

Urmston Grammar

Relational Behaviour Policy



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Introduction

This policy outlines our approach to behaviour and our commitment to supporting students to make positive choices. Our aim is to create a safe, secure and purposeful environment in which everyone can learn and succeed.

We recognise that our community is made up of individuals with differing strengths, needs and experiences. Central to our approach is the development of self-regulation: helping students to understand and manage their emotions, reflect on their actions, and make considered decisions. In doing so, they are better equipped to grow academically, socially and personally.

We encourage students to take pride in their place within our school and to engage fully in both the curriculum and wider opportunities available to them. By promoting empathy, respect and responsibility, we foster positive relationships and a culture of mutual support, underpinned by high expectations for all.

This policy applies to all members of our school community. We ask staff, governors, parents and carers to work in partnership to uphold its principles.

We also recognise that adolescence can bring complexity and challenge. We are committed to creating a culture in which students feel able to express how they feel, seek support when needed, learn from mistakes and repair relationships. Alongside clear expectations, we provide guidance and support to promote mental health and wellbeing. Our goal is for every student to leave school as a confident, self-regulating young adult and a positive contributor to society.

By accepting or maintaining a place at Urmston Grammar, you are accepting this policy and our approach

Roles and Responsibilities

It is the responsibility of all members of the school community to uphold this policy and highlights the ethos and culture we aspire to. All new staff will discuss this policy as part of their induction to the school and it will be reviewed annually by the Head of School and Headteacher.

At the heart of our school is a belief that young people thrive in environments where they feel safe, known, valued and supported. We are committed to creating a community built on **pride, participation and empathy**, where expectations are high, and relationships are strong.

Every member of our community plays an important role in making this a reality.

Parents & Carers

We value parents and carers as key partners in their child's education. Together, we can provide consistent messages that help young people flourish.

We ask parents and carers to:

- Support the school in promoting politeness, kindness, empathy and good manners within our community.
- Work collaboratively with us, recognising that young people thrive when school and home share common expectations and values.
- Keep us informed of any changes in circumstances that may affect their child's wellbeing, behaviour or learning.
- Engage regularly with the SIMS app and Satchel One to remain informed about progress, achievements and any concerns.
- Communicate openly and constructively with the school so that concerns can be resolved in a solution-focused and relational way.

Students

We believe students are capable of meeting high standards when they feel respected, supported and understood.

We ask students to:

- Show pride in themselves, their learning and their school environment.
- Demonstrate empathy, kindness and respect towards others at all times.
- Follow staff instructions promptly and engage positively in learning.
- Take responsibility for their behaviour and reflect honestly when things go wrong.
- Participate fully in lessons and wider school life.
- Contribute to a calm, orderly and purposeful environment where everyone can succeed.
- Engage in restorative conversations when needed and commit to putting things right.

Teaching Staff

Teachers are central to creating classrooms where warmth and high expectations coexist.

We ask teaching staff to:

- Fully embrace and uphold the ethos and practicalities of our relational behaviour policy.
- Establish calm, purposeful routines with clear expectations that create a sense of safety and order.

- Lead with positive behaviour expectations and address low-level disruption promptly and proportionately.
- Use consistent language and agreed systems to ensure fairness and clarity across the school.
- Plan and deliver high-quality teaching that engages students and maintains high standards for conduct and learning.
- Be aware of individual student information (e.g., pupil passports) to ensure needs are understood and supported.
- Seek advice and guidance when needed, recognising that collaboration strengthens practice.
- Role-model the respectful, calm and empathetic behaviour we expect from students.
- Keep seating plans accurate and centrally recorded to support consistency and safeguarding.
- Notice and celebrate positive choices, using the house system to reinforce success.
- Refer significant incidents to the Head of Department in the first instance.
- Log behaviour incidents on SIMS to ensure accurate and transparent records.
- Set appropriate work promptly when a student is suspended, maintaining continuity of learning.

Form Tutors

Form tutors play a vital relational role in knowing students well and building strong home-school connections.

We ask form tutors to:

- Fully uphold the ethos and expectations of our relational behaviour policy.
- Establish clear routines that create a calm, purposeful start to the day.
- Reinforce positive behaviour expectations and address low-level concerns promptly.
- Know their students well, including individual needs and contextual information.
- Role-model respect, empathy and professionalism.
- Keep seating plans updated and centrally recorded.
- Celebrate positive behaviour and engagement through the house system.
- Monitor and discuss patterns in attendance, punctuality, behaviour and wellbeing, including changes in mood or presentation.
- Communicate proactively with parents/carers to build strong, trusting relationships.
- Refer significant concerns to the Head of Year.

