behaviour system and may be issued when a student does not meet the expectations set out within this policy.

Whitworth Community High School operates three centralised detentions:

20-minute lunchtime detention

A 20-minute lunchtime detention may be issued for lower-level breaches of the school's expectations. The detention is limited to 20 minutes to ensure that students have sufficient time to eat their lunch and use the toilet.

30-minute after-school detention

A 30-minute after-school detention may be issued for more significant breaches of the school's expectations. A Support & Return through the classroom Behaviour for Learning Procedure results in a 30-minute after-school detention.

60-minute after-school detention

A 60-minute after-school detention may be issued for more serious or repeated breaches of the school's expectations. A Support & Remove through the classroom Behaviour for Learning Procedure results in a 60-minute after-school detention.

A 60-minute detention may also be issued where a student has failed to attend a 30-minute after-school detention.

The examples above are not exhaustive. A detention may be issued for other behaviour where the school considers this to be a reasonable and proportionate response.

5.5 Same-Day After-School Detentions

Whitworth Community High School operates same-day after-school detentions.

Where a 30-minute or 60-minute after-school detention is issued between form time and the end of Period 4, the student will complete the detention that same day.

Where an after-school detention is issued during Period 5, it will be completed on the following school day. This is out of courtesy to families and allows parents and carers to be informed of the detention through the EduLink One app before the detention takes place.

Parents and carers will be informed of after-school detentions through EduLink One.

Parental consent is not required for a detention. When issuing an after-school detention, the school will act reasonably and take account of relevant individual circumstances, including safeguarding concerns, known caring responsibilities, medical needs and safe travel arrangements.

5.6 Missed Detentions

Students are expected to attend and complete any detention that has been issued. Failure to attend a detention will result in the sanction being escalated.

The following escalation will normally apply:

<u>Detention missed</u>	<u>Escalated sanction</u>
20-minute lunchtime detention	30-minute after-school detention
30-minute after-school detention	60-minute after-school detention
60-minute after-school detention	One day in Reflect and a 60-minute after-school detention the following school day

The purpose of this escalation is to ensure that sanctions are followed through consistently. Students are given the opportunity to complete the original consequence; where they fail to do so, the consequence becomes more serious.

Where there are exceptional circumstances which reasonably prevented a student from attending a detention, these will be considered before the sanction is escalated.

Repeated failure to attend or complete detentions may also result in further intervention from the Pastoral Team or Senior Leadership Team and contact with parents or carers.

Where a student is unable to attend a detention due to sickness or absence from school, the detention will not be escalated. Instead, it will be rearranged for the earliest available opportunity following the student's return to school.

5.7 Reflect

Reflect is the school's internal removal provision and represents a serious disciplinary response. Its purpose is not only to provide a consequence for unacceptable behaviour, but also to give students the opportunity to reflect on what has happened, understand why their behaviour was unacceptable and receive support to help prevent the behaviour from happening again.

A student may be placed in Reflect at the discretion of the Headteacher or Deputy Headteachers. Reflect may be considered where behaviour is sufficiently serious, where there has been a persistent failure to meet the school's expectations, or where removal from normal lessons is considered necessary to maintain good order, safety or the education of others.

Behaviour which may result in Reflect includes, but is not limited to:

- smoking or vaping on the school site or possession of smoking/vaping materials;
- serious or repeated defiance;
- theft;
- verbal abuse towards staff or students;
- threatening or intimidating behaviour;
- bullying;
- racist, homophobic, or other discriminatory language or behaviour;
- sexual harassment;
- physical altercations;
- deliberate damage to school property;
- serious or repeated breaches of school expectations;
- repeated support calls or removal from lessons;
- serious or repeated breaches of the school's uniform expectations;
- misuse of ICT or technology;
- behaviour which damages the reputation of the school in the community;
- use of a mobile phone on the school premises;
- failure to complete an escalated 60-minute after-school detention; or
- other behaviour which senior leaders consider sufficiently serious to warrant internal removal.

