



Behaviour, Culture & Ethos Policy

Policy reviewed: June 2025

Next review: June 2027

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1. Sale High School Values

Value	What this looks like, what it means...
Aspiration	<i>Think big, always have a growth mindset.</i>
Resilience	<i>Work hard, find solutions, never give up.</i>
Achievement	<i>Fulfil your potential, be prepared for what's next.</i>
Respect	<i>Be kind, consider others at all times.</i>
Diversity	<i>Celebrate difference, value everyone.</i>
Community	<i>Make a positive difference, be proud to belong.</i>

Attitudinal Values

Aspiration – Sale High School students should set high goals for themselves and always strive to improve, both academically and personally. They should take pride in their learning and seek opportunities to challenge themselves.

Resilience – Sale High School students should embrace challenges with a positive mindset and learn from their mistakes rather than giving up. They should stay determined even when things get tough and support others in overcoming difficulties.

Achievement – Sale High School students should work hard and stay focused on their goals, making the most of their education. They should celebrate their successes and help others to reach their full potential.

Behavioural Values

Respect – Sale High School students should treat teachers, classmates, and school staff with kindness and consideration at all times. They should listen to others' opinions and value different perspectives, even when they disagree.

Diversity – Sale High School students should appreciate and respect the differences in others, whether in culture, background, or beliefs. They should create an inclusive environment where everyone feels valued and accepted.

Community – Sale High School students should contribute positively to the school community by being helpful, responsible, and supportive of others. They should take care of shared spaces and work together to make the school a welcoming place for all.

2. Policy Aims and Purpose

2.1 Aims

1. Ensure all students and staff are working towards making the Sale High School Values a reality in all we do.
2. Sale High School is a school with extremely high expectations. We aim for lessons to be disruption-free, enabling students to make excellent progress, in lessons and over time, achieving excellent outcomes ready for their next steps. We ensure all students are supported to access Personal Development via the Co-curriculum which prepares students for success both within the school and beyond
3. Create a calm, safe, respectful and supportive environment where all students can learn and thrive, where teachers can teach and students make excellent progress
4. To ensure that the policy and its procedures are easily understood by students, parents and carers and can be consistently applied by all staff.
5. To acknowledge positive behaviour and address misbehaviour in a consistent and predictable way.

2.2 Purpose

As a school we work hard to recognise excellent behaviour and conduct and believe that rewards and recognition are the most effective way to manage behaviour. We know that the majority of our students make the right choices and work hard and we aim to recognise and celebrate this as often as possible. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching, in order to ensure that positive messages and meaningful rewards dominate student culture and ethos.

The principle behind our behaviour, culture and ethos policy is to ensure that Sale High School is a safe, respectful calm environment where students are able to focus on learning. Lessons should be free from disruption and inclusive for all students.

A disruption free learning environment will allow staff to teach to the best of their ability. This in turn will enable students to maximise their achievement and help them to secure the best grades so their aspirations can be met for the best future possible.

The policy allows the school to maintain a strong sense of community in line with the Sale High School Values and ensures that there is a culture and ethos of mutual respect. We know that students behave positively when a true partnership exists between school and home and we strive to work closely with parents and carers. The policy applies to all students on roll at Sale High School including those on any short- and long-term alternative placements.

3. Learning Expectations

Sale High School has five simple and easy to understanding Learning Expectations. These expectations are communicated regularly to all students and are aligned with the School Values. The Learning Expectations are visible in all classrooms and staff will refer to them regularly during teaching and learning and when managing behaviour. Therefore, students should familiarise themselves with the language and terminology of the Learning Expectations.

All further guidance regarding rights, rules, responsibilities ethos and culture, complement and underpin the Learning Expectations and the School Values.

3.1 Learning Expectations breakdown

- We expect students to turn up to lessons on time, looking smart with all uniform expectations being adhered to as part of the Sale High School community.
- We expect that students respectfully follow staff instructions at all times at the first time of asking.
- We expect lessons to be disruption free to facilitate teaching and learning so all can make excellent progress in lesson and over time and achieve great outcomes.
- We expect students to work to the best of their ability in all they do. To overcome setbacks showing resilience so that they achieve excellent outcomes and have their high aspirations met.
- We expect students to take full accountability for their work in and outside of school, their behavioural choices, their conduct in and out of lessons and within the community.

Learning Expectations	
1	Turn up on time, looking smart COMMUNITY
2	Follow teachers' instructions RESPECT
3	Do not disrupt learning RESPECT & ACHIEVEMENT
4	Complete work to the best of your ability ACHIEVEMENT, ASPIRATION & RESILIENCE
5	Accountability (take full responsibility for your actions) RESPECT & RESILIENCE

1. Turn up on time looking smart	<ul style="list-style-type: none"> • Make the most of every minute of every lesson to maximise potential and achieve. • Any kind of lesson avoidance will not be tolerated. • Have high expectations as you enter a classroom with the expectations of excellent uniform being met.
2. Follow teachers' instructions	<ul style="list-style-type: none"> • Teachers are professionals. Their job is to teach and to ensure all students make progress. This includes making decisions and judgements based on the choices students make. • Students must respect and follow the teacher's instructions at all times, first time and they must not question or argue back. • Students must work in partnership with all staff. • Failing to follow instruction first time causes disruption. • Teachers make the decisions in their teaching spaces.

3. Do not disrupt learning	<ul style="list-style-type: none"> • Lesson disruption isn't tolerated, this includes: <ul style="list-style-type: none"> • <i>Talking whilst the teacher is talking</i> • <i>Being off task, and communicating inappropriately with friends in lessons</i> • <i>Inappropriate comments and questions to deliberately distract from the topic</i> • <i>Getting out of your seat without permission</i> • <i>Questioning the teacher after an instruction</i> • Teachers have the right to teach. If teachers stop teaching, you stop learning and prevent others from doing so. • If you disrupt learning there are consequences for your poor choices. • Students that witness disruption have a duty and moral obligation to tell the truth during any investigations into incidents that have caused disruption. • Your parents and carers have chosen Sale High School as they feel it is the best place for your education. We will all work hard to ensure that it is.
4. Complete work to the <u>best</u> of <u>your</u> ability	<ul style="list-style-type: none"> • This relates to your focus and your AtL (attitude to learning) • Effort and commitment have a <u>greater impact on achievement than intellect.</u> • Students with lower prior attainment that work hard, perform better and overtake their peers by the time they sit their GCSEs. • We have a growth mindset and we work hard.
5. Take accountability	<ul style="list-style-type: none"> • We don't blame others for our actions and choices. • We take full responsibility for our choices and this will develop good life skills. • We accept that we make mistakes but we learn from them to avoid repeating them.

3.2 Attitude to Learning (AtL) scores explained

Attitude to learning will be celebrated and recognised as the main contributor to academic achievement. Students with average scores of 3 (meeting expectations) or above make better progress. Our own data shows that hardworking students with consistently positive AtL scores, outperform their peers of similar prior attainment with negative AtL scores.

