Audenshaw School

Behaviour Policy (incorporating Antibullying)

This policy is reviewed annually by the Standards Committee.
History of Document

Issue No	Author/Owner	Date Written	Approved by Standards Committee	Received by Trustees	Comments
2.6	Jimmy Watt	12/10/2022	14/12/2022	14/12/2022	Reviewed and amended
2.7	Jimmy Watt	04/07/2023	14/09/2023	14/09/2023	Amended to include ClassCharts and changes to classroom management protocols
2.8	Jimmy Watt	22/11/2024	08/01/2025	08/01/2025	Reviewed and minor amendments made
2.9	Mrs Mountain	09/02/2026	26/02/2026	26/02/2026	Reviewed and amended
3.0	Mrs Mountain	05/06/2026	26/06/2026	26/06/2026	Rewritten to incorporate new behaviour system and updated statutory guidance

Our Vision

At Audenshaw School, working together in partnership, we build exceptional young men. Through developing Respect, Responsibility and Resilience, we empower all boys, no matter their starting point, with the knowledge and character to shape the pathway to their future success.

Our Mission

We build exceptional young men by being:

- High in our expectations
- Ambitious in our achievements
- Bold in our aspirations

Our Values

- Respect
- Responsibility
- Resilience

Our Safeguarding statement

Audenshaw School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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INTRODUCTION

For the purpose of this Policy, the School is defined as employees, Trustees, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

Audenshaw School seeks to create an environment in which effective teaching and learning can take place.

At Audenshaw School, working together in partnership, we build exceptional young men. Through developing Respect, Responsibility and Resilience, we empower all boys, no matter their starting point, with the knowledge and character to shape the pathway to their future success.

This policy has been written following consultation with employees, students, parents/carers, and Senior Leadership. It seeks to put into practice the shared values of the community.

This policy is written in accordance with:

- Section 89 of the Education and Inspections Act 2006 (duty to have a behaviour policy)
- DfE “Behaviour in Schools” guidance (February 2024)
- DfE “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement” (Statutory Guidance, July 2026, effective 26 July 2026)

This policy should be read alongside Keeping Children Safe in Education (KCSIE) 2025/2026. The guidance is reviewed annually, and updated versions will be implemented in line with statutory timelines.

Behaviour incidents may constitute safeguarding concerns and will be managed in line with statutory safeguarding duties.

2. VALUES

The culture of high expectations for all students and staff within our school is strengthened through the promotion of the following values in all members of the school community:

- **Respect**
- **Responsibility**
- **Resilience**

3. THE AUDENSHAW CHARTER

Student	Staff	Parent/Carer
Start each day fresh. Arrive to school and lessons on time. Wear my full school uniform with pride. Come to school fully equipped and ready to learn. Show respect and kindness to staff and peers and to the school site. Take responsibility for my learning and my actions. Be an active and enthusiastic participant in learning. Take every opportunity for challenge and self-improvement. Share any concerns with staff and parents/carers, so that support can be put in place.	Start each day fresh. Expect and facilitate a calm and orderly start and end to each lesson. Meet and greet on the door and have a task ready for learning to begin. Line up and check uniform in the classroom before releasing your class. Create a safe and inclusive space where students can learn and flourish. Take every opportunity to recognise and reward student achievements. Provide students challenging and engaging lessons. Model the highest of expectations for students and other members of staff. Be clear, calm, and consistent. Regularly communicate with students and home to address concerns and to celebrate success. Record this on ClassCharts as a note Aim to respond to parent/carer communications no longer than one school day from request.	Start each day fresh. Take an active interest in my son's experiences in school and attend parental meetings and whole school events. Support the school with my son's attendance and ensure he is punctual to school every day. Ensure my son has the correct uniform and equipment each day. Encourage my son to demonstrate the school values in his daily conduct. Stay up to date with my son's behaviours and achievements though the ClassCharts Parent app. Work in partnership with the school to celebrate my son's achievements. Communicate any concerns with staff, so that the right support can be in place.

