



HANLEY CASTLE HIGH SCHOOL



BEHAVIOUR POLICY

Review Frequency: Annual
Date Reviewed: September 2025
Date Approved by ASC: October 2025

Date Produced: September 2025
Staff responsible: M Stow
Next Review date: September 2026



HUET

THE HANLEY AND UPTON EDUCATIONAL TRUST

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1 Introduction and statement of intent

The Academy Standards Committee (ASC) believes that every member of the Hanley Castle High School community has a responsibility to promote a culture of excellent behaviour and respectful attitudes, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment. The ethos of the school is built upon positive relationships where students and staff treat each other with courtesy and kindness in a good-natured manner.

This Behaviour Policy and associated rules and procedures aim to ensure that:

- There is a consistent approach to both celebrating excellence and to behaviour management that is fairly applied to all students.
- All students and staff understand and are able to enjoy their right to be treated with kindness, respect and to feel safe in school.
- All students understand and are able to enjoy their right to learn free from the disruption of others.
- Positive relationships are fostered between staff and students.
- All students, staff and visitors are free from any form of bullying, discrimination or harassment.
- Students are helped to take responsibility for their actions, and to make positive choices.
- The same value is placed on social capital as cultural capital in school, so that young people develop the skills to communicate and interact appropriately.
- The school environment is such that removal from class and suspension are rarely necessary because students show self-discipline.

In line with our expectation of respectful attitudes and courteous behaviour in school, Intimidating behaviour by parents or visitors is not tolerated at Hanley Castle High School. Please see the Abuse of Staff and ASC member policy for details and procedures.

No behaviour policy can cover all eventualities. The headteacher reserves the right to use discretion to ensure that Hanley Castle High School students can be supported to make better choices.

2 Roles and Responsibilities

The ASC has overall responsibility for monitoring the effectiveness of this Behaviour Policy and associated procedures, and for holding the headteacher to account for their implementation.

The headteacher is responsible for:

- Ensuring the effective implementation of this policy and associated procedures at the school.
- Reporting to the ASC on the implementation of this policy and its efficacy in maintaining a safe, calm, and orderly school environment.

3 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'
- DfE (2025) 'Use of reasonable force'
- DfE (2025) 'Keeping children safe in education'

This policy operates in conjunction with the following school and Trust policies and documents:

- Exclusions policy
- Abuse of staff and ASC member policy
- HUET complaints policy
- Anti-bullying policy
- Child protection and safeguarding policy
- SEN and inclusion policy
- Student Code of Conduct (section [21.1](#) & [21.2](#))
- Home School Agreement (section [21.3](#) & [21.4](#))
- Statement Form (section [21.5](#))
- Uniform Expectations (section [21.6](#))

4 Definitions

To minimise duplication of information, items and behaviours are categorised as follows for the purpose of this policy.

Unacceptable behaviour includes, but is not limited to:

- Failure to complete homework.
- Lateness to lessons.
- Rudeness or poor attitude.
- Failure to bring PE kit or other necessary equipment for learning.
- Failure to engage in remote learning.
- Dropping litter.
- Chewing gum.
- Possession of, or use of, any **inappropriate items** during the school day.
- Failure to comply with uniform standards and expectations

Serious misbehaviour includes:

- Disruption to learning.
- Defiance, for example, by failing to follow reasonable requests from staff.
- Aggressive, rude and intimidatory behaviour.
- Repeated breaches of the school rules.
- Any form of bullying including cyberbullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages. (Including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Truancy.
- Fighting or physical assault.
- Smoking/vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of, or use of, any **prohibited items**.

This list is not exhaustive, and it will be for the headteacher, and members of staff dealing with a situation, to decide whether it is a serious incident.

Prohibited items include:

- Knives, blades, or weapons
- Alcohol
- Illegal drugs or legal highs (new psychoactive substances not covered by the law)
- Stolen items
- Fireworks or explosives of any type
- Tobacco and tobacco related products
- E-cigarettes and vapes
- Lighters and matches
- Discriminatory material
- Pornographic material
- Laser pens
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Inappropriate items include:

- Hooded tops.
- Jewellery that falls outside of the school uniform expectations (appendix [section 21.6](#)). This includes clear nose studs – facial piercings are not permitted, and students will be asked to remove jewellery of this kind.
- All energy, caffeinated and fizzy drinks.
- Airpods, headphones, and other mobile phone accessories.

5 Behaviour curriculum

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. Our Codes of Conduct (sections [21.1](#) and [21.2](#)) and Home School Agreement (sections [21.3](#) and [21.4](#)) define expectations at Hanley Castle High School. Expectations of good behaviour and orderly conduct are emphasised in assemblies, lessons, around the school site and in tutor periods. This ensures that young people are given the help, support and guidance to understand how to behave appropriately in school, in the community, and in later life as responsible citizens.