Head of Year/Pastoral Managers

Pastoral Leaders ensure that patterns are identified early, and support is coordinated effectively.

We ask our Heads of Year to:

- Review SIMS and Power BI data regularly to identify trends and emerging concerns.

- Liaise with teachers, form tutors and Heads of Department where behaviour patterns span multiple subjects.
- Ensure appropriate support and timely parental communication are in place.
- Oversee behaviour during unstructured times and respond proactively.
- Refer serious incidents to the Head of School.
- Support restorative approaches and guide colleagues in relational practice.
- Promote consistent messaging and expectations across year groups.

Subject Leaders

Heads of Department and Heads of Faculty ensure consistency and high standards within subject areas.

We ask Subject Leaders to:

- Support teachers in managing classroom behaviour and oversee restorative processes where required.
- Contact home when necessary to strengthen partnerships and resolve concerns.
- Discuss behaviour as a standing item in department meetings to ensure reflection and consistency.
- Work closely with pastoral teams to coordinate effective support.
- Refer serious incidents to Faculty Leads or linked SLT.
- Ensure clear “step out” systems are in place within departments.
- Maintain teacher autonomy while providing guidance and support.

Senior Leadership Team (SLT)

The Senior Leadership Team sets the tone for a culture that balances compassion with clarity.

We ask SLT to:

- Model the behaviour and professionalism expected across the school.
- Be visible, approachable and available to staff and students.
- Be open, honest and accountable, recognising achievements and addressing concerns fairly.
- Empower colleagues rather than seeking to solve every issue centrally.
- Ensure the ethos of *pride, participation and empathy* is embedded in daily practice.
- Provide safe spaces for professional reflection and dialogue.
- Coordinate high-quality CPD that strengthens relational practice and classroom excellence.
- Work with external agencies to ensure cohesive, long-term solutions for complex needs.
- Provide coaching and mentoring for colleagues who are new or require support.
- Operate an effective and responsive on-call system.

Our Shared Commitment

A relational approach does not lower expectations, it strengthens them.

By combining warmth with clarity, empathy with accountability, and support with high standards, we create a school where:

- Students feel safe and valued.
- Staff feel supported and empowered.
- Parents feel listened to and involved.
- Behaviour is managed consistently and fairly.
- Everyone is proud to belong.

Together, we build a community where young people can grow not only academically, but socially and emotionally, ready to contribute positively to the wider world.

Linked Policies

This policy should be read in conjunction with:

- Anti-bullying Policy
- Attendance Policy
- Safeguarding Policy
- SEND Policy
- Staff Code of Conduct
- Teacher Standards

Aims of the policy

This policy exists to create the conditions in which every young person can flourish — academically, socially and emotionally. We believe that high expectations and strong relationships are not opposites; they work best together.

Through our relational approach, we want every student to:

Thrive

Students learn, discover and achieve their full potential in an environment that is calm, purposeful and aspirational. They are supported and challenged in equal measure so they can experience success and growth.

Be Known

Every student is recognised as an individual. Their strengths, talents, efforts and achievements are noticed and celebrated. They feel seen, understood and valued by the adults around them.

Learn

Students are taught in engaging and developmentally appropriate ways. Lessons are thoughtfully planned, stimulating and structured, enabling students to feel both secure and inspired in their learning.

Be Confident

Our environment nurtures self-belief. Students develop confidence by experiencing success, being encouraged to persevere, and knowing that they are supported when they face challenges.

Experience a Rich Curriculum

Students have access to an exciting, relevant and inclusive curriculum that builds aspiration and curiosity. They are encouraged to take safe academic risks, stretch themselves and explore new ideas within a supportive framework.

Savour Mistakes

Mistakes are understood as an essential part of learning and personal development. Students are guided to reflect, repair and grow, recognising that setbacks are opportunities for improvement, not sources of shame.

Our Commitment to Support and Co-Regulation

We recognise that young people are still developing emotionally and socially. At times, they may need guidance in understanding and managing their feelings and behaviours.

Our aim is to provide:

- Support, patience and understanding from adults
- Calm, consistent co-regulation when emotions feel overwhelming
- Clear boundaries that create safety and predictability
- Opportunities for reflection and restorative conversations

Through this, students gradually develop the self-awareness and self-regulation skills they need to manage themselves with increasing independence.

Building Healthy Relationships

We want our students to develop healthy, respectful and safe relationships, with peers, staff and the wider community.