Students will be given AtL scores as follows:

- Grade 1 = Exceptional
- Grade 2 = Working above expectations
- Grade 3 = Meeting expectations
- Grade 4 = Working below expectations
- Grade 5 = Cause for concern

Underperforming Cause for concern 5	Working below Sale High Way AtL Expectations 4	Meeting Sale High Way AtL Expectations 3	Working above Sale High Way AtL Expectations 2	Exceptional 1
<ul style="list-style-type: none"> • Fails to engage and meet the expectations of The Sale High Way and the SHS Values • Is disruptive and negatively impacts the learning of others. • Lack of pride in work and presentation is below what is expected. • Homework is often late, incomplete and often does not reflect their ability. • Actively fails to follow rules, routines, responsibilities and staff instructions. • Receives regular behaviour points and fails to correct and improve their choices after sanctions. • Often forgets equipment. 	<ul style="list-style-type: none"> • Often engages with The Sale High Way and the SHS Values but can lose focus • Sometimes becomes involved in low level disruption • Work sometimes demonstrates a lack of pride and presentation is inconsistent • Homework activities are completed, but often fall short of the student's ability. They do not 'complete work to their potential' • Fails to follow rules, routines and student responsibilities • Sometimes receives behaviour points but takes accountability and tries to improve once sanctioned • Doesn't prepare / revise properly for tests • Sometimes forgets equipment 	<ul style="list-style-type: none"> • Meets the expectations of The Sale Highway and SHS Values • Pride in work is evident and presentation meets expectations. Homework tasks completed fully and submitted on time • Consistently follows rules, routines and student responsibilities with teacher direction • Prepares well for tests and assessments • Consistently follows rules, routines and student responsibilities • Rarely receives behaviour points • Revises for tests • Responds to feedback • Rarely forgets equipment 	<ul style="list-style-type: none"> • Meets the expectations of The Sale Highway and SHS Values and often goes beyond. • Pride in work is evident and presentation is very good • Homework tasks completed fully and submitted on time with some evidence of wider research and reading • Consistently follows rules, routines and student responsibilities without teacher intervention • Prepares well for tests and assessments • Consistently follows rules, routines and student responsibilities • Very rarely, if ever, receives behaviour points • Very rarely, if ever, forgets equipment 	<ul style="list-style-type: none"> • Always demonstrates full engagement with The Sale High Way and SHS Values and leads by example aiming to create an outstanding culture of learning in lessons • Pride in work is clear with consistently outstanding presentation • Takes ownership and high accountability of their own learning with wider reading and independent study outside of lessons • Homework tasks display outstanding effort and evidence of wider reading and research • Consistently follows rules, routines and student responsibilities • Preparation for tests & assessments is exemplary • Never receives behaviour points
Language association 'best fit descriptors' for holistic attitude to learning grade:				
<ul style="list-style-type: none"> • Never pushes themselves • Avoids work • Disruptive and has a negative impact on others • Lacks consideration for others • Rude and argues back • Poorly organised • Rarely completes work • Lack of pride in work completed • Disengaged • Fixed mind-set • Comes to lesson without equipment • Student does not prepare or revise outside of school • Is often late to lessons • Truants 	<ul style="list-style-type: none"> • Passive compliant • Sometimes doesn't complete tasks • Happy to 'coast' • Keeps just under the radar • Happy with doing 'just enough' • No urgency with their work • Does the minimum required • Fixed mind-set • Lack of pride in work completed • Lack of preparation and revision is evident 	<ul style="list-style-type: none"> • Demonstrates Sale High School Values consistently • Works consistently well day to day • Meets teacher expectations • Follows instructions • Deadline are met • Does not have a negative impact on others 	<ul style="list-style-type: none"> • Demonstrates Sale High School Values consistently • Try their best • Want to do well • Fully engages in lesson • Responds well to feedback and acts on it to improve • Polite, respectful & well mannered • Prepares and revises for tests and assessments • Positive impact on others 	<ul style="list-style-type: none"> • Demonstrates Sale High School Values consistently and is a role model to others • Proactive in their learning. • Growth mind-set. • Always aims for continuous improvement. • Learns from failure and sees failure an opportunity to learn and improve. • Polite, respectful & well mannered. • Scholarly. • Exceptional. • Aspirational. • Well organised. • Prepares well and revises diligently. • Leader, puts themselves forward. • Goes the 'extra-mile'.

4. Rules, Rights, Responsibilities and Relationships

The foundation of all healthy relationships is mutual respect, whether that is between students and students, staff and students, staff and parents/carers, and between staff and staff. At Sale High School we believe that all members of the community are treated with respect, dignity and kindness in line with our behavioural values.

All are encouraged to be positive, and teach and learn with manners, enthusiasm and a smile. Positive relationships are built on high expectations that ensure all feel safe and secure.

4.1 Rules and Code of Conduct

- All students are expected to adhere to all of the School Policies.
- All students are expected to adhere fully to the Learning Expectations.
- Students are expected to behave calmly, respectfully and responsibly at all times, even when not in the presence of staff.

4.2 Rights and responsibilities of students

- All students have a right to feel safe, comfortable and protected at all times in line with the UNICEF convention on the rights of the child.
- All students have a right to be able to learn and fulfil their potential in every lesson, every day.
- All students have a right to have an opinion as long as it is expressed at an appropriate time, in a respectful and mature way and within the School Values and Learning Expectations.
- All students have a right to nurture their talents and have their successes celebrated and recognised. It is important that students inform us of any achievements outside of school.
- All students have a responsibility to be kind, polite and well-mannered at all times in line with the School Values & Learning Expectations.
- All students have a responsibility to come to school each day fully prepared to learn and make progress.
- All students have a responsibility to complete all homework on time and to the best of their ability.
- All students have a responsibility to work hard and demonstrate an outstanding AtL.
- All students have a responsibility to know the AtL descriptions and have consistently positive scores. Those that fall short will be supported and challenged to improve.
- Students have a responsibility to ensure they adhere to the high standards of uniform/appearance and overall standards expected of all students at Sale High School.
- Students must always tell the truth and support investigations made by staff and to ensure justice is served in line with the School Values.
Those purposefully withholding information will face the more serious sanctions due to wasting staff time and energy, which could have been used to support others.
- All students have a responsibility to learn and understand their rights, responsibilities, and the Learning Expectations.

4.3 Rights and responsibilities of staff

- Staff have a right to be able to teach their well-planned lessons without disruption.
- Staff have a right to enjoy their profession and to be treated with respect.
- Staff have a right not to tolerate poor behaviour and let it impact their own personal health and wellbeing.
- Staff have a right to have their professional voice heard and trusted.