5.1 Learning routines

Routines are used to teach and reinforce the behaviours expected of our students. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. As part of effective instructional routines in the classroom, teachers will typically:

- Meet and greet students at the start of the lesson with a clear entry routine.
- Use positive language to frame the expected conduct rather than highlighting the negative behaviours so that students can learn what good behaviour 'looks like'.
- Signal for respectful attention (including asking that students sit up straight and track the speaker/text)
- Use a range of well-rehearsed de-escalation and classroom management strategies to maintain a highly purposeful learning environment.
- Manage the classroom space, monitoring all students' work and behaviour continuously.
- Maintain a tidy, organised and productive classroom.
- Follow a simple routine for lesson exit to support the calm and purposeful movement of students around the school site.

These routines empower students as learners. They remove the cognitive load from students having to remember the different routines and expectations of the many specialist staff whose lessons they visit daily. They also support students with additional needs who benefit from the consistency of routine and structure in their day.

5.2 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. As part of day-to-day teaching, students will receive frequent reminders about how they are expected to engage in the classroom. Teachers will use a range of classroom management strategies including:

- Communicating expectations of behaviour using non-verbal signals (e.g. hand signals, eye contact, facial expressions, shaking head, sharp pauses).
- Highlighting and promoting good behaviour by narrating positive actions in the classroom.
- Following the school procedure when students make poor choices and interrupt learning.
- Issuing rewards to encourage positive behaviours in line with school procedures.

5.3 Staff induction and training

As part of the induction process, school staff are provided with regular training on effective teaching routines and managing behaviour, including training on the needs of the students at the school and how SEND can impact on student behaviour. Staff regularly practise, rehearse and refine these routines as part of ongoing professional development.

6 Responding to good behaviour

Staff at Hanley Castle High School acknowledge that reward and recognition are powerful tools for motivating students. By praising and rewarding positive behaviour, others will be encouraged to act similarly. Praise typically begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

A more formal system of rewards is used to recognise and congratulate students when they set a good example or show improvement in their behaviour. Praise and rewards may be for an individual student, whole class or year group. Striking the right balance between rewarding students with consistently good behaviour and those achieving substantial improvement in their behaviour is important. The Pastoral Team monitor any emerging patterns in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias in rewarding good behaviour.

6.1 Epraise

Epraise points are awarded to students who demonstrate excellence in line with the school's core vision, values and character virtues. These are sub-divided as follows:

- Classwork
- Contributions
- Curiosity
- Empathy
- Golden Ticket
- Homework
- Kindness
- Resilience
- Respect
- Service
- Student Caught reading
- Sustained effort

School staff use a range of ways to celebrate students who are regularly demonstrating excellent effort, behaviour and achievement. This can include:

- Weekly points - 3 Epraise Points for no demerits and 95% attendance in a week and 2 Epraise Points for 100% attendance in a week.
- Zero hero - Fortnightly lucky dip treat in tutor time for 97%+ attendance and no demerits/interventions.
- Star of week – awarded by tutor in year assembly, linked to the character virtue.
- Tutor phone calls – regular phone calls to parents to acknowledge positive behaviour.
- ½ Termly cakes - SLT and the Head of Year offer cakes during break time to stars of the half term.
- Golden ticket - Each teacher gives out 1 golden ticket per lesson for somebody demonstrating the character virtue of the half term. In addition to an Epraise point, students can cash in a perk.
- Fortnightly achievement award – certificate for student in a year group with most Epraise points in a fortnight, presented in assembly.
- Termly celebration assembly – a range of certificates from subjects are given out to star students.
- A range of rewards for students who accumulate Epraise points
- Epraise Milestones - Every 50 Epraise points, a milestone is achieved – names enter ½ termly draw for amazon vouchers.

Praise cards may also be written by teachers where they feel praise is warranted. This will award excellent conduct/work/leadership/service to the school community. These are equivalent to 10 Epraise points.

6.2 Other rewards

In KS5 a Student of the fortnight is selected by each subject teacher and by tutors, a letter is sent home. This is linked to a fortnightly praise assembly where a student is drawn to receive a prize as student of the fortnight. Students are also rewarded with 'Hanley Honours' and the earned autonomy that comes with this. 'Hanley Honours' status is achieved by getting all of the basics right regularly. This includes good attendance, good punctuality, a positive attitude to learning, personal academic success and taking on new opportunities as they arise.

Year 11 Ambassador Programme rewards students on a half termly basis who have demonstrated good behaviour as shown through no visits to Ready to Learn and no Demerits for homework, truancy and "PT-other". Student Ambassadors receive privileges such as an Ambassador tie, use of MFL classrooms for break times and first entry onto the bus at the end of the day.

Faculties also have a variety of rewards and accolades which students can receive, ranging from phone calls or emails home to more formal subject awards determined by Head of Faculty on a less frequent basis.

