



Behaviour POLICY

| Rednock School

| Where everyone matters



Date of Ratification:

July 2026

Date of Review:

July 2027

Responsibility of:

Kerala Cole

Behaviour

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Introduction

At Rednock School we believe that Everyone Matters. We want our community to thrive in a safe, healthy and sustainable environment that sits at the heart of our community. We aim to do this by delivering a high-quality education in partnership with our students, their parents/carers and other stakeholders which leads to success for all.

Our Behaviour Policy is based on the high expectations that we hold for all members of the Rednock School community. It is grounded in our belief that 'Everyone Matters' at Rednock and students and staff should be able to experience an atmosphere at school that is supportive, inclusive and celebratory in nature. Our School Expectations are based around our vision that every member of Rednock's community matters and we each need to uphold our school rules to make sure this ethos is felt by all. It is written in accordance with our Behaviour principles which themselves are written to ensure and facilitate that 'Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.' These have been developed alongside staff and students to ensure that they reflect and communicate what is important to our community to inspire success for all.

MOTIVATED	I arrive on time and stay in my lesson I am equipped and in the correct uniform.
AMBITIOUS	I join in with my lesson so I can succeed. I complete my class and homework well I focus on my work independently and in group work.
TENACIOUS	I concentrate hard and focus on my work I seek support, if I am stuck
TAKE RESPONSIBILITY	I follow instructions quickly I allow myself and others to learn I keep others safe
EXPLORE CURIOSITY	I listen carefully to understand I join in with my lesson
RESPECTFUL	I look after people and things I speak politely to people I am kind to others

We pride ourselves on being a highly inclusive school, this culture extends to our considerations around behaviour. All sanctions are reasonable and must be proportionate to the circumstances of each case, taking into account the student's age, any SEN or disability and any religious requirements affecting the student. All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a student is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the school's Child Protection Policy. The school will also consider whether continuing disruptive behaviour might be the

result of unmet educational or other needs. At this point, the school will consider whether support systems need to be put in place and whether liaising with external agencies is necessary and appropriate. The School will follow the approach set out in the Gloucestershire Graduated Pathway guidance and work alongside parents in this process. Further information regarding this can be found in the section on Special Educational Needs and Disabilities.

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

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

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

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

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

[Restrictive interventions, including the use of reasonable force, in schools](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Positive Behaviour Strategies

At Rednock School we use Positive Behaviour Strategies to reinforce the rights and responsibilities of all members of the school in order to make Rednock a safe, happy and successful environment. We believe in the importance of building positive relationships with all students and their families to

The general principles of this strategy are as follows:

To reward positive behaviour

To build trust and establish positive relationships

To develop a proactive response to discipline

To de-escalate challenging situations when students are not in a regulated state using the principles relational focused practice.

Praise and Rewards

Rewards can take many forms, from a quiet word of encouragement given by the classroom teacher, to an award presented at a special event acknowledging the student's success. Staff will take every opportunity to recognise and reward positive behaviour choices and success and achievement both within the school walls and beyond. Reward points are entered onto the student's electronic record and can be seen by parents as part of their electronic viewpoint of the student's progress. The reward points sit alongside the behaviour points system and the combination of the two lead to a student's overall conduct percentage tally.

Rewards and celebrations of achievement will take place in all areas of the school. We want to celebrate the success of students in community time, in lesson time and across departments as well as in enrichment activities. We would also like to encourage parents to contact us when their child has accomplished something outside of school that they would like us to know about. The Headteacher meets with a representative from all communities once a week to celebrate them as Achievement Heroes for a wide variety of accomplishments.

It is important to us to reward and celebrate students for displaying behaviours which demonstrate the values we have as a school and this is represented in our Rednock Way Praise and Reward table shown below.