They will learn:

- How to communicate with empathy and respect
- How to resolve conflict constructively
- How to repair and restore relationships when things go wrong
- How to take responsibility for their actions

By embedding these relational principles, we support our students in becoming confident, compassionate and responsible members of our school community and the wider world.

Rationale of the policy

Relationships, Safety and Learning

Human beings do not develop in isolation. From early childhood, we form an *inner working model* of ourselves through attachment relationships with parents, carers and other significant adults. These early experiences shape how we see ourselves, others and the world around us.

Within school, adults can become important attachment figures. The relationships students build here matter deeply. They influence confidence, behaviour, resilience and capacity to learn.

Where attachment relationships have been disrupted, through loss, neglect, trauma or adverse experiences, school has the potential to be a place of repair. Consistent, caring and relationships built around appropriate professional boundaries with adults can help students rebuild a sense of safety and trust. When young people feel safe, they are far more able to engage, reflect and grow.

Regulation Through Relationships

Self-regulation is not something children simply “have” or “do not have.” It is learned gradually through relationships.

Before young people can regulate themselves independently, they often need **co-regulation**, calm, attuned adults who help them manage strong emotions and return to a state of balance.

We therefore:

- Support adults in remaining emotionally attuned and responsive.
- Promote calm, consistent and predictable responses.

- Encourage reflective conversations that help students understand their emotions and behaviour.
- Provide safe spaces for students to discuss challenges and explore solutions.

Through repeated experiences of being supported rather than shamed, students begin to internalise these regulatory skills for themselves.

Understanding Trauma

Trauma can significantly disrupt learning. It may arise from a single event or prolonged experiences that create levels of stress a child is unable to manage.

When a child feels unsafe, physically or emotionally, the brain prioritises survival over learning.

The brain is pattern-seeking and survival-oriented. Experiences of safety, predictability and connection on the outside help build security and integration on the inside. In other words, students learn best within the context of the relationships they are part of.

Rebuilding a sense of safety through consistent relationships and positive experiences is essential in supporting recovery from trauma. School can provide powerful counter-experiences, moments that show students that adults can be reliable, that mistakes can be repaired, and that challenges can be overcome.

Safety Before Learning

Human beings need safety and positivity in order to learn and develop. When we feel under threat, our nervous system may move into “survival mode” — often described as *fight, flight, freeze or flop*.

In this state, the ability to focus, reflect, regulate and engage in learning is significantly reduced.

Therefore:

- We do not act in ways that create unnecessary fear or humiliation.
- We prioritise physical and psychological safety.
- We maintain clear, predictable boundaries that create security.
- We support students to regulate when they feel anxious, overwhelmed or distressed.

A calm, relational environment does not remove high expectations. Instead, it creates the conditions in which those expectations can be met.

Our Relational Commitment

We understand that behaviour is a form of communication.
We respond with curiosity before judgment.
We balance empathy with accountability.
We create safety alongside structure.

By embedding these principles, we enable our students not only to succeed academically, but to develop resilience, emotional literacy and healthy relationships that will sustain them far beyond school.

Behaviour Expectations

Adopting a relational approach does not mean accepting standards of behaviour that fall below expectation. Our expectations are clear, consistent and rooted in our shared values. They are set out in Appendix 1 (Urmston Grammar's PPE) and provide the framework for all conversations about conduct and responsibility.

Relational practice strengthens standards, it does not dilute them. By combining clarity with care, we ensure that expectations are both understood and upheld.

All discussions about behaviour are rooted in our three key principles:

Pride

Taking pride in what we do, how we present ourselves, and what we positively contribute to our peers, our school and the wider community.

Participation

Engaging fully in the rich academic and extra-curricular life of Urmston Grammar, recognising that active involvement leads to growth and belonging.

Empathy

Showing care, respect and understanding towards others, and seeking the same in return. Empathy nurtures a safe, inclusive and supportive environment for all members of our community.

These principles provide a shared language that keeps our conversations constructive, forward-looking and values driven.

We recognise that all behaviour is a form of communication. When a student behaves in a way that is inappropriate, our response begins with curiosity rather than assumption.

We ask:

- What is the context of this behaviour?
- Is there an unmet need or underlying difficulty?
- What might this student be communicating through their actions?

This does not remove accountability. Instead, it ensures that consequences are meaningful and that support addresses root causes, not just surface behaviours.

If a student is emotionally dysregulated, learning and reflection cannot take place effectively. In these moments, our priority is to help restore calm.

This may include:

- Offering space and time
- Supporting breathing or grounding strategies
- Practising active listening
- Using calm, non-confrontational language

Adults remain steady and attuned, modelling regulation so that students can borrow that calm until they are able to manage independently.

