



LAURUS
CHEADLE
HULME

Behaviour Policy

R Barlow

Date of Review: July 2026

Date of Next Review: July 2027

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“Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice.”

Behaviour at Laurus Cheadle Hulme

“Good behaviour is not simply the absence of poor behaviour”. Tom Bennett.
“Children must be taught how to behave”. Tom Bennett.

Whatever one believes the aim of education to be, all of these are best realised in schools where good behaviour is the norm, and antisocial, selfish, or self-destructive behaviour is minimised.

At Laurus Cheadle Hulme, we believe that good behaviour is not just the absence of misbehaviour but the presence of positive attitudes and habits that enable every student to thrive. Behaviour is taught explicitly and consistently, with all staff acting as teachers of behaviour.

Our behaviour curriculum is underpinned by five core principles:

1. High Expectations and Uncompromising Standards

At Laurus Cheadle Hulme, we maintain high expectations for every student whilst taking the individual needs of students into account. We foster a positive and optimistic environment where achievement and effort are consistently rewarded. All students are challenged to do their best, while being valued and respected equally. Our school community, including staff, students, and parents/carers, share the responsibility to uphold these standards and ensure learning remains uninterrupted by poor behaviour.

2. Citizenship and Personal Development

We believe in nurturing students’ character supporting them to become responsible, respectful citizens. Our behaviour policy supports this by encouraging responsible choices and respect for others. When difficulties arise, we work closely with students and families to develop strategies that promote personal growth within a consistent and supportive environment.

3. Consistency and Clarity

Behaviour expectations are clear, fair, and consistently applied. Students are responsible for their own actions and the consequences—whether rewards or sanctions—that follow. We consistently communicate, and over-communicate, our high expectations of students. In

cases where additional support is needed, we seek advice from specialist services, always with the consent of parents/carers, to ensure every student receives appropriate help. Consequences are predictable and proportionate.

4. A 'Warm Strict' Approach

Our approach to behaviour management is calm, respectful, and focused on choice and consequence rather than confrontation. Staff build positive relationships with students while maintaining firm boundaries. This 'warm strict' method helps de-escalate situations effectively and supports a safe, orderly school environment.

5. Good Behaviour Must be Taught

We focus on reinforcing positive behaviour, not just sanctioning the negative. This consistent reinforcement helps create calm, focused classrooms where all students can thrive. Behaviour is a whole-school responsibility, and all staff are committed to 'catching students being good' and modelling and supporting their ongoing development.

In practice:

- Classrooms are calm and purposeful, with disruption addressed quickly and without escalation.
- Staff build respectful relationships with students, balancing authority and empathy.
- Restorative conversations are used following incidents to repair relationships and reintegrate students successfully.
- Social norms are embedded in daily routines—from uniform checks and polite greetings to kindness and respect shown across the school.
- Adults participate actively in wider school life, shaping a culture of respect, inclusion, and aspiration.

Behaviour is not peripheral to learning - it is foundational. Our clear, consistent approach ensures high expectations are understood and upheld by all, allowing students to feel safe, supported, and ready to learn.

Students, parents/carers and school staff share the responsibility to ensure that learning is not disrupted due to bad behaviour. The Home School Agreement details more information.

All admissions, other than Year 7 intake, will require a meeting with a senior member of staff. The Home School Agreement must be signed at this meeting by all parties.

A **Actions**

B **Bring**

C **Consequences**

Rewards

At Laurus Cheadle Hulme, we believe that effort and achievement should be recognised. Through the revised Rewards Policy, we aim to motivate and praise students for their effort, participation and achievement: both individually and within their House.

Every student will be placed in one of the four Houses we have here at Laurus Cheadle Hulme. House Points will be awarded to all students from Years 7 to 11. All students will receive individual points, but they will also share responsibility for generating points towards their House totals.

The Winning House

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 points will be collected towards the end of the Summer Term, and the House with the most points overall will receive the House Cup.

