



CORE VALUES AND EXPECTATIONS POLICY

(Behaviour Policy)

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Reviewed by the LGB Governors

"The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

Contents

Introduction	4
Our core values and expectations.....	4
Teaching our values.....	4
Routines for learning	6
The importance of Building Relationships	6
Restorative Practice	7
Our Approach	7
Restorative Practice Peers (RP Reps)	7
Rewards and Recognition.....	8
Forms of Recognition	8
Fair and Inclusive Practice	8
Supportive and Consistent Approach.....	8
Support Structures.....	9
Parents and Carers Working in Partnership	9
Responsive Approach and Reasonable Adjustments	10
Differentiated Behaviour Support	10
Anti-Bullying	11
Conduct Outside School Premises.....	11
Travelling To and From School	11
School based consequences for misconduct outside school	12
Suspected criminal behaviour.....	12
Arrival at School	12
Behaviour in School and consequences	13
Accumulated Behaviour Points.....	13
Daily Monitoring and Sanctioning	13
Centralised Detentions (See Appendix on legal framework for detentions)	13
Mobile Phones and Associated Devices	14
Sanctions for Mobile Phone Use	14
Graduated Consequences	14
Internal Suspension, Suspension and Permanent Exclusion.....	15
Internal suspension	15
Suspension	15
Off Site Direction	16

Safeguarding Separation	16
Alternative Provision.....	16
Permanent Exclusion.....	16
Cancelling an Exclusion.....	17
Use of CCTV	17
Student Expectations.....	17
Use of Toilets	17
Social Time and Use of Form Rooms.....	18
Legal Framework for Detentions.....	18
Permitted Times for Detention.....	18
Staff Authority and Parental / Carer Notification	18
Structure and Format of Detentions	18
Graduated Sanctions.....	19
Reflection or use of Internal Suspension.....	19
Retreat	20
Reset	20
Graduated Response and Support.....	21
Managing Behaviour Incidents Online	21
Anti-Bullying	21
Truancy	22
Smoking and Vaping.....	22
Searching and Confiscation.....	22
Use of Reasonable Force (Restraint)	23
Evaluation and Review	23
Linked School Policies.....	23
Southport Learning Trust Policies:	24
Linked National Guidance.....	24

Introduction

At Greenbank High School, our mission is to nurture responsible, independent learners who embody the highest standards of behaviour and personal integrity, this policy outlines the core values and expectations that guide our school community throughout the academic year.

Mission Statement

Greenbank: an exceptional school in the heart of our local community.

A school community where we all belong.

Our diverse and inclusive school community provides an exceptional education that nurtures, enriches and empowers all our pupils to thrive.

Our vision is excellence for all: to be an exceptional school of choice for girls in the heart of Southport's diverse community.

A school that, through the delivery of an inclusive and dynamic learning experience, will empower **all** Greenbank pupils to achieve academic success, and go on to be courageous global citizens that will continue to show the world their brilliance.

Our core values and expectations

Our values are the foundation of our school culture. They underpin our curriculum, shape our relationships, and inform our responses to behaviour. We believe that every pupil thrives when they feel safe, valued and known, and when expectations are clear, consistent and taught explicitly.

Our approach is rooted in relational and restorative practice. We recognise that positive relationships are central to successful learning and personal development. We maintain high expectations for all pupils while providing the support, guidance and opportunities needed for every young person to succeed.

Behaviour is viewed not simply as something to be managed, but as an opportunity for learning, reflection and growth. Pupils are encouraged to understand the impact of their actions, take responsibility for their choices and, where appropriate, repair harm to relationships within our school community.

Teaching our values

Our values are explicitly taught, modelled, and revisited throughout school life. We believe that pupils are most successful when expectations are clear, consistently reinforced and embedded within everyday learning experiences.

Our values are delivered through a values-based curriculum which includes:

- Whole-school assemblies that explore our core values, celebrate positive contributions and promote a strong sense of community.
- Personal Development Time (PDT) activities that provide regular opportunities for discussion, reflection and the development of social, emotional and ethical understanding.
- Subject-specific links, where departments make meaningful connections between curriculum content and our school values.
- High-quality classroom teaching via The Greenbank Classroom, where staff model respectful relationships, promote positive behaviours for learning and explicitly reinforce our shared values through daily interactions.
- Restorative conversations and reflective practice, enabling pupils to understand the impact of their choices and develop the knowledge, skills and attitudes needed to contribute positively to the school community.



Our school, our values



By teaching our values consistently across all aspects of school life including routines, we develop pupils who demonstrate respect, responsibility, resilience, kindness, and integrity both within school and beyond.



Our Values	
Thrive	grow and develop, be ambitious, curious, successful, happy and enjoy learning, be fulfilled and prosper
Agency	desire to influence and take control of our own learning and personal development
Belonging	feel safe, valued, included, have a voice and a place in an inclusive community
Individuality	celebrate uniqueness, encourage and support aspirations, be proud
Kindness & Empathy	acceptance, honesty and service/contribution to our local and global communities, grace and humility
Respect & Responsibility	for ourselves, all people, our community and the environment
Courage	be fierce, confident, determined risk takers, embrace failure, building resilience and responsibility
Innovation	think for ourselves, experiment, collaborate, be agile to change and opportunity, and harness technology

Routines for learning



The importance of Building Relationships

Positive relationships are the foundation of our values. We recognise that pupils are more likely to feel safe, engaged and successful when they experience strong, consistent relationships with trusted adults.