Students placed in Reflect will be appropriately supervised and provided with meaningful education and work during their time there. Expectations of behaviour and work remain high throughout a student's placement in Reflect.

Parents and carers will normally be informed when their child has been placed in Reflect.

The length and appropriateness of a placement in Reflect will be kept under review. Where a student is repeatedly placed in Reflect, the school will consider whether further intervention or support is required, including pastoral support, SEND intervention, parental involvement or support from external agencies where appropriate.

Where appropriate, a restorative conversation may take place to support the student's successful return to normal lessons and reinforce the expectations of being Ready, Respectful and Responsible.

5.8 Serious Incidents

The classroom Behaviour for Learning Procedure does not need to be followed sequentially where behaviour constitutes a serious breach of the school's expectations.

Serious incidents may be referred directly to the Pastoral Team, Heads of Year, Senior Leadership Team or Headteacher and may result in an immediate sanction appropriate to the circumstances.

Depending upon the seriousness of the incident, this may include Reflect, suspension or consideration of permanent exclusion.

5.9 Support Alongside Sanctions

The use of a sanction does not prevent the school from also providing support.

Where a student repeatedly struggles to meet the school's expectations, the school will consider appropriate interventions to understand the reasons for the behaviour and reduce the likelihood of it happening again.

Support may include pastoral intervention, monitoring or report arrangements, mentoring, pastoral support plans, meetings with parents and carers, SENCO involvement, safeguarding intervention, targeted support, external agency involvement or other appropriate interventions.

The use of support alongside sanctions recognises that consequences and intervention can work together to help students improve their behaviour.

5.10 Behaviour Outside School

The school may apply sanctions for behaviour outside the school premises where it is reasonable and lawful to do so.

This may include behaviour when a student is:

- travelling to or from school;
- wearing school uniform;
- participating in a school-organised or school-related activity;
- attending alternative provision;
- representing Whitworth Community High School; or
- otherwise identifiable as a student of the school.

The school may also respond to behaviour outside school, including online behaviour, where it has repercussions for the orderly running of the school, poses a threat or causes harm to another student, member of staff or member of the public, constitutes bullying or harassment, creates a safeguarding concern, or adversely affects the school community.

6. Suspensions and Permanent Exclusions

Whitworth Community High School is committed to providing a calm, safe and supportive environment in which all students can learn and achieve. In most circumstances, the school will seek to address behaviour through the sanctions, support and interventions set out within this policy.

There may, however, be occasions when a student's behaviour is sufficiently serious or persistent for a suspension or permanent exclusion to be considered, especially when it is deemed necessary for the protection of students and or staff.

All decisions regarding suspension and permanent exclusion will be made in accordance with the current Department for Education statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective from 26 July 2026.

Only the Headteacher, or the acting Headteacher when the Headteacher is absent, can suspend or permanently exclude a student.

Any decision to suspend or permanently exclude will be lawful, reasonable, fair and proportionate and will be based on the individual circumstances of the case. Relevant SEND, disability, safeguarding and equality considerations will be taken into account.

6.1 Suspension

A suspension is where a student is temporarily removed from school for a fixed period as a consequence of their behaviour.

A suspension may be considered following a serious breach or persistent breaches of the school's Behaviour for Learning Policy, where other sanctions are not considered appropriate or where the seriousness of the incident warrants suspension.

The length of a suspension will be determined by the Headteacher, or the acting Headteacher where applicable, taking into account the circumstances and seriousness of the incident.

A student may be suspended for one or more fixed periods. However, a student cannot be suspended for more than 45 school days in total within a single school year.

Suspension will not automatically be used simply because a student has previously been suspended. Each incident will be considered on its individual circumstances and the Headteacher, or acting Headteacher where applicable, will determine the appropriate response.

Where appropriate, the school will consider whether additional pastoral, SEND, safeguarding or external support is required alongside the suspension.

6.2 Permanent Exclusion

Permanent exclusion is only used as a last resort and means that a student is no longer permitted to attend Whitworth Community High School unless the decision is subsequently cancelled by the headteacher or the student is reinstated through the statutory review process.

