



Stratton School

Conduct for Learning Policy

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We belong at Stratton
where every individual is
known, valued, and supported.



Be Kind

Be Engaged

Be Ambitious

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School Values

Every child has the right to learn, but no child has the right to disrupt the learning of others. To enable our students to make positive decisions daily about their conduct, we have three values which highlight our expectations of students.

- Be **Kind** – We treat each other with dignity, acceptance and respect and act in a manner which promotes kindness
- Be **Engaged** – We are attentive in our learning and to the instructions provided from all members of staff
- Be **Ambitious** – We have a positive mindset in our learning and strive for the best version of ourselves

Policy Objective

The objective of this policy is to ensure **learning is disruption-free** and as a result, Stratton School creates a friendly, positive and engaging atmosphere. We believe that a consistent approach by staff with clear expectations of what constitutes 'good' behaviour and the use of effective praise and sanction strategies are essential to establishing this culture for learning.

Stratton School staff will work in partnership with parents to help students develop high levels of good conduct in order that an appropriate regard for authority is fostered. We aim to ensure that students take responsibility for their own actions, appropriate to their age and maturity. With this, we resolve issues restoratively to promote and protect healthy relationships, and to ensure that those responsible of any harm accept responsibility for the impact of their actions.

We believe staff, parents and students are all partners in learning and must work together to promote outstanding progress and achievement and positive behaviour.

This policy applies to

- students whilst they are at school or travelling to or from the school
- students taking part in any school-organised or school-related activity
- students when wearing school uniform or in some other way identifiable as a student at the school
- students outside of school hours where behaviour affects the reputation and good name of the school or brings the school into disrepute (*see community footprint below*)

Community Footprint

Even when students are outside of school, they are expected to represent our values. Students are encouraged to think about how their actions, reflect on themselves and the school. Students may receive sanctions for behaviour outside school which will affect their education and can bring the Academy into disrepute. Stratton will always co-operate fully with any police investigation or information request regarding behaviour incidents.

If students are in uniform, they are representing Stratton School. If the school is made aware of disrespectful behaviour outside of school we will sanction the students concerned.

- Students are encouraged to be especially polite to local residents, parents/carers, bus drivers and shopkeepers.
- Students should do everything they can to give local residents a positive impression of our school.
- Students should use the footpaths and road crossings safely, considering other users of these spaces.
- Students should cycle sensibly and safely, always showing respect to other road users
- In the school holidays, we expect students to conduct themselves appropriately in our community and will ensure families are made aware of any issues passed on to us through third party investigation so they can address such conduct as a family unit directly.

Rewards and Sanctions

Our rewards align to our core values of Kindness, Engagement and Ambition. Student conduct is praised, rewarded, and commended.

1. Praise	Used verbally in lessons and social times to reinforce positive behaviours and aligned to our values. No need to record, but staff encouraged to praise often.
2. Reward - Achievement Point	Recognition in an individual lesson for demonstrating our values and / or excellent attitudes to learning. Awarded publicly and recorded on Bromcom so parents aware and so running totals can inform tutors.
3. Commend – Tutor Commendation	To recognise and celebrate outstanding attitudes and consistent demonstration of our core values, achievements will be highlighted in the weekly tutor PowerPoint and during assemblies. Parents will also be able to view this recognition through MCAS. All details will be recorded on Bromcom, with students entered in a termly Amazon prize draw.
4. Commend – Senior Tutor Commendation	Awarded weekly for outstanding demonstration of our values and after a reporting round to students with a high average ATL grade for consistent commitment in lessons. Students will be celebrated on the Honor Roll with an invite to a celebratory breakfast as well as receiving communication home.
5. Commend - Senior Leadership	An award confirmed by the Principal for the student who goes above and beyond. This will be awarded for a significant achievement or as recognition for an act that has shown an amazing alignment to our school values. This will be celebrated in our end of term assemblies.

