

BEHAVIOUR AND ATTITUDES POLICY



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Mission Statement:

Our mission at Hartford Church of England High School is to provide an outstanding, inclusive and ambitious education for all. Children develop and thrive both within and beyond the classroom. They are known, with their talents embraced and promoted. They develop into young people who will make a substantial contribution to the world. They enjoy an education rooted in a shared set of Christian values that radiate the love and truth of Jesus Christ.

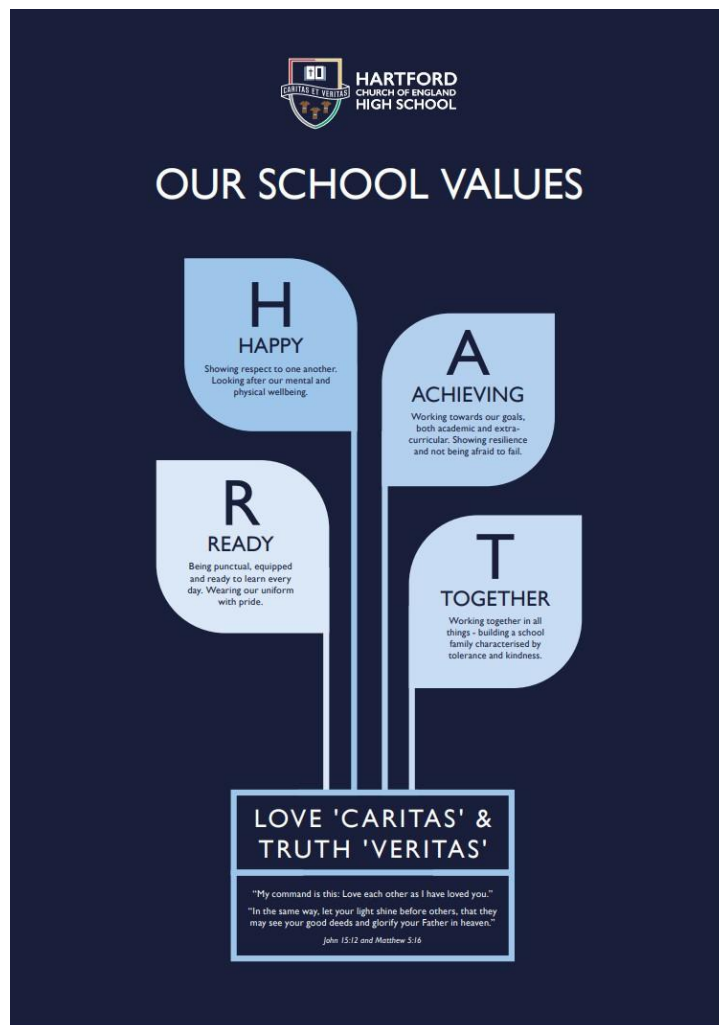
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



"My command is this: Love each other as I have loved you."

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

John 15:12 and Matthew 5:16

Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

The Behaviour and Attitudes Policy for Hartford Church of England High School fully embodies our values, our mission statement and the key principles for education set out by the Church of England.

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I. Aims

We are a caring and disciplined Church of England school pursuing academic excellence and moral integrity. Our school is built on 'Caritas' and 'Veritas' - God's love and truth.

Our students know caritas: empathy, kindness and serving others.
"...abounding in love and faithfulness." (Exodus 34:6)

They grow in veritas: humility, knowledge and faithfulness.
"...full of grace and truth." (John 1:14)

At Hartford Church of England High School, we aim to create a culture of high expectations, with unconditional positive regard for young people at the centre. Staff and students show empathy and forgiveness, in an inclusive environment where all students have the opportunity to learn and develop, feeling happy and supported in school.