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

House Events

There will be a timetabled schedule of House events being run in school over the course of the year. Each subject 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.

The winning House for each event will receive points:

1st Place – 100 House Points

2nd Place – 80 House Points

3rd Place – 60 House Points

4th Place – 40 House Points

5th Place – 20 House Points

All students participating in team events will receive 5 House points each.

Individual Achievement

House Points may be awarded to individual students for a number of reasons, these include:

- Excellent classwork/PP&R
- Contributions to lessons
- Excellent effort/improvement
- Excellent attendance
- Being fully equipped throughout the week
- Keeping the school tidy
- Act of kindness
- Competitions in class

Praise Postcards

Praise postcards will be given to students for exceptional work, behaviour and attitude. Students will also be awarded 10 House Points per postcard.

Attendance

At Laurus Cheadle Hulme we celebrate attendance to school. Students receive House Points and praise for good attendance to school through the year. Each week, students with full attendance are celebrated and have an opportunity to gain a reward.

Best attended House per month:

1 st place	100 House Points
2 nd place	80 House Points
3 rd place	60 House Points
4 th place	40 House Points

Additional Rewards

- Subject teachers will reward good and outstanding work with stickers, stamps and other departmental rewards
- Prom for Year 11
- Sports Awards Evening
- Weekly raffle draw for 100% attendance and no B/C marks
- KS3 Behaviour League.
- Opportunity to access a range of reward trips and events throughout the year
- Other adhoc rewards throughout the year.

House Rewards Assemblies

There will be a House Rewards Assembly at the end of each half term to celebrate the students within each house. Students with the most House Points will be recognised, along with the forms with the best Behaviour for Learning and House Point totals. Prize draws will be conducted for each of the following:

- 100% attendance
- No B or C marks

Behaviour for Learning

We will monitor closely 'Behaviour for Learning' in lessons. This will involve several aspects: how well-equipped students are; their punctuality to lessons; how quickly they start their work and how they continue to work throughout lessons. This will also include the completion of P&PR. Additional rewards will be given to students who show consistently good, 'Behaviour for Learning'. We will record instances where we believe that a student's behaviour for learning is preventing them from making good progress. This will allow the Heads of Houses to put intervention strategies in place and alert parents/carers to this at an early stage.



A	Actions
B	Bring
C	Consequences

Sanctions

Sanctions will be applied in line with the consequence system outlined below. Where possible, the consequences system will be recorded on the whiteboard in the teaching area.

- C1** Formal warning after students have been verbally told about their behaviour. This will be recorded on the board where possible.
- C2** This will be issued if there is no improvement following a C1. This will be recorded on the board. A 10-minute detention will be issued with the subject teacher. The event will be recorded electronically and the detention completed with the subject teacher.
- C3** This will be used if there is no improvement following a C2. This will be recorded on the board. A 30-minute detention will be issued with the subject teacher. This event will be recorded electronically. This detention will take place after school the following day with a senior member of staff. Parents will be informed via the messaging/email service on the BromCom App.
- C4** This will be used if there is still no improvement. The student will be extracted to another lesson and issued with a one-hour detention by the class teacher. A phone call home will be made. The event will be recorded electronically. The detention will take place after school the following day with a senior member of staff. Parents will be informed via the messaging/email service on the BromCom App.
- C5** Serious incident – the event will be recorded electronically. A serious incident will normally result in one or a combination of the following: being removed from circulation within school; a 90 minute After School detention, the following day, with a senior member of staff; withdrawn social time; suspension or a permanent exclusion.

C1 - C5s cannot be 'earned back' as a result of good behaviour later in the lesson.

Out of class Behaviour

C3 Out of Class	This will be issued to any student who fails to meet our expectations with regards to out-of-class routines and/or failure to follow a reasonable request from a member of staff. For example: Chewing gum; Refusal to follow the one-way-system;
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30 Minute After School Detention	Mild-audible swearing; Obvious lapping; Intentionally dropping litter and not picking it up.
C4 Out of Class 60 Minute After School Detention	This will be issued to any student whose behaviour is: • unsafe to themselves or the wider school community; • rude and disrespectful to anyone in our school community; • causes serious disruption to the learning of others; • is considered as inappropriate physical contact.