Celebration Events

- **Tutor weekly commendations** – star of the week based on attendance, achievement points and /or a noticeable contribution to our school community.
- **House Celebration assemblies** – Half termly – Attendance, Achievement Points Totals, Tutor Commendation Draw, Bronze PLEDGES
- **Honor Roll Breakfasts** – Termly - Senior Tutor Commendations, Silver PLEDGES
- **Awards Evening** – Annual awards evening. Gold PLEDGES, Subject Awards, Individual recognition awards, Extending the Boundaries of Learning awards.

Education of good behaviour

The characteristics of appropriate social behaviour that will help students and groups of students to learn effectively are taught through both the formal and informal curriculum. Thus:

- All teachers have the school's routines for learning poster on display to remind students of our school values
- The Year 6/ new student transition programme includes an induction to our behaviour system, with extra intervention for students identified by the primary schools
- The Behaviour for Learning and Lifeskills curriculum teaches patterns of behaviour that are appropriate in school and society. This curriculum area addresses such issues as name-calling, abusive language, child on child abuse, bullying, protected characteristics, discrimination and individual rights
- The form time programme has a weekly focus on emerging patterns across the school to highlight areas of behaviour to work on.
- Assemblies are a vehicle for the teaching of moral and ethical standpoints and are used to reinforce good behaviour and where students are reminded of the routines for learning and the reasons behind the school values

On-going staff training

All staff are entitled to support and training to improve individual skills in behaviour management. This includes:

- All staff have training on our behaviour system as part of their new staff induction
- General guidance on the behaviour system and code of conduct is provided in the staff handbook and induction procedures
- Regular updates and training are given to staff through weekly ethos briefings and inset days
- Bespoke training is offered to staff as required
- Regular review of conduct across all teams
- Feedback from families and students built into staff training and development through the Parent Forum

Discouraging Negative Behaviour

If a student's behaviour is unacceptable/inappropriate this will have a clear consequence in order to help them to develop a sense of right and wrong and operate as part of a successful learning community. The school will consider each behavioural incident individually and issue the appropriate consequence according to the behaviour policy unless poor behaviour is ongoing, and a global view is necessary.

At each stage of the process, the staff member will give the student the opportunity to amend their behaviour, rather than escalate it. Conduct that is a serious breach of our academy standards (swearing, fighting, aggression) will result in an immediate consequence.

1. Ask	Reason for action: Check and challenge the noticed conduct, linked to the most appropriate values statement. Staff action: Interaction is positive but aligned to the school values. The student is asked to be one of Kind, Engaged and Ambitious ('I am asking you to...') Recording: Nothing is logged at this stage.
2. Remind (& Record)	Reason for action: Student has not reacted to step 1 guidance/ conduct has continued. Staff action: A clear direction or reminder is provided, e.g. you need to remove the hoodie as you have first been asked at the start of the day. There is an expectation that the reminder is acknowledged, and understanding is checked. The student is told clearly that the reminder is recorded and if necessary, reminded of the next step should behaviours continue. Recording: Simple log on MIS system to ensure this is captured – parents can view this through their MCAS App
3. Remove	Reason for action: Student conduct has continued despite stage 2 OR a more significant concern has been presented. Staff action: Student is removed from the lesson and placed into RESET for a time period with a clear set of expectations to complete before returning to lessons. They also have a 1 hour after school detention. Recording: Sanction logged on MIS. SSA/House Hub action the detention after school that day. Parents can view this through their MCAS App
Remind Automatic - Late to School Immediate Remind: • Uniform • Equipment • Lateness to lesson Ignoring an 'ask' classified as: • Unkind behaviour • Unsafe behaviour • Poor Attitude to Learning	Remove With a sub option to select one of • Ignoring Remind • Serious Incident in the classroom which requires further investigation Serious Incidents are linked to: Swearing, Racism, Sexism, Homophobia, confirmed bullying, banned substance, child on child abuse, violence, aggressive behaviour to staff

Escalation and Support

Tutors will track positive and negative logs on MCAS/ Bromcom. Defined thresholds exist to trigger different levels of support and intervention. These are referred to commonly as “steps”.