4. REWARDS

Audenshaw School believes that effort and achievement should be recognised. We will actively look for ways to reward students for exemplary behaviour and outstanding progress. we aim to motivate and praise students for their effort, exemplary behaviour, participation, progress and achievement, both individually and within their House.

Every student will be placed in one of the four houses we have here at Audenshaw School. Achievement Points will be awarded to all students from Year 7 to 11. All students will receive individual Achievement Points, but they will also share responsibility for generating points towards their House totals.

The Winning House

The Heads of House will celebrate student achievement in assembly, students will be updated on award winners and competition leaders throughout the year, culminating in the House Cup winners.

All Achievement Points will be collected towards the end of the summer term and the average (mean) number of Achievement Points will be calculated. The House with the highest average will receive the House Cup.

Students with the highest individual Achievement Points total within each House will also be recognised for their contribution by their Head of House.

House Events

There will be a schedule of House events run over the course of the academic year. Each curriculum area within school will organise events so that there will be opportunities for all students to participate. This will culminate with Sports Day in the Summer Term.

The winning House for each event will receive the following points:
1st Place - 100 Achievement Points
2nd Place - 80 Achievement Points
3rd Place - 60 Achievement Points
4th Place - 40 Achievement Points

All students participating in team events will receive 5 Achievement Points each.

Individual Achievement

Students can earn Achievement Points for demonstrating the 3 School Values:

Respect Responsibility Resilience

Parents/carers are notified of Achievement Points through the ClassCharts system / app.

Rewards and recognition form part of our behaviour curriculum and are applied consistently by all staff, so students experience predictable encouragement for meeting expectation. (DfE Behaviour in School, Feb 2024)

Each half term, students' achievements are recognised through assemblies, rewards trips, and visits.

For example:

- Positive comments in class
- Postcards home
- Attitudes to Learning grades reported home
- Certificates, e.g. for exemplary / improved attendance
- Celebration of achievements shared in the school assemblies, on the school website, and social media
- Certificates and prizes are awarded for 'Academic Excellence' at the annual Presentation Evening
- Attendance on school rewards trips/days
- Gold Principal's postcards.

5. BEHAVIOUR FOR LEARNING AND SANCTIONS

Audenshaw School believes that thoughtful and respectful behaviour is essential for effective learning. We expect all students to demonstrate the school values of respect, responsibility, and resilience.

At times, when a student's behaviour does not meet the School's expectations, it will be necessary to apply a sanction. The school has the legal authority to discipline students under Section 91 of the Education and Inspections Act 2006. In line with most secondary schools, students will be issued with a **same day detention**. Under Section 5 of the Education Act 2011, schools may issue detentions without parental consent or prior notice. Staff will still consider individual circumstances – e.g. travel arrangements, caring responsibilities, or SEND – when scheduling the time and place. This approach is used to ensure that unacceptable behaviours are immediately challenged, and students can begin their next school day with a 'fresh start'. Parents/carers will be notified of any detention and the reason via the ClassCharts Parents app.

Staff at Audenshaw School are committed to high standards of behaviour and engagement across school. Staff approach behaviour issues in a clear, consistent, and calm manner. Professionalism is the foundation of our approach.

All staff use ClassCharts as a classroom management tool. Staff can use this tool to adjust seating plans, view individual learning plans / strategies, reward students, and to sanction students in the event of poor behaviour.

Behaviour Management:

The examples given are not an exhaustive list.

Quality First Teaching **(QFT)**	Staff will be at their classroom door to meet and greet students. They will use seating plans, their own physical positioning, positive framing, differentiated tasks, questioning, visual instructions, non-verbal cues, and other strategies to facilitate excellent learning. Staff will identify positive attitudes to learning and engagement and reward up to 5 achievement points per lesson.	
C1	Message sent home via ClassCharts Parent app. Where QFT measures have not resolved the issue, a clear verbal warning will be given to the student and logged on ClassCharts. For example: *"Name, unfortunately you have chosen to talk over the top of me again, please do not. This C1 is a warning, a chance to amend your behaviour – we are listening to instructions, thank you."* *"Name, this is a warning for off task behaviour. I have offered to help you and currently you have chosen to not start the task we are working on. Get back on task, thank you."*	