The Rednock Way - Praise & Reward

The Rednock Way of behaving in your classroom: The following behaviours will earn you	
1 Reward Point	By being Motivated (e.g. Showing improvement in class or gaining a Clean Sheet award) Ambitious (e.g. Completing excellent classwork or homework) Tenacious (e.g. Not giving up in class and overcoming barriers) Taking Responsibility (e.g. Helping staff in Class) Exploring your curiosities (e.g. Asking meaningful questions or contributing in class) Respectful (e.g. Random Act of Kindness)
Community Champion: you can be a Community Champion following each of your school reports by:	
5 Reward Points & Bronze Badge	Bronze: Three or more 'exceptional' attitude to learning grades and no 'requires improvement' 50%+ 'on' or 'above academic' targets A positive attendance record Silver: Five or more 'exceptional' attitude to learning grades and no 'requires improvement' 60%+ 'on' or 'above academic' targets A positive attendance record Gold: Seven or more 'exceptional' attitude to learning grades and no 'requires improvement' 70%+ 'on' or 'above academic' targets A positive attendance record Headteachers Award: All academic targets met at R3 and 0 negative behaviour points All learning attitude grades are exceptional A positive attendance record
10 Reward Points & Silver Badge	
15 Reward Points & Gold Badge	
20 Reward Points & Platinum Badge	
Students have the ability to earn an electronic badge once they have reached the target for each value area. They can then earn a Rednock School Values passport by gaining the badge in all six values category	
The Rednock Way of behaving outside of your classroom: The following behaviours will earn you:	

1 Reward Point	By being Motivated (e.g. regular attendance at enrichment activities) Ambitious (e.g. achieving excellence outside of the classroom) Tenacious (e.g. showing resilience and not giving up when things are hard) Taking Responsibility (e.g. Volunteering or Helping others) Exploring your curiosities (e.g. joining a new club for the first time) Respectful (e.g. holding a door open, picking up litter, a random act of kindness)
Below are our hopes and wishes for you all and will earn you enhanced reward points	
5 Reward Points	Exceptional contribution to a community event or activity Subject award Being an Achievement Hero

Celebration Events

Students who demonstrate **outstanding** behaviour will be rewarded on a termly basis. These events range from access to the 'Tuck Shop' to attendance at a community or year group celebration or entrance into a prize draw raffle. At the start of each points accumulation period students will be informed of the criteria for the next celebration event so that they can set themselves clear goals alongside their tutor to be able to achieve the opportunity on offer.

Classroom Management through Positive Reinforcement

At Rednock School we recognise the importance of proactive behaviour and effective classroom management to support positive learning and behaviour choices by all students. We focus on the importance of these strategies in staff development and departmental meetings. As a teaching and learning team we share good practice on effective practice and what interventions can be used with classes to ensure effective classroom management.

Welcome the class on arrival (individually if possible);
 Use a seating plan which will maximise learning;
 Establish, teach and maintain routines;
 Have set routines for the start of the lesson, transition and prior to dismissal;
 Students should be taught how they are expected to behave and these routines must be reinforced and maintained through clear directions for behaviour;
 Show approval;
 Show appreciation e.g. use 'I' statements – 'I'm very pleased with the quality of your work today'.
 Use positive language.
 Use rewards

Sanctions

Students who do not meet the expectation set by their teacher in class and students who continue to misbehave despite intervention will move up the consequence scale. However, it should be recognised that certain actions may result in a higher consequence being set immediately, rather than beginning at a C1 and moving up through the consequences. Before consequences are applied however our staff use proactive behaviour management strategies.

Proactive Teacher Intervention

Teachers will use proactive behaviour and student engagement strategies to support building effective relationships within their classrooms. We expect staff to use a relationship for learning approach as well adaptive teaching strategies to engage the student in the lesson. We expect staff to consistently follow the principles and procedures of our Rednock School LEARN guidelines which can be found in **Appendix 4**. These principles are to support the learning environment of all students within the teaching classroom.