At Hartford Church of England High School, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with staff.
- Encouraging positive relationships with parents and carers.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students, parents/carers and staff in the development implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response

2. Legal Framework

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

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- The Equality Act 2010
- The Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) '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 (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

3. Roles and Responsibilities

The Governing Board will have the responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to the protected characteristics outlined in the Equality Act.
- Promoting a whole-school culture where the vision and values of the school are embedded.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Publicising this policy in writing to staff, parents/carers and students at least once a year.
- Reporting to the Governing Board on the implementation of this policy including patterns and trends within the school.

The SENDCO will be responsible for:

- Collaborating with the Governing Board, headteacher and Senior Leadership Team, to determine the strategic development of behaviour in relation to SEND provision at the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with Special Educational Needs and Disabilities (SEND), in line with the school's SEND Policy.
- Supporting teachers and associate staff in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students whose behaviour is a concern in collaboration with parents/carers, the Special Educational Needs and Disabilities Coordinator (SENDCO) and, where appropriate, the students themselves.
- Planning lessons to reduce barriers to learning to ensure that every student can achieve their full potential.
- Teaching and modelling expected behaviour and positive relationships in line with the school's vision and values.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents/carers, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and associate staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high standards of behaviour in line with the school's vision and values.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific learning needs and disabilities.
- Identifying any changes to a student's behaviour and reporting these to appropriate colleagues, such as the SENDCO, Designated Safeguarding Lead (DSL)/ Deputy Designated Safeguarding Lead (DDSL), Heads of Year or other pastoral colleagues.
- As authorised by the headteacher, issuing rewards and sanctions to students in line with this policy.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Conducting themselves in line with the school's vision and values.

Parents/carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Supporting their child in attending detentions and successfully completing other relevant sanctions in line with this policy.
- Providing the best possible support for their child by attending pastoral meetings and other relevant interventions.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Modelling the school's vision and values and ensuring their children also uphold these.

4. Staff Induction, Development and Support

All new staff participate in an induction programme, a focus for which is the behaviour policy and its implementation. Continual enforcement of the school's vision and values ensures that staff understand the rules and routines and how best to support all students to behave positively in the school community. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

The Senior Leadership Team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The Senior Leadership Team and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school is committed to creating a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

6. Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards if there are any strategies which could be put in place to prevent such behaviour from recurring.

The Senior Assistant Headteacher: Behaviour, Attitudes and Safeguarding will keep a record of all reported incidents of negative behaviour to help identify students whose behaviour may indicate potential mental health or safeguarding concerns. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions and interventions with students, communication with parents/carers, and enquiries into circumstances outside of school by the safeguarding team, will be initiated alongside the use of sanctions to prevent any misbehaviour recurring.

7. Prevention Strategies, Intervention and Sanctions for Unacceptable Behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

At Hartford Church of England High School we use a variety of strategies to promote positive behaviour choices and discourage negative ones:

7a. Rewards and recognition

At Hartford Church of England High School, we believe that positive reinforcement of excellent attitudes to learning and rewarding successes are integral tools for maintaining high standards of behavior and attitudes. We actively promote positive behaviour and seek to reward it, minimising negative interactions. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching, to ensure we all live out our values of God's 'Love' (Caritas) and 'Truth' (Veritas).

On a regular basis, students can expect to be recognised for their excellent attitude and effort through:

- Verbal praise
- Praise postcards and certificates
- Positive texts, emails and phone calls home
- Arbor notifications
- Queue-jump passes
- Attendance rewards
- Achievement Points.

Achievement points are awarded for displaying our expected behaviours in and out of the classroom:

Happy: demonstrating respect, empathy, kindness or tolerance.

Achieving: excellent effort, attainment, class participation, homework, or participation in extracurricular activities.

Ready: consistent preparedness for learning, resilience, exemplary uniform standards, excellent attendance.

Together: demonstrating strong teamwork, leadership skills, participation in Family competitions, or commitment to the wider community.

Please note, positively displaying our school's vision and values actively contributes to qualification for rewards trips and activities throughout the year.