7 Responding to unacceptable behaviour and serious misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this behaviour policy. The first priority should be to ensure the safety of students and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed.

The aim of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour. The responses to misbehaviour have the following purposes:

- **Deterrence:** Sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- **Protection:** Keeping students safe is a legal duty of all staff. An example of a protective measure in response to inappropriate behaviour may be the removal of a student from a classroom.
- **Improvement:** To support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This can involve sanctions, reflective conversations and targeted additional support.

Responses to misbehaviour may include:

- A verbal reprimand and reminder of the expectations of behaviour;
- Loss of privileges – for instance, the loss of a prized responsibility;
- Issuance of demerits as a corrective reminder and to inform parents and Pastoral staff of the behaviour;
- Detention;
- Removal to the Ready to Learn Room;
- School based community service, such as tidying a classroom;
- Regular reporting including early morning reporting; scheduled uniform checks; or being placed "on report" for additional monitoring;
- Suspension; and in the most serious of circumstances, permanent exclusion.

7.1 Demerits (Epraise)

Hanley Castle High School uses Epraise 'demerits' as a corrective reminder if a student makes a poor choice, and to record incidents of **unacceptable behaviour**. Demerits are issued for the following reasons:

- Lack of correct uniform or incorrectly worn uniform ([section 21.6](#))
- No lanyard (Sixth Form only)
- Mobile phone or headphone use
- Homework or independent study not completed
- Lack of correct equipment for lessons (including PE kit)
- Chewing gum
- Lateness
- Out of lesson behaviour (for example, dropping litter, playfighting, or inappropriate language at breaktime)

The Pastoral Team may also record demerits for other reasons under the code 'PT – Behaviour' with a description in the comments section.

7.2 Detention

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to break. For detentions that take place during breaks, staff will allow reasonable time for the student to eat, drink and use the toilet. For detentions that take place after school, staff will consider whether suitable travel arrangements can reasonably be made by the parent for the student.

Typically, students will receive a 20-minute detention during their lunchbreak if they accumulate three demerits the previous day. An after-school detention will be set if a student fails to attend the demerit detention. Staff may informally require students to finish work or to discuss behaviour during a breaktime. Lunchtime and 60-minute 'after school' detentions can be issued by the Pastoral Team and SLT staff as a response to misbehaviour.

7.3 Ready to Learn

In response to **serious misbehaviour** or persistent breaches of this policy, and to ensure that learning is free from disruption for all students, school staff may remove the student from the classroom to the Ready to Learn Room for a limited period of time. This will typically be five consecutive lessons over the course of 24 hours. Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful and relevant, but may differ from the curriculum covered in lessons. Students will remain in the Ready to Learn Room during breaktimes, away from the rest of the school. They will have their own, supervised breaks at alternative times during the school day.

Should a student consistently meet expectations in the Ready to Learn Room, then the Ready to Learn Supervisor may allow an early return to lessons.

Removal to the Ready to Learn Room is a serious sanction and will only be used in response to **serious misbehaviour**, including defiance and the disruption of learning of others. Staff will only remove students from the classroom after issuing a formal warning, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.

- Maintain a calm and productive learning environment for all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

Students will not spend prolonged periods of time in the Ready to Learn Room without the agreement of the Headteacher. Students will be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help students successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has spent time in the Ready to Learn Room (it is recorded on Epraise under the 'interventions' heading). Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal.

7.4 Suspension and exclusion

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The following examples of misbehaviour may warrant the decision to suspend or exclude a student:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Possession, use (or threat of use) of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g., racist, homophobic, transphobic or ableist abuse
- Persistent defiance/refusal to follow school rules
- Persistent disruptive behaviour
- Persistent attitudes which are inconsistent with the ethos of the school
- Malicious accusations against a member of staff

This is not intended to be an exhaustive list. Each child and each incident will be different, and the school retains the right to respond flexibly, as appropriate.

Only the headteacher has the power to suspend or exclude a student from the school and is able to decide whether either a suspension or exclusion is appropriate. However, if the headteacher is not in school and unavailable for contact (for example if the headteacher is on jury service or unwell) the deputy headteacher (or assistant headteacher in charge in the absence of the deputy) may assume the power as "headteacher by virtue". Please see the Exclusions Policy for details.

8 Investigating an incident

Where an incident is deemed serious by senior staff, and where an investigation is required to enable a decision to be made about a sanction, the following steps may be taken:

- Students may be separated from their peers and supervised in the Ready to Learn Room
- Written student statements taken (on the statement form shown in section [21.5](#)) as soon as is practicable
- CCTV scrutinised
- Staff statements taken

The school is not required to carry out an investigation into an incident of unacceptable or serious misbehaviour that take place. Senior staff will determine whether it is required. The headteacher must apply the civil standard of proof: i.e. 'on the balance of probabilities' when making a decision about an appropriate sanction.