Consequences

	Consequence:
C1	Formal warning
C2	10-minute detention with class teacher
C3	30-minute after-school detention
C4	60-minute after-school detention
C5	90-minute after-school detention Withdrawn Study; fixed term suspension; Off-Site Direction; or Permanent Exclusion may be considered.

- Students have two options available to them when they receive a 'C' sanction:
To accept the sanction and get on with the rest of the lesson/day
To politely ask to speak to the teacher later that day (break, lunch or after school)
If a student fails to follow either of these options, the sanction will escalate to the next point on the 'C' policy and could ultimately lead to extraction from lesson.
- It is acceptable for teachers to send students out of the lesson for a very short time to 'calm down'. This need not necessarily be a C4. It may be recorded at a lower level.
- Students do not necessarily need to progress from C1 – C5.
- More serious incidents can be entered directly as a C4 or C5 as appropriate. A further sanction may be given if students challenge the decision to issue a B or C code.

- The C system can also be used for incidents that occur offsite where deemed appropriate.

Report Cards

There are three types of report card

- Amber - Head of Year
- Red - Leadership Team
- Green - Praise

Reports will be used to monitor aspects of behaviour, punctuality and attitude. Heads of House may place students on report when issues concerning progress have been raised.

Detentions

Detentions are one of the support mechanisms which schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives schools the authority to detain students after the end of a school session on disciplinary grounds. The following section of the policy details the legal position for schools as laid down in the 2011 Education Act: The Education Act 2011 section 5 part 2 removed the legal requirement to give parents 24 hours' notice before detaining students after school. The act confirms schools' powers to use detentions by making it lawful for schools to detain students aged under 18 without parental consent at a variety of times outside school hours.

Whilst no longer statutory, and thus not obligatory, Laurus Cheadle Hulme will endeavour to give parents and carers notice. This is intended to inform parents of where their child is expected to be and to allow parents an opportunity to make alternative arrangements for their child's travel. Parents can see the length of these in the MCAS app. It is the parents/carers responsibility to ensure that they check the app daily to identify whether their child has a detention.

- All after-school detentions are sat the day after the sanction has been issued.
- A missed or failed detention will result in an escalated sanction the following day. E.g., if a student fails to attend a 30-minute detention, it will escalate to a 60-minute detention the following day.
- Students who arrive late to school, between 8.20-8.30am, will be required to attend a 10-minute detention at lunch time. Students who arrive to school after 8.30am will receive a 1-hour after-school detention the following day.

- If a student refuses to attend or fails a 90-minute detention, they will be placed in withdrawn study the following day and will be required to re-sit their 90-minute detention. Students in withdrawn study will be removed from circulation including social times.
- If a student fails withdrawn study, they will be suspended.
- Students who are off premises, without permission, at break and lunchtime or during lesson time will be suspended.
- Any incidents of misbehaviour or misconduct which occurs out of school or in the local community; on the journey to and from school, including school buses and public transport. This also includes theft from our local shops will result in appropriate sanctions including after school detentions and where appropriate suspension.

Students may need to be out of circulation from both lessons and/or social times for the following reasons:

- *To allow school to investigate a serious incident.*
- *To replace a suspension in special circumstances.*
- *As a sanction.*
- *Awaiting collection by a parent/carer when a suspension has been issued.*

This can be within an allocated pastoral space around school.

Work is collected/provided for each lesson and students are permitted comfort breaks and access to refreshments at break and lunchtime.

Restorative Approach

Members of staff and students may be requested to engage in a restorative approach in order to resolve incidents of conflict.

Members of staff and students may request a restorative meeting in order to resolve concerns / conflict. This may be particularly relevant following suspension.