Once a student is regulated and ready to reflect, we move into restorative dialogue.

We explore their understanding of what happened, sometimes wondering aloud:

“When you did X, I wonder if you were feeling Y?”

Together, we then:

- Clarify why the behaviour was not appropriate and how it impacted others.
- Make explicit what we expect to see instead and support the student in achieving this if needed.
- Repair relationships through restorative conversations or actions.
- By showing **unconditional positive regard** to our students at all times.
- Help the student understand and manage the emotions that influenced their choices.

This process promotes responsibility, empathy and long-term behavioural growth.

Our approach is built on a simple belief:

- We maintain high standards.
- We respond with curiosity and compassion.
- We teach better choices rather than simply punish poor ones.
- We ensure that consequences are fair, proportionate and understood.

By doing so, we create a culture where students are not defined by their mistakes, but supported to learn from them, developing the maturity, integrity and self-regulation needed to thrive both within and beyond school.

Relationships and Rewards

At the heart of our approach is the principle that the most powerful reward for a young person is the affirmation of a trusted adult.

When a student has built a positive relationship with an adult, approval carries genuine meaning. Equally, the greatest consequence can be the quiet disappointment of someone they respect. Relationships give weight to both encouragement and correction.

Without relationships, rewards and consequences can become transactional, bribes or threats. Over time, this risks teaching compliance rather than character, and may leave young people vulnerable to manipulation or coercion. Our aim is not to control behaviour externally, but to help students develop internal motivation, integrity and self-worth.

Stickers, postcards, emails home and house points are useful symbols of recognition. They allow success to be shared and celebrated beyond the classroom, particularly with parents and carers.

However, symbols cannot replace genuine affirmation.

For some students, external rewards can become the end point rather than the by-product of success. When this happens, there is a risk of dependency or anxiety about achieving tokens, rather than developing a secure sense of personal value and pride.

Our priority is therefore authentic recognition, noticing effort, growth, kindness, perseverance and contribution in real time.

We understand that not all students experience praise in the same way. For some, particularly those whose life experiences may have shaped low self-worth, public praise can feel overwhelming or uncomfortable.

For this reason, we avoid rigid or performative systems. Instead, we:

- Actively notice positive behaviours and achievements.
- Provide feedback in the moment, when it is most meaningful.
- Tailor recognition sensitively to the individual.
- Explain *why* the behaviour or effort matters.

We make affirmation specific rather than generic.

Instead of:

“Well done.”

We say:

“Thank you for that thoughtful answer, it really helped move the whole class discussion forward.”

Specific praise helps students understand exactly what they have done well, enabling them to repeat and build upon those behaviours. It strengthens identity: *I am someone who contributes positively.*

We will continue to use the school’s house point system, as this allows achievements to be shared with families and celebrated collectively.

However, our aim is that if a student receives a house point, they are able to articulate why they have earned it. The recognition should connect to our values, pride, participation and empathy, rather than exist as an isolated reward.

In this way, house points become:

- A symbol of meaningful achievement
- A celebration of character as well as performance
- A bridge between school and home
- A reinforcement of intrinsic motivation rather than a substitute for it

Ultimately, we want students to behave well not because they are seeking a sticker, nor because they fear a consequence, but because:

- They value themselves.
- They value their relationships.
- They understand their impact on others.
- They take pride in who they are becoming.

When affirmation is rooted in relationship, it nurtures confidence, resilience and integrity, qualities that last far beyond school and adolescence.

How do we provide a safe environment for learning?

We are intentional about creating a school culture where safety, belonging and high expectations coexist.

We ensure that:

- Our school is a safe, inclusive and welcoming space for all members of the community.
- We know our students well, recognise their strengths and provide support where development is needed.
- We consistently meet the relational and developmental needs of our students.
- We model the behaviour we expect to see — we do not shout, and we respond with kindness, clarity and compassion.

- We actively notice and celebrate the behaviours we want to see more of.
- We do not hold past mistakes against students; we show unconditional positive regard and always offer a fresh start.
- We do not operate through fear, coercion, bribery, threats or humiliation.
- We build strong relationships with students and their parents/carers.
- We meet and greet students at the gate, at classroom doors and as we move around school.
- We welcome communication from parents/carers and respond thoughtfully to concerns and feedback.
- Our vision and values are consistently upheld across the school.
- We encourage empathy, respect and inclusion in all interactions.
- We establish predictable routines that promote security and calm.
- We recognise and celebrate everyday acts of positive citizenship — holding doors open, welcoming new students, offering help.
- There are safe spaces available for calm and reflection when needed.
- Every child has a trusted adult they can approach if they are struggling.