A decision to permanently exclude a student will only be taken by the Headteacher as a last resort, on the balance of probabilities, and strictly in response to either a serious breach or cumulative persistent breaches of the school's published Behaviour for Learning Policy, and where a proportionality assessment (balancing the needs of the child against the risk to others) establishes that allowing the student to remain in school would seriously harm the education, health, safety, or welfare of the student, or others (including pupils and staff) within the school community.

Permanent exclusion will only be used where the Headteacher considers that it is necessary for the protection of others in the school community. . The current DfE guidance recognises permanent exclusion as a necessary decision in some circumstances, while making clear that it is a serious decision.

Behaviour which may lead to consideration of permanent exclusion includes, but is not limited to:

- serious physical violence or assault;
- serious threatening or intimidating behaviour;
- serious abuse towards a member of staff or another student;
- serious discriminatory behaviour or abuse;
- bringing a weapon, or an item intended to be used as a weapon, onto the school site;
- possession, use or supply of illegal drugs or other prohibited substances;
- serious or deliberate damage to property;
- serious theft;
- serious sexual misconduct, harassment or violence;
- behaviour associated with criminal or sexual exploitation;
- serious or persistent bullying;
- serious behaviour which places the safety or welfare of others at risk; or
- persistent breaches of the school's Behaviour for Learning Policy despite appropriate support and intervention.

6.3 Investigation and Decision-Making

Before deciding whether to suspend or permanently exclude a student, the Headteacher will consider the circumstances of the incident and the available evidence.

Where appropriate, the student will be given an opportunity to provide their account of what has happened and this will be considered as part of the decision-making process.

The decision will be made on the balance of probabilities, meaning that the Headteacher considers whether it is more likely than not that the behaviour occurred.

The school will consider any relevant mitigating circumstances and whether SEND, disability, safeguarding, medical or other individual circumstances may have contributed to the behaviour.

Where appropriate and lawful, a student may be placed in Reflect while a serious incident is investigated.

6.4 Informing Parents and Carers

When a decision has been made to suspend or permanently exclude a student, parents or carers will be informed without delay.

Written notification will be provided in accordance with the current statutory guidance and will include the reason for the suspension or permanent exclusion and, in the case of a suspension, its duration.

Parents and carers will also be provided with information about their rights to make representations about the decision and any relevant governing body or independent review arrangements.

The school will notify the Local Authority, Governing Body and any other relevant professionals, including a social worker or Virtual School Head where applicable, in accordance with statutory requirements.

6.5 Education During a Suspension or Permanent Exclusion

The school remains committed to the student's education during a period of suspension.

For the first five school days of a suspension, the school will take reasonable steps to ensure that appropriate work is set and marked.

Where a suspension lasts for more than five school days, suitable full-time education will be arranged from the sixth school day.

In the case of a permanent exclusion, the school will take reasonable steps to ensure that work is provided during the first five school days where alternative provision is not already in place. The Local Authority is responsible for arranging suitable full-time education from the sixth school day following a permanent exclusion.

6.6 Reintegration Following Suspension

Returning successfully to school following a suspension is an important part of the behaviour process.

Following a suspension, the school will support the student to understand what led to the suspension, reflect on their behaviour and identify what they need to do differently in the future.

Where appropriate, the student and their parents or carers will be invited to attend a reintegration meeting with relevant school staff.

The meeting may consider:

- the reasons for the suspension;
- the student's reflection on what happened;
- how the student can successfully return to lessons;
- the expectations represented by the 3 Rs – Ready, Respectful and Responsible;
- any additional support or intervention that may be required; and
- any targets or arrangements that will help reduce the likelihood of further incidents.

6.7 Governing Body Review and Further Rights

The Governing Body will consider suspensions and permanent exclusions where required by the current statutory guidance.