There are 5 consequences in all (C1, C2, C3, C4 and C5):

C1 First Warning - This receives 0 points

The teacher tells the student what is wrong with their behaviour and asks them to choose to behave differently. Then 'take up time' is given for the student to reflect. The teacher reminds the student of the instruction using the student's name and tells them what to do (not just what not to do) e.g. 'Student name – the instruction is to work in silence for the next 5 minutes. This is a reminder.' Then 'take up time' is given for the student to reflect. If the student complains, calm refocusing is used e.g. 'Student name – I know this is difficult for you, but the instruction is to work in silence now.'

C2 Second Warning - This is allocated 2 points

The teacher tells the student 'You have not changed your behaviour. This is your final warning, if you disrupt the learning of others in our class again you will be sent to the IER. A C2 needs to be logged on the system at this point and a visual note for students to see. At this point an in-class corrective action may be applied e.g. change of seat, then 'take up time' should be given for the student to reflect. Consequence in the form of an after school D1 detention is set.

C3 Student is sent to the Internal Exclusion Room (IER) - This is allocated 3 points

If the student disrupts the learning again, please state 'this is the third time you have

disrupted the learning of our class, please make your way to the IER.

The student will now be **'reset'** in the IER with the support of the staff and guided work. The student will remain in the IER for a minimum of 2 lessons and a period of social time. If at the end of this time the student has met the expectations of the room and staff feel that the student is ready to return to learning they will return to lessons.

If the student has not met the expectations in the IER they will be expected to work in the IER a full 5 school lessons, and social time for a period of **'reflection'**. The student will also be expected to stay in school on the same day until 4:30pm. If a student, who was **'reset'** is sent back to the IER in the same school day they will then remain in the IER for 5 full lessons, two social times and remain until 4:30. If for any reason they cannot remain until 4:30 on that day they will do so the next day after being in the IER for the full time

The IER **'reflection'** space and time may also be utilised for other behaviours both in and out of the classroom and these can be seen as part of the rewards and sanctions ladder in **Appendix 2**.

C4 Suspension - This is allocated 4 points

If a student refuses to follow the expectations laid out on entry into the IER, or they refuse to attend the IER as instructed they will be suspended from school for a fixed term exclusion. On returning to school they will be expected to complete a 5 period cycle of learning in the IER in line with the expectations of the room. Students may also be suspended for situations not related to the IER and these are summarised in our sanctions ladder, see below and **Appendix 2**.

C5 Permanent Exclusion

If a student persistently breaches the school behaviour or has a one of serious breach of the behaviour policy and their remaining in school would seriously harm the education or welfare of the other students and staff at Rednock School.

Please note that further information on our suspension process can be found in the school Exclusion policy.

Sanctions Across the School

Sanctions can be used in and out of the classroom to amend and correct student behaviour both in the moment and as a way of moving forward. Staff will work together with the community teams to deal with student behaviour outside of the classroom to ensure that the most appropriate outcome is attained.

Refusing to follow staff instructions, disrespectful behaviour towards staff and any form of

abuse or violence towards another member of the school community will be taken very seriously. When investigating such behaviour we may require students to complete a statement to inform us of the situation and their perspective on it. Statements are taken on a school proforma and allow students to reflect on their perspective as well as consider the implications for them and others.

Acts of Bullying and Associated Discriminatory Behaviours

Rednock School will not tolerate bullying, abusive or discriminatory behaviour towards any member of its community. It will act strongly against acts of purposeful and targeted bullying as well as racist or homophobic motivated behaviour or those deemed to be of any form of sexual misconduct. Any incident that is linked to any of these behaviours will be flagged as such using the appropriate button on Class Charts. These behaviours will be tracked by senior leaders and any trends will be investigated and dealt with accordingly through student education or staff training.

Detentions

Detentions take place after school unless there is a prior agreement with the school and the student's parents. All behaviour detentions are held as part of a centralised system. Most detentions take place after school. Parents/carers will receive a courtesy 24 hours notification of after school detentions. If students misbehave in the detention, they will be given a verbal warning. If they continue to misbehave, they will then be issued with a second verbal warning and may progress to the next consequence within the same detention.