What we do when things are not going as expected

We recognise that situations can escalate. At times, the reasons may be complex and outside of a young person's immediate control. As adults, we accept responsibility for managing ourselves so that we can best support students.

Adults can experience strong emotions — frustration, anger, anxiety or disappointment. However, if we are dysregulated, we cannot effectively regulate others. Professional self-regulation is therefore essential.

Colleagues may:

- Pause, breathe and count to ten before responding.
- Reflect on the wider context and the student's perspective.
- Maintain calm, focusing on safety and the needs of all involved.
- Seek support if they are not the best person to manage the situation in that moment.
- Hand over temporarily if needed — while taking back ownership once regulated.

We can help the child to:

- Feel physically and psychologically safe, allowing time and space where appropriate (recognising that in situations of immediate risk this may not be possible).
- Regulate emotions and behaviours, including learning breathing techniques and naming emotions.
- Reflect and build understanding of themselves and others.
- Develop alternative strategies for managing challenges.
- Consider the impact of their actions on others.
- Repair relationships through restorative conversations or actions.

Consequences

We define consequences as logical and natural responses to behaviour. We do not use the term *punishment*. Consequences are designed to teach, repair and restore.

At Urmston Grammar, we prioritise **consistency of approach, not uniformity of outcome**. Professional judgement matters.

Logical and natural consequences include:

- If you drop litter, you pick it up.
- If you are rude, you apologise.
- If you do not complete work, you catch up.
- If you hurt someone, you repair the relationship.

Where someone has been affected, their feelings are acknowledged. However, consequences are never about revenge or retribution. Whenever possible — and when students are regulated — we prioritise restorative approaches.

Consequence steps

	What happens?	Example 1 (classroom)	Example 2 (out of class)
Chance	A clear warning is given (verbal or non verbal), and the student has a chance to correct their behaviour (<i>Those with additional needs may need more than once chance</i>)	Please stop turning around, and start the task.	You need to join the back of the lunch queue, you cannot jump the queue to be with friends.
Choice	If the inappropriate behaviour continues, you are given a clear choice . Correct the behaviour or receive a consequence. (<i>Those with additional needs may require support with this</i>)	You still have not started the task and are still talking; you need to begin now or will receive a detention to catch up. It is your choice what happens next.	You are still not in the correct place in the queue, you are now not allowed to join the end of the queue for 10 more minutes.
Consequence	You will then receive a logical and proportionate consequence. This will be based on the judgement of the member of staff. It may include: • A departmental catch-up to complete work or a detention to reflect on behaviour choice • In more severe cases, the student can be excused to a neighbouring classroom using the step-out timetable. • This will be followed by a restorative with the class teacher and a detention will be applied.	You have chosen to continue talking, if you do not rectify this, I will increase your detention to a whole school as you are disrupting the learning of others. If this behaviour continues, I may need to escalate the consequence and remove you from the room. Behaviour point added on SIMS	You have still not moved to the correct place in the queue, you may now not join the queue until 1.45pm Behaviour point added on SIMS

Important notes on consequences

- A behaviour point is not a consequence in itself. The purpose of a behaviour point is to inform home that a situation has arisen at school.
- Consequences are far more impactful when they are applied in the moment by the relevant member of staff. If situations are referred on, there can be a disconnect between the behaviour and the consequence applied.
- If a student is removed from the classroom, the class teacher must make contact with home (with support from the Curriculum Leader if required) to explain what has happened and discuss next steps.
- The next time we see that student, it is essential that we show unconditional positive regard. We do not assume repeated poor choices will occur.
- All consequences must be logical and proportionate. For example: if a student who has never previously missed homework informs a member of staff at the start of the lesson that they will submit it later that evening — and they do — then no consequence is necessary. However, if they fail to meet that agreed deadline, a catch-up session would be reasonable.
- Where an incident is serious, or emotions are heightened, it may be necessary to allow time for reflection before holding restorative conversations.
- For students with SEND, specific adjustments may be required. These will be outlined in their learning plan and must be followed.
- We do not operate rigid systems where consequences simply accumulate. If repeated consequences are not improving behaviour, we adjust the support.
- We work as a team around the child, seek additional guidance where needed, and implement supportive interventions where appropriate.