9 Searching, screening and confiscation

The head teacher and staff authorised by the headteacher have the statutory power to search students (and their possessions, including bags and lockers) without consent where they suspect that a student is in possession of a **prohibited item**. Where a search of outer clothing (including coats, blazers, pockets, shoes, socks etc.) is deemed insufficient the police should be called. If a student refuses to comply with such a search, the police will be called to conduct the search. If a student absconds before the police arrive, or the police are unable to attend, an assumption will be made that the student was in possession of a prohibited item. Such behaviour will also be treated as defiance and/or leaving the school site without permission. Appropriate sanctions will therefore be applied.

Inappropriate items will be confiscated and returned at the end of the school week, or to parents/carers where school staff deem it appropriate. Opened energy, caffeinated or fizzy drinks will not be returned to students and will be disposed of by the school. A failure to follow a request to hand over an inappropriate item will be treated as defiance and an appropriate sanction applied. Please see [section 21.6](#) for further information about appropriate uniform.

Searching, screening and confiscation will be conducted in line with current DfE Guidance: [Searching, Screening and Confiscation - Advice for Schools](#).

10 Mobile phones

For the purposes of this policy, mobile phones include all phones and internet enabled watches, whether smart phones or not. Internet enabled devices include any device which can access the internet in order to access or download materials, or to transmit materials, photographs or messages of any kind. This includes smart watches, Kindles, and emerging technologies with the same capabilities.

Mobile phones must not be used in school except in the bus bay to present a bus ticket. Students are allowed to have them in their possession but, as with all valuable items, we discourage students from bringing them into school. Sixth Form students may use their phones discreetly on the school site and in the sixth form centre.

Mobile phones must be switched off (not switched to silent mode) from the moment when students arrive on the school's premises to the moment when they leave (including break and lunchtime). If mobile phones are switched on or used without permission, they will be confiscated and passed to the Pastoral Admin Office. Students will be issued with a demerit.

Confiscated phones will usually be returned at the end of the school day. However, if a student's phone is switched on or used without permission on more than one occasion it may need to be collected, in person, by a parent or carer.

The unacceptability of students at the school using phones or other technological equipment to humiliate or bully other members of our school community, for example sending abusive text messages, cyberbullying, or using camera phones to record intimidating or unpleasant behaviour, or recording and transmitting of inappropriate images, means that the school will always take appropriate action to prevent this, and use appropriate disciplinary sanctions for those responsible.

No student should use a camera, phone, or any other device to record or video any member of the school community without permission from a member of staff and consent from the person being filmed.

If the school suspects that a phone has been used inappropriately it will be retained so that any data stored can be shared with parents, carers or, where appropriate, the police.

Mobile phones must not be taken into internal or external examinations. Students should hand them in to a member of the invigilation team on entering the examination room. Failure to comply with this could result in disqualification from that exam or from all the examinations in that series.

The school takes no responsibility for the damage, loss, or theft of any personal items, including personal electronic devices such as mobile phones and headphones.

11 Responding to dysregulated behaviour

There are occasions when a student's emotional response to a situation may be uncontrolled. Actions carried out by students in this state of emotional dysregulation may still be considered unacceptable or serious misbehaviour in line with the definitions in section 4. However, when initially responding to students who are in a dysregulated state, staff may employ de-escalation strategies or be required to use reasonable force.

11.1 De-escalation strategies

If a student's behaviour becomes dysregulated, staff members will seek to implement de-escalation strategies to defuse the situation. These include, but are not limited to:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a 'face-saving' route out of confrontation.

11.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of school staff have a legal power to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents in line with the expectations set out in the [DfE statutory guidance](#) on the use of reasonable force.

When considering using reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

12 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the Headteacher will report the incident to the police. When establishing the facts, school staff will endeavour to preserve any relevant evidence to hand over to the police. Headteacher will make the decision about who makes the report to the police if required.

School staff will not interfere with any police action taken. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a report to the LADO if appropriate.

13 Bullying and discriminatory behaviour

Hanley Castle High School is committed to providing a caring, friendly and safe environment for all students so that they can learn in a supportive and secure atmosphere. The school expects all children to be treated with respect and will respond decisively where bullying is found to be taking place. Whilst there is no legal definition of bullying, typically bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It might be motivated by actual differences between children, or perceived differences. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim.

Hanley Castle High School will always take bullying seriously and uses a range of proactive and reactive strategies to combat and prevent bullying, and to react to bullying incidents in a reasonable, proportionate and consistent way. The School will apply appropriate sanctions to the student(s) causing the bullying and ensure they learn from the experience, and will safeguard and support the student who has experienced bullying. The approach is outlined in more detail in the Anti-Bullying Policy.