Lunchtime Detentions

These are run by the Senior Leadership team every day and exist for three reasons

To immediately reprimand poor behaviour during the lunch break thus removing students from circulation;

To manage students who are on Community or SLT report to support them with immediate daily rewards or sanction them quickly with removal from social time.

To manage students who arrive late to the school day without prior arrangement or an acceptable reason.

Failure to Attend a Detention

If a student fails to attend a detention and has not been given prior agreement, the detention will be rearranged and escalated to the next detention stage. If a student fails to attend a D2 detention they will be placed in the IER on their next day in school.

It is important to us to consistently communicate high expectations for our students and for them to understand the consequences that will be given for unacceptable actions for students displaying behaviours which are contrary to the values we have as a school and this is represented in our Rednock Way Actions and Consequence table shown below.

The Rednock Way - Actions and Consequences

	Behaviour	Action or Consequence
C1	Disrupting the learning environment of your class - first warning	Name on Board and Behaviour management strategies
	Lack of Classwork	Name on Board and Behaviour management strategies
	Rudeness to staff	Name on Board and Behaviour management strategies
	Not following instructions from your teacher	Name on Board and Behaviour management strategies
	Arriving late to a lesson without good reason	Punctuality Mark- this does not count as a C1 level it is separate. However, three punctuality marks in a week automatically awards an after school detention.
	Home learning extension given to student	Final submission extension
	Your mobile phone is seen or heard without permission <i>Students refusing to follow this procedure will be spoken to by a member of duty staff and if they continue to refuse will be escalated to a C3</i>	Phone confiscated and passed to Hub. First time returned at end of day Second time onwards parents are contacted
	Not adhering to our uniform policy	Uniform Issue logged and support to adapt accurately
	Arriving without the correct equipment to your lesson	Equipment provided Equipment marked logged
	Exhibiting bullying or discriminatory	Warning logged with details and

	behaviour <i>A member of the pastoral team will determine whether the behaviour is of a low enough level to be dealt with at this stage, if not it will be escalated to most appropriate level depending on the severity of the incident</i>	educational conversation held
	Disrupting the learning environment of your class - second warning	Final warning: name on board After School detention (D1)
C2	Lack of Classwork	Final warning: name on board After School detention (D1)
	Rudeness to staff	Final warning: name on board After School detention (D1)
	Not following instructions from your teacher	Final warning: name on board After School detention (D1)
	Vandalism	After School detention (D1)
	Lack of PE equipment	After School detention (D1)
	Arriving late to your lesson without good reason - repeated offence	School detention (D1)
	Arriving late to school without adequate explanation	Punctuality detention (Lunchtime)
	Home learning not submitted despite extension	1 behaviour point
	Truancy	School detention (D2) 75 minutes
	Failure to attend a whole school detention	School detention (D2) 75 minutes
	Smoking/vaping or in possession of smoking paraphernalia	School detention (D2) 75 minutes

	Exhibiting bullying or discriminatory behaviour <i>A member of the pastoral team will determine whether the behaviour is of a low enough level to be dealt with at this stage, if not it will be escalated to most appropriate level depending on the severity of the incident</i>	School detention (D2) 75 minutes
C3	Repeated Truancy Failure to attend a D2 detention <i>Repeated behaviours as described below despite C1 and C2 warnings and staff intervention</i> • Disrupting the learning environment of your class • Refusal to follow staff instructions • Truancy (repeated or persistent) <i>The following behaviours are classed as unacceptable incidents and will be investigated by staffed and appropriate sanctions will be set by a member of the Community team</i> • Bullying behaviour • Fighting/dangerous physical behaviour • Recording/distributing a fight involving students • Bringing the school into disrepute • Refusal to follow staff instructions • Vandalism • Refusal to comply with the school's	Sent for a fixed term in the IER including extension of school day to 4:30pm