Our Personal Development Time (PDT) programme is intentionally designed around our Inclusive Learning Cultures approach and a model of **Check In, Check Up, and Check Out**. This consistent structure allows staff to know their pupils well, identify emerging needs, celebrate success and provide timely support.

Through this model, staff:

- Welcome pupils into the school day and establish a calm, purposeful start to learning.
- Build meaningful relationships through regular conversations and consistent routines.
- Monitor pupils' wellbeing, attendance, engagement and readiness to learn.

- Provide opportunities for reflection, encouragement and recognition of positive choices.
- Support pupils to access appropriate help at an early stage where concerns arise.
- Reinforce our values through discussion, coaching and restorative dialogue.
- Start the day positively, helping pupils to reflect on achievements and prepare successfully for the following day.

This proactive, relational approach strengthens pupils' sense of belonging, enables concerns to be identified before they escalate, and ensures that every young person is known, valued and supported.

Restorative Practice

At Greenbank High School, we believe that pupils should be actively involved in restorative processes that promote personal growth, positive reinforcement, and respectful relationships. Restorative practice is central to our behaviour policy and helps pupils understand the impact of their actions, repair harm, and develop the skills needed for future success.

Our Approach

- Pupils are given opportunities to engage in restorative conversations and activities that help them reflect on their behaviour and make better choices.
- Restorative practice encourages pupils to treat others with respect, understand the importance of relationships, and take responsibility for their actions.
- Restorative practice can assist in maintaining and rebuilding relationships with peers and between pupils and staff.
- This approach supports the development of emotional intelligence, empathy, and conflict resolution skills.

Restorative Practice Peers (RP Reps)

Restorative Practice Peers are trained student leaders who work alongside staff to promote a calm, respectful and restorative school culture. Identified by their pink lanyards, they model our values and support pupils to reflect, regulate and restore positive relationships.

Restorative Practice REPs:

- Offer a calm, non-judgemental listening ear to pupils who are upset, anxious or emotionally dysregulated.
- Use agreed restorative questions to help pupils reflect on what has happened and consider the impact of their actions.
- Support pupils to regulate their emotions using agreed restorative language and calming strategies.
- Encourage pupils to express their feelings safely, respectfully and honestly.
- Help pupils identify positive next steps before returning to learning.
- Promote empathy, responsibility and respectful communication between peers.
- Notify staff whenever a pupil requires additional support or when adult intervention is needed.
- Share concerns with staff where safeguarding, wellbeing or safety may be affected.

RP Peers complement, but do not replace, the role of staff. They do not investigate incidents or determine outcomes. Their role is to support early intervention, strengthen relationships and contribute to a positive school culture.

Rewards and Recognition

At Greenbank High School, we believe in celebrating pupil success and recognising excellence in all aspects of school life. Rewards are issued based on individual ability, effort, participation, and behaviour. Our aim is to foster a culture of positivity, motivation, and pride.

Forms of Recognition

Pupils may be rewarded through:

- Verbal praise from staff inside and outside the classroom.
- Achievement points, perfect behaviour weekly each child is awarded 5 achievement points
- Shout out cards and scratch cards
- Positive communication with parents via Parent Mail and in Arbor app messaging.
- Written feedback on work and contributions.
- Postcards home from individual staff members.
- Display of pupil work in classrooms, social media, corridors.
- Reward blazer badges and house points awarded according to set criteria.
- Reward assemblies celebrating achievements.
- Awards Evenings recognising excellence across subjects and year groups.
- Praise letters from the Headteacher for outstanding attitude to learning or individual acts of excellence.
- Invitation to the Headteacher's Breakfast for consistently high standards.
- Specific subject rewards.
- Pupils with perfect behaviour over a term are recognised with termly rewards.
- Reward trips or activities are organised at the end of the year for pupils who consistently meet expectations and have zero behaviour points

Fair and Inclusive Practice

- Rewards and consequences are applied fairly, consistently, proportionally, and reasonably.
- Staff are expected to consider individual circumstances, including special educational needs, disabilities, and the needs of vulnerable pupils.
- Support and assessment from internal and external agencies will be provided where necessary for pupils displaying ongoing disruptive behaviour.

Supportive and Consistent Approach

- Staff support pupils in making the right choices, using a consistent approach across subjects and staff teams.
- Consequences for unacceptable behaviour are clearly understood by all and applied with professional judgement.

- A restorative approach is prioritised wherever possible, aiming to repair relationships and promote pupils taking responsibility for their actions.