7b. Behaviour Curriculum

At Hartford Church of England High School, positive behaviour will be taught to all students as part of the behaviour curriculum. This will be delivered during assemblies, in tutor time and in planned sessions during the school day by members of the senior leadership and pastoral teams, in order to enable students to understand what behaviour is expected and encouraged, what is unacceptable, and the reasons why. As detailed above, positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, for example:

- How we speak to others
- How we move around the school
- How we look after our school site.

Routines will be taught and used to reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour in line with the school's vision and values.

7c. Classroom behaviour management

At Hartford Church of England High School, we recognise that sanctions are necessary to maintain a calm, orderly and positive learning environment.

Within the classroom, teachers are expected to follow our 'Four Rs' behaviour management policy where there is any disruption to learning:

R1: Relate to the student to understand why they aren't displaying our values and expectations.

R2: Remind the student that there will be an intervention if they continue to fall below our standards and expectations.

R3: Reset the student's behaviour by giving them time out, moving them to a different seat, or any other reasonable intervention which facilitates a fresh start.

R4: Remove the student from the learning environment.

When a student is removed from the classroom, to avoid further disruption to the lesson and learning, they must attend a designated classroom to continue their work. They will be directed to this designated classroom, known as the Reflection Room. Here they have the opportunity to reflect on their behaviour and attitude and continue to engage in the learning, before rejoining their scheduled lesson in the next period. If they disrupt the learning in the designated classroom (the Reflection Room), they will be placed immediately into the Restore Room (Restore).

Any removal from lessons results in a 60-minute detention from 3pm until 4pm on the next school day.

Students can only be removed from a maximum of two lessons in any one day. If this happens, they will be placed in Restore and removed for five consecutive lessons: the remainder of the school day plus the built in 60-minute Restore detention, and then any remaining lessons the next day. Parents/carers will be notified where the above occurs.

7d. Behaviour outside of lessons

Where students fail to meet our values and expectations outside of lessons, for example: on the corridors, during break and lunchtime, or during extra-curricular activities, they will receive a lunchtime detention.

Lunchtime detentions take place at the next lunchtime following the incident of poor behaviour. Lunchtime detentions are 30 minutes and will be held in a designated classroom, led by members of the Senior Leadership Team. Students should collect their lunch and report directly to the designated classroom.

If the incident of poor behaviour takes between 8.30am and Period 4, the detention will be on the same day. However, if the sanction is issued for poor behaviour during lunchtime or after school, the detention will be the following school day.

Where students persistently fail to attend lunchtime detentions or in the event that persistent disruption of social time occurs, parents/carers may be asked to collect students and take them off-site at lunchtimes.

7e. Positive staff-student relationships

Positive staff-student relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on unconditional positive regard, predictability, fairness and trust. This will provide a strong foundation from which positive behaviours can emanate.

7f. Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, a graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or a relevant medical condition
- Training for staff in understanding different aspects of SEND.

7g. De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- 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, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

7h. Physical intervention

In line with the DfE guidance 'Restrictive interventions, including use of reasonable force in schools April 2026' staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the aforementioned DfE guidance. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the student will be immediately referred to a member of the Senior Leadership Team, and the student's parent or carer will be contacted. Where appropriate, the headteacher may decide to temporarily remove the student from the school via a suspension. Where suspension is carried out, the student's parent or carer will be asked to collect the student and take them home – students will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of students on an individual basis.

7i. Punctuality

At Hartford Church of England High School, we recognise that punctuality to school is fundamental in ensuring our students access tutor time, where they participate in collective worship and receive key messages for the day. It is also important that we prepare students to be fit for the world and recognise the significance of punctuality to their place of employment. Where students arrive to school late, after 8.30am, they will receive a Late mark and will be expected to attend a 10-minute detention at break time.

We also recognise that punctuality to lessons affects not only the learning of the student who is late but also disrupts the learning of the rest of the class. Therefore, where students do not attend lessons on time they will be marked as late on the register by their teacher.