- Staff have a responsibility to ensure they treat students with respect and use language that is positive, encourages, praises and champions students' efforts and commitment to their learning.
- Staff have a responsibility to recognise and reward students by – issuing Achievement Points in Classcharts, the use of praise in class, phone calls home, postcards, informing form tutors and Heads of Year of positive behaviour.
- Staff have a responsibility to use clear language to communicate to students the outcomes and consequences of their choices.
- Staff have a responsibility to be role models to students and therefore should support students to deescalate situations and support them emotionally to make choices in line with our School Values, Learning Expectations and this behaviour policy.
- Staff have a responsibility to plan and deliver excellent lessons that are sequenced and differentiated to provide challenge so all learners make excellent progress.
- Staff have a responsibility to uphold and apply the behaviour policy fairly and consistently to all.
- Staff have a responsibility to always challenge any negative behaviour or violation of our high expectations consistently and predictably as per the policy. This ultimately supports all staff at Sale High School to do the same.
- Staff have a responsibility to establish routines and classroom 'norms' using very high expectations and standards to create the 'culture and ethos' expected around the school inside and outside of lessons.

4.4 The Role of Form Tutors

- Effective pastoral form tutors are vital in ensuring outstanding behaviour from students. Form tutors have a right to be respected, trusted and valued.
- Effective form tutors build positive relationships with the students in their care and convey to students that they represent them personally around the school.
- Effective form tutors challenge students each day if basic standards are not being met.
- Effective form tutors are key to building outstanding relationships between home and school.
- Effective form tutors set the tone for the day and support the rest of their colleagues to have positive interactions with the students in their form.
- Effective form tutors use every moment in form time to support and nurture their students, through checking behaviour and rewards data, challenging 'Attitude to Learning' standards.
- We believe effective form tutors ensure that Sale High School is successful, fulfilled and a calm place of learning where students feel safe and can thrive.

4.5 Rights and responsibilities of parents and carers

- Parents & carers have a right to know their children will be safe, cared for and will be supported to be developed emotionally and academically.
- Parents & carers have a responsibility to support and work with the school to uphold its Values, the Behaviour Policy and its Learning Expectations. It is when we work collaboratively (school staff, parents/carers and students) that success will be achieved.
- Parents & carers have a responsibility to use the Classcharts App regularly to reaffirm the praise given to students by staff through positive Achievement Points and also to discuss any negative Behaviour Points.
- Parents & carers have a responsibility to ensure their child has excellent attendance and inform the school as soon as possible if their child is going to be absent.
- Parents & carers must support the school even if it inconveniences them for example a detention or school meeting.

4.6 Responsibilities of students outside of School

- Students have a responsibility to uphold the Values of Sale High School at all times.
- Students have a responsibility to be polite, courteous and well-mannered to members of the public and behave in a way that promotes the values, ethos and culture expected by students that attend Sale High School.

Students must remember that they represent Sale High School at all times.

5. Culture, Ethos and Routines

Culture of Excellence and High Expectations at Sale High School

At Sale High School, we are committed to creating and sustaining a **Culture of Excellence and High Expectations**. This culture reflects the shared beliefs, values, and atmosphere of our classrooms, lessons, and the wider school environment. It is rooted in our core values of **Achieve, Aspiration, Resilience, Respect, Diversity, and Community**.

Establishing a culture of excellence with high expectations is a collective effort that requires every member of the school community to work together. High expectations, consistent routines, and positive relationships must be practised and reinforced regularly until they become embedded habits. When this culture is fully established, students and staff are empowered to thrive, and we can focus on our core purpose: high-quality teaching and learning, personal development, and exceptional academic progress.

5.1 Classroom Culture, Ethos and Routines – Sale High School

At Sale High School, our classrooms are environments where high-quality teaching and learning flourish. Our shared values – **Achieve, Aspiration, Resilience, Respect, Diversity, and Community** – underpin all we do and are the foundation of a positive, inclusive, and productive learning environment.

Teachers are the key to establishing consistent classroom expectations and routines that build a culture of excellence and high expectations. When consistency is embedded across the school, students feel safe, supported, and motivated to thrive.

The following is a non-exhaustive guide to effective classroom culture and routines aligned with our values:

- Uniform and presentation are checked on entry; students are respectfully challenged where standards are not met.
- A warm welcome is given at the door, ideally using students' names to build relationships and set a positive tone.
- Punctuality is expected. Late arrivals are logged and followed up appropriately.
- Seating plans are thoughtfully constructed and logged on Class Charts.
- Classroom-specific routines are followed consistently in line with the Sale High Way; we acknowledge that these may differ between subject areas.
- Students and staff interact with **respect**, courtesy, kindness, and professionalism.
- Teachers are recognised as subject experts and leaders in the room. Students listen actively and follow instructions to ensure all have the opportunity to learn.

- Student body language should reflect attentiveness and engagement. Even when content is challenging, we expect students to show **resilience** and stay focused. Not all learning is fun and exciting and we expect students to concentrate at all times to learn, understand and consolidate difficult knowledge and concepts.
- Active learning is encouraged – students participate fully, work collaboratively, and challenge themselves to achieve their best.
- Disruptive or silly behaviour is not acceptable; students are expected to support a calm, focused environment.
- Items that may distract from learning (e.g. jewellery, headphones, mobile phones) are not permitted at Sale High School on site.
- Talking over others, shouting out, or interrupting is discouraged. Everyone has the right to speak and be heard.
- Every individual matters – we foster a culture of inclusion, **respect**, and dignity in every classroom **community**.
- Language used should be kind, constructive, and inclusive. We promote a **growth mindset**, encouraging students to embrace challenge and learn from mistakes.

5.2 Culture and Ethos Around Sale High School

Our values extend beyond the classroom and shape the way we behave across the school community – in corridors, during social times, and in the wider world.

- We speak and act with **respect** for others at all times – in person and online. Any language or behaviour that discriminates or causes harm, including racism, sexism, homophobia, transphobia, ableism, or religious intolerance, will not be tolerated. Such actions are considered serious breaches of our Behaviour Policy and the Equality Act 2010.
- Swearing, discriminatory, or derogatory language is unacceptable and will result in appropriate sanctions.
- Reckless or dangerous behaviour is prohibited – everyone has the right to feel safe in school. We are a **‘hands off’ school** and we insist on **calm and respectful corridors**.
- Running inside the building is not permitted. We move calmly and respectfully and purposefully between spaces.
- We demonstrate good manners, gratitude, and kindness, especially during break and lunch times. All visitors are welcomed with courtesy and **respect**.
- Noise levels should be kept calm, respectful and appropriate within the school building to maintain a positive atmosphere for learning.
- As members of Sale High School, students are expected to live out our core values – **Achieve, Aspiration, Resilience, Respect, Diversity, and Community** – in all they do, on-site and beyond.

Culture and Ethos Values Card

All students are required to carry their values card in their lanyard at all times and must present it promptly when requested by any member of staff. The card will be used to record both positive and negative behaviours related to our behavioural values of **Respect, Diversity, and Community**. Staff will award positive marks when students demonstrate expected behaviours, and issue sanctions when expectations are not met.

Conduct cards are to celebrate and challenge behaviours related to the ethos and culture expected around the school environment. They are not used in lesson to manage behaviour.

Form tutors will check conduct cards each morning during registration, and students are expected to place their cards on their desks at the start of the day. Repeated failure to meet expectations will result in a C3 detention.