Parents and carers have the right to make representations about a suspension or permanent exclusion. Where a permanent exclusion is upheld by the Governing Body, parents and carers have the right to request that the decision is reviewed by an Independent Review Panel.

Whitworth Community High School will follow all statutory requirements relating to notification, representations, governing body consideration, reinstatement and independent review.

7. Reasonable Force and Restrictive Interventions

Whitworth Community High School is committed to providing a safe, calm and supportive environment for all students and staff. Staff will seek to manage behaviour through positive relationships, clear expectations, appropriate support and de-escalation wherever possible.

There may, however, be circumstances in which the use of reasonable force is necessary. The school will follow the Department for Education guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026.

7.1 Use of Reasonable Force

Members of school staff have the legal power to use such force as is reasonable in the circumstances to prevent a student from:

- committing an offence;
- causing personal injury to themselves or another person;
- damaging property; or
- prejudicing the maintenance of good order and discipline at the school or among students.

The use of reasonable force will always depend upon the individual circumstances of the incident. Any force used must be necessary, reasonable and proportionate to the circumstances.

Reasonable force will never be used as a form of punishment.

Where circumstances allow, staff will seek to use prevention and de-escalation strategies before physical intervention becomes necessary. However, there may be circumstances where immediate physical intervention is required to prevent harm.

The school recognises that reasonable force is different from appropriate physical contact. There are circumstances in which physical contact with a student may be appropriate and does not constitute the use of reasonable force, for example, providing first aid, offering comfort or providing appropriate physical support.

7.2 Minimising the Need for Physical Intervention

The school will seek to minimise the need for reasonable force and other restrictive interventions through effective behaviour management, positive relationships, clear routines, early intervention and appropriate support.

Where a student is known to present behaviour which may make physical intervention more likely, the school will consider appropriate strategies to support the student and reduce the likelihood of an incident occurring.

This may include working with the student, parents or carers, the SENCO, Designated Safeguarding Lead, Pastoral Team and, where appropriate, external professionals.

Particular consideration will be given to a student's SEND, disability, medical needs, communication needs and any known safeguarding concerns. Appropriate reasonable adjustments will be made where required.

7.3 Following the Use of Reasonable Force

Following the use of reasonable force, consideration will be given to the physical and emotional wellbeing of the student and staff involved.

The student will be given an appropriate opportunity to discuss what happened. Where appropriate, staff will work with the student to help them:

- understand what led to the incident;
- reflect on their behaviour and the impact it had on themselves and others;
- identify what they could do differently in the future; and
- identify any additional support that may help to prevent a similar incident occurring again.

This work should reinforce the school's 3 Rs – Ready, Respectful and Responsible and support the student to make a positive return to their normal school day.

7.4 Recording the Use of Reasonable Force

Whitworth Community High School will ensure that incidents involving the use of reasonable force are appropriately recorded.

Whenever reasonable force is used, the incident will be recorded on CPOMS under the safeguarding category using 'Physical Restraint/Care and Control'.

When recording an incident, staff will provide a clear, factual and accurate account of what happened. As much relevant detail as possible will be provided, including the circumstances leading up to the incident, why physical intervention was necessary, the action taken and what happened following the intervention.

7.5 Informing Parents and Carers

Where there has been a significant incident involving the use of force, parents or carers will be informed as soon as practicable after the incident, in accordance with the statutory requirements.

Information provided will include the circumstances of the incident, why the intervention was considered necessary, the type and degree of force used and any injuries sustained.

Where informing a parent or carer may be likely to result in significant harm to the student, the school will follow the safeguarding arrangements set out within the statutory guidance.

Where appropriate, parents or carers may be invited to discuss the incident and any further support or strategies that could help to prevent a similar situation occurring again.

7.6 Safeguarding

The use of reasonable force will always be considered within the school's wider safeguarding responsibilities.

Any safeguarding concern arising from an incident will be managed in accordance with the school's Safeguarding and Child Protection Policy and recorded appropriately on CPOMS.

Where an allegation or concern is raised regarding the conduct of a member of staff during an incident involving reasonable force, this will be considered through the appropriate safeguarding procedures.

