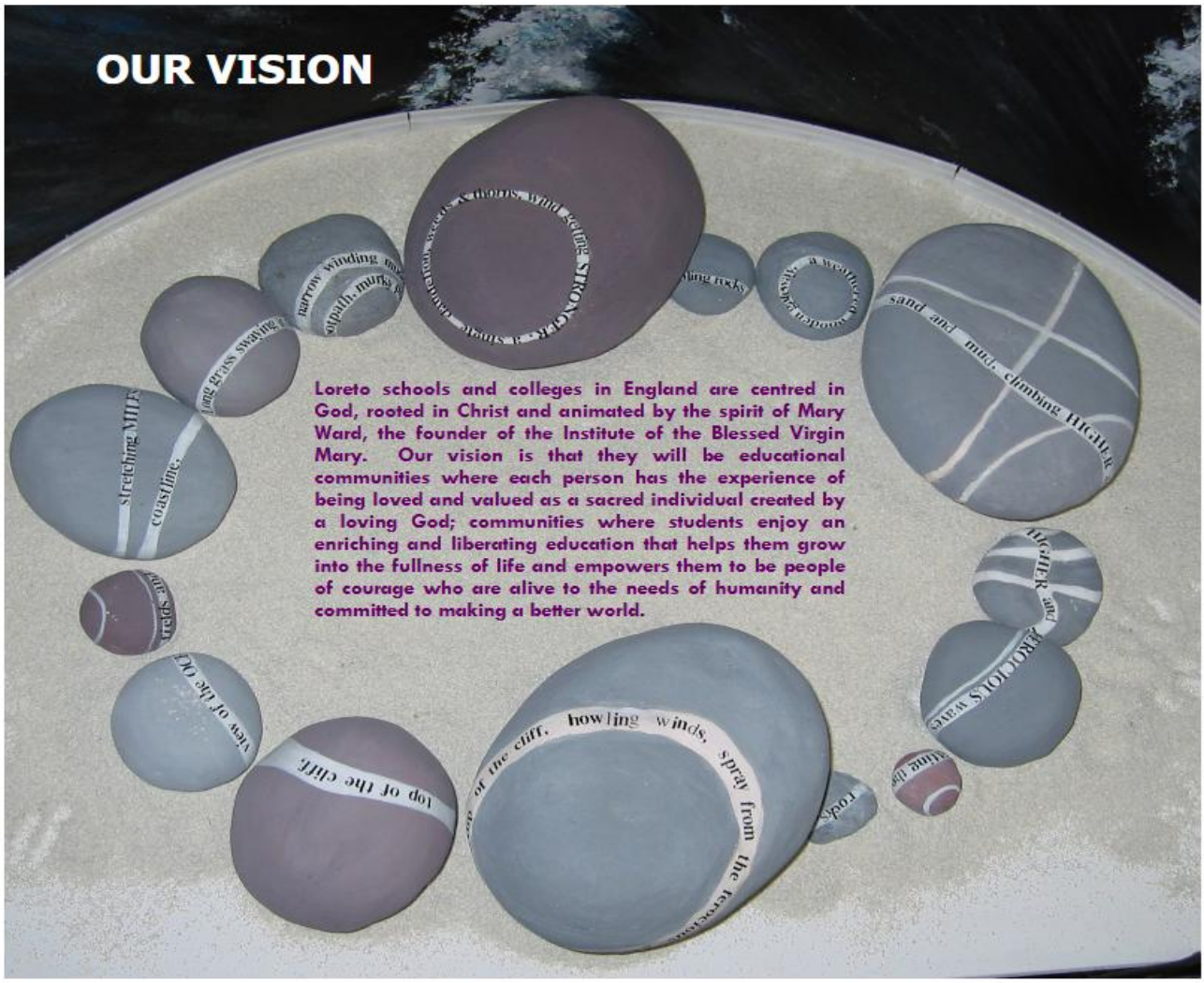
BEHAVIOUR MANAGEMENT POLICY

Date of revised policy approval	September 2026
Next review date	September 2027
Distribution to	All staff
Owner of policy	Headteacher
Approved by	Governors' committee
Reviewed and prepared by	Ms Greene – Assistant Headteacher
Location of policy	HR Toolkit and School website

OUR VISION


OUR VISION
Loreto schools and colleges in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the Institute of the Blessed Virgin Mary. Our vision is that they will be educational communities where each person has the experience of being loved and valued as a sacred individual created by a loving God; communities where students enjoy an enriching and liberating education that helps them grow into the fullness of life and empowers them to be people of courage who are alive to the needs of humanity and committed to making a better world.
sand and mud, climbing HIGHER
HIGHER and HIGHER waves
top of the cliff,
view of the cliff
howling winds, spray from the

OUR MISSION STATEMENT

I am the Way

The Truth

And

The Life

(John 14:6)

At Loreto Grammar School Altrincham, students, staff, parents and Governors form a Catholic community. We aspire to create a caring, structured environment in which teaching and learning and the experience of school

- are characterised by joyful and loving service to others
- challenge each of us to realise our full potential in a spirit of joy and creativity
- encourage the pursuit of excellence
- uphold honesty, justice and mutual respect
- enable us to be questioning, independent learners and "seekers of truth"
- prepare each of us to meet with confidence the challenges of a changing world
- improve and enrich the life of the wider community and enable us to be an example of Christian values in the world as witnesses to God's Living Kingdom

Our values are centred in God, rooted in gospel values and derive from the vision of Mary Ward.