	"Name, I have asked the class to work quietly and independently, <u>you are choosing not to do this</u>. This is a C1 warning for that behaviour, please get on quietly or ask for help. Thank you."	
C2	Message sent home via ClassCharts Parent app. Examples of categories: - Repeated C1 behaviour - Littering - Out of bounds - Being 'hands-on' - Mobile phone / smart devices – handed over - No PE kit - Refusal to follow instructions - Lateness to lesson - Disrespect	30 mins same day detention
C3	Message sent home via ClassCharts Parent app. Student will be removed to a partner exit room if during lesson time. Examples of Categories: - Repeated C2 behaviour - Inappropriate language / swearing / verbal abuse - Mobile phone / smart devices – not handed over - Theft - Vandalism - Truancy - 3 late marks in a week (detention on a Friday) - Failure to attend C2 detention.	60 mins same day detention
C4	Message sent home via ClassCharts Parent app. Examples of Categories: - Repeated C3 behaviour - Refusal to go to exit room - Possessing vaping / smoking equipment - Fighting - Repeated failure to attend C3 detention - Refusal of search - Serious incident	90 mins Senior Leadership Team detention
C5	Parent / Carer directly contacted by a member of staff. Examples of Categories: - Repeated failure to attend C3 detentions - Failure to attend C3 Late detention or C4 detention - Failed C4 detention - Serious incident	RRC: internal removal from lessons

Suspension / Step-Out / Offsite Direction

Parent / Carer directly contacted by a member of staff.

Examples of Categories:

- Failed C5 Reflection and Responsibility Centre (RRC)
- Persistent disruptive behaviour
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student, including swearing.
- Verbal abuse or threatening behaviour against an adult, including swearing.
- Racist abuse
- Drug and alcohol related - vaping
- Bullying
- Damage
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Sexual misconduct
- Theft
- Use or threat of use of an offensive weapon or prohibited item

The stages within this behaviour policy follow a staged structure but sanctions may be implemented at any level where appropriate. Allowing instant movement between stages ensures that responses remain proportionate to the severity of the behaviour – for example, a student may be placed directly at C3, C4 or C5 where warranted – enabling staff to act quickly to maintain safety, uphold expectations, and prevent further disruption or harm.

Safeguarding Separation

In exceptional circumstances, a student may be required to remain away from the school site for safeguarding reasons. This is not a suspension or exclusion.

This will only be used where:

- There is a serious safeguarding concern.
- The risk cannot be safely managed on site.

This measure will be time-limited, reviewed regularly, and used only where necessary.

Serious breaches of behaviour policy

On call for: a serious incident or refusal to leave the classroom.

Teachers are encouraged to not continue to challenge students as this will disrupt the learning of the class.

A team member will arrive to support and remove the student. A decision will be made e.g. return to lesson, remainder of lesson with another member of staff, time in the Reflection and Responsibility Centre.

Use of removal aligns with DfE Behaviour in Schools (2024), ensuring:

- It is lawful, reasonable, and proportionate
- It is not used in a way that would constitute unlawful exclusion

Students in the Reflection and Responsibility Centre (RRC) will:

- attend the RRC in full school uniform
- have an extended school day until 4pm. Students will be excused at 3pm if their conduct throughout the day has met the RRC expectations
- have break and lunch separately from their peers
- be supervised for bathroom breaks
- complete work set for them by their teachers or appropriate KS3 / 4 extensions tasks provided by the Pastoral Team
- work quietly and sensibly
- will complete a Reflection and Responsibility Centre Expectations Agreement.