To encourage and celebrate positive behaviour, students who consistently receive positive marks and avoid any negative entries will be entered into a prize draw at the end of each half term.

An example of the values card is shown below.

Ethos and Culture Behaviours		SALE HIGH SCHOOL	
Positive	Negative	Ethos & Culture VALUES CARD	
<ul style="list-style-type: none"> Respectful manners Picking up litter Helping others Showing respect Excellent conduct Going above and beyond 	<ul style="list-style-type: none"> Swearing Dropping litter Uniform issues such as rolled up skirts, untucked shirts Running on corridors Boisterous behaviour on corridors General poor conduct 	Student name: _____ Form: _____ Form Tutor: _____ Issue Date: _____	
Ethos & Culture Values Card Instructions: <ul style="list-style-type: none"> Student must have their Values Card on them at all times in their lanyard. Form tutors will check daily. Staff will request a Values Card when behaviours are observed. Once a negative side has been filled it will result in a C3 detention and a new card will be issued. Once a positive side has been filled it will be entered into a prize draw. *Lost cards will be an automatic C3 detention		SHS VALUES <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Aspiration Resilience Achievement </div> <div style="text-align: center;"> Respect Diversity Community </div> </div> *lost cards will result in an automatic C3 detention	

SALE HIGH SCHOOL		SALE HIGH SCHOOL	
Positive – Respect, Diversity, Community		Negatives – Not demonstrating SHS Values	
Positives	Staff Initials & Date	Negatives	Staff Initials & Date

5.3 Routines – The Foundation of Consistency and Predictability

At Sale High School, we recognise that clear, consistent routines are essential for creating a calm and purposeful learning environment. Routines support positive behaviour, maximise learning time, and ensure that every student can achieve their full potential.

Well-established routines provide predictability and structure, helping students feel secure and confident in their daily school experience. By aligning routines with our values of **Achieve, Aspiration, Resilience,**

Respect, Diversity, and Community, we create an inclusive environment where all students are set up to succeed.

All staff are expected to explicitly teach, model, and reinforce routines across lessons and the wider school day. These include, but are not limited to:

- **Entry and Exit Routines:** Staff will be on doors welcoming students to enter classrooms in an orderly manner and setting a positive tone from the outset. Lessons end with clear expectations and routines for dismissal, ensuring a smooth transition between sessions.
- **Lesson Transitions:** Movement between tasks is signposted and managed in a way that minimises disruption and maintains focus on learning.
- **Behavioural Expectations:** Clear, consistent behaviour routines using the Learning Expectations to ensure all students understand what is expected of them. These are reinforced positively and consistently.
- **Respect, manners and gratitude:** We hold open doors for people, we say please and thank you as often as we can and when needed. We say excuse me when we need to get past or need to speak to another person. *We model this relentlessly.*
- **Start of Lesson Activities:** Each lesson begins with a purposeful starter or retrieval task, helping students to focus and engage with prior learning.
- **Moving around the building:** Students follow the one-way system. Where there is no one-way system, students and staff walk on the left at all times.
- **Assemblies:** Students line up for assembly outside in the hall in alphabetical order (as per fire drill) they should wait in silence. Uniform must be checked. We enter and leave in silence.
- **End of Day Procedures:** Students leave the school building calmly and respectfully, showing consideration for others and the school environment. Mobile phones are not switched on until off the school premises.

Teachers are encouraged to invest time in practising routines, particularly at key transition points in the year, such as the start of each half term or when establishing a new class. When routines are consistent across all classrooms and upheld by every adult, the culture of excellence and high expectations is strengthened, and students are better able to thrive.

6. Student Choices, Rewards & Consequences

At Sale High School, we believe that students should be empowered to make positive choices that reflect our shared values of **Achieve, Aspiration, Resilience, Respect, Diversity, and Community**. Clear expectations, consistent routines, and positive relationships enable students to flourish both academically and personally.

We recognise that behaviour is a form of communication and that every choice a student makes contributes to the culture of the school. Through a clear system of rewards and consequences, we aim to encourage reflection, reinforce high standards and expectations, and support personal growth.

6.1 Choices and Consequences System

In lessons, staff use a clear **Choices and Consequences** system to support students in correcting their behaviour before it escalates. This staged approach ensures that students are given opportunities to reflect and respond appropriately, in line with our values. The language used by staff communicates the stage clearly and calmly, ensuring students understand the impact of their actions.

Each stage is logged on Classcharts and generates behaviour points that reflect the seriousness of the behaviour. This information helps us track patterns and provide targeted support where needed.

In Class

Consequence 1 (C1) - In lessons where a teacher feels that a student is not behaving in an acceptable manner and meeting the Learning Expectations the student will be discretely but explicitly issued with a C1. This is the first consequence issued as a direct result of a negative behaviour and is a warning that the student needs to modify the way that they are behaving. Examples of behaviours which could result in a C1 being issued include talking, distracting others students, not following instructions first time and not completing sufficient work.

Consequence 2(C2) - If the student chooses to ignore the C1 warning and does not modify their attitude or behaviour the teacher will issue a C2 - the second consequence, a result the students will be issued with a C2 removal to RESET. At this stage the student will sit a 30 minutes detention the following day.

Outside of lessons

Students could be issued with a C2 (resulting in a detention) for any behaviour that goes against our Values, expected ethos and culture and our high expectations. Examples include, but are not limited to: persistent uniform violations, boisterous behaviour when moving around the building (*not calm and respectful*), swearing, throwing, and purposeful poor punctuality (*lesson avoidance*).

6.2 Strategies to Improve Behaviour

Staff at Sale High School use a range of proactive and restorative strategies to support positive behaviour and re-engagement. These include:

- Clear, consistent and repeat communication of expectations
- Extensive **reward programs** to achieve communicated clearly and frequently
- Seating adjustments or learning environment changes
- Short, private conversations to reset behaviour
- Use of non-verbal cues and reminders
- Restorative conversations to repair relationships

- Use of the RESET room and ISOLATION room to reflect on choices
- Report cards from the form tutor, Head of Year or SLT
- Dedicated time to learn and practise expectations and routines
- Reflection time in detentions
- Behaviour, Expectations & Progress Improvement meetings with parents and carers
- Behaviour and Expectations contracts
- Counselling (if deemed appropriate)
- Alternative Provision (AP)
- Meetings to review behaviour with school Governors

Where appropriate, teachers may also refer to Heads of Department or Heads of Year to implement further support strategies.

6.3 Support for Students Displaying Persistent Disruption

When a student displays continuous disruptive behaviour, the response must be supportive as well as firm. Strategies may include:

- Behaviour support plans tailored to individual needs
- Increased parental involvement through meetings and communication
- Referral to the Learning Hub and/or Wellbeing Hub
- Mentoring and coaching sessions
- Time in the Reset/Isolation room or other internal support spaces
- Access to external agencies where appropriate

These interventions aim to understand the root causes of behaviour and promote long-term change while upholding our high expectations for all.