Love and speak the truth – at all times

(Mary Ward)

1 Policy aims

The vast majority of our students are able to manage their own behaviour. This policy ensures that students are supported in taking responsibility and creates a clear structure for when these expectations are not met.

Establishing a culture of high expectations is essential; it is beneficial to both staff and students, establishing a calm, safe and supportive environment conducive to learning. It allows students to succeed personally as well as learn and thrive. A consistently applied behaviour policy also supports safeguarding.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what is considered to be unacceptable behaviour, including bullying
- Outline how students are expected to behave (Loreto values in action)
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2 Legislation and statutory requirements

This policy has been created in line with the following DfE documents:

- Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Searching, Screening and Confiscation (July 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE)
- Mobile phones in schools: advice for headteachers and school staff (DfE, February 2024)
- Behaviour in Schools: Advice for headteachers and school staff (2024)
- Keeping Children Safe in Education 2026
- Online Safety Act 2023, and government guidance advising that the policy should address the bullying of staff by students and parents
- The Equality Act 2010
- Supporting pupils with medical conditions in school

In addition, this policy is based on:

- the Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88–94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3 Definitions, bullying and rights

Misbehaviour

Misbehaviour is defined as:

- Any disruption of learning, disruption in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Lack of equipment
- Poor attitude including being uncooperative
- Incorrect uniform (including jewellery, make up, nail varnish and fake tan/eyelashes)
- Lateness
- Not turning off and locking away mobile phones, smart watches and/or ear buds on arrival at school

Instances of misbehaviour will be dealt with by all teaching staff.

Serious misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying or intimidation
- Physical assault
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism (costs of damage, including accidental, will be passed onto the student)
- Theft
- Truancy
- Unauthorised selling
- Fighting
- Smoking (including e-cigarettes and vaping)
- Defamation of staff character/reputation including, but not limited to, on social media platforms
- Verbal abuse of a racist, sexist, sexualised, homophobic or highly personal nature
- False allegations against a member of staff
- Persistent repetition of minor misbehaviour over a period of time and failure or refusal to respond to interventions
- Obtaining money by deception
- Extreme rudeness to a member of staff/extreme disobedience
- Absenting oneself from a lesson without permission
- Bringing the name of the school into disrepute via social media
- Possession of any prohibited item, such as:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers, e-cigarettes, vaping devices etc.
  - Fireworks
  - Pornographic images
  - 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)

In some cases, students may continue to deny their involvement despite student statements and/or evidence to the contrary; in these cases, the 'balance of probabilities' will be applied to each individual case.

Instances of serious misbehaviour will be dealt with by Heads of Department, Year Co-ordinators or the Senior Leadership Team, depending on the circumstances.

Bullying

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. Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

However, bullying is not when friends fall out and one child is temporarily ostracised, although at times it can be interpreted as such. Loreto will work proactively to resolve such situations quickly and sympathetically.

Further details of our approach to preventing and addressing bullying (including cyberbullying and prejudice/discrimination-based bullying) are set out in our Child-on-Child Abuse Policy. Examples of prevention across all types of bullying include:

- Creating an open environment where young people feel safe to share information about their concerns
- Consistently reminding students of ways to report concerns
- Education where abusive and prejudiced behaviour is addressed, e.g. in PSHCE, Form period and assemblies
- Making sure students are clear about the part they can play in the prevention of bullying, including when they find themselves as a bystander
- Encouraging students to play their part in creating a positive ethos in school by participating in student bodies such as the School Council and the Mental Health Working Party, and in student voice activities
- Staff receiving suitable training and remaining vigilant with regard to inappropriate comments and/or behaviour. Our Child-on-Child Abuse Policy includes specific measures to prevent bullying and other forms of child-on-child abuse and the response to incidents of this abuse

Reporting concerns

A student can report any concerns by:

- Speaking with a trusted adult
- Using the safeguarding@loretogrammar.co.uk email address
- Using the no-abuse boxes at Student Services and the library
- Using the yellow post box in the toilet block next to room 6

Parents/carers can report any concerns to their daughter's Form Tutor or Year Co-ordinator.

4 Learning expectations

Good behaviour for learning is the foundation of a calm, safe and purposeful school. Our expectations of students are rooted in the Loreto values: Freedom, Justice, Sincerity, Truth, Joy, Excellence and Internationality, and are set out in full in Appendix C: Loreto Values in Action.

In every lesson and around the school site, students are expected to:

- Be ready to learn, with the correct equipment and completed work
- Follow staff instructions promptly and without argument
- Treat staff, other students, and the school environment with respect
- Take responsibility for their own choices and their impact on others

Staff support these expectations through consistent routines, clear boundaries, and positive relationships, as set out in Section 7: Classroom and Corridor Expectations.

5 Rules, rights, responsibilities and relationships

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix 1), and for approving the policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing an appropriate approach to the specific behavioural needs of particular students
- Recording behaviour points, sanctions and merits on SIMS

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents/carers are expected to:

- Support their child in adhering to Behaviour for Learning expectations and Loreto Values in Action
- Support the school in upholding behaviour expectations
- Be aware of the impact of screen time on mental wellbeing and academic progress, and to monitor social media use
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or form tutor promptly

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy, if appropriate.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

6 Classroom and corridor expectations

Teaching and support staff are responsible for setting the expectations, routines, tone and context for positive behaviour within the classroom. Students and staff share responsibility for creating a calm, respectful environment, as set out below.