Removal from classrooms is used only when necessary, is recorded and reviewed, and remains proportionate. Students receive meaningful education while removed. (DfE Behaviour in Schools, Feb 2024)

Pre-Exclusion Considerations

Before any decision to suspend or permanently exclude, the school will ensure that:

- A graduated response has been implemented
- Appropriate pastoral, behavioural and safeguarding interventions have been considered
- Reasonable adjustments have been made for pupils with SEND or disabilities
- The impact of any unmet need (including SEND, mental health, or safeguarding concerns) has been considered
- Suitable alternatives have been explored, including internal removal, additional support, off-site direction, or managed moves where appropriate

A written record will be made outlining:

- The reasons for the decision
- Interventions already implemented
- Safeguarding and equality considerations
- Why the decision is lawful, reasonable, proportionate and a last resort.

Suspension (Fixed-Period)

Under the Principal's statutory power, a suspension (fixed-period exclusion) may be issued in response to serious or persistent breaches of the Behaviour Policy.

Suspensions are recorded on school records.

Step Out: Off-Site internal exclusion

This provision constitutes a form of off-site direction, and in line with the DfE's approach to managed pupil movement is distinct from a formal suspension. When a student's behaviour indicates that a period in another setting is beneficial, they may be placed in a partner school's internal inclusion or isolation unit, consistent with the DfE's requirement that off-site direction is time limited. (Suspension and Permanent Exclusion, July 2026)

During this time, the student is expected to:

- follow the host school's timetable
- wear full Audenshaw uniform
- take a packed lunch
- complete all work set by Audenshaw.

Should the student refuse to comply or behave poorly, they will be removed 'without delay' and issued a suspension.

Off-Site Direction (Time-Limited Placement)

In accordance with Section 29A of the education Act 2002 and DfE statutory guidance (July 2026), Audenshaw School may direct a student to another educational provision; such as Alternative Provision or a partner mainstream school – for a time-limited, dual-registered placement. This step is considered only after internal interventions have failed to produce sustainable behavioural change. The placement:

- is set for a defined period (typically up to 12 weeks).
- Is reviewed throughout and at its conclusion.
- If unsuccessful, the student returns to Audenshaw School and may be subject to further disciplinary action.
- If successful, may result in a managed move or transfer of roll. Managed moves are voluntary. A student will not be suspended or permanently excluded for refusing a managed move.

Permanent Exclusion

Permanent exclusion is the last resort, employed only for the most severe or persistent infringement of the Behaviour Policy, especially those that post serious risk to the safety of staff, students, or visitors. All such instances that threaten the safety and wellbeing of students, staff, or visitors, are managed in line with statutory safeguarding and exclusion procedures. The Principal will inform parents/carers, the Trustee board, and the Local Authority and ensure that statutory guidance is followed. In the most serious cases, the Police will be notified.

Audenshaw School has a zero-tolerance policy with regards to weapons, drugs, and alcohol. Students who bring in or use these items in school are likely to be permanently excluded.

Reintegration following Suspension, Step Out, or Off-Site Direction

When a student returns to the main body of the school following a period of suspension, Step-Out, or Off-Site Direction, a reintegration meeting will take place on the morning of the

student's return. The student must be present with their parent/carer. The meeting will be with a member of the School's Pastoral Team or Senior Leadership Team. If a parent/carer does not attend the reintegration meeting, the student may be placed in the Reflection and Responsibility Centre until a reintegration meeting occurs.

The purpose of this meeting is to assess the student's readiness to return to school. The student will be asked to explain why they were given the sanction and explain how they intend to avoid further sanctioning. The School will outline what, if appropriate, support will be put in place, and the parent/carer will make a commitment to support the student and school.

A reintegration plan will offer the student a fresh start, helping them to understand the effect of their behaviour on themselves and others, and will remind them how to meet the high expectations of behaviour in line with the Audenshaw School culture. The reintegration plan will be agreed, monitored, and reviewed.

If the review is not passed by the student, for example for any further breaches of behaviour policy or reintegration agreement, this could result in an extension of the review period, further sanctioning, suspension, and / or permanent exclusion.

Specific sanctions given to students will not be shared or discussed with third parties.

These processes are carried out in accordance with:

- Education Act 2002
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- DfE "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (Statutory Guidance, July 2026, effective 26 July 2026)

Standards and Conduct

To maintain a positive environment, which is focused on learning, the school has a ban on mobile phones and smart devices.