6.4 Rewards

We believe in recognising and celebrating the achievements and efforts of all students. Our rewards system encourages students to model our core values. Staff are encouraged to:

- Award positive Achievement Points for meeting expectations
- Celebrate achievements publicly in assemblies and newsletters
- Use data to reward those with positive AtL scores and/or significant improvements in AtL
- Use data to reward those consistently meeting expectations
- Provide regular verbal praise and/or written recognition
- Nominate students for postcards, certificates, and Headteacher commendations
- Celebrate attendance, AtL, and conduct through reward events/trips

A culture of recognition helps reinforce the behaviour we want to see and encourages students to take pride in their learning journey.

6.5 Sanctions

Sanctions are used fairly and consistently to reinforce boundaries and maintain a safe, respectful learning environment. At Sale High School:

Detentions

- **Break detentions** are used when students are late to school. These are 15mins in length and will be escalated if not attended.
- **Lunchtime detentions** are used for year 11s or an escalation of a missed break detention. They could also be issued for other minor issues and should still allow time for students to eat, drink, and have a break. These will be escalated if students do not attend.
- **After-school leadership detentions** last up to one hour. These are issued if students are removed from lessons or for serious incidents decided by SLT or Heads of Year. The list of behaviours that could result in an after school are non-exhaustive and all eventualities could not be listed within this policy.
- **Punctuality detentions** will run each Friday after school. These will be given based on the minutes late to lesson reports run each week. Staff record minutes late to lesson and those persistently late to lesson based on the data will be given a punctuality detention.
- The above detentions must be logged on Classcharts so they are communicated home to parents and carers.
- **Detention Guidance**
 - *Students will sit the detention the day after it is issued.*
 - *All after school detentions run from 3:10pm until 3.40pm and students will not be allowed to leave early. Those with two C2s the previous day will sit the one-hour detention.*
 - Departments may organise **subject detentions**, coordinated by the Head of Department for issues such a repeated missed homework.
- **Community acts** such as litter picking may be used for things like dropping litter.

Reset Room

- *Students who have been issued with a C2 in class will be removed from the lesson and taken to the Reset Room, in order for the lesson to proceed without disruption. If removed from a lesson students will sit a detention the following day.*
- *Whilst in the Reset Room, students will complete a reflection task to understand why their behaviour was unacceptable.*
- *Following this, students will complete their classwork.*
- *C1, C2 system will be used in the Reset Room to help students adhere to the rules. If a student is issued a C2 in the Reset Room, they will be placed in isolation for the remainder of the school day.*

Step-Outs or managed moves

In agreement with other secondary schools, students may be placed on a short-term behaviour placement at other establishments in line with the school's intervention strategy. This is a form of intervention we employ in response to a pupil's persistent disruptive behaviour or for a serious breach of the behaviour policy.

Pupils may also be placed for a longer period of time at another school, as part of a managed move process. This will enable the pupil to have a fresh start in a new school.

Students will adhere to the host schools behaviour procedures and arrive and leave at the host's school times. It is the parent/carers responsibility to arrange appropriate transportation to the host school. Students will be expected to attend in full school uniform.

Suspensions and Isolation

Are used for serious and/or persistent breaches of the behaviour policy.

A non-exhaustive list of example behaviours that could result in time being spent in our isolation room or being suspended can be found below:

Sanction	Examples of behaviour (non-exhaustive list)
Isolation	<ul style="list-style-type: none"> Any serious violation of the learning expectations or behaviour policy Misuse of the school's ICT systems (emails/SHARP etc) and/or equipment Breaking of clear school rules related to uniform expectations Inappropriate behaviour/continued poor choices in lessons or inappropriate behaviour toward members of the Sale High School community such as swearing, throwing, language related to a person's protected characteristics.
Suspension	<ul style="list-style-type: none"> Possession of banned items and anything to be in possession of under 18s Fighting, hitting, kicking, man handling. Theft Failing to meet expectations in the isolation room Refusing to attend isolation room Sharing images or videos that would bring Sale High School into disrepute or used without the permission of person being filmed or in the picture. Behaviour in or outside of the school grounds that could bring the school into disrepute. Filming in lessons or around Sale High School grounds. Bullying Misuse of the school's ICT systems and/or equipment Inappropriate behaviour/continued poor choices in lessons or inappropriate behaviour toward members of the Sale High School community such as swearing, throwing, language related to a person's protected characteristics. Severe hate language/acts and abuse towards another student or staff (Protected Characteristics) Any form of harassment including online. At Sale High School we define harassment as actions that cause mental or emotional suffering which could include single or 'repeated' unwanted contacts without reasonable purpose, insults, threats, touching or offensive language. <i>Anything things deemed appropriate & reasonable at the discretion of the Headteacher not listed above</i> Further details regarding suspension can be found in section 8.2

Governor Behaviour Panels

In some cases, where a student is deemed at risk of exclusion, the student may be asked to attend a behaviour panel meeting along with their parents or carers. The panel will consist of a combination of the following: School Governors, Headteacher, Deputy/Assistant Headteacher, Senior/Head of Year. The student's conduct will be discussed and a support plan with clear actions and strategies put in place.

In line with DfE guidance, we do not alter or cancel detentions due to inconvenience. Consistency, clarity, and fairness are essential for the success of our behaviour system.

6.6 Defeat Defiance days

- The school will respond to a spike in certain behaviours, or a high level of incidents for a cohort of students, with periodic Defeat Defiance days.
- On these days, an additional Defeat Defiance Room will be staffed by SLT.
- Students may be placed in the Defeat Defiance room at any point during the day.
- Anyone placed in the Defeat Defiance room will be issued a 60 minute detention for the next day.
- C1, C2 system will be used in the Defeat Defiance Room to help students adhere to the rules. If a student is issued a C2 in the Defeat Defiance Room, they will be placed in isolation for the remainder of the school day.

Reasonable Adjustments. The school will, whenever possible, make reasonable adjustments to the system for students with additional learning needs. These will be made in line with any support or care plans a student may have.

If students make the right choices they will never be issued with a detention or an isolation. Students will always have a chance to think about what they have done and acknowledge negative behaviours, considering how they should act differently the next time.

Sanctions are not in place to demean or seek revenge. The aim is to highlight where behaviour has fallen below the expected standards so that the individual's behaviour improves and so that the standards and high expectations that Sale High School sets are maintained. Sanctions have most impact when applied in a timely manner in response to a breach of the behaviour policy and/or the Learning Expectations. **Decisions regarding sanctions and consequences can and will be made on the balance of probabilities and will always consider the Equality Act 2010.**

7. Levels of Intervention to Support Improvements in Behaviour

7.1 Whole school Pastoral Levels of Behaviour and Support Strategies

When deciding on the most appropriate interventions and support strategies, staff will make an informed and professional decision depending on the nature of the offences and will take a holistic approach. Staff will consider the child and their needs first and the data second in line the Sale High School Values and The Equality Act 2010. Behaviour data will show if a student's poor choices of negative behaviour is a wider pastoral issue or a departmental issue. The Headteacher is the only person responsible for making the most difficult decisions such as suspension or permanent exclusion. Deputy Headteachers will make the decision in the Headteacher's absence.