In lessons

Students	Staff
• Arrive before the second bell and prepare for Periods 1–2 and 5–6 before registration • Stand behind chairs, reply to the teacher's greeting, and wait to be invited to sit down • Sit in the seating plan organised by the teacher (including in cover lessons) • Listen when the teacher or another student is talking, and ask politely for help if needed • Follow the teacher's instructions and have the correct equipment for every lesson • Keep bottles off the desks (water may be consumed only at the teacher's discretion) • Avoid leaning on or touching display work, blinds or anything else that can be broken • Only ask to leave the classroom for a medical need or appointment • Hand homework in on time and treat staff and classmates with respect at all times • Leave the room tidy (rubbish in the bin, spills wiped up, tables and chairs straight) when dismissed	• Arrive to lessons on time to welcome students, where possible • Start the lesson formally: greet students and invite them to sit down • Maintain a seating plan for each class, reviewed regularly • Take the register promptly and accurately • Remind students to remove drinking bottles from tables • Avoid time being wasted on low-value tasks such as cutting and sticking resource sheets • Challenge poor behaviour, low-level disruption, poor presentation, missed homework, lack of equipment and incorrect uniform • Use departmental structures for issues that cannot be resolved in the lesson • Recognise positive contribution and effort through the rewards system • Only allow students to leave the classroom for a medical reason or appointment • Check the classroom is tidy for the next lesson and dismiss students promptly on the first bell • Treat all students and staff with respect and act professionally at all times

Around the school

Students	Staff
• Hold doors open for others and walk calmly in the corridors, keeping left where possible • Stay calm in the school building and avoid brushing against or touching display work • Only go into form/classrooms with permission (only Year 11 may eat in their form rooms at lunch) • Leave form rooms neatly after break: litter in the bin, spills wiped up, tables and chairs straight • One student should inform Student Services if a teacher has not arrived within 5 minutes of the start of the lesson	• Arrive at duty points promptly and keep left where possible • Hold doors open for others and remind students to keep away from display work • Challenge incorrect uniform and poor behaviour outside lessons and in corridors • Confiscate mobile phones that are not switched off and out of sight • Challenge students who have gone to their form/classrooms without permission

7 Uniform

Students are representing Loreto Grammar School when wearing our uniform around school and within our community. It is essential that they wear it with pride.

Wearing the uniform correctly is a sign of commitment and pride in our school and ensures that students are not distracted from their learning. A uniform prevents any variance between those who can afford the latest trends and those who cannot. By sending their children to Loreto Grammar School, parents and carers accept the responsibility to provide the correct school uniform in accordance with this policy.

Full school uniform is expected to be worn correctly during the school day and on journeys to and from school. The uniform is strictly enforced, with sanctions for those who refuse to conform. Parents must provide their child with a written note if there is a good reason they are not wearing the full school uniform. In cases of hardship, parents or carers should contact their child's Year Co-ordinator for confidential advice.

8 Choices, rewards and consequences

Rewards

Positive behaviour, effort and achievement are recognised through our merit points system. Staff award merits for effort, achievement, and positive contribution to school life, recorded on SIMS. Merits accumulate towards recognition at agreed thresholds, including postcards home, certificates, and celebration in form, year group or whole-school settings. Staff are expected to award merits to recognise effort and improvement, not solely outcomes. Full details of our rewards are set out in Appendix A.

Sanctions

Where a student does not meet the expectations of this policy, staff will apply a proportionate response, following the stepped approach set out in Appendix B. All behaviour points and sanctions are recorded on SIMS, in the same way as merits. Sanctions may include, but are not limited to:

- A verbal reminder or warning
- A short, teacher-set detention
- A department, year group or senior leadership detention
- Internal isolation
- Loss of privileges, including participation in extra-curricular or off-timetable activities
- Community service
- Referral for pastoral or external support
- Suspension or permanent exclusion, in the most serious cases (see Section 16: Suspensions and Exclusions)

Sanctions will always take account of a student's individual circumstances, including SEND, safeguarding history, and any known additional needs, in line with Section 14: SEND.

The Headteacher's power to restrict a student's participation in school-organised activities, and the school's approach to police involvement, are set out in Section 16: Suspensions and Exclusions.

9 Support for behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Our approach to challenging behaviour may therefore be differentiated to meet the needs of

the student. Where a student's behaviour does not improve through standard classroom management, the school will use a graduated approach to identify and address underlying causes, in line with the DfE's Behaviour in Schools guidance.

Pastoral structure

An extensive pastoral system is in place to support all students: this includes the Form Tutor, who spends 30 minutes each day with their form, a Year Co-ordinator, a Pastoral Manager, and the Assistant Headteacher (Pastoral). This is essential to ensure our students are known. Additional support might include a pastoral mentor, medical cards, time-out cards, a change to seating plans, or report cards. Right relationships are essential: staff are approachable and warm but clear about professional boundaries, and all members of the community treat one another with dignity, kindness and respect.