STEP 1 Tutor Discussion	STEP 2 Tutor Report	STEP 3 Senior Tutor Report	STEP 4 Inclusion Team Review	STEP 5 House SLT Review	Step 6 Principal/ Vice Review
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A Student Support Plan is created when a student reaches Step 3. This is written with the family and student together and targets are set. If conduct continues to escalate, the inclusion team will review appropriate additional provision for the student which can include off site support and direction.

Sanctions

Sanctions will be issued when a student’s behaviour is unacceptable/inappropriate to help them to develop a sense of right and wrong and operate as part of a successful learning community. The school will consider each behavioural incident individually and issue the appropriate sanction according to the behaviour policy unless poor behaviour is ongoing, and a global view is necessary. The issuing of sanctions will be recorded, and the consistent use of sanctions will be monitored by the House Teams and SLT.

All conduct can be viewed on MCAS, and families are requested to ensure they are aware of positive and developmental conduct. It is a responsibility of the parent to ensure they are up to date with their child’s conduct and attendance.

Sanctions will:

- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
- Reinforce the school values of being Kind, Engaged and Ambitious

Sanction	Reason
1 Hour Detention after school	• Removal to RESET • 4 reminds in a week • Late to school 3 times in a week
Reset	• Ignoring the teacher/ member of staff at remind level • Preventing other students from learning • Repeated or multiple failures to follow stated procedures/ policies
Supervised Study (previously known as ‘Internal Isolation’)	• Student reaches step 3 or beyond of the escalation process • Truancy • Persistent refusal to comply with a member of staff including walking away • Escalation or repeated serious incident linked to a child-on-child log • Abusive conduct towards a member of staff or peer • Possession of banned item in school
Suspension is considered for:	• Failure to meet the expectations of the RESET Room including isolation • Physical altercation • Verbal/ threatening abuse towards staff or student including intimidation • Bullying / discrimination • Use of a banned substance in school or on the way to school • Behaviours considered extreme in their nature/ significant breach of the behaviour policy • Escalation or repetition of incidents that have led to Internal Isolation and/or persistent disruption to the academy. • Breach of a school policy such as IT Usage

Detentions

Although parental consent is not required for detentions as per the DfE guidelines, when detentions are issued outside of school hours, the school will ensure that the students' parents/carers are informed by MCAS message by lunchtime on the day of the detention.

RESET

Students will spend a period of time in the RESET room for breaches of the code of conduct. The RESET room serves both as a sanction for poor behaviour and an intervention to support students to move forward positively.

In the RESET room students will

- Be supervised and provided with appropriate work for the duration of their time to refocus
- Complete an appropriate reflection exercise
- Complete a restorative task to rebuild their relationship with the school community

Students will have either their break and lunch in the room and will be able to use the bathroom as necessary.

Supervised Study (previously known as 'Isolation')

Supervised Study is an escalation from REST and the temporary removal from lessons for a defined period.

Students

- arrive at 8.40am and remain until 3.10pm
- are supervised by a member of staff
- are expected to complete all work set
- will have a review 'exit' conversation with the behaviour team which will be coped to their support plan

Inappropriate behaviour whilst in either RESET or Supervised Study may result in an escalation to suspension.

The length of time the student spends in Supervised Study will depend on the severity of the behaviour and their behavioural history.

Communication is made with home on Supervised Study.

Offsite Direction

Off-site direction is when a governing board of a maintained school requires a student to attend another education setting to improve their behaviour

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#) page 20 provides an oversight on this process

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#) page 22 provides an oversight on this process

Suspension

On all matter relating to Suspension/ Exclusion, the school will follow the DfE Guidance "*Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement*" [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#) **Current guidance at the time of writing**

Suspension will only be used in cases of very serious or persistent indiscipline and the school will adhere to the latest DfE guidance. The school aims to operate within the principles of fairness and natural justice.