Incident Investigations

All reported incidents are thoroughly investigated as soon as possible. This may include students providing a written statement and a conversation with their Head of Year/Head of House/Senior member of staff.

Parents/Carers will be informed of the outcome, if appropriate, once the investigation has been completed

Suspensions

No Head Teacher likes to suspend a student from school, but there may be times when this is considered necessary. If your child has been suspended it means that he or she will not be allowed to attend school because of the difficulties that have arisen concerning a serious breach of conduct. The evidence required to suspend will need to meet the 'civil standard' of proof i.e., on the balance of probability, it is more likely than not that the student was responsible for the breach of school discipline.

Suspensions

A child who gets into serious trouble at school can be suspended for a fixed period of time. Schools can suspend a child if:

- they have seriously broken the school rules
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students

Your child cannot be given suspensions which total more than 45 school days in any one school year.

Work will be set for your child if suspended for longer than one school day. It will be your responsibility to request and collect this work.

We will contact you on the day a suspension is given and follow up with a letter including information on:

- the period and reason for suspension
- your duty during the first five days of any suspension to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carer or not
- any arrangements made by us that apply from the sixth day of the suspension
- it is your responsibility to contact school regarding readmission arrangements

Any student suspended from school will be unable to attend a residential trip.

Withdrawn study may be used as an alternative option to suspension.

Permanent exclusions

The Head Teacher will usually only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Head Teacher may decide to permanently exclude a student for a 'one-off' offence.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the permanent expulsion.
- if the governing body approves the exclusion, you can appeal to an independent appeal panel organised by the local authority
- we must explain in a letter how to lodge an appeal
- we will work in partnership with other Stockport schools to provide full time education for any student from the sixth day onwards until the exclusion ends
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Specific Areas of Concern

Attention should be given to the following areas:

Uniform

All students must attend in full school uniform:

- In the event of any student arriving at school without the correct uniform, we may be able to lend the required items in exchange for personal possession; e.g., mobile phone, keys or their school blazer.
- If parental/carer permission has been obtained a member of the pastoral team will send the student home to get changed.
- If a student is unable or unwilling to correct their uniform by the end of Form Time, they will be issued with a C3 Uniform. This will result in a same day lunch detention.
- A C3 detention for incorrect uniform will be sat at lunchtime on the day it has been issued. Failure to attend this detention will result in a C4.
- It is expected that students will wear their uniform correctly on the entire journey to and from school.
- A special emphasis will be made, before and after school in the local community, in order to ensure that the school uniform is worn in the correct manner.
- Students who refuse to comply with the LCH Uniform Policy may be placed in withdrawn study

Smoking/Vaping, drug related incidents

- *The school operates a strict no smoking/vaping, drugs or alcohol policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform. This includes the use of e-cigarettes/vapes.*

Sanctions

- *Students found smoking/vaping or in the possession of a vape including, on the way to and from school, will be suspended. Parents/ carers will be informed of the incident as soon as possible via a phone call.*
- *Any child found in the possession of or under the influence of drugs or alcohol will be suspended. Parents/carers will be informed of the incident as soon as possible via a phone call and will be required to collect the student as soon as possible for their welfare.*

Any student may access the MOSAIC service for help and advice. Students and parents/carers will be made aware of this level of support.

Searching and confiscation

It is appropriate and acceptable for staff to confiscate a student's property; for example, a mobile technology and jewellery. If students are seen with mobile technology, smartwatches or other wearable technology in lessons, or anywhere other than designated areas, it will be confiscated. Mobile technology can also be confiscated where there are safeguarding concerns. It may not be appropriate for the property to be returned prior to discussions with the police. Confiscated property will be returned to the student or parent/carer. Staff are not responsible for the loss or damage of any confiscated items. This does not include prohibited or banned items. These will not be returned to the student or the parent/carer.

If a student refuses a search, they will be suspended.