14 Sexual harassment and sexual violence

Hanley Castle High School has a zero-tolerance approach to incidents of sexual harassment and/or violence and will ensure that all are met with a suitable response and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Each incident will be considered on a case-by-case basis and the response to it proportionate. Please refer to the school Child Protection and Safeguarding Policy and Procedure for more information.

15 Unacceptable behaviour off school premises

Schools have the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. Hanley Castle High School staff may apply sanctions where a student has misbehaved off-site when they are representing the school. For example, unacceptable behaviour may be sanctioned when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a student of the school.

Sanctions may also be applied where a student has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student or staff member.
- Could adversely affect the reputation of the school.

16 Unacceptable online behaviour

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, the way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off the school premises. At Hanley Castle High School, we are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Therefore, school staff can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the safe and orderly running of the school.
- It adversely affects the reputation of the school.
- The student is identifiable as a member of the school.

17 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer [LADO], where relevant) will consider whether the student who made the allegation is in need of help, or whether the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the needs of staff and students accused of misconduct.

18 Support following a sanction

Hanley Castle High School staff employ a range of targeted strategies to ensure that when poor choices are made, students are supported to understand the impact of their behaviour on themselves and others. Efforts will be made to ensure that students feel that they belong within the school community and are supported to engage in their learning, following time in the Ready to Learn Room or a suspension.

Support strategies may include, but are not limited to:

- Tutor or mentor 'check ins'
- Daily review with Head of Year/Pastoral Leader
- Group or individual intervention – Study skills / Resilience/Friendships/Compliance & Manners/Respect/Listening/Engagement/Ready to Learn
- Regular parent meetings
- Referral to school counsellor
- Referral to SENDCo for assessment of need
- Referrals to external agencies (PCSO, CAMHS, WEST)

These support strategies are part of a wider approach to pastoral care that supports all student wellbeing and mental health.

19 SEND

Hanley Castle High School has reasonable and proportionate expectations of all students, recognising that some individuals may require specific and bespoke reasonable adjustments to access the curriculum and benefit from all that the school can offer.

19.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, school staff will consider them in relation to a student's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Headteacher will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010).
- Using best endeavours to meet the needs of students with SEND (Children and Families Act 2014).
- If a student has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies as required.
- As a part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

These reasonable adjustments could include:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long periods of time.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues.
- Training for staff in understanding conditions such as autism.
- An opportunity to move to a neutral space to allow students to regulate their emotions during a moment of sensory overload.

Any preventative measure will consider the specific circumstances and requirements of the student concerned.

19.2 Adaptations for students with SEND

When considering a behavioural sanction for a student with SEND, school staff will consider:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND

The Headteacher will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The special educational needs co-ordinator (SENDCo) will evaluate any student who is struggling to meet school behavioural expectations to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

20 Monitoring and evaluating school behaviour

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion and suspension data.
- Use of student support units, off-site direction, and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, students, ASC members/trustees, and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be monitored and objectively analysed by the school leadership team and summary data scrutinised by the ASC at least annually. Attempts will be made to identify possible factors contributing to behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

21 Appendices

21.1 Student Code of Conduct

1. **Work Hard.** Everyone has the **right to learn without disruption**. To make sure this happens I will:
 - Arrive at my lesson **on time**, and with any set **homework completed**.
 - Wear the **school uniform** correctly and bring the right **equipment**.
 - **Follow reasonable requests from adults** when they ask the **first time**.
 - **Sit in my seating plan position** and stay there unless my teacher has given me permission to move around.
 - **Wait for the teacher to invite me to speak** in a whole class questioning or discussion session (**one at a time**).
 - Work silently during '**silent time**' and only talk about my learning during '**work talk time**'.
 - **Listen quietly and respectfully** when any adult is talking, or a student is talking about their learning (**one at a time**).
 - Remember to show **Respectful Attention** by (**Sitting up, Tracking** the teacher/text, **Actively listening**, being **Responsible** for my learning).
 - **Take pride in my work** and present it as **neatly** as possible.
 - **Try my best** to complete all the work set.
 - **Allow others** to get on with their **learning** without interruption.

2. **Be Kind.** Everyone has the **right to be treated with kindness, respect, and to feel safe**. To make sure this happens I will:
 - Be **respectful** in the way that I **speak to adults** and to **other students**.
 - Make sure **all feel welcome** in our school community – so that **nobody feels like an 'outsider'**.
 - Be **kind, safe** and **respectful** at breaktime and between lessons, moving **calmly** around school.
 - **Tell the truth to an adult** about **any incident** that I have **witnessed** or **experienced** e.g. bullying, vandalism or discrimination.
 - Show **care** for the school **buildings**, the **outdoor environment**, **school property** and the **property of other people**.
 - Be **kind, safe, and respectful** when **outside school** or **online**, including when **travelling to and from school**.
 - Take care **not to behave** in a way that would **bring the school into disrepute**.