Negative Behaviour Pathway based on student choices related to behaviour points, AtL, attendance and pastoral issues.	Strategies of Support, Intervention and Consequences
Level 1	<ul style="list-style-type: none">• Form tutor to have supportive/coaching discussions daily with students regarding incidents logged.
Level 2	<ul style="list-style-type: none">• Form tutor to contact home to discuss a student's conduct and whether the issues are behavioural or organisational (equipment/homework).• Parents to support students with organisation.
Level 3	<ul style="list-style-type: none">• HoY to contact home to inform that the student is on report• Student placed on daily report to form tutor (green) for two weeks (completed and formally recorded in Classcharts)

Level 4	<ul style="list-style-type: none"> Head of Year to contact home to inform parents /carers that the student is on report with them and a meeting to be arranged with parents/ carers. Parental meeting notes recorded, saved and uploaded. Behaviour & Expectations Contract with clear and well communicated targets to the student and their parents and carers. To be uploaded to ARBOR/Classcharts. Students placed on daily report to HoY (yellow) for two weeks (completed and formally recorded in Classcharts)
Level 5	<ul style="list-style-type: none"> Head of Year to contact home to inform parents/ carers that the student is on report again Head of Year to have a Behaviour, Expectations & Progress Improvement Meeting with a member of SLT (AHT / DHT or SLT year link). Level 5 Behaviour & Expectations Contract communicated and signed by the students and their parents/carers. Student one-to-one meeting with behaviour mentor Student on AM/PM report to HoY (yellow) for two weeks (completed formally recorded in Classcharts/ARBOR) Possible step-out for persistent or possible Suspension for 'serious breach or persistent breaches of the school's behaviour policy' (<i>DfE Guidance</i>)
Level 6	<ul style="list-style-type: none"> SLT to contact home to inform parents/carers that the student is on report to SLT Head of Year and SLT to have a Behaviour, Expectations & Progress Improvement Meeting Level 6 Behaviour & Expectations Contract communicated and signed by the students and their parents/carers. Student monitoring with behaviour mentor/coach Student on Report to SLT (red) for two weeks (formally recorded in Classcharts/ARBOR) Possible Suspension for 'serious breach or persistent breaches of the school's behaviour policy' (<i>DfE Guidance</i>) Possible Educational Psychologist inclusion Possible risk assessment surrounding the impact on others Possible 'Direction off site' / Alternative provision at another school.
Level 7 Previous Behaviour, Expectations & Progress Improvement Meetings & Behaviour & Expectations Contracts have been unsuccessful in correcting student choices.	<ul style="list-style-type: none"> SLT to contact home to inform that home that the student is going to report to SLT and update them about the on decline in progress, standards and wider impact on others SLT & Principal to have a Behaviour, Expectations & Progress Improvement Meeting Formal Behaviour Panel arranged with Governors. The Principal to consider suspension or another alternative provision with a different focus if necessary Student on AM/PM or hourly report to SLT (red) for two weeks (formally recorded in ARBOR) Possible Permanent Exclusion for 'serious breach or persistent breaches of the school's behaviour policy' (<i>DfE Guidance</i>)

Reports

Students can be placed on three types of report. Green to tutor, Yellow to Heads of Year and Red to SLT. Students placed on report will spend two weeks on report in the first instance. Reports will be graded as Met Expectation (scores 1 and 2) and Not Met Expectation (score 3). Report duration will be extended and then escalated if a student fails to correct their behaviour and improve their choices.

Students may be placed on report in response to a spike in their behaviour profile.

8. Suspensions and Exclusions

8.1 DfE guidance – ‘Exclusions from maintained schools, academies and pupil referral units in England’ (Aug 2024)

Suspension and permanent exclusion guidance

Only the Headteacher can suspend a student from the school. If the Headteacher is absent from school the Deputy Headteachers have the authority to suspend a student. They will then make it clear that they are acting in the Headteachers’s absence.

The Headteacher may delegate parent/carer contact to another member of the school Senior Leadership Team or the appropriate Head of Year.

A decision to suspend a student can be taken:-

- In response to a serious breach or breaches of the School’s Behaviour Policy deemed to be serious enough to warrant the suspension;
- If allowing the student to remain at School would seriously harm the education of students or welfare of the student /staff or indeed the offending student.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days in a single academic year).

Suspension, whether fixed-term (usually 1-5 days), or permanent, may be used where a pupil has displayed unacceptable conduct which infringes on that which is deemed to be acceptable in school.

A pupil can be suspended immediately, especially if there is an immediate threat to the safety of others in the school. For a suspension to be issued, evidence is very carefully assessed and collated. Records are kept and an investigation precedes any suspension or exclusion.

- A pupil will be allowed and encouraged to give their account of events.
- The Headteacher will, when establishing facts, apply the standard of proof i.e. ‘on the balance of probabilities’ the fact is true, rather than the criminal standard.

8.2 Fixed Term Suspensions

Fixed term Suspensions may be issued for the following offences (although this list is non-exhaustive and the Headteacher has the authority to suspend for offences not stated below but deemed of a serious nature):	
<ul style="list-style-type: none">• A one-off serious incident of violence or wanton damage• Smoking or possession of cigarettes, ecigarettes/vaping paraphernalia in or around the school premises• Possession, promotion or use of any non-prescribed drugs, (including before and after school)• Persistent refusal to comply with the school’s uniform code• Abuse or serious disrespect shown to teaching and support staff• Continued and persistent breaking of school rules and behaviour policy• Continued and persistent disruption to learning;	<ul style="list-style-type: none">• Bullying• Racist, sexist, gender, disability, religious and/or physical appearance abuse (protected characteristics)• Theft• Repeatedly disobeying teachers’ academic instructions• Misuse of the school’s ICT systems and/or equipment• Possession of any banned items• Inappropriate use of social media or online technology such as the filming or sharing of photos or videos that cause humiliation of members of the school community or aggressive acts such as assault or fighting• Violence or assault against another member of the school community• Refusal to comply with internal investigations or withholding the truth during an internal investigation that contributes to wasting staff time• Deliberate and/or persistent failure to comply with health and safety measures and policy

<ul style="list-style-type: none"> Any extreme behaviour at the discretion of the Headteacher Making attempts to lie and cover up poor choices Failure to attend isolation when directed Non-compliance 	<ul style="list-style-type: none"> Any action that brings the school in to disrepute in or out of school Failure to comply with expectations of staff when in isolation or failure and/or unwillingness to improve behaviour/standards when in working in isolation (including non-compliance with expectations when in isolation) Student can be suspended for poor behaviour that takes place out of school Any form of harassment towards another student, member of staff or anyone associated with the school including whilst online.
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Challenging Suspension

If a student is suspended, parents will receive a letter from the school telling you what to do if you disagree with the suspension.