- The decision to suspend a student for a fixed period of time is taken by the Principal following a serious offence or persistent misbehaviour.

- The length of the suspension will depend on the stage/severity of the offence and the student's behavioural history.
- The school will provide appropriate work for the student during the period of suspension. This will be co-ordinated by the SSA.
- The school will inform the Local Authority of any suspension.

If a student is suspended, families must collect their child at once. If the primary contact is unavailable, we will use the additional contacts listed on our database. On the student's return to the Academy, a readmission meeting will be arranged with a parent/guardian. Work will be set during the period of the exclusion this will be signposted by the house team. If a student is excluded for a period of more than 5 days alternative educational provision will be provided at another educational site.

All students suspended for a fixed term will be re-admitted following a meeting between the parents/ carers and the appropriate member of school staff, student and family. Parents are required to attend these meetings.

Academy Council Review

If a student receives multiple suspensions in a school year, the family and student will be required to attend a review of conduct meeting chaired by an Academy Council member and with the Principal, SLT link and external agencies as appropriate. The purpose of this meeting will be to review provision in place for the student and look to find solutions to the escalating conduct. Minutes will be taken at this meeting.

Permanent Exclusion (PEX)

A decision to exclude a student permanently is very serious and is considered as a last resort, in response to a serious breach, or persistent breaches of the Academy's Behaviour Management Policy or where allowing the student to remain at the Academy would seriously harm the education or welfare of the student or others in the academy. The decision to permanently exclude will be taken by the Principal.

The school will follow the protocols set out in Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_student_referral_units_in_England_including_student_movement.pdf)

Recognising the impact of SEND on Behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the student concerned.
- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from external practitioners to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Intervention Strategies

The pastoral team around a student will use a number of strategies to try to remove the barriers a student may feel are stopping them from learning. These will include, but are not limited to:

- Reflection with parents/carers around concerns
- Restorative Justice conversations
- Reflection and self-review/evaluation
- Student Support plans with SMART targets and timely review windows
- Changes to learning environment seating plans
- RAG Rating timetable
- Adaptations to unstructured times (closely supervised breaks/lunches)
- Deployment of additional adults (1:1 or group work)
- A review of differentiation of curriculum (review setting/additional support/access)
- Ensuring the Behaviour policy is being consistently applied (including reports/ sanctions/ in lessons)
- Consulting colleagues within the wider pastoral team, and/or SEND team and CBC Behaviour Forum to access additional educational support
- Referral to counselling (or similar)
- A managed timetable for a specific period of time
- A risk assessment
- Temporary placement at another school (direct placement)
- Allocation of a mentor
- A managed move
- An early help assessment to access various other external support
- EHC Needs Assessments
- CBC BRIFF Referral (Building Resilience in Families)

Banned Items

Students are not permitted to have any of the following items in school. If we have reasonable grounds to suspect that a student is in possession of one of these items, then we will conduct a search in line with our search and confiscation procedures (outlined in this document):

- Mobile Phone Use during the school day including associated smart technologies (Watches, ear pods etc)
- Energy Drinks
- Chewing Gum
- Cigarettes/ Tobacco and associated items
- E- Cigarettes and associated items
- Vapes – in any form
- Weapons (real or replica) including domestic utensils used as a weapon
- Alcohol
- Illegal drugs
- Prescription drugs named for another person
- Food products containing tetrahydrocannabinol or psychoactive substances “legal Highs” such as Nitrous Oxide or similar
- Stolen items / knowingly handling proceeds of a crime
- Fireworks or combustible materials
- Pornographic images/ indecent material
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Confiscation and bag searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