7.7 Monitoring and Review

Incidents involving reasonable force will be reviewed by appropriate senior staff.

Where there are repeated incidents involving an individual student, the school will consider the reasons for this and whether additional pastoral support, SEND provision, reasonable adjustments, safeguarding intervention or other support is required.

The school will also monitor the use of reasonable force to identify any patterns or concerns and to ensure that its use remains necessary, reasonable and proportionate.

The aim of reviewing incidents is not simply to consider what happened, but to identify what can be learned and what additional support or changes may help to reduce the likelihood of reasonable force needing to be used again.

8. Mobile Phones and Personal Electronic Devices

Whitworth Community High School recommends that students do not bring mobile phones or other personal electronic devices into school. There is no requirement for students to have a mobile phone or personal electronic device during the school day.

Where parents or carers choose to allow their child to bring a mobile phone to school, the phone must be completely switched off. Silent mode, aeroplane mode or any other setting where the device remains switched on is not acceptable.

Mobile phones must not be seen, heard or used from the moment a student enters the school site at the bottom of the driveway until they leave the school site at the bottom of the driveway at the end of the school day.

8.1 Mobile Phone Screening

The school will carry out random screening throughout the school day to support the consistent application of the school's mobile phone expectations.

The purpose of this screening is to ensure that mobile phones are not being carried in students' pockets or on their person and, where a student has brought a phone to school, that it is switched off and stored in their school bag.

Students will be expected to cooperate with screening when requested by a member of staff. Where screening identifies that a student has a mobile phone in their pocket or on their person, or that a device is switched on, the phone will be confiscated and will only be returned to a parent/carer or other nominated responsible adult, who will be required to collect it from school.

8.2 Mobile Phone Sanctions

Where a mobile phone is seen, heard or found to be switched on during the school day, the device will be confiscated and an appropriate behaviour sanction will be issued. The confiscated device will only be returned to a parent/carer or other nominated responsible adult, who will be required to collect it from school.

Where a student is found to have used their mobile phone during the school day, the device will be confiscated and the incident will be referred for an appropriate behaviour sanction in accordance with this policy.

Students are expected to cooperate when a member of staff asks them to hand over a mobile phone or other device. Refusal to hand over a device when requested will be treated as a serious failure to follow a reasonable instruction and will result in the student being directed to Reflect.

8.3 Responsibility for Mobile Phones

The decision to allow a student to bring a mobile phone or other personal electronic device to school rests with their parent or carer.

Mobile phones and personal electronic devices are brought onto the school site at the owner's risk. The school cannot accept responsibility for loss, theft or damage except where the school is legally liable. Students are therefore strongly advised not to bring expensive devices into school.

8.4 Contacting Parents and Carers

Students do not need access to their mobile phone in order to contact home during the school day. Where a student needs to contact a parent or carer, they may use the school telephone in the pastoral office.

Parents and carers who need to contact their child during the school day should do so through the school, rather than contacting the student's mobile phone.

8.5 Examinations

Mobile phones and other unauthorised electronic devices are not permitted in examinations, including internal examinations and mock examinations.

Students may be electronically screened for mobile devices as part of the school's examination procedures. Where a student takes an unauthorised device into an

examination, the school's behaviour sanctions may be applied, and the incident will be dealt with in accordance with the relevant examination regulations, which may include reporting the incident to the appropriate examination body.

9. Child-on-Child Abuse and Safeguarding

Whitworth Community High School is committed to providing an environment in which all students feel safe, respected and able to speak up when something is wrong.

Child-on-child abuse can occur between children of any age or gender. It can take place inside or outside school, online, before or after the school day, and on the journey to or from school. The school recognises that the absence of reported incidents does not mean that child-on-child abuse is not taking place.

All forms of child-on-child abuse are unacceptable. Incidents will never be dismissed as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'.

9.1 Zero Tolerance

Whitworth Community High School operates a Zero Tolerance approach to homophobic language, racism, sexual harassment and bullying.