Important notes on restorative practice

- Where practical, colleagues should have a restorative conversation with the student to talk about positive next steps.
- If a student attends a detention because of an incident in your lesson, you should visit them at the start of the detention, to have your restorative chat and set up the next encounter as a positive one.
- In rare circumstances where a restorative conversation is not possible before the next lesson, we will ensure the student will be given unconditional positive regard the next time we see them, signalling that we have moved on and are focused on moving forward positively.
- See appendix 2 for more details on managing a restorative conversation

Possible Consequences

We intentionally use the term *consequence* rather than sanction or punishment.

Although this list includes actions that may traditionally have been viewed as sanctions, it also includes a range of supportive measures. All consequences should be viewed as positive responses that provide time to reflect and reset.

Through our chance/choice/consequence model, teachers use professional judgement when applying consequences. These must always be proportionate and appropriate to the behaviour.

Possible consequence	Where it may be used
School detention 3.15-4.00pm or 3.15-4.30pm (Thursday) (SLT led)	• Poor behaviour choice • Failure to respond to first cycle of choice/chance/consequence • Failure to attend a pastoral detention
Departmental catch-up (lunch) every day (Dept led)	• Failure to complete work in lesson or at home
Catch up 3.15-4.00 (Tuesday) (Staff rota)	• Failure to complete work following departmental catch-up • Failure to attend departmental catch up
Late detention (Break) every day	• Arriving in form after 8.30am
Subject support card	• Continued lack of engagement with work in class or at home • Continued exhibition of poor behaviour choices in lessons
Pastoral support card	• Continued lack of engagement across a range of lessons • Continued exhibition of poor behaviour choices in a range of lessons
Internal suspension (LRC) as required	• Accumulation of poor behaviour choices • A single and serious incidence of a behaviour choice • First confiscation of a phone during the school day • First confiscation of an e-cig during the school day

Parental contact (Phone call or email)	• Student continues to exhibit poor behaviour choices after consequences have been applied • Student makes a serious error of judgement which we feel must be discussed with home
Parental contact (Meeting)	• Student is continuing to make poor behaviour choices and has not responded to separate conversations at home or in school
Subject support plan	• School and family will discuss a plan, set up to support the student to make improvements
Pastoral support plan	• School and family will discuss a plan, set up to support the student to make improvements across a range of subjects
Step out	• If a student needs to be removed from a lesson, they can be moved to a class within their department based on the subject 'step-out' timetable. • Any step out should be accompanied by a phone call home to explain, and a restorative conversation with the teacher before returning to lesson.

- 24-hours' notice, will always be given for an after-school detention
- Lunch time or break detention notifications will be shared via the SIMS app
- Parents/carers will always be informed about an internal suspension at the earliest opportunity, by phone call where possible.
- All consequences must end with a restorative conversation and a fresh start with the teacher where the issue arose.
- In specific circumstances involving the use of phones or e-cigs, there will **always** be an escalation of consequence for repeated incidents. In the case of e-cigarettes, we will also discuss steps to support stopping their use.

Detentions/Catch-ups

- All detentions or catch-ups should serve a purpose. This may include catching up on work or having time for the restorative conversation.
- The detention should never be set to 'sit in silence' as a punishment. Instead, they should be a silent environment where students can work productively after they have reflected.
- Dependent on circumstances, detention will generally be after school or at lunchtime. However, colleagues are able to make a judgement that losing five minutes of break, for example, is a proportionate response to the situation.

Step-outs

- In the first instance, if a student needs to be removed from a teaching room, colleagues should utilise the **Departmental step-out** timetable that has been set up within their department.
- If a student is sent out to a neighbouring classroom, the member of staff should aim to meet them at the end of the lesson to either a) have a restorative conversation or b) set a time to have a restorative conversation.
- The colleague should make a judgement about a proportionate consequence for these behaviour choices.
- If a student has been sent out of the room, the teacher leading the class should make contact with home to discuss it.
- There will always be a member of SLT on-call. If support is needed at this level, colleagues should:
 - Send an email to reception who will locate the relevant SLT member
 - **Or** send a student to reception to say that SLT is needed
- If a student has moved to a **good neighbours** room, and is disrupting that lesson, SLT should be called immediately

Logging incidents

All incidents at Urmston Grammar should be logged on SIMS. Please always be mindful of the language you use when writing up incidents as what write will be visible to parents/carers.

Comments should be factual, free of emotion or opinion and outline clearly the nature of the incident

Example 1

X was disruptive in today's lesson and shouted out multiple times. They were given a chance to moderate their behaviour, then a choice when they persisted, but unfortunately, continued to disturb the learning of others. As a result, X has been assigned a pastoral detention.