Graduated intervention

Where classroom management alone is not enough, the school's graduated response may include:

- A pastoral conversation with a Form Tutor or Year Co-ordinator to understand the cause of the behaviour
- A report card (subject, pastoral or senior leadership level), reviewed regularly with the student and shared with parents/carers
- A behaviour contract, agreed with the student and parents/carers, setting clear, time-limited targets
- Referral to internal support, such as a pastoral mentor, counsellor, or the Mental Health Support Team
- Where SEND is suspected or known, referral to the SENCO for assessment and an individual support plan
- Referral to external agencies, such as Educational Psychology, CAMHS or Early Help, where needs go beyond what the school can provide alone
- A multi-agency or statutory assessment, where a school-level response is insufficient

Details of the escalation points and typical interventions at each stage are set out in Appendix B. Where a student's behaviour is linked to an unmet need, the school will seek to identify and address that need before or alongside applying a sanction.

Specialist support

For students with SEND, staff have received training (e.g. Understanding Autism) and are aware of the diverse needs of the student community. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others. The school has access to a counsellor and works with colleagues from the Mental Health Support Team. When acute needs are identified, the school will liaise with external agencies and plan support programmes for that child, working with parents to create and regularly review the plan.

Information sharing at transition points

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. The school is particularly mindful of the transition into Year 7, from Year 9–10 and Year 11–12, as well as students transitioning back to school after a prolonged absence due to ill health or a suspension. Information on behaviour issues may also be shared with new settings for students transferring to other schools.

10 Offsite behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on public transport travelling to or from school, or in other situations when the uniform is worn outside of the school day. The Headteacher has the power to sanction students for misbehaviour outside of the school premises to

the extent that is reasonable.

Conduct outside the school premises, including online conduct, that the school might sanction students for includes misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a student at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another student
- that could adversely affect the reputation of the school

11 Mobile phones

All mobile phones, AirPods and other wearable technologies, such as smartwatches, must be turned off and secured in the student's locker on entry to the school at the start of the day. They are not to be used at any point in the school day or in any part of the school building.

If it is essential for a student to contact a parent during the school day, the school office will make contact. We ask parents to contact the school office if they want to relay a message to their child, rather than texting or calling directly during the school day.

If a mobile phone, AirPods or other wearable technology is seen or heard on school premises, it will be confiscated. Sanctions will be issued for students who repeatedly breach this policy in respect of mobile phones or personal headphones.

In the first instance, any mobile phone seen or heard will be confiscated until the end of the day and the student will be issued with a Leadership Detention. At the end of the day the phone can be handed back to the student.

If a second instance occurs, a student's phone confiscated for 3 school days following the confiscation and the student will be issued with a Headteacher's Detention.

A third offence will result in phone confiscated for a week and the student will sit a further headteacher's detention. The student will be required to hand in their phone daily to school staff for the remainder of the school year.

Once a decision has been made to confiscate a mobile phone, no negotiation will be entered into. Parents concerned about safety will be advised to buy a low-cost mobile phone and a pay as you go SIM card for the duration of any confiscation.

Sixth Form students may use mobile phones and personal devices in designated Sixth Form areas only and are expected to use them responsibly and in a way that does not disrupt the school day or breach this policy. Devices must remain switched off and out of sight in all other areas of the school, in line with the expectations set out above.

12 SEND

Loreto Grammar School recognises that behaviour can be a form of communication, and that some students' behaviour may be linked to an unidentified or unmet special educational need or disability. In line with the SEND Code of Practice (0–25 years) and our legal duty under the Equality Act 2010, we will:

- Consider whether persistent or unusual behaviour may indicate an unmet need, and refer to the SENCO for assessment where appropriate
- Make reasonable adjustments to this policy's expectations, sanctions and processes for students with an identified SEND or disability, so that they are not placed at a substantial disadvantage compared to their peers
- Ensure that any behaviour support plan or risk assessment for a student with SEND is developed with the student, their parents/carers, and relevant specialist staff, and is reviewed regularly
- Ensure that staff applying sanctions consider whether a student's SEND affected their ability to understand or control their behaviour before deciding on the proportionate response
- Where relevant, take account of a student's Education, Health and Care (EHC) plan when deciding on interventions or sanctions, including before any suspension or exclusion decision

This does not mean students with SEND are exempt from the behaviour policy, but that their needs will be considered at every stage.

13 Statutory powers: searching, screening, confiscation and reasonable force

Conduct of searches

Where staff believe a student is in possession of a prohibited item, it may be appropriate for a designated member of staff to carry out a search of outer clothing, school property (e.g. lockers or desks), and/or personal property (e.g. a bag or pencil case within a locker). Searches will be conducted to minimise embarrassment or distress and will be carried out in the presence of the student and another member of staff; the searcher and the second member of staff will either be the same gender as the student, or one male and one female.

Where the Headteacher, or staff authorised by the Headteacher, find anything they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of it in accordance with DfE guidance. Schools' statutory power to make rules on student behaviour, and their duty as an employer to manage the safety of staff, students and visitors, enables them to require students to undergo screening.

Search with consent

Staff may search a student with their consent for any item banned by the school rules. If a member of staff suspects that a student has a banned item in her possession, they can instruct the student to turn out her pockets or bag. If the student refuses, sanctions will be applied in accordance with this policy; this may include isolation until parents or the police are able to come into school to assist with the search.

