

Date of last review: April 2026
Date of next review: September 2027
Committee: Quality of Education Committee



Aims of the Behaviour, Support and Rewards Policy

Keeping Children Safe in Education 2025 is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

At Biddulph High School, we fundamentally believe that our Behaviour, Support and Rewards Policy should be learner centered and look to guide students to make positive choices, whilst being supported by committed, caring staff. Learning is the key to everything we do and this policy sets out to allow all learner to work to the best of their ability and reach their full potential. This policy is underpinned by our school C.A.R.E values:

Community – we all take responsibility for our school community, peers and surroundings so we can all enjoy a welcoming and positive learning environment.

Ambition – we have high ambitions for each and every one of our learners. We collectively strive to ensure all learners achieve success and we work tirelessly to ensure they make academic, social and emotional progress whilst in our care.

Respect – we are respectful to one another and respect each other's beliefs at all times.

Excellence – we strive for excellence in all aspects of school life – this goes beyond the classroom. We expect excellent learning, behaviour, punctuality, attitudes, manners and effort. We believe this is what our Biddulph learners should aspire to, and what our parents/carers and community can support with.

Biddulph Learners

This policy sets out to develop and nurture what we refer to as our 'Biddulph Learners'. This is what we believe all learners should aspire to be and what we believe all our learners can be. Biddulph Learners will thrive in the supportive, inclusive environment we provide. We expect Biddulph Learners to:

- be ambitious and dedicated to fulfilling their full academic potential
- behave in line with agreed acceptable behaviours. Biddulph Learners do not take part in, condone, or overlook bullying, discrimination or any form of child-on-child abuse
- be resilient and take risks to challenge themselves

- be organised. We expect learners to be fully equipped for the school day, including books, equipment, stationery.
- be respectful of other learners. We will not tolerate individual behaviour choices which impact the learning, wellbeing and/or safety of other learners
- be independent in their approach to learning, whilst being able to self-regulate behaviour (with support where needed).
- try their hardest in everything they do
- be dressed professionally and appropriately in full uniform, as outlined below
- move around the school building in a sensible and respectful manner, showing respect for others and their surroundings
- prioritise their learning time. Every second in the classroom counts so we expect student to be in their classrooms learning. Our out of lesson procedures will support this.

To support learners at Biddulph High School the school delivers a rigorous intervention programme led by our inclusion and support team. Interventions are essential because they help address and support various academic, behavioural, social, and emotional barriers that learners may face during their time at school. Examples of this include (but are not limited to):

1. Academic Support

- **Addressing Learning Gaps:** Interventions provide focused support for pupils. Interventions can help pupils develop the skills necessary for their futures. Which may include compulsory revision.

2. Behavioural Interventions

- Reducing disruptive behaviour; behavioural interventions, such as counselling, mentoring, or behavioural plans, help pupils develop better self-control, communication, and problem-solving skills.
- Promoting positive social skills: school is a key time for developing social and emotional intelligence. Interventions like peer mentoring and social skills can guide pupils in making responsible decisions and fostering positive relationships.

3. Mental Health and Emotional Well-being

- **Addressing Mental Health Issues:** Following the pandemic we are very aware of the mental health challenges, that children and young people face. The school offers various support with this.
- **Building Resilience:** Emotional and mental health interventions build resilience, teaching pupils coping mechanisms and stress management strategies that can help them with life skills.

In summary, interventions at Biddulph High School play a vital role in ensuring that pupils receive the support they need to succeed academically, socially, and emotionally, setting them up for long-term success.

Rewards

At Biddulph High School, we believe praise, positivity and relational practice are key to ensuring positive behaviour for learning. We also seek to acknowledge the Biddulph values wherever possible and reward Biddulph Learners in a variety of different ways.

Rewards are central to the promotion of excellent work and behaviour at Biddulph High School and contribute to the creation of a positive learning environment by motivating pupils and recognising success and achievement. Rewards should be for genuine achievement; they should be applied consistently and fairly for them to be valued. Rewards are recorded systematically so we are able to monitor and analyse the distribution of rewards given across year groups, department areas, and specific pupil groups. This also allows us to share information about rewards effectively with parents/carers. We will use the following rewards throughout the school year:

- Verbal praise
- Department of the Week awards
- Phone calls, emails and letters, to parents/carers
- Rewards / Celebration assemblies
- Reward trips
- Headteacher awards
- Rewards days
- C.A.R.E raffle rewards
- Attendance Incentives

Biddulph High School staff are encouraged to identify positive behaviour and attitudes to learning and this can be monitored by parents through the Arbor App.