	uniform policy • Theft • Refusing to place their phone in a pouch	
C4	<i>The following behaviours are classed as unacceptable incidents and will be investigated by staffed and appropriate sanctions will be set by a member of the Senior Leadership Team</i> Abusive language directed towards a member of staff • Refusal to follow rules and expectations in the IER • Repeated poor behaviour following a fixed term in the IER • Serious defiance of a member of SLT • Physical attack on another student • Persistent bullying behaviour • False allegations against a member of staff • Serious misuse of technology • Discrimination (in relation to race, gender, sexual orientation, religion) • Other behaviour detrimental to the wellbeing or education of others	Suspension from school 1-45 days
C5	Physical assault on a member of staff Being in possession or under the influence of illegal drugs	Permanent Exclusion

	Serious one-off breach of the school's Behaviour Policy	
	Persistent breaches of the school's Behaviour Policy	

Mobile Phones and Electronic Devices

At Rednock we have a phone-free schooling approach as part of our commitment to creating a calm, focused and positive learning environment for all students. By reducing distractions during the school day, we aim to support student wellbeing, improve concentration in lessons and encourage stronger face-to-face social interaction. Students are expected to place their phone in a pouch as part of the start of the day tutor routine. It will remain in that pouch until the end of the school day, or until the end of detention if a student is expected to attend that. If for any reason a student needs to leave school early they will be supported to unlock the pouch upon leaving the school building. Refusal to follow this expectation will result in a student being placed in the IER in the first instance.

For further clarification please see Mobile Phone policy.

 Effective from September 2026 The Phone Free Schooling policy will be fully implemented for all students in Years 7 – 11.	 Secure Safety Pouches Students will be required to secure their phones inside a dedicated safety pouch.	 Kept in Bags Phones must remain locked in the safety pouch and stored in the student's bag for the duration of the school day.	 No On-Site Use Mobile phones will not be permitted for use anywhere on the school premises, including social areas and corridors.
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Beyond the School Gates

Consequences may be applied for misbehaviour whilst students are:

- taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a student of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the school, or pose a threat to another student or member of the public, or could adversely affect the reputation of the school.

Removal of Students from Mainstream Learning

C3 Internal Exclusion Room (IER)

The Internal Exclusion Room is an extremely serious sanction. The aim of the IER is to improve student behaviour by allowing them time to reflect on their behaviour.

Consequences in the Internal Exclusion Room

Students who refuse to follow the rules of the Internal exclusion room will follow similar procedures to the classroom sanctions. However, given that the students are already part of the sanction process, there will be a slightly different route through. The procedure will be as follows: -

- W1 Issued as a first warning using the wording of C1 from the classroom setting
- W2 Issued using the same mechanisms in the classroom setting with an adjustment made to support the student to adapt- a Senior Leader or member of the duty team will be called at this point to issue this warning. This member of staff will follow the guidance set out in the procedures document.
- C4 Student Suspended - a Senior Leader to be called. Students will be removed from the room and parent/carers contacted to collect students.

On their return to school students will resit a day in the IER so that staff can determine that they are ready to learn and meet the expectations of the school.

Suspension

Suspensions are issued as a result of a serious breach of the student's responsibilities. Suspensions will be recorded permanently on a student's record and cannot be removed. Students will be issued with work via Google Classroom that they should complete during the period of their exclusion.

On return to school following a suspension the student and parent/carers will be expected to attend a readmission meeting with the Community Leader, a member of the Senior Leadership Team or the Head Teacher. During this meeting the student will be expected to agree to behaviour actions to ensure that they can access school effectively on their return. If it is considered appropriate, the student will spend a period of time in 'Student Development' or the Internal Exclusion Room to aid reintegration into school.

Consideration of Special Educational Needs and Disabilities

We recognise our legal duty to take reasonable steps to avoid causing any substantial disadvantage to a disabled pupil, caused by the school's policies or practice, and to use our best endeavours to meet the needs of pupils with SEND.