Search without consent

In relation to prohibited items, as defined in the Serious Misbehaviour list (Section 4), once informed consent has been refused, the Headteacher, and staff authorised by the Headteacher, may search a student or her possessions without consent, where they have reasonable grounds for suspecting a prohibited item is present. Schools are not required to inform parents before a search takes place, or to seek their consent, and there is no legal requirement to make or keep a record of a search. However, schools should inform a student's parents or guardians where alcohol, illegal drugs or other potentially harmful substances are found. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Confiscation

Any prohibited item (listed in the Serious Misbehaviour list, Section 4) found in a student's possession will be confiscated and will not be returned. The school will also confiscate any item that is harmful or detrimental to school discipline or learning, such as mobile phones. An appropriate sanction will be applied and parents will be informed. Searching and screening is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Where a mobile phone or other electronic device is confiscated, authorised staff may examine data or files on the device where there is good reason to do so and may delete data or files where there is good reason, for example, where there is a risk of harm to a student. Where staff have reasonable grounds to suspect that data or files on the device constitute evidence relevant to an offence (including indecent images of a child), the device and its data must not be altered or deleted and will be passed to the police."

Use of reasonable force

Any use of force by staff will be reasonable, proportionate and lawful. All members of school staff have a legal power to use reasonable force, and parental consent is not required. Reasonable force will be used in accordance with DfE guidance, and only when immediately necessary and for the minimum time necessary, to prevent a student from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among its students, whether in a classroom or elsewhere

Staff actions will always be in the best interests of the child, in line with government guidelines on the use of reasonable force in schools. Under no circumstances will physical force or restraint be used as a form of punishment.

Recording and reporting restrictive interventions

From 1 April 2026, the school has a legal duty, under section 93A of the Education and Inspections Act 2006, to record and report significant incidents involving restrictive interventions. This applies to physical restraint and to other restrictive interventions, including non-physical restraint and seclusion. Where a significant restrictive intervention takes place, staff will:

- Record the incident as soon as reasonably practicable, including what happened, why the intervention was necessary, and how it was carried out
- Report the incident to the student's parents/carers, normally on the same day or as soon as reasonably practicable
- Ensure the record includes any relevant needs of the student, including SEND, so that patterns can be identified and future incidents prevented
- Review the incident with senior leadership to consider whether the student's support plan or risk assessment needs to change

The school will keep a central record of all such incidents, reviewed by the Senior Leadership Team to identify patterns and inform staff training.

14 Suspensions and exclusions

Only the Headteacher can suspend or permanently exclude a student. If the Headteacher is absent, the properly appointed Acting Headteacher has the authority to suspend a student, and will make clear that they are acting in the Headteacher's absence; the Headteacher may delegate parent/carer contact to another member of the Senior Leadership Team or the appropriate Year Co-ordinator.

In reaching any decision to suspend or permanently exclude, the Headteacher will apply the civil standard of proof (on the balance of probabilities) and will take the student's views into account, having regard to their age and understanding, before deciding to exclude. Further details about suspensions, exclusions, off-site direction and managed moves can be found in the school's suspension and exclusion policy.

Restricting participation in school activities

The Headteacher reserves the right to restrict a student's attendance at school-organised or school-related activities, including trips, performances or events, based on that student's behaviour history, where there are reasonable grounds to believe their attendance would present a risk to themselves, other students, or the safe running of the activity.

Internal isolation

Internal isolation may be used where a student's behaviour is negatively affecting the learning of others or breaching the Learning Expectations (Section 5), or where behaviour does not warrant a suspension but is serious enough to be used alongside or instead of another sanction. Students in internal isolation will be directed and supervised by the Senior Leadership Team and/or Year Co-ordinators, and parents will be informed. Internal isolation may also be used while an investigation into a serious incident is completed, with parents updated as soon as possible.

Police involvement

Loreto Grammar School will cooperate with the local police where a student's behaviour is believed to constitute a violation of criminal law. School action and police action are independent of one another, and a decision to suspend or exclude will not be delayed because of a police investigation or ongoing criminal proceedings.

15 Relationship with other agencies

Where a student's behaviour indicates a need for support beyond what the school can provide, or raises a safeguarding concern, the school will work with relevant external agencies, which may include:

- The Local Authority, including the Virtual School Head, where a student is looked-after
- Children's Social Care
- The Educational Psychology Service
- CAMHS or the Mental Health Support Team
- The police, in line with Police Involvement (Section 15)
- Alternative provision or Pupil Referral Unit settings, where a placement is agreed

Information will only be shared with external agencies where necessary and proportionate, and in line with our data protection obligations and Safeguarding and Child Protection Policy.

16 Sexual harassment

Loreto Grammar School has a zero-tolerance approach to sexual harassment and sexual violence between students. This includes recognising that:

- Such behaviour should never be dismissed as "banter", "just having a laugh", or "part of growing up"
- It can occur online as well as in person, and between students of any age or sex
- It will be taken as seriously whether it is a one-off incident or a pattern of behaviour
-

Any concern or disclosure relating to sexual harassment or sexual violence will be referred immediately to the Designated Safeguarding Lead and managed in line with our Safeguarding and Child Protection Policy and Child-on-Child Abuse Policy, rather than solely as a behaviour issue. Where a student makes a disclosure, staff will listen, reassure, and refer — not investigate directly themselves.