This means that incidents will be challenged, taken seriously and responded to whenever they are reported or identified. Zero Tolerance does not mean that every incident will receive exactly the same sanction. The response will take account of the nature and seriousness of the behaviour, the circumstances of the incident, the needs of the students involved and any relevant safeguarding considerations.

Appropriate sanctions will be used alongside education, support and intervention where necessary. The aim is not only to challenge unacceptable behaviour, but to help students understand why the behaviour is unacceptable, the impact it can have on others and how they are expected to behave differently in the future.

9.2 Forms of Child-on-Child Abuse

Child-on-child abuse may include, but is not limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- physical abuse;
- abuse within intimate personal relationships between children;
- sexual violence and sexual harassment, including online sexual harassment;
- harmful sexual behaviour;
- causing another person to engage in sexual activity without consent;
- the consensual or non-consensual creation or sharing of nude or semi-nude images or videos, including AI-generated or altered images;
- upskirting;

- initiation or hazing-type violence and rituals; and
- racist, homophobic, sexist, disablist, transphobic or other discriminatory or derogatory language or behaviour.

9.3 Reporting Concerns – Speak Up

Students are encouraged to speak to a member of staff whenever they experience or witness behaviour that concerns them. Students can speak to any trusted adult in school, including their Form Tutor, a member of the Pastoral Team or another member of staff they feel comfortable approaching.

The school recognises, however, that some students may not always feel comfortable reporting an incident face-to-face.

Students can therefore use the school's 'Speak Up' form, available through the school's myfav.es/whitworth page, to report a concern.

The Speak Up form can be used to report Zero Tolerance incidents or anything else that a student feels the school needs to know about. Students can access the form outside school as well as during the school day. This means that concerns arising online, in the community or on the journey to or from school can also be reported from home.

Students should never feel that an incident is too small to report. If something has made a student feel unsafe, uncomfortable, worried or concerned, they are encouraged to speak up.

Where there is an immediate risk of harm, students should seek help from a trusted adult or member of staff straight away rather than waiting to complete the Speak Up form.

9.4 Responding to a Report

Students who report child-on-child abuse, bullying, discrimination, sexual harassment or another safeguarding concern will be listened to, taken seriously and supported.

The school will respond to concerns sensitively, promptly and appropriately. The response will depend upon the individual circumstances and may include:

- speaking with the students involved;
- safeguarding action and support;
- pastoral support;
- communication with parents or carers where appropriate;
- educational or restorative work where appropriate;
- behaviour sanctions;
- risk assessment or safety planning;
- involvement of the Designated Safeguarding Lead;

- support from external agencies; and
- referral to Children's Social Care and/or the Police where appropriate.

Both the student who has experienced harm and the student whose behaviour has caused concern may require safeguarding support.

9.5 Staff Responsibilities

All staff have a responsibility to challenge inappropriate behaviour and act upon concerns about child-on-child abuse.

Where an incident raises a safeguarding concern, staff will report the concern to one of the Designated Safeguarding Leads and record it on CPOMS.

Staff will not investigate safeguarding disclosures themselves or ask unnecessary or leading questions. Students will be listened to, supported and informed that relevant information will need to be shared with those who can help them.

9.6 Behaviour and Safeguarding

A behaviour sanction does not replace a safeguarding response.

Where an incident involves both unacceptable behaviour and a safeguarding concern, the school will consider both aspects. Appropriate behaviour sanctions may be applied while safeguarding action and support are provided.

Serious incidents of bullying, racism, homophobic abuse, sexual harassment or other child-on-child abuse do not need to progress through the normal classroom warning system before action is taken. They may be referred directly to the Pastoral Team, Senior Leadership Team and/or Designated Safeguarding Lead and may result in a more serious sanction in accordance with this policy.

10. Screening, Searching and Confiscation

Whitworth Community High School is committed to providing a safe, calm and orderly environment for students and staff. There may be circumstances in which it is necessary to screen or search a student, or their possessions, or to confiscate an item.