Mobile phones and smart devices will be confiscated if they are seen in school. As per the 'Smart Devices Policy for Students', for a first incident, the device will be returned to the student at the end of the detention. For subsequent breaches, a parent or carer may be required to collect the device from Student Services.
Our approach is aligned with DfE 'Mobile phones in schools' (Feb 2024). Any retention of devices will be reasonable and proportionate and comply with data protection and safeguarding procedures.

Confiscations and any searches will follow DfE 'Searching, screening and confiscation' guidance (July 2023). Adaptations and reasonable adjustments will be made where necessary (e.g. medical monitoring devices).

Students that have a mobile phone/smart device confiscated will receive a detention. C2 if the device is handed over immediately, C3 if not handed over immediately.

We believe that this contributes to our excellent learning environment by removing distractions so that students can focus and engage in their learning.

Punctuality

All students are expected to be outside their form room and ready to learn by 8:20am on Monday, Tuesday, Thursday, and Friday. Any student that arrives to school between 8:25-8:45am must enter via late gate (staff/visitor entrance) and go to their form room immediately. These students will receive a late mark.

On Wednesdays, students are expected to be outside their Period 1 room by 8:40am. Any student that arrives to school after 8:45am must enter via late gate (staff/visitor entrance).

Students arriving after 8.45am must sign in at school reception. They will receive a late mark.

If a student is late 3 times in a week, they will serve a C3 on the Friday on that week.

A C5 Principal's detention will be issued for any students that fail to report to C3 late detention. Further sanctions and interventions may be issued for poor punctuality and persistent lateness to school.

Students with persistent issues with punctuality will be expected to attend punctuality improvement meetings with parents/carers. Persistent absence or lateness will be addressed in line 'Working together to improve school attendance' (Aug 2024), including early intervention and where necessary, local-authority legal processes. Poor punctuality could lead to attendance contracts and penalty warnings/fines. This is underpinned by Section 444 of the Education Act 1996, which places a legal duty on parents/carers to secure regular attendance.

Late attendance will be recorded as such on school records.

Any lateness to lessons will be addressed and recorded by classroom teachers and a C2 will be issued. Further sanctions and interventions will be used to address persistent lateness to lessons.

Vandalism

Deliberate damage of school property directly affects the education of our students by taking much needed funds to repair the damage caused. Sanction decisions are made case by case.

Where a student deliberately damages school property, the school may seek recovery of reasonable repair/replacement costs. Decisions are made case by case, taking into account intent, circumstances (including SEND or vulnerability), and financial hardship. Incidents may be treated as criminal damage where appropriate.

All deliberate damage to school fixtures, fittings and property will be costed and an invoice generated which will be forwarded to the parent/carer of the student along with a letter of explanation. In cases where financial issues may be causing the student and their family great hardship, the school may negotiate an alternative to payment.

Student conduct outside of the school gates

The School has the power to discipline students for poor behaviour outside of the school premises and the school day. The School may sanction any student who misbehaves when taking part in any school organised / school related activity, travelling to or from school, in or out of school uniform.

Serious sanctions will be given to any student that behaves poorly outside of school when that behaviour could have repercussions for the orderly running of the school, poses a threat to another student / staff member / member of the public and/or could adversely affect the reputation of the school, or any incident involving the Police. In all cases of poor behaviour, a staff member can only sanction the student on the school premises or elsewhere when the student is under the lawful control of a staff member. This is in accordance with Section 91 of the Education and Inspections Act 2006.

Taking account of individual students (SEND, vulnerability, race, religion, culture, and all protected groups under the Equality Act 2010)

Audenshaw School will work to ensure reasonable adjustments are in places for those whose apparent inappropriate behaviour may be a function of their SEND, disability, racial and / or cultural background, or protected group status. This may include key workers, pastoral interventions, adjusted timetables. We meet our duties under the Equality Act 2010, including making reasonable adjustments (and, where needed auxiliary aids/services) so sanctions are fair and proportionate for disabled students (DfE / EHRC guidance).