Full detail of our approach, including risk assessment and support for both the student who has experienced the behaviour and the student accused of it, is set out in our Child-on-Child Abuse Policy.

17 Investigations

Where an incident needs to be established before a sanction is decided, the school will carry out a fair, proportionate and timely investigation. Investigations are conducted and supported by the most appropriate staff available at the time, as decided by senior staff, and are proportionate to the seriousness of the incident.

Who investigates

The member of staff leading an investigation will normally reflect the level at which the incident is being managed, in line with the stepped approach set out in Appendix B:

- Low-level or classroom incidents are usually established by the class teacher or Form Tutor
- Department or subject-level concerns are usually investigated by the Head of Department
- Pastoral or cross-subject concerns, and incidents involving several students, are usually investigated by the Year Co-ordinator
- Serious misbehaviour, and incidents that may lead to a significant sanction, are usually investigated by a member of the Senior Leadership Team
- Where an incident raises a safeguarding concern, it is referred immediately to the Designated Safeguarding Lead and managed under the Safeguarding and Child Protection Policy and Child-on-Child Abuse Policy, rather than solely as a behaviour matter (see Section 17: Sexual Harassment)

How an investigation is conducted

An investigation may include:

- Gathering written statements from the students and staff involved, and from any witnesses
- Reviewing relevant evidence, such as CCTV footage, SIMS behaviour records, or, where appropriate and in line with Section 14 (Statutory Powers), electronic devices
- Speaking separately to those involved so that each account can be given without influence from others
- Where several students are involved, considering whether they should be kept apart while the investigation is ongoing

Investigations will be conducted objectively and without assuming guilt in advance. As set out in Appendix 1 (Written Statement of Behaviour Principles), a student will be given a proportionate opportunity to express their views before any sanction is applied, having regard to their age, understanding and any SEND (see Section 13). Where a student continues to deny involvement despite evidence to the contrary, the school will apply the balance of probabilities, as set out in Section 4 (Definitions, Bullying and Rights).

Timeframes and interim measures

Investigations will be carried out as promptly as reasonably possible, while the facts are fresh, and parents/carers will be kept informed of the likely timescale. Where necessary to protect the safety or wellbeing of students or staff while an investigation is ongoing, the school may apply an interim measure, such as internal isolation (see Section 15: Suspensions and Exclusions) or a temporary change to a student's timetable; this is not a sanction in itself and does not imply a finding of fault.

Recording the outcome

The outcome of an investigation, and any resulting sanction, will be recorded on SIMS and communicated to the student and their parents/carers. Where an investigation does not result in a sanction, this will also be recorded, so that the school holds an accurate account of the matter.

18 Complaints and appeals

If a parent is unhappy with the way a behaviour management or disciplinary situation has been dealt with, they may address their concerns to the Deputy Headteacher or, if the concerns relate to the Deputy Headteacher, the Headteacher. Parents whose concerns remain unresolved have recourse to the school's formal complaints procedure.

19 Staff training

Behaviour management forms part of continuing professional development for all staff. Training is designed to ensure that this policy is applied consistently, that staff feel confident managing behaviour, and that the school meets its statutory obligations.

Induction

All new staff, including those on short-term or supply contracts, receive induction training on this policy before or on taking up post. This covers the school's rewards and sanctions system, the Loreto Norms and Classroom and Corridor Expectations (Section 7), the stepped approach to escalation set out in Appendix B, and how to record behaviour points, sanctions and merits on SIMS.

Annual refresher training

All staff receive whole-school behaviour management training at least once a year, in addition to the updates they receive throughout the year (see Ongoing Updates, below). This refresher is reviewed annually to reflect any changes to this policy, to DfE guidance, and to Keeping Children Safe in Education.

Role-specific training

In addition to whole-staff training, targeted training is provided to staff with particular responsibilities under this policy:

- Heads of Department, Year Co-ordinators and members of the Senior Leadership Team receive training on applying the stepped escalation approach (Appendix B) consistently, and on decision-making around report cards, behaviour contracts and detentions
- The Designated Safeguarding Lead, deputies, and pastoral staff receive training on identifying where a behaviour concern may indicate an unmet need or a safeguarding issue, in line with Section 10 (Support for Behaviour) and Section 17 (Sexual Harassment)
- Staff authorised to search, screen or confiscate items receive training on the DfE's Searching, Screening and Confiscation guidance, set out in Section 14
- Staff authorised to use reasonable force receive specific training on de-escalation and physical intervention, and on the school's duty to record and report significant restrictive interventions, set out in Section 14
- Staff receive training on SEND and behaviour so that they are aware of the diverse needs of the student community, in line with Section 13 (SEND)

Ongoing updates

Staff receive behaviour updates throughout the year, for example through staff briefings, INSET days, and departmental or pastoral meetings. These updates are used to share changes in guidance or legislation, to reinforce consistency in how sanctions and rewards are applied, and to address any patterns identified through the monitoring of SIMS behaviour data (see Section 21: Monitoring Arrangements).

Monitoring the effectiveness of training

The Senior Leadership Team monitors the effectiveness of behaviour management training through classroom observation, review of SIMS behaviour and sanctions data, and feedback from staff, students and parents/carers. Where inconsistencies in the application of this policy are identified, further training or guidance will be provided.

20 Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every year. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing Body every year.