Positive Behaviour for Learning

Consistent, predictable teaching and learning strategies are central to ensuring positive behaviour and promoting our vision of "Biddulph Learners". Learning routines are embedded and maintained and learners will get the same experience from one lesson to another. This typicality of approach reduces cognitive load and allows learners to solely focus on the lesson content.

We achieve this through the following teaching and learning strategies:

- '4 to Start: 4 to Finish'
- 'Mindset for Mastery'
- 'Ready to Learn 3,2,1'

These strategies are pre-taught to all learners and shared with parents /carers so you understand the approach and support our implementation of these. More details of these strategies can be found in the policy appendices.

We also seek to develop positive, professional relationships with learners through:

- Meeting and greeting learners in the morning and at the start of all lessons;
- Establishing clear routines;
- Communicating expectations of behaviour in ways other than verbally;
- Highlighting and promoting good behaviour;
- Concluding the day positively and starting the next day afresh;
- Having a plan for dealing with low-level disruption;
- Using positive reinforcement.

Getting it right in the classroom

We strive to have students in lessons taking part in engaging, purposeful learning tasks at all times. As such, our staff follow agreed behaviour strategies to support learners in making positive behaviour choices, allowing them to access their learning fully.

If learners do not meet our agreed expected standards or behaviour, effort or attitude in lesson we follow the steps below:

- **WARN** – Learners are given an opportunity to reflect on their behaviour choices and continue with their learning
- **MOVE** – Should a learner continue to make poor choices, staff will issue a formal warning. This will be issued using positive language and take into consideration any additional needs of the learner
- **REFLECT** – Learners are asked to regulate inside the classroom and are given a regulation sheet to support with this. They may be moved to a different position in the class to do this.
- **REMOVE** – If the in-class interventions and support do not lead to improved behaviour the learner will be removed from the lesson and taken to a removal classroom. This is to reduce the impact on other learners. Parents will receive a phone call to inform them that their child has been removed from a lesson and a detention will be issued. This is a 30mins after school detention.

Prevention and De-escalation

Biddulph High School staff will do the following to support behaviour. At Biddulph we believe in two key principles, prevent and de-escalate. All staff will use a combination of the following strategies to prevent negative behaviour, to de-escalate negative behaviour and finally ensure all pupils are educated.

Prevent:

- Build positive, professional relationships.
- Meet and greet pupils.
- All use the 3,2,1 countdown to gain pupils focus.
- Utilise non-verbal cues.
- Teach from their feet.
- Specific reward and praise
- Empathy
- Treat pupils how they would want to be treated.
- Scan, move, interact, learn and encourage.

To de-escalate staff will;



- Praise in public.
- Challenge negative behaviour choices in private.
- Connect with parents and carers.
- Take responsibility.
- Have restorative conversations.
- Give pupils thinking and reflection time to make the correct decision.

The Smart System

It is every pupil's responsibility to arrive to school in the correct uniform, ready to learn. Pupils' uniform and equipment demonstrates their intent to learn.

Our SMART card system supports our aims in ensuring pupils take responsibility for their own uniform. Pupils have choices at each stage. Pupils must have a Smart card with them at all times.

- If a pupil has incorrect uniform, they will have their Smart card signed.
- Once a Smart card has two signatures it is full.
- Pupils are not permitted to be around site with a full Smart card.
- Smart resets take place at break and the first half of lunch.
- Pupils can attend room 101 for 10 minutes to exchange a full Smart card for a new one.
- If a pupil is found with a full (or no) Smart card and has not taken the opportunity to renew it, they will receive a 20-minute lunch time detention the following day.
- An automated email will be sent home to parents/carers to make them aware.
- If a pupil does not attend their 20-minute detention, this is escalated to 30min after school detention.

All Smart Cards will be 'reset' at the start of each term.

Behaviour in examinations

Internal examinations are an important tool in assessing progress. All years will have school examinations during the year. Pupils will be advised of the timings of the examination and issued with an examination timetable. Pupils must:

- arrive at the correct location at the published time;
- bring the correct equipment to the examination;
- enter the examination room in silence;
- remain in silence throughout the examination and until all papers are collected;
- wait to be dismissed by the invigilators in silence;
- not take mobile telephones into the examination room;
- not wear a watch.
- not take any forbidden items including notes and electronic devices.

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct of examinations are available from the Examinations officer.

What could happen if learners do not follow the behaviour policy?