The school also has regard to:

- The Public Sector Equality Duty (Section 149 Equality Act 2010)
- SEND Code of Practice (2015)

Sanctions will not discriminate unlawfully and will be reasonable, proportionate, and adjusted where necessary.

Training and regular updates will be provided to staff, where necessary, to better equip them to meet such students' needs. Regular ClassCharts data and 'round robins' will be used to monitor behaviour success and concerns, and best practice will be shared.

If, after these reasonable adjustments have been made, a student's behaviour still fails to improve then they can be subject to serious sanctions, including the use of Permanent Exclusion.

Students with special educational needs (SEN) or a disability can be suspended or permanently excluded. DfE guidance (GOV.UK): "Behaviour in schools: sanctions and exclusions"

6. BULLYING

One of the aims of our Behaviour Policy is to make clear to students, parents/carers, and employees that bullying is always unacceptable. We are committed to creating a safe, inclusive environment where individuality is valued, and all members of the school community are able to learn and develop without fear.

Every student has the right to feel safe, supported and respected at school, particularly when they are feeling vulnerable.

This policy applies to bullying:

- On the school site
- During travel to and from school
- On school trips or activities
- Online or outside school where it impacts the wellbeing, safety, or education of members of the school community

What is Bullying? *(DfE Preventing Bullying Guidance, 2017)*

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyberbullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. This may be on grounds of:

- Race
- Religion or belief
- Gender
- Sexual orientation
- Special educational needs or disabilities
- Being adopted, in care, or having caring responsibilities

Bullying might be motivated by actual differences between individuals, or perceived differences and can be characterised as

- Deliberately hurtful behaviour
- Repeated actions over time
- An imbalance of power (e.g. physical strength, social status, knowledge, or online influence)

While isolated incidents of unkind behaviour or conflict do not usually meet the definition of bullying, they are still taken seriously and addressed appropriately.

Forms of Bullying

Bullying can take many forms, including:

- Physical: hitting, kicking, pushing, taking, or damaging belongings
- Verbal: name-calling, insults, racist or homophobic remarks, threats

- Indirect (relational): spreading rumours, exclusion from groups, social manipulation
- Cyberbullying: using technology (e.g. social media, messaging apps, gaming platforms) to harm others, including:
    - sharing images or content without consent
    - anonymous messaging
    - online harassment or exclusion
    - impersonation accounts
    - The misuse of artificial intelligence (AI), including the creation or sharing of deepfakes or manipulated images, audio or video intended to harm, humiliate, or intimidate others

Why We Challenge Bullying

There are a number of very important reasons for challenging bullying behaviour in schools:

Safety and Wellbeing

Students who experience bullying may suffer emotional distress, physical harm, loss of confidence and reduced self-esteem. They may feel unsafe and unhappy at school.

Educational Achievement

Bullying can affect concentration, engagement, and attendance. Some students may avoid school altogether.

Positive Behaviour Culture

If bullying goes unchallenged, it can become normalised. Students may see it as an effective way to gain power, and those affected may feel let down by adults.

Rights and Responsibilities

Students:
- Have the right to participate in and enjoy school without being bullied or intimidated
- Have a responsibility to treat others with kindness and tolerance
- Have a responsibility to report incidents of bullying

Parents/Carers:
- Have the right to be informed of concerns and to be listened to
- Have a responsibility to report concerns to the school

Employees:
- Have the right to work without intimidation or harassment
- Are expected to model respectful behaviour at all times
- Have a responsibility to take all allegations seriously and report them appropriately
- Will receive training to improve awareness and strategies to tackle bullying

Preventing Bullying

Our school will:

- Encourage positive relationships based on care and mutual respect
- Use assemblies, form time and the curriculum to teach that bullying is unacceptable
- Encourage students to report concerns and view this as responsible behaviour
- Provide a range of reporting channels, including:
    - Form Leader
    - Prefects
    - Mentors
    - Online reporting systems
- Encourage staff to prioritise reporting bullying
- Train staff to identify and respond to all forms of bullying
- Ensure appropriate supervision across the school site