I understand these school values and this code of conduct. I know that if I make poor choices, I will need to accept the consequence for my actions.

21.2 Sixth Form Code of Conduct

As a Hanley Sixth Form student we believe you have the potential to go on to the most amazing futures. We believe that you don't have to follow any one particular path, but whatever you choose for your future it must be your choice. The ability to follow your dreams is not a 'right' - you must earn that privilege by hard work and dedication.

To support you in achieving your goals we will do everything we can but we expect you to abide by the following Code of Conduct:

I will be serious about my education and serious about my future.

- I will show determination and arrive at school on time every day.
- I will show a commitment to attend to all lessons whenever possible and to avoid any unnecessary absence.
- I will commit to informing teachers of any known absence and catching up any missed work.
- I will follow the Sixth Form Dress Code at all times.
- I will be organised and bring to school the correct equipment including the subject folders (in line with subject folder expectations). for the lessons that day and any materials I need for Period 10 study.
- I will not use a mobile phone or have it visible during lessons unless given specific permission by a teacher.

I will work hard. I realise that to follow my dreams I have to put in effort, it won't just happen.

- I will attend all timetabled lessons and arrive on time.
- I will attend all offered subject support sessions.
- I will be autonomous and complete homework and coursework for the deadlines that are set by teachers.
- I will go to the correct location at the start of each Period 10.
- I will use all my study periods productively. I will work quietly and show humility by allowing others to do the same.
- I will complete at least 1 hour of independent study a day.
- I will follow the Successful Student model for each of my subjects.
- I will only use my phone for work during study periods and with headphones if needed.
- I will attend any Intervention or Supervised Study sessions when asked to by a member of staff.

I will be the type of person who wants to take part in things.

- I will take a full and active part in the tutor time curriculum.
- I will engage in the Hanley Honours process to earn the autonomy that comes with successful completion.
- I will take part in the variety of sessions offered during Wednesday Period 5 sessions.

As a successful Sixth Form Student...

- I will show good citizenship and treat the Sixth Form Centre and the wider school building with respect.
- I will show kindness and empathy, and treat everyone with dignity, respect and tolerance.
- I will speak to staff respectfully and politely, and follow instructions given to me.
- I will behave appropriately at all times, this includes time when I am off-site or travelling to and from school.
- I will correctly 'sign in' when I arrive and 'sign out' when I leave the school site.
- I will wear my school lanyard around my neck at all times.
- I will not have my headphones visible or my phone out as a move around school.
- I will not bring vapes, cigarettes or similar items into school or use anywhere near to the school premises.
- I will use social media appropriately, not say hurtful things about others, or post any photos or videos from in school.
- I understand that I need to have achieved 'Hanley Honours' to be able to leave the school site.
- I will attend any detentions, step up sessions or other sanctions I am given.
- I will attend parents evening to receive feedback to support my learning.

I understand that the above actions will help me to achieve my potential and that if I make poor choices, there will be consequences, all designed to support me to be successful at the end of Year 13.

21.3 Home School Agreement

HANLEY CASTLE HOME SCHOOL AGREEMENT (Y7-11) – SCHOOL COMMITMENT

At Hanley Castle High School we have high aspirations and expectations for all our students and are determined to establish a trusted partnership with parents and carers to support active involvement in their child's learning and development. As a school, we make the following commitments:

Behaviour and safety

We will:

- Provide a safe, orderly, and secure learning environment for all students.
- Create the conditions that encourage positive relationships, built upon respect and integrity, to develop at all levels within the school community.
- Protect students from the impact of poor behaviour by insisting on high standards and holding individuals to account when these are not met.
- Reward students for their endeavours and provide opportunities to contribute to the school leadership and wider community.

Learning and development

We will:

- Provide access to a challenging, broad, and balanced curriculum that prepares students for further study and life beyond school.
- Set appropriate homework regularly and use it to extend learning opportunities for students.
- Work to meet the needs of all students in the school in a fair and consistent way, making reasonable adjustments when we need to.
- Offer opportunities to enhance students' development as socially and cultural aware, well-rounded members of the community through tutor time, our personal development curriculum, assemblies, visits, and our extracurricular provision.

Communication

We will:

- Keep parents and carers informed about their child's progress and general school matters through emails, Epraise, termly newsletters, Parents' Evenings, and progress reports.
- Make sure that parents and carers can communicate with school via the Pastoral Team by phone or email, and will reply to all communication as soon as possible, usually within 2-3 working days.
- Liaise with parents and carers as soon as possible if concerns emerge regarding a child's wellbeing.

Our approach

- We use findings from robust educational research to inform our approaches in school, and we will constantly strive to become better educators by reflecting on our own practices.