Any screening, searching or confiscation will be carried out in accordance with the law, current Department for Education guidance on Searching, Screening and Confiscation, the school's safeguarding responsibilities and this Behaviour for Learning Policy.

Students are expected to cooperate with staff where a search, screening or confiscation is carried out appropriately. These powers are used to protect students and staff, maintain good order and prevent prohibited or inappropriate items from disrupting learning or creating a risk to others.

10.1 Searching Students and Their Possessions

The Headteacher and members of staff authorised by the Headteacher may search a student or their possessions where the circumstances and legal requirements for a search are met.

Wherever practicable, staff will seek the student's cooperation before carrying out a search.

Where a search is undertaken without the student's agreement, it will only be carried out where the school has the lawful power to do so. Searches will be conducted with appropriate regard for the student's privacy, dignity and safeguarding needs and in accordance with current DfE guidance.

Staff will take account of any relevant SEND, disability, medical, communication or safeguarding needs when deciding how a search should be conducted.

Where a search gives rise to a safeguarding concern, a Designated Safeguarding Lead will be informed and the school's safeguarding procedures will be followed.

10.2 Prohibited and Banned Items

Students must not bring prohibited, dangerous or inappropriate items onto the school site.

Items prohibited by law and/or school rules include:

- knives and weapons;
- alcohol;
- illegal drugs and associated drug paraphernalia;
- stolen items;
- fireworks;
- tobacco, cigarettes, cigarette papers and other smoking materials;
- e-cigarettes and vaping devices, including associated liquids and equipment;
- pornographic images;
- any article that staff reasonably suspect has been, or is likely to be, used to commit an offence, cause personal injury or damage property; and
- any other item prohibited under legislation or current statutory guidance.
- Any other item that staff deem to be inappropriate or dangerous.

Mobile phones and similar electronic devices are subject to the specific expectations set out in Section 8 – Mobile Phones and Personal Electronic Devices.

10.3 Mobile Phones and Electronic Devices

Mobile phones and similar electronic devices are subject to the expectations in Section 8. Where the appropriate legal conditions are met, the school may search for these devices. Random electronic screening under Section 8 is distinct from a physical search and will be carried out in accordance with current guidance.

10.4 Confiscation

Staff may confiscate, retain or dispose of an item where they have the lawful authority to do so.

The action taken will depend upon the nature of the item, the circumstances in which it was found, the reason for its confiscation and any safeguarding or safety considerations.

An item may, as appropriate:

- where appropriate, be returned to the student at the bottom of the drive at 3pm on Friday;
- be retained by the school for a period of time;
- be returned only to a parent/carer or other nominated responsible adult;
- be disposed of where the school is permitted to do so; or
- be passed to the Police or another appropriate agency.

Mobile phones will be dealt with in accordance with Section 8, including the requirement for confiscated phones to be collected by a parent/carer or other nominated responsible adult.

10.5 Electronic Devices and Safeguarding

Where an electronic device is involved in a behaviour or safeguarding incident, staff will follow the school's safeguarding procedures and current guidance.

Where there is a concern involving nude or semi-nude images, sexual content, child-on-child abuse or other potentially harmful material, staff will not unnecessarily view, copy, print, save, forward or share the material. The matter will be referred to one of the Designated Safeguarding Leads, who will determine the appropriate response.

10.6 Refusal to Cooperate

Students are expected to cooperate with reasonable instructions from staff relating to screening, searching and confiscation.

Where a student refuses to cooperate, staff will seek to understand the reasons for the refusal and consider any relevant safeguarding, SEND, disability or other individual circumstances.

Where there is no acceptable reason for refusing to cooperate, the refusal may be treated as a breach of the school's Behaviour for Learning Policy and an appropriate sanction will be issued.

Where staff believe that a student may be in possession of an item that presents an immediate risk of harm to themselves or others, the school will take appropriate

action to protect the safety of students and staff. This may include involving senior staff, the Designated Safeguarding Lead and/or the Police as appropriate.