Recognising Bullying

Signs that a student may be experiencing bullying include:

- Withdrawal or changes in behaviour
- Reluctance to attend school
- Unexplained injuries or damaged belongings
- Changes in academic performance
- Signs of anxiety, particularly linked to online activity

Monitoring and Recording

The school uses ClassCharts and MyConcern to record behaviour and bullying incidents. Incidents are categorised to support targeted intervention:

- SEN / disability
- Gender / gender identity
- LGBTQ+
- Race
- Religion
- No prejudicial attitudes

Data is reported to the Senior Leadership Team and Trustees. Patterns are analysed and actions implemented where needed.

Responding to Bullying

All reports of bullying will be taken seriously and dealt with promptly and sensitively.

Bullying can be reported:

- In person
- Via ClassCharts or MyConcern
- Through key workers and mentors

- Through the online reporting system
- By peers and family members

Anonymous reports will also be considered and investigated where possible.

Investigation

- Reports will be recorded and investigated promptly
- Statements will be taken from all parties
- Incidents will be assessed against the definition of bullying
- Records will be logged on SIMS / MyConcern

Responding to Bullying

All reports of bullying will be taken seriously and dealt with promptly, fairly, and sensitively. The school's response will focus on stopping the behaviour, supporting those affected, and helping students learn from the situation.

Stage 1: Initial Report and Investigation

A student, parent/carer or member of staff reports a concern about bullying:

Staff should also alert the safeguarding team via MyConcern.

The school will:

- Speak to all students involved to understand what has happened
- Take written statements where appropriate
- Consider whether the behaviour meets the definition of bullying
- Record all information on SIMS / MyConcern

Parents/carers of all students involved will be informed.

Initial Response

Where bullying is identified:

- A restorative conversation or meeting may take place to repair relationships
- Pastoral support will be put in place for the student who has experienced the bullying
- The student responsible will be supported to understand the impact of their actions and how to change their behaviour

Sanction: Reflection and Responsibility Centre (RRC)

Alongside the sanction, there will be a focus on:

- Reflection
- Taking responsibility
- Rebuilding positive behaviour
- Parental meeting

Stage 2: If Concerns Continue

If further incidents are reported:

The appropriate pastoral lead will:

- Carry out a further investigation
- Review previous records and actions
- Take additional statements if needed
- Continue to log all information

Parents/carers will be updated.

Further Response and Support

At this stage, the school will strengthen its response:

- Additional restorative work or mediation
- Ongoing pastoral or counselling support for the student affected
- Targeted support for the student displaying the behaviour, which may include:
    - behaviour mentoring
    - structured reflection work
    - support to develop empathy and positive relationships

Where appropriate, referrals may be made to:

- Youth & Family services
- Children's Social Care
- External counselling or support services

Sanctions

Suspension

If bullying continues or becomes more serious, stronger sanctions will be applied.

Where there is a continued risk to the safety and wellbeing of others, the school may move to permanent exclusion, in line with the Behaviour Policy.

7. The use of force to control of restrain students

This section reflects:

- Section 93 of the Education and Inspections Act 2006 (power to use reasonable force)
- DfE “Use of reasonable force in schools” (updated guidance)

The powers of teachers and other employees to use reasonable force to restrain students are clarified in the DfE guidance *Restrictive interventions, including the use of reasonable force in schools* (effective April 2026).

The DfE defines a restrictive intervention as ‘*means to prevent, restrict, or subdue movement of the body,’* including physical and non-physical actions.

Reasonable force is the legal power to use *no more force than is necessary for the least amount of time*, depending on the circumstances.

Restraint is a form of restrictive intervention that immobilises or limits a student’s movement.

Seclusion involves keeping a student alone in a space and preventing them from leaving.

Use of reasonable force.

Staff may use reasonable force to prevent or stop a student from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among other students at the school, whether during a teaching session or otherwise.

Principals and staff they authorise have statutory power to search a student of their possessions where they have reasonable grounds to suspect that a student may have a prohibited item.