21 Links with other policies

- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy

Appendices

Appendix 1: Written statement of behaviour principles

The Governing Body has agreed the following statement of principles, to which the Headteacher must have regard when determining the detail of this behaviour policy, in line with section 88 of the Education and Inspections Act 2006.
Every student, member of staff, and visitor has the right to feel safe and respected at Loreto Grammar School. The Governing Body expects that:

- Rewards and sanctions will be applied consistently and fairly, in line with our Catholic values and Loreto ethos
- All students, staff and parents/carers will be treated with dignity and respect
- The Headteacher will determine the standard of behaviour expected and the measures to be taken to achieve it, and will publicise these measures to staff, parents/carers and students at least annually, in writing
- Students with additional needs, including SEND, will have their behaviour needs assessed and reasonable adjustments made in line with the Equality Act 2010
- Sanctions will only be applied when a student's actions were within their control, and the level of sanction will be reasonable and proportionate
- Bullying, including cyberbullying, and prejudice-based bullying relating to protected characteristics, will not be tolerated
- Students will be given a proportionate opportunity to express their views before a sanction is applied
- The Governing Body will not tolerate physical punishment being used or threatened by any staff member against a student
- The Governing Body will review this statement, and monitor how well it is reflected in the behaviour policy, at least every year

Appendix A: Merits and rewards

Staff are encouraged to award merits on SIMS in line with the tariffs below to students in Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11). This is not an exhaustive list; staff use professional judgement to award the tariff that best reflects the level of effort, achievement or contribution shown by the student.

1 Merit	• Completing classwork or homework to a high standard • Making good progress (could be given in line with E1 reports) • Sustained improvement in the standard of work over several lessons • 'Star of the week' / Super 7 / Cloud Nine • Making a positive contribution to a lesson or club • Sustained improvement in behaviour over several lessons

	• Other
2 Merits	• Representing the school (e.g. choir, sporting fixture) • Helping at a school event, e.g. parents' evenings, charity events, assemblies • Community spirit (e.g. helping new students) • Liturgical contributions • Sustained attendance and effort at extracurricular clubs across a term
5 Merits and/or Value Award	• Organising and leading an event, e.g. a charity fundraiser

Sixth Form students are also awarded Mary Ward Credits on SIMS, using the structure set out below.

Credits should be awarded for:

- *Knowledge quizzes / Effort - 1 credit per quiz*
- *Short style questions / Academic Excellence - 2 credits each*
- *Wider Reading / Article / Part of a book / Podcast – 3 credits*
- *Academic Reading–5 credits*
- *Longer exam questions–10 credits*
- *A whole book – 20 Credits*
- *Loreto NextGen Talk – 50 Credits*

*The Sixth Form Team will monitor and reward students once they reach certain thresholds as below. B*adges would be awarded as follows for how many are needed - these are cumulative over the 2 years:

Level	**Total**	**Recognition**
Bronze Level	**60**	**Bronze Ribbon** **Fantastic Friday**
Silver Level	**120**	**Silver Ribbon** **Breakfast voucher. Fantastic Friday**
Gold Level	**180**	**Gold Ribbon** **Highstreet Voucher (Raffle).** **Fantastic Friday**
Platinum Level	**240**	**Platinum Ribbon** **Home Study AM/PM (Year 12)** **Morning Home Study (Year 13) (1 day / week for 2 weeks).** **Highstreet Voucher (Raffle).** **Fantastic Friday**

Appendix B: Behaviour and sanctions flowchart / levels of intervention

SIMS behaviour point descriptors

Staff record behaviour points on SIMS against the descriptors below. This is not an exhaustive list; staff select the descriptor that most closely reflects the incident, or 'Other' where none applies.

• Lack of equipment • Incorrect uniform/make-up/jewellery • Inadequate standard of classwork • Inadequate standard of homework • Late submission of homework • Insufficient effort in lessons • Low-level disruption • Assessed work significantly below expectation • Plagiarism • Cheating in assessed work • Late to lesson • Mobile phone infringement • Truancy • Rudeness to staff • Bullying • Physical assault	• Sexual assault • Sexual harassment • Initiation • Intimidation • Upskirting • Vandalism • Theft • Unauthorised selling • Fighting • Smoking/vaping • Racist, sexist, homophobic or discriminatory behaviour • Breach of IT Acceptable Use Agreement • Possession of any prohibited item • Sixth Form truancy • Sixth Form dress code infringement • Other

Sanctions recorded on SIMS

The sanctions below are the options recorded against a behaviour point on SIMS. Report cards are colour-coded.

• Conversation with student • Lunchtime detention • Confiscation • Community service • Phone call home • Email home • Meeting with parents • HOD detention • Year Co-ordinator's detention • SLT detention (Wednesday) • Headteacher's detention (Friday)	• Lates detention • Behaviour compact • Non-progression to Year 13 • Internal exclusion • External exclusion • Report – Form Tutor (Green) • Report – Year Co-ordinator (Yellow) • Report – Head of Department (Blue) • Report – Organisation (Lilac) • Report – AHT (Orange)

The grid below sets out a range of examples of behaviour but is not an exhaustive list; other behaviours may be sanctioned by the school if they in some way threaten the safety or wellbeing of students, staff or property, defy staff, or bring the school into disrepute.