When considering sanctions or rewards for pupils with SEND, we will carefully assess whether their SEND has contributed to their behaviour and whether it is appropriate to sanction them. To determine if it is lawful to sanction a pupil with SEND, we will consider whether the pupil:

- Understood the rule or instruction
 - Was unable to act differently at this time as a result of their SEND
 - Has a tendency to act aggressively due to their SEND
 - If any of these conditions are true then it may be unlawful to sanction the pupil. How to use behaviour sanctions
- In such cases, we will seek to understand the underlying cause of the behaviour and whether additional support is needed, using the graduated approach to determine needs.

Where appropriate, we will work with pupils with SEND and their parents in the co-production of behaviour support plans. These plans will outline any adjustments to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. Behaviour support plans will detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil, with parameters around its use stated clearly in the plan.

If we do decide to sanction a pupil with SEND, we may need to make reasonable adjustments to the sanction in response to any disabilities the pupil may have. How to use behaviour sanctions. All decisions will be recorded and regularly reviewed to ensure they remain appropriate and effective.

Consequences of refusal to wear Correct Uniform

If a student fails to wear full uniform, the following consequences will apply:

- On the first occasion the school will provide the student with the correct uniform (in exchange for their phone pouch) and contact parents to agree a date for the issue to be resolved (usually the next day). A uniform card will be issued.*
- On the second occasion within a school week the student will be referred to the Community Leader or a member of SLT and a detention may be set, or the student may be isolated for the day.

A student whose uniform is deemed to be inappropriate for the classroom, may be obliged to work in isolation.

*Please note – the school has a supply of some items of uniform. Pairs of shoes, black socks, sweatshirts and skirts or trousers. Students coming to school in inappropriate footwear/skirt/trousers will be expected to wear a school item until the situation can be resolved at home.

Please refer to the School Uniform Policy for details.

The Headteacher will consider requests from parents and students for variations in the uniform for reasons related to disability, gender reassignment and / or religious grounds provided they are consistent with the school's policy on health and safety and it is reasonable in all the circumstances including in light of the school's obligation under the Equality Act 2010.

Prohibited Items & Offensive Weapons

Students are not permitted to bring onto school premises any prohibited items (e.g. alcohol, illegal drugs, fireworks, pornography) or an offensive weapon of any kind (including folding knives e.g. pen-knives). Aerosols are also not permitted in school; students are encouraged to use roll-on deodorant when required following PE lessons.

The school has the authority to conduct a search of students suspected of carrying such items, or suspected of being in possession of stolen goods. The search will wherever possible be carried out in the presence of a senior member of staff, it will be conducted in a private office, unless it is a student locker that is to be searched. If considered appropriate the police will be called upon to conduct such a search. Parents will be notified if such items are found, as serious consequences will follow. Please note that parent's permission does not need to be sought in order for a search to take place.

Searching of Students

The school follows the best practice control measures. Where staff feel threatened the police will be called to undertake the search.

- Two staff members will be present at all times
- Confiscated items will be handled with care and locked in secure storage until disposal
- Where appropriate police will be contacted (e.g. for illegal substances)
- If considered necessary a debrief with staff involved in the search will follow
- If considered necessary counselling or other support as appropriate will be offered

Smoking and Vaping

Cigarettes, vapes and smoking paraphernalia (tobacco, rizla papers, lighters, vapes, vape juice) are not permitted on school site. If students are suspected of carrying such items the school reserves the right to search the student and confiscate such items which are subsequently disposed of. Students who smoke/vape whilst in school uniform and students who are seen in the company of smokers/vapers may receive a D2 detention in the first instance and if repeated behaviour it will be a C3 and then a C4 if the rule is persistently flouted.

Confiscation

The school has the authority to confiscate and dispose of inappropriate items. Any confiscated item will be taken to the school safe. The item will be returned to the student at the end of the school day if deemed appropriate or, if not, it will be given to the parent/carer. If the confiscated item is an illegal item for a child to have it will be passed on to the police or disposed of. Under these circumstances the parent/carer will be informed of this action.