After a student accrues 3 Late to Lesson marks in a half term, they will receive a 60-minute detention. After this sanction, the behaviour system will reset with further detentions issued where 3 Late to Lesson marks are

accrued. However, where students are repeatedly late to lessons, the school reserves the right to put further interventions and sanctions in place.

7j. Mobile phones and social media

Mobile phones are not permitted at Hartford Church of England High School. Students may bring a mobile phone for use on the way to and from school, but when they arrive on school site it must be turned off and placed in their mobile phone pouch, which will then be locked and checked by a member of staff.

If a member of staff sees a student with their mobile phone, **it will be confiscated and kept securely until the end of the day**, when it can be collected by a parent or carer. The student will then be directed to Restore in line with the Student Mobile Phone Policy and our behaviour protocols.

Where electronic devices are found to contain data or files which have been or could be used to cause harm or disrupt lessons the Headteacher or authorised staff have statutory power to delete data or dispose of it.

Please refer to the **Student Mobile Phone Policy** for further information.

7k. Detentions

Detentions are supervised by all teaching and pastoral staff on a rota and held in the main school canteen. Students are expected to sit in silence and complete reflective tasks provided for them. Students will be escorted to their detention by their Period 5 teacher.

Detentions are as follows:

- Late detention = 10 minutes
- Late after the register closes (U code) = 60 minutes
- Escalated late detention (10-minute detention not attended) = 30 minutes on the same day
- R4 Removal detention = 60 minutes
- 3 occasions of lateness to lesson detention = 60 minutes
- 3 occasions of missing PE kit detention = 60 minutes
- Failure to attend an escalated late or lunchtime detention = 60 minutes
- Home Learning detention = 30 minutes*
- 3 occasions of failure to adhere to the uniform policy detention = 30 minutes**

*please refer to the **Home Learning Policy** for further information.

**please refer to the Uniform Policy for further information.

If a student fails to attend their 60-minute detention or does not meet the behaviour expectations during the detention, they will be issued a Senior Leadership Team (SLT) Detention on Thursday from 3pm – 4.30pm.

Failure to attend a SLT detention will mean that a student is booked into Restore the next day (Friday).

Late Detentions and associated consequences:

- If a student does not attend their late detention at break time, they will receive a 30-minute detention that day. Failure to attend this detention will result in escalation to a 60-minute detention the next day.
- If a student does not attend their late detention and already has a removal detention scheduled for the next day, they will automatically be placed in Restore instead.
- If a student fails to attend their 10-minute late detention on a day when they already have a 60-minute detention, they will automatically be placed in Restore.

Home Learning Detentions and associated consequences:

- Each time a student fails to complete home learning tasks, parents/carers will receive an automated message from Arbor.
- If a student is persistently failing to complete home learning tasks, they will be reminded by their form tutor. Their form tutor may also contact home.
- If a student fails to complete 5 or more home learning tasks in one half term, a 30-minute detention will automatically be triggered.
- If a student fails to attend their 30-minute detention for missed home learning, they will receive a 60-minute detention the following day. Failure to attend this detention will result in admission into Restore.

It is important to note the exact number of home learnings which trigger a detention is subject to change. This will be communicated with both staff and students on a half-termly basis.

Home learning will reset each half-term, with all students starting with 0 incomplete home learning pieces.

7I. Individual interventions to address frequent instances of poor behaviour

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the Senior Leadership Team and pastoral staff are aware of any student who is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents/carers, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards (monitors)
- Long-term behaviour plans
- Restore placement(s)
- Alternative to Suspension Room placement(s)
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an Education Healthcare Plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

8. Prohibited Items

Chewing gum, energy drinks, fizzy drinks, large bags of crisps, sweets or chocolate are not permitted in school and will be confiscated if seen.