We attempt to make all our dealings with pupils positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary, we will use sanctions because maintaining an ordered working environment for all pupils must be our first priority. Our detention system is there to support all of our students to achieve their best.

Reinforcing Expectations

- Detentions help support all students by reinforcing school rules and showing that expectations matter.
- They provide a consistent consequence when expectations aren't met, which helps students feel the system is fair and supportive.

Promoting Accountability

- Students learn that their choices have outcomes—positive or negative.
- Taking responsibility for behaviour is an important life skill, and detention supports students in developing this.

Offering Time for Reflection and Support

- Detentions give students structured time to reflect on what happened and how to improve next time.
- They allow staff the opportunity to check in with students about emotional, social, or academic issues that may be influencing behaviour.
- This process can lead to early identification of any difficulties a child may be experiencing, so we can offer the right support at the right time.

Ensuring a Safe and Orderly Environment

- When rules are enforced consistently, the school environment becomes safer and more respectful for everyone.
- Detentions are part of a larger system designed to support positive behaviour and keep learning on track for all students.

Minimising Classroom Disruptions

- Detentions deter repeated misbehaviour that disrupts learning.
- They help teachers maintain a calm, focused environment that supports every child's ability to learn.

Encouraging Home–School Partnership

- When parents are informed about detentions by phone or email, it opens communication between home and school.
- Families can reinforce expectations at home and support their child in improving behaviour, ensuring a consistent message.

Detention Structure

Lateness to lessons, lack of correct uniform or equipment, removal from lessons and other poor behaviour choices may result in a lunch or after school detention being issued. We run a system where learners who fail to attend detentions will have this consequence escalated. This may include serving a detention with a senior member of staff (including the Headteacher) a longer detention being issued or the use of RESET internal exclusion. Our graduated response allows students to reflect and adapt their choices rather than facing more rapid escalation.

We always aim to give a minimum of 24 hours' notice of after school detentions to parents/carers. Where a detention is felt to be needed on the same day, this will be done in agreement with parents and carers via a personal call.

The school has a specific legal power to impose detentions outside of school hours – including after school, on Professional Development days and on a Saturday. Parent/carers are informed as one of our duties is to allow home arrangements to be put into place to ensure a pupil can reach home safely. It is not shared to gain permission for a detention, and this is not required by law.

Detention Escalation:

1. If a pupil takes longer than 5 minutes to get to lesson, they will receive a 10-minute detention.
2. If a pupil fails this late detention they will have a 20-minute lunch time detention.
3. If a pupil fails a 20 minute detention, they will be issued with a 30-minute afterschool detention in RESET, all parents/carers will be contacted about this.
4. If a pupil fails a 30 detention they will be issued with a 45 minute after school detention with a Senior Leader, all parents/carers will be contacted about this. We always aim to give a minimum of 24 hours' notice of after school detentions to parents/carers.
5. If students fail a 45 minute detention, they may be placed into RESET the following day for 2 periods and a social time.

Parent/carers are informed as one of our duties is to allow home arrangements to be put into place to ensure a pupil can reach home safely. It is not shared to gain permission for a detention, and this is not required by law.

RESET:

A pupil will be removed from some or all normal lessons and social times for a short period. This is a serious step, and parents/carers will be informed. The RESET Room allows us to remove pupils from lesson whilst allowing them to be safely supervised and able to continue with their studies. Pupils have access to lesson materials from the members of staff who teach them. Work is emailed, set through Teams, delivered through on-line platforms or delivered directly to the staff managing the room. RESET sessions can be for part or whole days. Where a pupil has been placed into RESET for a full day that will end at 3.15pm.

Off-Site Direction:

Off-site direction is a temporary placement of a pupil to an alternative educational setting, outside of the main school premises to address and support specific behavioural issues. This strategy is employed to provide the pupil with a focused environment for behavioural improvement while minimising disruptions to the learning environment of other pupils. The alternative setting often includes tailored support and intervention programs aimed at addressing the root causes of the pupil's behaviour, promoting positive change, and facilitating their eventual reintegration into the regular school setting. The location and length of this placement will be communicated with parents/carers, prior to the placement taking place. Pupils must attend this off-site direction for the agreed duration. Failure to attend an off-site direction may result in extension of this provision or further, more serious behaviour sanctions being imposed.