You can ask the school's governing body to overturn the exclusion if either:

- your child has been suspended for more than 5 days
- the suspension means they'll miss a public exam or national curriculum test

If the exclusion is for 5 days or fewer, you can still ask the governors to hear your views but they can't overturn the headteacher's decision.

8.3 Permanent Exclusions

Sale High School will make decisions on permanent exclusion based on the Department for Education (DfE) guidance. The DfE guidance states that the decision to exclude a student permanently should 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 the School would seriously harm the education or welfare of the student or others in the School.

See full DfE guidance using the link below:

[Suspension and permanent exclusion guidance](#)

The Headteacher will consider all the relevant facts and evidence to support the allegations made. Circumstances in which it might be appropriate permanently to exclude a student for a first, one-off offence may include:

- Verbal / threatening behaviour against a student or adult.
- Serious actual or threatened violence against another student and/or adult.
- Serious abuse against a person's protected characteristics such as race, religion, sexual orientation, gender identity and/or disability.
- Sexual misconduct or assault.
- Supplying, possession, promoting or misuse of an illegal drug, medicines or solvents. This includes arranging or facilitating illegal drugs to be brought on to the school premises;
- A student who repeatedly disobeys their teachers' academic instructions could be subject to exclusion for persistent disruption.
- Carrying an offensive weapon, or the use of any implement as an offensive weapon.
- Making malicious and false allegations against another student or a member of staff.
- Setting off or the possession of fireworks.
- Possession of/sharing of pornographic materials
- Serious inappropriate use of social media or online technology.
- Wilful and repeated transgression of protective measures in place to protect public health.

- Any action that brings the school in to serious disrepute
- Any form of harassment including whilst online (see above for definition section 7)

Please note: This list is not exhaustive

Police Involvement

Sale High School has a strong and established link with the local Constabulary with whom we will cooperate if a student's misbehaviour is deemed to constitute a violation of criminal law.

IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE INDEPENDENT OF EACH OTHER.

Independent Review Panel

If parents/carers apply for an independent review panel within the legal time frame, Sale High School must arrange for one to take place to review the decision of the governing body not to reinstate a permanently excluded pupil. Any application outside the legal time frame will be rejected by the school.

The school will follow the guidance as set out in the DfE Statutory Guidance, last updated August 2024, on the members and role of the independent review.

Any pupil who is permanently excluded will not be removed from the school register until the appeals process has been completed.

Challenging permanent exclusion

You'll be invited to a review meeting with the school's governors if your child has been permanently excluded. This will happen within 15 school days.

If the governors don't overturn the exclusion, you can ask for an independent review by your local council. The governors must tell you how to do this.

If your child is still excluded you can ask the [Local Government Ombudsman](#) (or the [Education Funding Agency](#) if the school's an academy or free school) to look at whether your case was handled properly. They can't overturn the exclusion.

Discrimination and other complaints

You can make a claim to a court or a tribunal if you think your child's been [discriminated against](#). You need to do this within 6 months of the exclusion.

Contact the [Equality Advisory Support Service](#) for help and advice.

For more general complaints (eg if you don't want to challenge the exclusion but you're not happy with the way the school handled it), follow the normal [school complaints process](#).

Role of the Governing Body

The Governors will be fully informed and involved with these procedures. The Headteacher will inform the Governing

Body and LA within one school day of any permanent exclusions, suspensions longer than five school days or more than 10 lunchtimes in a term, and those which will result in a pupil missing a public examination. The Governing Body has a duty to consider the parents'/carers' representations about a suspension. Annex A of the DfE's statutory guidance for exclusions will be followed.

8.4 Alternative Provision

At Sale High School, we are committed to meeting the needs of every student, and sometimes this means considering alternative pathways. A student may be directed to **Alternative Provision** when their behaviour, attendance, or social, emotional and mental health needs prevent them from engaging successfully with mainstream education.

This decision is never taken lightly and follows a period of support and intervention. Alternative Provision offers a more tailored environment where students can continue their education in a setting better suited to their individual needs, with the aim of helping them re-engage with learning, develop key life skills, and work towards positive outcomes. All placements are carefully monitored, and communication with families remains a priority throughout the process.

9. Links to other relevant documentation to be used in conjunction with this policy

9.1 SEN Code of Practice

SEND Code of Practice

<https://www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice>

9.2 2010 Equality Act

The School is aware of its duties under the Equality Act 2010 and will be mindful of these when addressing issues of indiscipline. All rewards and sanctions will be applied fairly and consistently, and will ensure that no student is treated less favourably for reason of gender, race, religious belief, sexual orientation or a disability as defined by the Disability Discrimination Act.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

9.3 Anti-Bullying Policy

Sale High School is committed to providing a warm, caring, and safe environment for all of our staff and students so that they can learn, work, develop, and grow as human beings. We believe that every individual deserves to be treated with respect and dignity, and we stand firm against any form of bullying. Bullying undermines our core values of **Achieve, Aspiration, Resilience, Respect, Diversity, and Community**. We foster an inclusive culture where differences are celebrated, and every member of our school feels supported, valued, and empowered. Together, we work to create an atmosphere where kindness, empathy, and mutual respect are the foundation for personal and collective success.

BULLYING IS UNACCEPTABLE AT SALE HIGH SCHOOL

Bullying is any deliberate, hurtful, upsetting, frightening, humiliating or threatening behaviour by an individual or a group towards other people where the relationship/interaction involves an imbalance of power. It may be repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose). Bullying is an act of injustice, it is mean and results

in worry, fear, pain and distress to the victim/s. It is contrary to the ethos and behavioural values of Sale High School of **Respect, Diversity, and Community**.

(For full details of Anti-bullying Policy please see our website)

9.4 Use of Reasonable Force

Members of Sale High School SLT and pastoral team have been Team Teach trained in positive handling.

In the unlikely event that staff have no other option other than to use reasonable force, they will comply with the guidelines set out by the Department for Education. A link for which can be found below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Some key points from the document include:

- School staff have a power to use force and lawful use of power to provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means "using no more force than is needed".
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

9.5 Banned Items, Searching, Screening and Confiscation

Items prohibited to be brought into Sale High School or its grounds by any student include:

- Alcohol
- Cigarettes or tobacco of any kind
- Stolen items
- Vaping paraphernalia
- Any form of weapon that could be used to cause serious harm or be used to intimidate others
- Any article that the member of staff reasonably suspects has been, or likely to be used to commit an offence or to cause personal injury to, or damage of property of; any person (including the student themselves)
- Drugs of any kind (*including prescription drugs without prior agreement*)
- Any form of imitation weapon
- Any form of pornography
- Energy drinks containing stimulants
- Chewing gum
- Explosive devices or fireworks of any kind
- Anything that could be deemed a fire hazard including matches and lighters
- Anything that could be used to cause disruption to the calm environment expected around the school via so called 'pranks'.
- Any items which would be illegal to purchase by under 16s

This list is non-exhaustive and would include any other item that could be deemed inappropriate for use within an educational setting or has potential to offend, cause harm or distress to others.