It is illegal for school children to be in possession of or use cigarettes, tobacco, lighters, E-cigarettes or vapes. If seen in school or outside the school premises, these will be confiscated, not returned and a serious sanction will be put in place.

Parents/carers and students need to be aware that any student in possession of the illegal prohibited items: alcohol, illegal drugs, fireworks or items considered as weapons are at risk of permanent exclusion if they are found on their person.

Further information can be found in the Prohibited Substances Policy.

Any students found in possession of a knife may be permanently excluded and the item will be reported to the police.

Where students are found in possession of pornographic images or indecent images of children, these will be reported to the relevant authorities and may result in permanent exclusion.

All members of staff have the right to confiscate items deemed unfit to be in school.

Hartford Church of England High School reserves the right to protect the welfare and safety of staff and/or students at all times, and as such will ban and confiscate items if deemed necessary.

9. Searches

Headteachers and authorised staff have a statutory power to search students or their possessions **without consent** in instances where they have reasonable grounds for suspecting that a student may have a prohibited item. (DfE 'Searching, Screening and Confiscation' July 2022) These searches will always be conducted by two members of staff and never by a single member of staff on their own.

Whole school, year group and class searches may also take place on health and safety grounds.

School staff can seize any prohibited item found as a result of a search. Confiscated items will not be returned.

Selling of drugs or any illegal substances will result in a permanent exclusion.

Where illegal goods, substances, or articles are used to commit an offence, or cause personal injury or damage to property, the police will be notified.

10. Escalated Sanctions

At Hartford Church of England High School, we recognise that there are times where it is necessary to employ more severe sanctions, in order to maintain a safe and positive environment for students and staff.

10a. The Restore Room (Restore)

If a student consistently fails to meet our high expectations of behaviour and attitudes, they will spend time in Restore, for reasons including but not limited to:

- 2 or more removals from lesson in a school day
- Failure to attend a 90-minute detention
- Failure to attend a break detention when they already have a 60-minute detention that day
- Truancy
- Refusal to follow staff instructions
- Abusive language to students or staff
- Failure to adhere to our uniform policy
- Reintegration from suspension.

While in Restore, students still access the curriculum through teacher-set work, as well as through an approved online learning package.

Students are escorted to Restore following form time by members of the pastoral team. Prior to admittance into the room, students must place their bag and mobile phone in a secure locker. If they refuse to do so this may lead to further escalated sanctions. They remain in the room throughout the day until 4pm.

When placed in Restore students are expected to bring a drink and food for break. If they wish to purchase food from the canteen for lunch, they have the opportunity to do so before the rest of the school have their lunch. Students have their break and lunch at the same time as the rest of the school but they remain in Restore at these times, and there are scheduled toilet breaks throughout the day.

10b. Serious Escalated Sanctions

Where a student persistently fails to meet our high expectations of behaviour and attitudes, or there is a serious one-off incident, such as:

- Violence towards another student
- Violence towards staff
- Threatening behaviour
- Verbal aggression and foul language towards staff
- Possession of prohibited substances
- Racist, sexist, homophobic or transphobic abuse
- Abuse on the basis of religious belief
- Abuse based on a student's disability
- Bullying (please see the Anti-Bullying Policy)
- Willful damage to property or buildings
- Persistent defiance
- Persistent disruptive behaviour.

The Headteacher will determine which of the following serious sanctions will occur:

The Alternative to Suspension Room (ASR)

The Alternative to Suspension Room (ASR) is supervised by middle and senior leaders. This is a serious sanction and one step away from formal suspension from school.

The ASR will also be used if a student fails an off-site direction or Extended Step Out, on their return from the resultant suspension.

Students attend the main school reception at 9.00am and are escorted to the ASR by members of the pastoral team. Prior to admittance into the room, students must place their bag and mobile phone in a secure locker. If they refuse to do so this may lead to suspension from school. They remain in the room throughout the day until 4pm.