Fixed term suspension and permanent exclusions:

This means a pupil is not allowed to attend school. Usually, suspensions are for a fixed term. Suspended pupils can be readmitted only following a reintegration meeting between parents/carers and a member of the Pastoral Team. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a pupil on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a pupil to be out of school at lunch, or personalised timetables. Suspension periods will increase incrementally with the number of suspensions, meaning that number or days served for repeat suspensions will normally be greater than the first suspension. This will normally be capped at 5 days, however the Headteacher does have the right to increase this and may use a 6-10 day provision where it is deemed necessary.

Staff will provide appropriate work for suspended pupils to complete at home during the period of their suspension. Suspended pupils are expected to remain in their home completing work and not to be seen in a public place, which includes coming near or onto the school site.

Reintegration from suspension:

Any pupil returning from a fixed term suspension will need to complete a reintegration meeting where clear targets and intervention will be set to help prevent repeat suspensions.

A meeting with members of the Local Governing Body and (where appropriate) with senior members of the Behaviour team to discuss and offer support for the pupil's futures may be held if there is a significant number of suspensions within a given period of time.



Permanent Exclusions

Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Bullying:

Bullying is behaviour by an individual or a group over a period of time that hurts another either physically or emotionally. All members of our community are responsible for challenging bullying and reporting it when they see it.

Bullying can include:

Emotional bullying – being unfriendly, excluding, tormenting

Physical bullying – hitting, kicking, pushing, taking another's belongings, any use of violence

Racial bullying – racial taunts, graffiti, gestures

Sexual bullying – explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect bullying – name calling, sarcasm, spreading rumours, teasing.

Cyber bullying – bullying that takes place online, such as through social media networking sites, messaging apps or gaming sites

Child-on-child abuse, also known as "peer-on-peer abuse," occurs when one child or young person harms another. This can take various forms, including physical, emotional, and sexual abuse, as well as bullying or harassment, either in person or online. It differs from adult-to-child abuse in that it involves peers, and the power dynamics may be more subtle, though it can still have serious and lasting impacts on both the victim and the perpetrator.

We are proud of being an inclusive school. Any behaviour that makes others feel uncomfortable because of decisions they make around their gender or sexual orientation will be considered as bullying behaviour.

If a particular situation escalates or repeats, it is the role of the Assistant/Deputy Headteacher to ensure that the actions outlined above have been carried out, as appropriate to each case. It is important that, with the majority of cases, a balanced and staged approach is adopted (although some cases may have an immediate need for stage 2/3 from the outset). This may be typified by the following guidance points:

- **Stage 1** – verbal reprimand; logged in bullying file; parents informed; after school detention; mediation offered
- **Stage 2** – Parents of perpetrator invited into school to discuss their child's behaviour; internal exclusion; mediation offered
- **Stage 3** - Parents of perpetrator invited into school to discuss and agree a behaviour contract; suspension; mediation offered

More **serious** incidents will be characterised by their physical or persistent nature, and the emotional effect on the victim will be an important consideration in judging the seriousness of the bullying. Serious incidents will generally involve some malicious intent and their physical aspect may affect person, property or 'space'. In these cases, the Head of Year will take the following steps.

- Both the perpetrator and the victim will be asked to write his/her version of the incident or series of incidents, but the victim will not be asked to confront the perpetrator or argue their case in front of the perpetrator. (Any witnesses will also be asked for their version of events).
- In the case of a serious physical assault on another pupil, the Assistant Headteacher (Behaviour) or the Headteacher must be notified without delay.
- Telephone the parents of the perpetrator and, if appropriate, invite them into the school to discuss the matter fully.
- The school will support parents of a victim who wish to take the matter forward with the Police.
- Telephone the parents of the victim, inform them of the situation, and invite them into school if appropriate.
- In all cases, appropriate action will be taken, up to and including permanent exclusion.

- Incidents falling into this more serious category will be recorded on the school's log of bullying incidents, by the Head of Year and reviewed in their line management meetings with Assistant/Deputy Headteacher.
- The Head of Year will ensure that all staff are aware of any serious incident (through the pastoral bulletin) so that staff can continue to be vigilant for any continuation of the problem.
- The Head of Year will follow up the incident by checking with the victim that there has been no repetition and the Form Tutor will also monitor the situation. A follow up contact with the parents can also help to resolve any remaining concerns.
- All records, written reports and copies of letters to parents will be filed appropriately.
- If pupils or parents feel as if they are being bullied, they can call the school to speak to staff or email

Child on Child Abuse

Sexual violence and sexual harassment are never acceptable, will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned. The school will challenge all inappropriate language and behaviour between pupils.