Signature



Mr M Stow - Headteacher (for and on behalf of the school)

HANLEY CASTLE HOME SCHOOL AGREEMENT (Y7-11) – FAMILY COMMITMENT

As a parent/carer, I understand that for my child to realise their academic potential and to experience personal success, there must be a strong partnership between Hanley Castle High School and the home. As part of this partnership and my child attending Hanley Castle, I understand that Hanley Castle High School has high expectations for every child in terms of academic effort and conduct and I agree to engage positively with the school policies and procedures to support my child by making the following commitments:

Behaviour and safety

I will:

- Accept and support the school systems (including consequences such as detentions) used to hold students to account in the event of poor behaviour and choices.
- Ensure that my child arrives to school on time every day (except in cases of illness or other legitimate reason).
- Ensure that my child wears the full school uniform every day or allow them to wear replacement uniform provided by the school.

I understand that:

- Mobile phone use is not permitted during the school day. Devices will be confiscated in line with the school policy.*
- Jewellery and clothing items not in line with the school's uniform expectations will be confiscated.
- The school takes no responsibility for the damage, loss, or theft of any personal items, including personal electronic devices such as mobile phones and headphones.
- The school will encourage my child to have a healthy lifestyle. I will give my child healthy food and drinks to take to school and I support the decision made by the school to confiscate caffeinated or fizzy drinks if they are found on site.

Learning and development

I will:

- Actively support my child so that they can successfully complete their homework and recognise their responsibility to submit the tasks on time.
- Ensure that my child brings appropriate equipment to school every day including at least 2 pens, a pencil, a ruler, a reading book, a calculator, and the exercise books required for the day.

Communication

I will:

- Notify the school by 9am if my child is absent. If an absence lasts for more than one day, I will notify the school on each day of absence and provide medical evidence if requested.
- Make the school aware of any concerns or problems that might affect my child's learning, behaviour, or well-being, including changes in personal circumstance.
- Always communicate with the school in a timely and polite manner.
- Engage with school communication methods to understand and support my child's education by reading all progress reports carefully, attending Parents' Evening (virtually or 'in person'), and regularly checking my child's progress, conduct, and homework tasks using Epraise.
- Stay informed with updates from the school community by reading termly newsletters, the school website, and emails.

* Students are allowed to use phones as they leave/enter the site for electronic bus tickets.

21.4 Sixth Form Home School Agreement

KS5 HOME SCHOOL AGREEMENT – SCHOOL COMMITMENT

At Hanley Castle High School we have high aspirations and expectations for all our students and are determined to establish a trusted partnership with parents and carers to support active involvement in their child's learning and development. As a school, we make the following commitments:

Behaviour and safety

We will:

- Provide a safe, orderly, and secure learning environment for all students.
- Create the conditions that encourage positive relationships, built upon respect and integrity, to develop at all levels within the school community.
- Protect students from the impact of poor behaviour and poor attitude to learning by insisting on high standards and holding individuals to account when these are not met.
- Reward students for their endeavours and provide opportunities to contribute to the school leadership and wider community.

Learning and development

We will:

- Provide access to a challenging, broad, and balanced curriculum that prepares students for further study and life beyond school.
- Set appropriate homework and independent study regularly and use it to extend learning opportunities for students.
- Work to meet the needs of all students in the school in a fair and consistent way, making reasonable adjustments when we need to.
- Offer opportunities to enhance students' development as socially and cultural aware, well-rounded members of the community through tutor time, our IAG curriculum, assemblies, visits, and our extracurricular provision.

Communication

We will:

- Keep parents and carers informed about their child's progress and general school matters through emails, Epraise, SIMS Parent App, termly newsletter, Parents' Evenings, and progress reports.
- Make sure that parents and carers can communicate with school via the Key Stage Office by phone or email, and will reply to all communication as soon as possible, usually within 2-3 working days.
- Liaise with parents and carers as soon as possible if concerns emerge regarding a child's wellbeing.

Our approach

- We use findings from robust educational research to inform our approaches in school, and we will constantly strive to become better educators by reflecting on our own practices.

Signature

Mr M Stow - Headteacher (for and on behalf of the school)

KS5 HOME SCHOOL AGREEMENT – FAMILY COMMITMENT

As a parent/carer, I understand that for my child to realise their academic potential and to experience personal success, there must be a strong partnership between Hanley Castle High School Sixth Form and the home. As part of this partnership, I understand that Hanley Castle High School Sixth Form has high expectations for every child in terms of academic effort and conduct and I agree to engage positively with the school policies and procedures to support my child by making the following commitments:

Behaviour and safety

I will:

- Accept and support the school systems (including consequences such as detentions) used to hold students to account in the event of poor behaviour.
- Accept and support the 'Hanley Honours' system used to encourage students to be the best they can be to 'earn their autonomy' during Year 12.
- Ensure that my child arrives to school on time every day (except in cases of illness or other legitimate reason).
- Ensure that my child wears their lanyard to school each day for safeguarding purposes.