Physical Intervention

The law allows members of school staff to use reasonable force in particular circumstances. Key staff have been trained in Team Teach physical intervention protocol so ensure that any action is done in a safe and proportionate manner. The expectation is that physical intervention:

- should only be used as a last resort.
- should only be used in the best interest of the young person or other young people
- should only be used after all preventative measures have been explored
- should never be punitive
- should be reasonable, proportional and necessary

Please refer to the school's physical intervention policy for more details

Serious Violence and Weapons in School

We have a zero-tolerance approach to serious violence. This includes physical assault, carrying, threatening with, or using weapons. Staff must report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy) immediately.

If they are ever in a situation when a weapon is brandished or there is a threat of serious violence, staff will:

1. **Prioritise safety** - Staff may use 'reasonable force' to safeguard children, which means 'using no more force than is necessary for the least amount of time'
2. **Alert senior leaders** - Contact the designated safeguarding lead and senior leadership team immediately
3. **Initiate lockdown procedures** - Where appropriate, our [lockdown procedures](#) will be activated to protect all pupils and staff
4. **Contact emergency services** - Call 999 where there is immediate danger or a weapon is present

Risk Assessment and Support:

The designated safeguarding lead will assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they will put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Consequences and Information Sharing:

Where a pupil has previously carried, threatened with, or used a knife or weapon, it is incumbent on us to assess risk and put in place a safety and support plan. Where information indicates a risk to others and/or the individual pupil, we will share this information with any receiving school to allow them to assess risk and put appropriate support in place when the child arrives.

Sanctions for weapon-related incidents will be severe and may include:

- **Immediate suspension** pending investigation
- **Police involvement** as the carrying or use of weapons may constitute a criminal offence
- **Permanent exclusion** where this is deemed necessary to protect other pupils and staff
- **Referral to local authority children's social care** where safeguarding concerns exist
-

Where a pupil is convicted or receives a caution for a serious offence involving a weapon, we will update our risk assessment, ensure relevant protections are in place for all children at the school and consider any suitable action in line with this behaviour policy.

All decisions will be made on a case-by-case basis, balancing the need to safeguard other pupils with our duty to support the individual pupil involved, and will be clearly documented. Parents/carers are welcome to view their child's conduct log at any time. They may make an appointment with their child's tutor or Community Leader to do so, giving at least 24 hours' notice.

Linked Policies

School Charter

Uniform Policy

Anti-Bullying Policy

Attendance Policy

Mobile Phone Policy
Governors Written Statement of Behaviour Principles
Child Protection Policy
Physical Intervention Policy
Suspension and Exclusion Policy

Appendix 1

[Governors Behaviour Principles](#)

Appendix 2

[The Rednock Way Rewards and Sanctions Ladder](#)

Appendix 3

[We All Matter – School Rules](#)

Appendix 4

READY TO LEARN



Listening



Empty hands



**Attention on
teacher or task**



Ready to participate



No excuses



Rednock School
Where everyone matters

Appendix 5



Rednock School
Where everyone matters

Learning Matters

Motivated • I arrive on time and stay in my lesson • I am equipped and in the correct uniform	• Through the door in 4 • Essential Equipment - Pen, pencil, ruler, calculator, reading book	
Ambitious • I join in with my lesson so I can succeed • I challenge myself to complete my class and homework well • I focus on my work independently and in group work	• Be ready to answer questions	
Tenacious • I concentrate hard and focus on my work • I seek support, if I am stuck	• Take risks and challenge yourself	
Take Responsibility • I follow instructions quickly • I allow myself and others to learn • I keep others safe	• Follow teacher instructions • Pens down, eyes front, sit up and LISTEN	
Explore Curiosity • I listen carefully to understand • I join in with my lesson	• Be ready to answer questions	
Respectful • I look after people and things • I speak politely to people • I am kind to others	• Say please and thank you • Follow the guidelines for Calm corridors	