Behaviour incidents online

The same standards of behaviour are expected online as apply offline, everyone should be treated with kindness, respect and dignity.

Where relevant, pupils who fall short of behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing and [where appropriate](#).

Off-site behaviour

Bringing the school into disrepute (Behaviour of pupils beyond the school grounds)

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school has a statutory power to challenge pupils for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school or poses a threat and or safety issue to another pupil or member of the public and could adversely affect the reputation of the school.

Physical Contact

Physical contact means using no more force than is needed. Physical contact should be used to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

The decision on whether or not to intervene in a situation is down to the professional judgement of the member of staff and should always reflect the individual circumstances and any adjustments for Special Educational Needs and Disability pupils.

Incidents of reasonable force must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents/ carers.

CPI Restraint Policy Statement

Physical restraint is only used as a **last resort** in situations where a child poses an immediate risk of harm to themselves or others and all other de-escalation techniques have been exhausted. Restraints should always be **safe, respectful, and minimal** in duration and force. All staff must be trained and certified in Crisis Prevention Intervention (CPI) techniques, prioritising **de-escalation** and **positive behaviour support** to reduce the need for restraint.

Where a pupil complains about the use of reasonable force, this will be investigated rapidly and appropriately. Where a complaint is made, the onus is on the person making a complaint to show their view is the true one; it is not for the member of staff to show that they have acted reasonably.

Incidents of reasonable force must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment; and
- be recorded and reported to parents/carers.

Searching and confiscation

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Searching with consent:

- A search of a pupil is restricted to outer clothing, pockets, possessions, desks or lockers. Only the police have the right to a strip search, and this would be with the involvement of a parent.
- A search should where possible be done away from other pupils, on school premises or where the member of staff has lawful control or charge of a pupil for example a school trip.
- The Headteacher will decide which staff have the authority to conduct searches of pupils and training provided.
- The Law states that the member of staff conducting the search must be of the same sex as the pupil being searched and there must be another member of staff to witness.
- The only exception to this would be if the member of staff carrying out the search reasonably believes there is risk of serious harm to a person if the search is not carried out as a matter of urgency and in the time available it is not reasonably practicable for the search to be carried out by a member of same sex staff.
- If a search has to happen without another member of staff this should be immediately reported to the Headteacher.
- Staff may search with pupil consent for any item if the pupil agrees. It is enough for a member of staff to ask the pupil to, for example, turn out their pockets, or ask to look in a bag.
- We will inform families if a search has been completed outlining the reason why and the outcome of the search.



- All searches must be logged in school.

Searching without consent:

Staff, authorised by the Headteacher, have a statutory power to search pupils or their possessions without consent where they have a reasonable ground for suspecting that pupil may have a prohibited item.

Prohibited items include:

- knives, items that could be used as a weapon;
- alcohol;
- tobacco products and cigarette papers;
- illegal drugs;
- stolen items;
- fireworks;
- pornographic images;
- any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
 - This list is not exhaustive and the head teacher will have the ultimate say on what is prohibited in the school.

It is sufficient to have reasonable grounds for conducting such a search, for example, where a conversation has been overheard. The member of staff searching the pupil must be of the same gender as the pupil and a witness must also be present, also of the same gender, where possible.

An exception to this rule can allow for a member of the opposite gender to search alone, but only when there is a responsible belief that there is a risk that serious harm will be caused by a pupil if a search is not conducted immediately, and it is not reasonably practicable to summon another member of staff.

Where a member of the police conducts a search, it must be done in the presence of the DSL or the Senior Leadership Team.

No clothing, other than a coat or blazer should be removed.

Confiscation

The school may confiscate, retain or dispose of anything they reasonably suspect to be a prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school policy. The law protects staff from liability for any loss or damage to items confiscated, provided they have acted lawfully. Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Mobile Phones

Biddulph High School is a phone free zone. As such, all learners' mobile phones should be switched off and kept out of sight during classroom lessons and while in the school building. Parents/carers are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure their child is reached quickly and assisted in any appropriate way.



If a learner is seen with a mobile phone, this will be confiscated and kept in the school office until the end of the school day. Parents will be informed of this via Arbor.

Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use his discretion to help pupils at Biddulph High School make better choices and to ensure that all pupils' rights to a high-quality education are not compromised.

Monitoring arrangements

This behaviour policy will be reviewed by the Local Governing Board, Potteries Educational Trust in conjunction with the Headteacher every year. At each review, the policy will be approved by the Local Governing Board.