- Academy staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider to be harmful or detrimental to school discipline. These items will not be returned to students
- Mobile technologies such as phones, iPods and MP3 players are not permitted to be seen or heard in school.
- Hoodies, baseball caps and hooped jewellery are examples of things not permitted to be worn by the students around the site. Students who get caught using or wearing such items may have the item confiscated following the guidelines below:
- Confiscated items will be stored in the relevant House office or front reception.
- Electronic devices such as mobile phones will be stored in a sealed envelope with the details of the item recorded on the envelope. On a first offence, a student can collect from the Main Office at 3:10.
- Exceptions may be made if items are dangerous or part of an ongoing investigation.
- Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the sanctions section of this policy.
- Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.
- We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Escalation Process for Confiscated Items

- 1st confiscation = students can collect the item between 3.10pm and 4pm on the day on which it was confiscated from the school Reception.
- 2nd confiscation = the item will need to be collected by a parent/carer.
- 3rd confiscation = a meeting will be arranged between the Head of House and a parent/carer to collect the item and discuss expectations and further sanctions.

Appendix 5 contains the details procedures on our searching guidelines.

Power to use reasonable force

The legal provision, as defined by the DfE in their policy “Use of reasonable force Advice for headteachers, staff and governing bodies July 2013” on academy discipline also provides members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint 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

Principal/ Senior SLT and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force cannot be used to search for other items banned under the Academy rules. If Academy staff resort to the use of reasonable force they must inform parents/carers verbally and in writing. This policy serves as an executive summary, but every stage identified in the DfE Guidance on acceptable use of Force in schools will be followed.

Zero-tolerance approach to harassment and violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Bullying and Child on Child Abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Measures used to prevent bullying and deal with incidents of bullying are outlined in the Meridian Trust Anti-Bullying Policy. [Policies - Meridian Trust](#)

Race relations & Discrimination

Stratton has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the school's curriculum and the application of sanctions for discriminatory behaviour is seen as an integral part of the school's duty to educate young people. Racism and other forms of discrimination are recorded on My Concern and where a consequence is appropriate on MCAS.

Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students

Monitoring, Evaluation and Review

Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows; these will be published at relevant meetings of the Academy Council:

- Number of Permanent Exclusions
- Number of Suspensions and rate of suspensions compared to National Average
- Number of Internal Isolations
- Number of After School Restorative Meetings issued
- Number of removals from lessons
- Results of staff, parent and student questionnaires
- Number of achievement reward points issued

The Academy Council will review this policy annually and assess its implementation and effectiveness and make improvements as required.

Complaints and Appeals

Parents/carers are required to use their best endeavours to support the school in ensuring that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for restorative meetings and are expected to support the school to ensure that students can return home safely at a later time.

Parents have the right to raise a concern and we will address those through the complaints procedure, details of which can be found on the Trust website. [Policies - Meridian Trust](#)

Appendix 1 - Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and student referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy aligns to the Meridian Trust Statement for Principles for managing conduct and the Trust wide Anti bullying policy [Policies - Meridian Trust](#)

All links are accurate and valid at the time of ratification (July 2025). As and when DfE and National guidance updates occur, and we adjust links and the school website.

Appendix 2 - Roles and Responsibilities

Academy Councillors

The Academy Council, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. Trustees will support Stratton School in maintaining high standards of desired behaviour of students and staff. The Academy Council will support the Principal should it become necessary to update this policy to reflect emerging needs during an academic year.

Principal and School Leaders

The Principal and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of the Middle Leaders, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. All leaders have a responsibility for proactively and systematically, monitoring appropriate behaviour data to identify and respond to issues and evaluate the impact of the policy and its implementation.

Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Support Staff

Support staff play a vital role in the implementation of our behaviour policy. All support staff are supported to challenge behaviour that does not meet the expectations outlined in this policy as well as acknowledging and positively reinforcing good behaviour. All Stratton school staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students. Our Pastoral team including Attendance, Safeguarding and Welfare, SEND and Student Support Assistant teams all play a pivotal role in reinforcing our expectations, identifying trends or specific needs and supporting individual students. These teams also play a critical role in monitoring behaviour records logged on MCAS and My Concern, working with Senior and Middle Leaders to identify recurring issues and any trends.

Teaching Staff

The role of the classroom teacher and form tutor is pivotal in achieving and maintaining good behaviour. All Stratton staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students. The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all students. We build on existing good practices ensuring that teachers know our expectations and systems and can explain and teach this to our students. We expect teachers to adopt a range of strategies when

responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on their knowledge of individual students or class groups.

All our teachers:

- Carefully plan lessons and homework to ensure that we have a relevant and engaging curriculum
- Assess accurately and adapt teaching to ensure an appropriate level of challenge for every individual
- Acknowledge and reinforce personal achievement and good behaviour to build positive relationships
- Show flexibility in determining provision for each child, understanding the context of the child and responding to their behaviour, whilst always maintaining high expectations.
- Log both positive and negative behaviour events on Bromcom and record any incidents that reach a safeguarding threshold on My Concern
- As Tutors monitor the behaviour of students in the tutor group, positively reinforcing good behaviour, teaching and communicating our expectations of behaviour and supporting those who do not consistently meet these.

Families

Parents / Carers know the values and standards of the school when they apply for admission for their children. They will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with it to assist in maintaining high standards of desired behaviour and they are encouraged to raise with the school any issues arising from the operation of the policy.

Reinforcement of our values occurs in all publications and in meetings of both large and small gatherings between staff and parents. We work towards a shared understanding with parents of what is acceptable behaviour and expect parents to support us in this. We ask parents / carers to ensure their children are punctual, attend regularly, bring the necessary equipment to school and ensure that their Homework is completed on time.

Breakages, Damage and Lost Items

Parents will be expected to pay for all, and any breakages or damages caused by their child's irresponsible or careless behaviour and/or deliberate vandalism. They will also be expected to pay for replacement text/library books or other academy property entrusted to their child if lost, damaged, or defaced.

If a student behaves in such a manner that a criminal offence may have been committed e.g. assault on another student or circulating inappropriate material about another student, the school will take advice from the Police. Should the Police choose to take additional action, school staff will support this process.

Statutory Authority

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for students, such as Teaching Assistants.

This also means that:

- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can confiscate students' property.
- Teachers have a specific legal power to impose detention outside Academy hours and parental consent is not required.
- Teachers have the powers to search without consent for prohibited items.

Appendix 3 - Stratton School: Home School Partnership Agreement

As a school we will:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Rewards and celebrate positive conduct
- Monitor and update on your child's progress at parent meetings, Tutor evenings, Data Capture Reports and Attitude to Learning Reports.
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent or carer, and respond to any concerns from your child or parents/carers
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- Promote high standards of behaviour, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all children
- Set home learning tasks which supports the delivery of the curriculum
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through email, telephone, Bromcom (MCAS)
- Respond to communications from parents in a timely manner, following school policies
- Treat students consistently, equally and fairly.
- Set high standards of behaviour with no tolerance of bullying or racism.
- Provide enrichment and extra-curricular activities to increase the cultural capital of every student
- Follow our school policies and procedures, applying them consistently

Parents/carers will:

- Make sure my child attends school regularly and on time. I will notify the school if my child will be absent
- Make sure my child is dressed in the correct uniform and brings the necessary equipment to school
- Support the school to make sure my child maintains a consistently high standard of behaviour

- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that
- Make sure that my child completes their homework on time and raises any issues with their teachers
- Read and follow the school's policies
- Treat all members of the school community with care and respect
- Engage and attend all required parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read any communications sent home by the school and respond where necessary
- Support the school with the conduct development of my child and work with, not against, the school on all matters
- Support the school if internal/external help is requested that is considered vital for your child