Example 2

Unfortunately, Y would not engage with his work today and as a result has fallen behind. As a result, they will need to attend a subject catch-up on Tuesday at 1.15pm

Example 3

As a result of some disruptive behaviour in today's lesson, where Z decided to take another student's property and refuse to give it back, even after my intervention. We needed to ask them to step out to a neighbouring classroom for the remainder of the lesson. I will call you later to discuss this further.

There should always be home contact if:

- Somebody is removed from the lesson
- Behaviours are becoming repeated or regular

Where behaviour issues persist

All Urmston Grammar students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

When it is clear that input beyond the school's normal offer is needed, to support a child with their behaviour, we will consider external support to assist us in managing this, for example, an Educational Psychologist.

Step-out (subject specific)

It may be that there is no time to organise a restorative conversation between a lesson where a situation arises and the next lesson. In these cases, it may be judged by the Head of Department that for the next lesson, the student works away from the class again next time.

This will always be followed by a restorative conversation between teacher and student to set up success for next lesson.

Reset

In some circumstances, it may be judged that a student needs to work away from the class for a longer period of time. In these circumstances, members of the pastoral team will always offer opportunities for reflection during that day, alongside work set by the teachers of classes being missed.

Suspensions and permanent exclusions

These are used rarely and as a last resort to help ensure the safety of other members of the school community. Further details can be found in **Appendix 3**

Other important information

Mobile devices/smart watches/ear buds/headphones

- Urmston Grammar is a device free site for Year 7-11 (Further information on 6th form phone use can be found in our mobile device policy)
- Pupils are able to focus more and have screen breaks. It also removes a potential source of bullying.
- All phones for Year 7-11 are collected at the start of each day and returned at afternoon registration
- If a student has not handed their phone in, but has it on their person, even if they are not using it, the phone will be confiscated, a parent/carer will be asked to collect

it at the end of the day and an internal suspension will be applied in the first instance.

- If there are repeated incidents, there will be an escalation of consequences and we will ask parents/carers to support us with a longer confiscation of the phone.
- There **are** exceptions that have been agreed with specific students/families, for example the use of noise cancelling earphones for students with sensory issues. This must be authorised by SEND/SLT.
- If a student is found to be using their phone to record/take images of staff or other students, the phone will be confiscated, and parents/carers will be asked to attend a meeting in school. In some circumstances, school will have a legal duty to share these incidents with the police.

Searched and confiscation

The DfE provide guidance on searching, screening and confiscation which can be found [here](#)

School reserves the right to search for a range of different items. This can include, but is not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Energy drinks
- Stolen items
- Tobacco, cigarette papers, smoking paraphernalia
- Vapes and e-cigarettes or related oils/liquids
- Fireworks
- Lighters
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or may be used to commit an offence, or to cause personal injury to, or damage to the property of any person (including themselves)

Searched will be carried out by the Headteacher, or an authorised member of staff. There will always be two people present for the search.

Parents/carers will always be informed if we have carried out a search. The search may include:

- Emptying the student's bag(s)
- Taking the students blazer and checking pockets
- Using a metal detector to check other pockets etc...

In circumstances where a student challenges the search, we will ask parents/carers to attend and support in allowing the checks to proceed.

Any banned or prohibited items will not be returned, they will be disposed of safely or, as appropriate, shared with the police.

Use of reasonable force and restraint

In any incidents that lead to a situation where a student needs to be restrained, or reasonable force will be needed, The details will be logged with Trafford and will be detailed on our school systems. Parents/Carers will be notified and invited to discuss.

Appendix 1: Urmston Grammar's PPE

Urmston Grammar has a range of 'personal protective expectations' that we ask all members of our community to adhere to.

These are underpinned by our three values of **pride, participation** and **empathy**

Pride

- We wear our uniform correctly at all times
- We challenge ourselves academically to be the best we can be
- We aim to be the best version of ourselves – always.
- We respect our school environment
- We give back by service to the school

Participation

- We have all of the correct equipment with us for our lessons
- We do our best to meet deadlines, and where we can't, we ask for more time
- We arrive where we are supposed to be punctually
- We embrace learning and try to do everything to our best ability
- We do our utmost to attend school every day

Empathy

- We are polite to everybody and use good manners
- We conduct ourselves in an orderly and self-controlled way around the school to ensure it is safe for all
- We recognise that for an apology to be meaningful, it is accompanied with a change in behaviour
- We take accountability for our own actions, rather than blaming others for our choices
- We embrace restorative conversations
- We reflect on how our behaviour impacts others
- We talk to a trusted adult if we know we (or somebody else) needs help
- We actively listen to each other
- We respect that everyone has the right to feel safe, valued and respected
- We support each other
- We celebrate differences and the uniqueness of everybody in our community
- We take care of ourselves and others, to keep everybody safe
- We are upstanders, not bystanders
- We have zero tolerance of hate and bullying
- We are always kind in our words and actions

Appendix 2: Restorative practice

Restorative practice allows us to build and maintain positive relationships, resolve difficulties and repair harm where there has been conflict.