I understand that:

- The school takes no responsibility for the damage, loss, or theft of any personal items, including personal electronic devices such as mobile phones, laptops and headphones.
- The school will encourage my child to have a healthy lifestyle.

Learning and development

I will:

- Actively support my child so that they can successfully complete their homework and recognise their responsibility to submit the tasks on time.
- Accept and support the school systems (including consequences such as increased supervised study) used to support students lacking the independence required to be successful in Level 3 qualifications.
- Support the school if it is the professional opinion of its staff that transition from Year 12 into Year 13 is not in the best interest of the child.
- Ensure that my child brings appropriate equipment to school every day.

I understand that:

- My child's success is very closely linked to excellent attendance and that should attendance be below 90% (without medical evidence), the school reserves the right to ask individual students to make payment for their own exam entries.

Communication

I will:

- Notify the school by 9am if my child is absent. If an absence lasts for more than one day, I will notify the school on each day of absence and provide medical evidence if requested.
- Make the school aware of any concerns or problems that might affect my child's learning, behaviour, or well-being, including changes in personal circumstance.
- Always communicate with the school in a timely and polite manner.
- Engage with school communication methods to understand and support my child's education by reading all progress reports carefully, attending Parents' Evening (virtually or 'in person'), and regularly checking my child's progress and conduct using the Epraise and SIMS Parent App.
- Stay informed with updates from the school community by reading termly newsletters, the school website, and emails.

Signature _____ Name _____ Date _____

21.6 Uniform Expectations (correct as of 4.9.25)



HANLEY CASTLE HIGH SCHOOL UNIFORM EXPECTATIONS



What to wear

- ✓ **White collared shirt**, tucked in with the top button done up
- ✓ **College Tie**, worn 7 stripes long, up to the collar
- ✓ **Hanley Castle blazer** to be worn at all times
- ✓ **Black tailored trousers**
- ✓ **Tailored shorts**
- ✓ **Hanley Castle skirt** (pleated or straight – minimum 18 inches) with pelican on waistband, worn to full length
- ✓ **Black tights or black socks**
- ✓ **Black school shoes** (traditional style, no trainers)
- ✓ **Hanley Castle V-neck jumper** (optional – not to replace blazer)
- ✓ One pair of **stud earrings** and a **watch**
- ✓ **Hair – traditional style** and colour with no patterns or bright colours
- ✓ **Coats** – worn in poor weather; removed for lessons (not to replace blazer)

What not to wear

- ✗ **Footwear** - canvas shoes, trainers, boots
- ✗ **Trousers** – skinny fit, elastic/legging/lycra based, Cropped
- ✗ **Jewellery** – Bracelets, necklaces, rings
- ✗ **Piercings** – multiple piercings, hooped earrings, hanging earrings, facial piercings
- ✗ **Socks** – white or coloured socks
- ✗ **Hoodies**
- ✗ **Make up/Nails** – heavy makeup, nail varnish/acrylic nails/gel nail extensions, false eyelashes



NEXT STEPS

- Students wearing an incorrect item of uniform be provided with replacement uniform to be returned at the end of the day (a personal item will be exchanged and securely stored e.g. mobile phone, bus pass)
- Jewellery and clothing items not in line with the school's uniform expectations will be confiscated and available for collection at the end of each week.
- Students wearing excessive make-up or jewellery will be given the opportunity to resolve this before sanctions are applied in line with the behaviour management policy

Policy Change Log

| Policy Name | Version | Date of Change | Summary of Changes | Reason for Change | Approved By |
|------------------|---------|----------------|--|---|-------------|
| Behaviour Policy | | 11.9.25 | Updated section 3 DfE document references | New versions of guidance and some now subsumed into other documents | |
| Behaviour Policy | | 11.9.25 | Updated wording in section 3 | Addition of 2 documents | |
| Behaviour Policy | | 11.9.25 | Updated content in section 6.1 Epraise | Update of ways to reward students | |
| Behaviour Policy | | 11.9.25 | Updated content in section 6.2 Other Rewards | Amended criteria for year 11 Ambassador programme | |
| Behaviour Policy | | 11.9.25 | Changed wording in section 7 | Change of wording from Key Stage to Pastoral | |
| Behaviour Policy | | 11.9.25 | Updated content in section 7.2 Detentions | Clarification on when AS detentions are set | |
| Behaviour Policy | | 11.9.25 | Updated wording in section 8 investigating an incident | Detail on where students could be supervised during investigation | |
| Behaviour Policy | | 11.9.25 | Updated section 11.2 | Detail on reporting in line with new DfE statutory guidance | |
| Behaviour Policy | | 11.9.25 | Updated statement form section 21.5 | Inclusion of reference to CCTV footage in statement form | |
| Behaviour Policy | | 11.9.25 | Updated uniform expectations section 21.6 | Updated uniform expectations with clarity of next steps | |