The school treats each case individually, taking into account a wide range of factors, including past advice and support given, behaviour record, and other considerations such as SEND, LAC and Young Carer status. The table below gives the usual range of sanctions employed but does not preclude a more severe or lenient sanction depending on the circumstances.

Managed by	Typical behaviour	Interventions/consequences
Class teacher(s), form tutors	Low-level disruption, minor uniform issues, lack of focus	Reminder, warning, seat change, conversation, short detention, Form Tutor report card, organisation report card
Head of Department	Persistent subject-specific issues, missed deadlines, repeated classroom-level concerns	HOD detention, subject report card, parental contact
Year Co-ordinator	Patterns across subjects, pastoral concerns, bullying	Year detention, pastoral report card, parental meeting, behaviour compact
AHT/SLT	Defiance, verbal abuse, repeated Year-level concerns	SLT detention, internal exclusion, AHT report
Headteacher	Violence, substance misuse, persistent serious breaches	Fixed-term exclusion, permanent exclusion, Governor involvement, external agency referral

Escalation of sanctions

- A holistic approach will be taken when deciding on the most appropriate support and intervention strategies, depending on the nature of the offence.
- The student's individual needs will be considered; behaviour points will help demonstrate whether an issue reflects a student's poor choices, a departmental issue, or a wider pastoral issue.
- The Headteacher makes the decision on the most significant sanctions, e.g. suspension.

Appendix C: Loreto Values in action

Expected behaviours — *how we act reflects who we are.*

Freedom — Responsible choices

- Choosing to focus in lessons without being reminded
- Completing work independently and on time
- Walking away from negative peer pressure
- Following instructions the first time they are given
- Choosing to be the best version of yourself

Justice — Fairness and respect

- Reporting unkindness or bullying rather than ignoring it
- Noticing if others are left out and then including them
- Treating all students and staff with respect
- Accepting consequences fairly when you make mistakes
- Queuing, sharing resources, and taking turns without complaint

Sincerity — Honesty and integrity

- Telling the truth, even when it is difficult
- Completing your own work without copying or cheating
- Admitting mistakes and taking responsibility
- Apologising sincerely when you have made a poor choice

Truth — Engagement and reflection

- Arriving to lessons ready to learn, asking questions and contributing to discussions
- Seeking knowledge by thinking critically and discerning the truth
- Reflecting on feedback to improve your understanding
- Not spreading rumours or false information

Joy — Positive contribution to school life

- Speaking kindly to others and speaking kindly about others
- Taking part in school activities, clubs or events
- Encouraging classmates and celebrating their successes
- Participating willingly in lessons and activities

Excellence — Effort and high standards

- Giving your best effort in every endeavour and persevering when tasks are difficult
- Presenting work neatly and with care
- Wearing your uniform correctly and with pride
- Holding yourself to the highest standards of behaviour

Internationality — Openness and inclusion

- Respecting different cultures, beliefs, and backgrounds
- Listening to viewpoints that are different from your own
- Challenging stereotypes and discriminatory language
- Showing curiosity about the wider world and global issues

'Be such as you appear and appear such as you are' — Mary Ward

Appendix D: Sixth Form behaviour

Expectations

Area	What is expected
Attitude to learning	Proactive engagement in every lesson, reflected in a good or outstanding Attitude to Learning grade. A pattern of reluctant or passive grades leads to a meeting with a member of the Sixth Form team and parents/carers.
Attendance and punctuality	Attendance at all timetabled lessons, supervised study, assemblies and Form time. Absence for medical appointments, university visits or similar must be supported by written evidence wherever possible. Persistent lateness is treated in the same way as for the rest of the school.
Study periods	Supervised or self-directed study is used for independent work, not free time. Common room and study areas are kept quiet and orderly so others can work.
Mobile phones and devices	Permitted only in designated Sixth Form areas, used responsibly and never in a way that disrupts the school day (see Section 12: Mobile Phones).
Deadlines	Coursework, NEA and internal deadlines are treated as firm. Persistent late submission is treated as non-compliance, not simply a lower grade.
Role modelling	Sixth Formers are expected to act as role models for younger students, in lessons, around the building and on the journey to and from school.

Non-compliance

Non-compliance is not exhaustive but includes, for example:

- Not meeting deadlines set by subject teachers, including NEA and coursework
- Persistent lateness to lessons, Form time or supervised study
- Misusing self-directed study time or not attending supervised study
- Not following the school's mobile phone rules for Sixth Form areas
- Repeatedly failing to follow staff instructions
- Discourtesy to staff, visitors or other students

Response to non-compliance

Handled through the Sixth Form team in the first instance, escalating as follows:

Pattern	Response
First concern	Conversation with the subject teacher or Form Tutor; recorded on SIMS.
Continued concern	Meeting with a member of the Sixth Form team; parents/carers informed; may be placed on a Sixth Form report.
Persistent non-compliance	Meeting with parents/carers and Head of Sixth Form; Sixth Form Behaviour Contract agreed, setting clear, time-limited targets.
No improvement following a contract	Referred to the Headteacher; may affect the student's continued place in the Sixth Form, in line with Section 15 (Suspensions and Exclusions).

Persistent failure to meet the standards of attitude, attendance and compliance set out here may affect a student's continued place in the Sixth Form. This sits alongside, and does not replace, the whole-school Suspensions and Exclusions provisions in Section 15.