Students will:

- Arrive at school and lessons every day on time and ready to learn
- Try my best to do my work and ask for help if I need it
- Do my homework on time and raise any issues with my teachers
- Speak to an adult about any issues I'm experiencing that may affect my work or behaviour
- Speak to an adult about any concerns I have about my or other students' safety
- Wear the correct school uniform and take a pride in my appearance, self-checking my uniform regularly
- Bring to school all the equipment I need each day

- Treat all members of the school community with care and respect
- Understand and follow the school rules
- Look after school equipment, and show respect for the school environment and local community and contribute to the school site being litter, graffiti and gum free
- Work hard and respect the right of others to learn.
- Value being a part of Stratton
- Be polite and friendly to others, treating the school community with respect
- Treat school equipment and buildings with respect.
- Behave well on the journey to and from school.
- Not use their mobile phones/ smart devices during school hours
- Tell a member of staff immediately if I have concerns around others' conduct in school, including bullying or online social media content

Appendix 4 School Transport – Conduct

There are two types of School Transport. Conduct on transport provided by Stratton for a school trip, event, fixture etc will simply follow the terms of acceptable conduct as outlined in this policy.

- School transport provided by the Local Authority as a means to and from school has a separate operating system. All students who use the LA school transport are expected to abide by their Code of Conduct
- The CBC code of conduct outlines what is expected of parents and students who access home to school transport, and it is advised that parents read them before accepting the provision of transport.
- Students or parents who fail to abide by the code of conduct when using school transport provided by us may be banned from accessing the provision for a set period of time or permanently depending on the severity of the incident.
- Please note, CBC state that by accepting the transport provision from Central Bedfordshire Council you (the parent) are agreeing to the Code of Conduct
- Incidents on a bus will be investigated jointly by the School, Contractor and Central Bedfordshire Council with the use of CCTV footage (if available) and witness statements.
- Failure to adhere to the Code of Conduct will result in the issuing of a warning and/or a ban determined by the frequency and/or the level of offence.
- Any transport ban implemented will be supported by the school and notice will be provided to the Parents/Carers via the school but addressed from CBC.
- If a ban is issued by CBC, it will be the responsibility of the students' parent, carer or guardian to arrange alternative school transport to and from school until the ban finishes or on a permanent basis.
- It is in the best interests of parents, students and staff to become familiar with and abide by the code of conduct.

Transport Escalation Matrix (CBC Code of Conduct)	
Category 1: Warning or withdrawal from transport if repeated	Not wearing a seatbelt (where provided) Swearing at the driver/passenger assistant/general public Disobeying an instruction given by the driver and/or passenger assistant Littering the vehicle Misuse of the bell Refusal to remain seated whilst the vehicle is in motion
Category 2: short term withdrawal from transport issued	Lack of consideration towards driver/passenger assistant/member of the public Minor vandalism Smoking Verbal abuse towards driver/passenger assistant/other passengers Repetition of any incident which resulted in a ban or previous warning Interfering with safety equipment Distracting the driver by moving around the vehicle whilst it is in motion.
Category 3: long term or permanent withdrawal from transport	Misuse of emergency exit and windows Misuse of main entrance door Bullying or harassment Assault of another passengers/driver/passenger assistant both physical & verbal Intentionally distracting the driver Throwing objects around inside or out of the vehicle Pushing others through doors or windows Serious acts of vandalism.
Students who choose to repeatedly act in a manner that is detrimental to the safety and well-being of others may be permanently excluded from transport	

Appendix 5 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused 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 staff who is the same sex as the student; or it is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt) Hats, scarves, gloves, shoes, boots
- Searching students' possessions
- Possessions means any items that the student has or appears to have control of, including:
 - Desks
 - Lockers
 - Bags

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited (banned) item
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Search

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and, strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should always advocate for student wellbeing.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and the appropriate adult agrees
- If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.
- No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