The Governing Body is aware that schools have been given the power to search students in line with Department for Education guidance 'Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies'

The Headteacher has given authority for all members of the school SLT as well as Heads of Year to carry out searches.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109113/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

It is important that the member of staff ensures the student understands the reason for the search and how it will be conducted.

If a student refuses to consent to being searched a member of staff may sanction in line with this policy and apply it consistently and fairly. If a student continues to refuse to cooperate the member of staff will decide if it is necessary to use reasonable force to conduct the search. See above 10.4. reasonable force.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

9.6 Uniform Policy

At Sale High School, we believe that wearing a uniform fosters a sense of community, equality, and focus, while reinforcing the school as a professional environment. In a large school, the uniform also plays a crucial role in security, helping to easily identify students.

A uniform reduces distractions caused by personal dress choices, enabling students to concentrate on their learning. We have high expectations for uniform and appearance, and students are expected to adhere to these standards.

Students may wear a watch and one **small** stud earring in each ear lobe. The school enforces a zero-tolerance policy regarding other jewellery/accessories and body piercings. Items will be confiscated and locked away until the Friday of each week and will require collection by a parent or carer. Sale High School or its staff will not be held responsible for lost or damaged confiscated jewellery.

Footwear:

Students must wear black school shoes or all-black trainers that meet the following requirements: black leather, black laces, and a plain black sole. Trainers with suede, canvas, bold designs, air bubbles, or reflective elements are not allowed. Boots are not permitted, except during specified times in inclement weather. Refer to the school uniform policy for further details.

Trousers and Skirts:

Students who prefer, must wear full-length tailored trousers (tailored shorts are allowed in the summer). Skinny jeans, joggers, leggings, and other non-uniform pants are not permitted. Students who wish to wear skirts should choose those that are at or just above the knee and **must not** roll them up. Skirts must not be altered to reduce length. Skirts must be worn as intended, or students will be asked to wear trousers. Acceptable legwear includes black or navy tights or plain ankle socks or below the knee socks (*no logos/ribbons/diamonds*). Over-the-knee socks are not allowed. Sport socks/fashion socks can not be worn over tights.

Hair and Appearance:

Students are not permitted to have patterns shaved into their hair or eyebrows, nor may they wear unnatural hair colours. Makeup should be subtle, with foundation in a natural tone. Brightly coloured lipstick, gloss, and bold eyeliner are not allowed.

Nails and Eyelashes:

Nails should be kept short for health and safety reasons, especially for practical subjects like PE and technology. Fake or coloured nail polish is not permitted, nor are fake eyelashes of any kind. Students failing to meet this expectation will be placed in isolation until expectations are met.

Coats and Outerwear:

Hoodies, baseball caps, cardigans, and scarves in non-school colours are prohibited. School coats must be dark in colour and should not be leather, denim, or sweatshirts.

Sanctions for Non-Compliance:

Persistent violations of the uniform policy will result in sanctions, including detentions, isolation, and, in severe cases, suspension, in line with DfE guidance.

School Bag

Students must come to school with a suitable bag to carry their pencil case, PE kit, and books. Their pencil case should include at least two pens, a pencil, rubber, ruler and any subject specific equipment they may need for the day.

9.7 Acceptable Use Policy

Technology has become integral to daily life and the use of electronic devices and digital media has become the norm. At Sale High School, we want to teach students to become responsible users of digital media and their devices. We have the same high expectations of behaviour online as we do offline and expect that all students act safely & respectfully at all times when using technology whether for educational or personal use both inside and outside of school.

The primary intended use of technology within the school is to enrich learning. Students must understand that they are responsible for their own actions and must accept the consequences on inappropriate use both inside and outside of school. Sale High School will act if students become involved in unacceptable incidents/misuse of technology.

Note: Please see the Acceptable Use Policy and Mobile Phone Policy for more details.

9.8 Mobile Phone Policy

Mobile phones, electronic devices and misuse of technology, continues to be one of the leading causes of the most serious of sanctions such as suspensions and permanent exclusions nationally. In line with government guidance, Sale High School wants a culture where students and staff are free from the issues associated with inappropriate use of technology.

If mobile phones or other electronic devices such as tablets, air pods or smart watches are brought into school **they must be switched off and kept out of sight and never seen or never heard**. If used on the school site, a mobile phone or other device will be confiscated and taken to Student Services or the pastoral office. The confiscated item will then be recorded on the student's behaviour log and will be returned at the end of the day to the student in the first instance. Once a decision has been made to confiscate a mobile phone, no negotiation will be entered into. Parents concerned about safety will be advised to buy a low-cost mobile phone and a pay as you go SIM card for the duration of any confiscation. We thank parents/carers in advance in supporting the school be a safer 'no phones' site.

Repeated incidents of confiscation will result in the following escalation of consequences :

Number of recorded mobile phone confiscations:	Actions and consequences:
First offence	<ul style="list-style-type: none"> • Mobile phone will be confiscated and held till the end of the school day. • C3 30min after school detention
Second offence	<ul style="list-style-type: none"> • Mobile phone will be confiscated and held for until the end of the school day. • A parent or carer must collect the phone and will be issued with a copy of the mobile phone policy. • C3 60min after school detention
Third offence	<ul style="list-style-type: none"> • Mobile phone will be confiscated and held for 48 hours. If this is a Friday it will be returned on the Monday. • The mobile phone needs to be collected by a parent once the 48 hours has past before 4pm on the given school day as student services closes at 4pm. • No exceptions will be made to this in order to create a safe culture of 'mobile phones never seen never heard'. • C3 60min after school detention • Student will be banned from bring a mobile phone to school. Once a ban is issued, parents/carers concerned about safety will be advised to buy a low-cost mobile phone and a pay as you go SIM card for the duration of any ban.
Continued offences	<ul style="list-style-type: none"> • Mobile phone will be confiscated and held for one week. • The mobile phone needs to be collected by a parent or carer before 4pm on any given school day as student services closes at 4pm. • C3 60min after school detention • Parent/carers meeting to discuss an outcome regarding repeated misuse of mobile phones/technology.

Students must store their devices in their school bag – they should not be in a pocket of their blazer. Electronic devices are the responsibility of the student, not the school and the school will not be held financially responsible for any loss of mobile phone/personal items.

If students need to contact home they are able to go to student services or ask their Head of Year. Phone calls made from mobile phones during the school day are strictly prohibited and parents/carers should refrain from contacting students directly and ring the school's main switchboard. This prevents any misunderstanding or miscommunication from taking place.

9.9 Expensive Items

Students should not bring any expensive items such as jewellery and electronics to school because these valuables can easily be lost, stolen, or damaged in a busy school environment. Schools are places for learning, not for showcasing luxury items, which can also create distractions and unnecessary peer pressure among students. **Additionally, if such items are brought against school policy and subsequently confiscated, the school will not be held responsible for any loss or damage.** Had the rules been followed, there would have been no need for confiscation in the first place. To ensure a safe and focused learning environment, students are strongly advised to leave valuable possessions at home.