Minimising the Need for Restrictive Interventions

The school promotes early intervention, prevention, and de-escalation as the foundation of safe practice. The DfE states that school should:

- Build a positive behaviour culture and adapt environments to reduce triggers
- Train staff in effective communication, de-escalation, and relationship-building.
- Analyse incidents to improve practice and reduce future use.

Staff should always consider alternative, less restrictive strategies before any physical intervention is used.

Supporting students with SEND and Vulnerabilities

The School recognises that students with SEND or communication needs may be at greater risk of distress. Staff must:

- Identify and understand individual triggers, including sensory, emotional and communication factors.
- Make reasonable adjustments to prevent escalation.
- Preserve the student's dignity, including considering location and bystanders.
- Use appropriate verbal and non-verbal communication to ensure the student understands what is happening.

Seclusion

Seclusion may only be used as a safety measure, not as a disciplinary response or threat. The space must be safe, supervised, and the student must be allowed to leave as soon as the immediate risk reduces.

Recording Incidents

From April 2026, the school must record every significant incident involving the use of force.

Records must include.

- Events before, during and after the incident.
- Why intervention was necessary.
- The type of intervention used.
- Duration.
- Who was present.
- Injuries, distress, and follow-up actions.

Records must be completed as soon as reasonably possible and uploaded to MyConcern

Reporting Incidents

The school must report each significant incident to parents/carers as soon as practicable, with the expectation that this should be no later than the same day, except in legally defined exceptional circumstances where reporting may cause harm.

Staff Training and Support

The Principal ensures staff receive training appropriate to their role and to the needs of the students they work with. Training must align with DfE principles and include prevention, de-escalation, safe physical interventions, SEND awareness and safeguarding implications.

Following any restrictive intervention, the school will ensure that the student and staff are offered debrief and support.

8. Linked policies:

- Attendance
- Child Protection and Safeguarding
- SEND
- Smart Devices
- Staff Code of Conduct

Statutory Framework

This policy is informed by and complies with:

- Education and Inspections Act 2006 (Sections 89, 91, 93)
- Education Act 1996 (Section 444; Section 550ZB)
- Education Act 2002 (Section 29A)
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Equality Act 2010 (including Public Sector Equality Duty)
- SEND Code of Practice (2015)

This policy is informed by and complies with current DfE guidance:

- Behaviour in Schools (February 2024)
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement (Statutory Guidance, July 2026)
- Searching, Screening and Confiscation (July 2023)
- Working Together to Improve School Attendance (August 2024)
- Preventing and Tackling Bullying (July 2017)
- Keeping Children Safe in Education (2025/2026)
- Use of Reasonable Force / Restrictive Interventions (2026)

HOME SCHOOL AGREEMENT

The School, parents and the student will work in partnership to help build an exceptional young man.

- An exceptional young man will consistently demonstrate the three school values: **Respect, Responsibility and Resilience.**
- An exceptional young man will work tirelessly to reach full potential and achieve success.
- An exceptional young man will embrace every opportunity and leave Audenshaw as a highly employable young man ready to make a positive contribution to society.
- An exceptional young man will always remember with pride that they are an 'Audenshaw boy.'

SCHOOL

Will help your son to become an exceptional young man because we will:

* Develop **Respectful** students who will engage in a a rich and varied Personal Development Programme

* Develop **Resilient** students by offering a challenging and ambitious curriculum that leads to the strongest outcomes

* Develop **Responsible** students who are guided to have high aspirations for their future

*Deliver the school mission by having a relentless pursuit of excellence in all that we do.

PARENTS/CARERS

Will help your son to become an exceptional young man because you will:

* **Respect** and trust the school. We will always make the best decision for your son.

* Develop your son's **Resilience** and independence.

* Take **Responsibilty** for your son's education.

STUDENTS

Will work towards becoming an exceptional young man because you will:

* Be **Respectful** at all times.

* Show **Resilience** and never give up.

* Take **Responsibilty** for your own academic and personal development.