When placed in the ASR students are expected to bring a drink and food for break. If they wish to purchase food from the canteen for lunch, lunch will be ordered for them and debited from their account. Students have their break and lunch at the same time as the rest of the school but they remain in the ASR at these times, and there are scheduled toilet breaks throughout the day.

Off-site Directions to a Partner School (Step Outs)

In some instances, it may be beneficial for a student to spend some time in another school, as a means of de-escalating their behaviour and avoiding a formal suspension, thus preserving their attendance marks. We work closely with other secondary schools in the local area to facilitate this process. Step Outs are formal off-site directions and parents/carers are responsible for transporting their child to and from the partner school. Failure to attend a Step Out counts as an unauthorised absence from school and can result in a formal suspension. Failure of a Step Out will result in a formal suspension.

Hartford Church of England High School also accepts students on Step Out from other secondary schools in the local area. When students are on a Step Out they work in Restore and are bound by the rules and regulations outlined in this policy.

Formal Suspensions

Students will receive a formal suspension for serious misconduct or breaches of our school rules and expectations. These vary in length based on the severity of the breach, the student's previous behaviour record and any past suspensions.

For serious misconduct or breaches of the school rules and expectations, the length of any of the sanctions listed above will be determined by the severity of the breach and the student's previous behaviour record.

Further information can be found in the Suspensions and Exclusions Policy.

I0c. Extended Off-Site Directions

Extended Step Outs

In instances where there are more long-standing issues, it may be helpful for a student to spend a longer period of time in a partner school, giving them a fresh start and removing them from poor relationships or barriers to learning. Extended Step Outs, where successful, can lead to a permanent move to another school. These can only be directed by the Headteacher and occur in agreement with parents/carers and the partner school. Failure of an Extended Step Out will result in a formal suspension.

Internal Alternative Provision (THRIVE)

At Hartford Church of England High School, a minority of our students struggle to meet the academic and social demands of mainstream education expectations. When this occurs, to prevent further serious sanctions, the Headteacher will direct students to attend THRIVE, the school's internal alternative provision. THRIVE stands for Together, Happy, Ready, Inclusive, Valuing Education.

Please see the **Alternative Provision Policy** for further information.

External Alternative Provision (Impact North West)

Where other alternative provision options have failed, the Headteacher may direct a student off-site to Impact North West, which is based in Winsford. This is a half-day provision, dependent on whether the student is in KS3 or KS4, where small groups of students study core subjects in a more personalised setting. Where formal off-site direction to Impact is utilised, this is mandatory, and parents/carers are responsible for transporting their child to and from the provision. Lessons at Impact are supplemented by online learning through Seneca, to ensure students have access to 5 hours of teaching per day.

I0d. Permanent Exclusion

In exceptional circumstances, either due to the severity of a one-off incident, or because all other avenues of reintegration have been exhausted, the Headteacher may take the decision to permanently exclude a student from Hartford Church of England High School.

The decision to exclude a student permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school. (DfE 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement' 2024)

Following a decision to permanently exclude a student, the Governing Board convenes a meeting in which it will decide whether or not to uphold the Headteacher's decision or direct the Headteacher to reinstate the student either immediately or on a specified date.

11. Data Collection and Behaviour Evaluation

The school has a management of information system in which it collates all behavior data. This includes:

- Behaviour data, including instances of positive and negative behaviour
- Attendance and punctuality data
- Use of alternative provisions, off-site directions, extended step outs
- Suspension and permanent exclusion data
- Incidents of searching, screening and confiscation
- Stakeholder voice.

The data will be monitored and objectively analysed by Senior Leaders and the Governing Board, with strategic changes of policy being made as a result. The data will be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

12. Monitoring and Review

This policy will be reviewed by the Headteacher and Senior Leadership Team on an annual basis.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

Date approved by Governing Board: 09/02/2026

Applicable from: 09/02/2026

Signed by

Headteacher:

Date: 09/02/2026

Chair of Governors:

Date: 09/02/2026