If a student refuses to hand over mobile technology, they will be suspended. Please refer to the LCH Mobile Technology Policy.

We have power to search students without consent if we have reasonable grounds to suspect that students may be in possession of prohibited items.

In addition to the general power to use reasonable force see 'The use of force by staff to control or restrain students Policy'.

Staff may conduct a search for the following prohibited items-

- knives and weapons
- alcohol
- drugs

- stolen items
- tobacco and cigarette papers
- e-cigarettes and vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Please refer to DfE advice January 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Aerosols

Following advice from Asthma UK, LCH is an aerosol free zone. Appropriate sanctions will be issued for students who use aerosols in school.

Payment Towards Damages

If a student causes damage to anything in school, they will be asked for a contribution towards the cost of any repair. This may apply even if the damage is accidental.

Serious Incidents

These include;

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Child on child abuse
- Instigating violence by involving other people, not necessarily from the school community, in disputes with other students
- Involvement with Fireworks
- Bullying
- Discrimination against any of the protected characteristics: gender reassignment (transphobia), disability, race including colour, nationality, ethnic or national origin, religion or

belief, sex & gender (gender identities), sexual orientation (homophobia, biphobia)

- Harmful Sexual Behaviours
- Theft
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Deliberate misuse of the fire alarm will result in a permanent exclusion
- Drug and alcohol related incidents – this may include the abuse of a legal substance, psychoactive substances e.g., nitrous oxide.
- Dealing with drugs at school will result in a permanent exclusion
- Repeated use of drugs or alcohol may result in a permanent exclusion
- Possession of a weapon, including replica weapons
- Misuse of medication
- Misuse of aerosols
- Misuse of electronic equipment
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Inciting others to commit a violent act
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- It would be treated as a serious incident if any student inappropriately recorded/filmed any of the above incidents taking place
- Behaviour that causes great anxiety or upset to others (even if it was intended as a joke)
- Behaviour that violates a safety plan or risk assessment

These incidents are considered to be highly damaging to the ethos of the school and to individuals within it. In these circumstances the normal referral procedures may be by-passed.

Serious incidents should be referred immediately to the Head of Year or a member of the Leadership Group.

Laurus Cheadle Hulme will follow Stockport LA guidance in the event of an incident involving a knife or any other alleged criminal incident.

Reasonable Adjustments to Sanctions

Any adjustments will be made reasonably regarding identified, diagnosed disabilities in consultation with the SENCO and/ or wider Inclusion Team. If a break of our Behaviour Policy is a direct consequence of mental health issues, the school may insist upon confirmation that the student is fit to attend. This confirmation will be sought from a mental health practitioner.

Additional Information

This policy applies to all school related activities including visits, residentials and extra-curricular events. This also includes the journey to and from school. Other out of school incidents may be considered if the Headteacher believes that they will have a serious impact within school. This would include behaviour which brings the school into disrepute or tarnishes the reputation of the school.

Staff should use this document in conjunction with:

1. The Anti-Bullying Policy
2. The Attendance Policy
3. The Learning and Teaching Policy
4. Harmful Sexual Behaviour Policy
5. The Single Equality Scheme
6. The LCH Way
7. The ICT policy
8. Safeguarding policy
9. The Home School Agreement
10. Acceptable Use Policy

Monitoring and Evaluation

We will be monitoring this policy through analysis of data and our Q/A procedures.

This policy should be read in conjunction with the following Trust policies:

- Anti-Bullying Policy – Trust Secondary

- Child-on-Child Abuse Policy – Trust Secondary
- Suspension and Exclusion Policy – Trust Secondary
- Special Educational Needs and Disability (SEND) Policy – Trust Secondary

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Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	☒ Race ☒ Disability ☒ Sex ☒ Age ☒ Religious Belief ☒ Sexual Orientation ☒ Gender Reassignment
Summary of any issue/proposed changes	Pg. 20 – Update to Serious Incidents
Date	25.09.25
Date of next review	July 2026

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