Benefits

- It provides a framework when resolving conflict or healing harm
- It encourages people to take accountability for their own actions and the impact they may have on others
- It helps those responsible to put things right
- It fosters a culture that values relationships and elevates the importance of dialogue
- It provides students with the social and language skills to resolve their own problems

Restorative conversations are not:

- A reprimand or continued critique of behaviour choices
- An alternative to a logical consequence

The restorative conversation should only take place when all parties are regulated and ready to listen

How to conduct a restorative conversation:

- Use a script to help guide the conversation with appropriate and consistent restorative language. Some students may not always be comfortable maintaining eye contact (for example if they have a SEND need) so we should not be prompting them to look at us.
- Refer to Urmston Grammar's PPE – Pride, participation and empathy
- Use consistent, non-punitive language, and a consistent calm tone
- Apologies should not be prompted or forced as they will likely be. Any apology should be spontaneous, and child led
- Questions about 'feelings can help students to articulate themselves and encourages empathy for others. It also creates a clear link between thoughts, emotions and actions, which can then lead to connectedness, kindness and emotional intelligence.

Script option

Storytelling (reflecting on the incident)

- What happened?
- What have your thoughts been since?
- What were you feeling?

Impact phase (taking responsibility and exploring harm)

- Who was affected by this?

- How did the others feel?

Solution phase (repair harm, agreement, reintegration)

- What would you do differently next time?
- What needs to happen now?
- How do you feel now?
- Is there anything else?

Appendix 3 – Suspension and Permanent Exclusion

For serious incidents of inappropriate behaviour, the Headteacher may seek to use an internal suspension, external suspension or permanent exclusion.

Suspension and Permanent Exclusion

Possible reasons for a suspension or permanent exclusion include but are not limited to:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Abuse that overrides protections as set out in the equality policy (2010)

External Suspension

A pupil may be externally suspended for one or more fixed period (up to a maximum of 45 school days in a single academic year). Work will be set for students for the duration of this suspension.

Parents/carers are reminded that it is their responsibility to ensure that their child is not present in a public place in school hours during the period of any suspension

Permanent Exclusion

This is used as a last resort, in response to a serious breach or persistent breaches of the school's relational behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment or sexual violence are met with a suitable response and never ignored.

pupils are encouraged to report anything that makes them uncomfortable, however 'small' they perceive it to be

School's response will be:

- Proportionate
- Considered
- Supportive
- Decided case-by -case

Consequence for sexual harassment and sexual violence may include external suspension or permanent exclusion.

The school has clear procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing, these include clear processes for responding to a report and carrying out risk assessments where appropriate. This can help to determine whether to:

- Manage the incident internally
- Refer to Early help of children's care services
- Report to the police

Please refer to our safeguarding policy for more information.

Behaviour Off-site

Consequences can be applied for incidents that take place off-site (including online activity) when representing the school. This includes behaviour where the pupil is:

- Taking part in any school-organised or related activity (for example school trips)
- Travelling to or from school
- Wearing school uniform
- Identifying themselves in some way as a member of Urmston Grammar

Investigating Incidents

When an incident involving potential misbehaviour occurs, staff in school will seek to investigate the incident to establish the facts before deciding on appropriate consequences.

This may involve speaking to staff & students (involved and witnesses). Where necessary we will review CCTV footage and take written statements.

Staff will always seek to be fair to all parties. When forming a judgement, the standard applied, as to whether an incident took place or not, will be the 'balance of probability'. That is, when something is more likely than not to have occurred.

The amount of time expended on an investigation will generally be proportionate to the severity of the incident. In most cases, a brief summary of the incident and any consequences will be recorded. Detailed records of investigations will generally only be produced in especially serious circumstances.

Malicious Allegations

When a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented, or malicious, the school will apply a consequence to that student in line with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will apply a consequence in line with this policy.

In cases where an allegation is determined to be unsubstantiated, unfounded, malicious or false, the school (in collaboration with Trafford's Local authority designated officer (LADO)) will consider if the pupil who made the allegation needs support, or if the allegation is in part a cry for help. If so, a referral to children's social care may be appropriate.

When investigating a significant incident, school will maintain its pastoral duty to support **all** students, including those accused of misconduct.

Further information can be found in our safeguarding policy.