10.7 Recording and Informing Parents/Carers

Searches will be recorded where required by the school's procedures or current guidance. Where a search or confiscation gives rise to a safeguarding concern, this will also be recorded through the school's safeguarding procedures.

Parents/carers will be informed of searches and confiscated items where required and appropriate, in accordance with current DfE guidance and the school's safeguarding procedures.

Any decision about whether and when to inform a parent/carer will take account of the student's welfare and safeguarding needs.

11. SEND, Disability and Reasonable Adjustments

Whitworth Community High School maintains high expectations for all students, while recognising that SEND, disability, communication needs or other individual circumstances may affect a student's behaviour and their ability to meet particular expectations.

The school will not assume that SEND or disability explains or excuses unacceptable behaviour. However, when responding to behaviour, staff will consider whether a student's SEND, disability or other identified needs may have contributed to the incident and whether reasonable adjustments are required.

11.1 Reasonable Adjustments

Where appropriate, the school will make reasonable adjustments to support students with disabilities and SEND. This may include adjustments to routines, communication, support, interventions or the way in which a behaviour procedure or sanction is applied.

Reasonable adjustments do not mean lowering expectations of safety, behaviour or respect. They ensure that expectations are applied fairly and that students are not placed at a substantial disadvantage because of a disability or identified need.

11.2 Identifying and Supporting Need

Where a student displays persistent or challenging behaviour, staff will consider whether this may indicate an unidentified or unmet need.

Where appropriate, the school will work with the SENCO, Pastoral Team, parents/carers and relevant external professionals to identify appropriate support and intervention. Where a student has an Education, Health and Care Plan (EHCP), the school will consider whether the provision within the plan remains appropriate.

Support may be provided alongside a sanction where this is appropriate; the use of a consequence does not prevent the school from also addressing an underlying need.

11.3 Decisions About Sanctions

When determining an appropriate sanction, relevant individual circumstances will be considered so that the school's response is lawful, reasonable, fair and proportionate.

The school will monitor patterns of behaviour, removal, Reflect, suspension and permanent exclusion to help identify where additional support, reasonable adjustments or further assessment may be required. This also supports the school's commitment to ensuring that its behaviour systems are applied fairly to all students.

12. Monitoring, Training and Review

Whitworth Community High School recognises that the effectiveness of this Behaviour for Learning Policy depends upon its consistent implementation across the school.

12.1 Monitoring

The Headteacher and Senior Leadership Team will monitor the implementation and effectiveness of this policy.

Behaviour information will be reviewed regularly to identify patterns, emerging concerns and students who may require additional support or intervention. This will include consideration of rewards, sanctions, detentions, removal from lessons, Reflect, suspensions and permanent exclusions.

The school will also consider whether particular groups of students are disproportionately represented within behaviour data and whether further investigation, support or reasonable adjustments are required.

12.2 Staff Training and Support

All staff will be expected to understand and consistently apply the school's Behaviour for Learning Policy and the expectations represented by the 3 Rs – Ready, Respectful and Responsible.

New staff will receive appropriate information and guidance as part of their induction. Training, guidance and support will be provided to staff where necessary to promote a consistent whole-school approach to behaviour.

Where procedures or expectations change, these will be communicated clearly to staff.

12.3 Student and Parent/Carer Understanding

The school's behaviour expectations will be communicated to students and reinforced through lessons, assemblies, form time and other appropriate opportunities.

Parents and carers will have access to the Behaviour for Learning Policy and will be encouraged to work in partnership with the school in supporting their child to meet its expectations.

12.4 Review of the Policy

The Governing Body and Headteacher will keep this policy under review to ensure that it remains effective, appropriate and consistent with current legislation and Department for Education guidance.

The policy will normally be formally reviewed annually, although amendments may be made sooner where there are changes to legislation, statutory guidance, school procedures or identified areas for improvement.

The next scheduled review of this policy is Summer Term 2027, as recorded on the policy's cover page.