Support Structures

A wide range of support is available to help pupils understand and improve their behaviour. There is a universal offer for all children and then more bespoke plans for those pupils who might need a more specialist support. These structures can include:

- Mentoring and focused work with Form Tutors, Heads of Year, or Pastoral Mentors.
- Support from the SEND department for pupils with additional needs
- Oversight and guidance from the Behaviour Leader, who meets with pupils to support behaviour change and monitor progress.
- Team around the child.
- Specialist programmes which are school based such as ELSA, Play therapy and Shine.
- A substantial offer of emotional health support.
- Referrals to emotional health external services.
- External agency involvement which could include early help, Team around the School and social care support.
- Head teacher and governor behaviour panels to discuss further support for a child.
- Off-site direction would be explored or directed for any child who might have significant behaviour challenges as an alternative to permanent exclusion.

Parents and Carers Working in Partnership

Greenbank High School values strong partnerships with parents and carers to support pupil success. We ask that parents:

- Work with the school to help pupils make wise and informed decisions that positively impact attendance, achievement, and well-being - including avoiding term-time holidays.
- Support their child in following school expectations and procedures.
- Support the school in ensuring children complete any appropriate consequences which might take place outside of the normal school hours.
- Encourage respect for others and the environment.
- Model polite, positive relationships within the school community.
- Collaborate with staff to help their child achieve their full potential.
- Act as positive role models for all members of the community.
- Parents and carers may be invited into school at any time to discuss their child's behaviour.
- A formal invitation will be made if a pupil receives repeated detentions or other sanctions without improvement in behaviour.

Note: The Governing Body emphasises that violence, threatening behaviour, or abuse towards staff by pupils or parents/carers will not be tolerated. In such cases, the school may restrict access to the premises.

Responsive Approach and Reasonable Adjustments

Greenbank High School recognises its legal duty under the Equality Act 2010 to ensure pupils with protected characteristics are not disadvantaged. These characteristics include:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Differentiated Behaviour Support

- For pupils with SEND, behaviour will be understood and responded to through a graduated, needs-led approach that balances support, understanding and accountability. Staff will consider whether a pupil's behaviour may be linked to their additional needs, communication differences, sensory sensitivities, emotional regulation difficulties, or unmet needs before determining an appropriate response.
- Where behaviour is influenced by a pupil's SEND, reasonable adjustments, targeted support and proactive strategies will be prioritised to help the pupil develop their self-regulation and behavioural skills. Expectations for positive behaviour remain high for all pupils; however, responses and consequences may be adapted to ensure they are fair, proportionate and supportive of the individual's needs. Decisions will be informed by professional judgement, knowledge of the child, and, where appropriate, advice from parents, carers and external professionals.
- The aim is not simply to sanction behaviour, but to understand its underlying causes, reduce barriers to success and support pupils to make positive choices in the future.
- A formalised plan will be made for any child who has complex behaviours which could take the form of a behaviour support plan or a relational support plan, made in conjunction with parents/carers, behaviour leads and SENCO and reviewed regularly. These children might be referred into the school's behaviour support bases RESET or Retreat. Any suspensions will have a subsequent supportive readmission meeting.
- RESET – a designated space led by the Behaviour and Intervention Lead, supporting regulation and reintegration.
- Reflection (internal suspension) – a space for deeper reflection, supervised by teaching staff
- Retreat – a sensory space for time out co-ordinated by the SEND department
- Expert support may be required including from:

- Specialist teachers
- Educational psychologists
- Medical professionals
- External agencies
- Sefton Inclusion services

The school will consider Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, relevant settings have a duty to use our 'best endeavours' to meet the needs of those with SEND. If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies.

Anti-Bullying

At Greenbank High School, we are committed to providing a safe, respectful and inclusive environment where all members of the school community are treated with dignity and kindness. Bullying of any kind, including physical, verbal, relational, prejudice-based and online bullying, is unacceptable and will not be tolerated. We encourage pupils to report concerns about bullying and are committed to responding promptly, fairly and effectively to all allegations. Incidents of bullying will be investigated thoroughly, appropriate support will be provided for those affected, and sanctions will be applied where necessary in line with the school's behaviour policy.

Through education, restorative approaches and positive relationships, we aim to promote empathy, respect and understanding, ensuring that every pupil feels safe, valued and able to achieve their full potential.

Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. Allegations of child-on-child abuse will be taken seriously and dealt with swiftly.

Online Safety Act (July 2025) ensures that all social media platforms have enhanced age-verification requirements. There is more regulation of children's online activity with a focus on restrictions on access to harmful content for children. Parents and carers must be aware that there is a proposed complete ban on the use of social media for under 16 from Spring 2027. Parents and carers are directly responsible for their child's online activity and the monitoring of such.

Conduct Outside School Premises

At Greenbank High School, pupils are expected to always uphold the school's values, including when off-site. Pupils are ambassadors for the school and must demonstrate high standards of behaviour and excellent manners in public.

Travelling To and From School

- All pupils must behave respectfully and responsibly while travelling to and from school.
- They should demonstrate excellent manners and avoid any behaviour that could reflect poorly on the school.
- Positive reports from members of the public or transport staff will be rewarded.

School based consequences for misconduct outside school

Greenbank reserves the right to sanction pupils for misbehaviour outside the school premises when it is reasonable to do so. This includes conduct:

- During Educational visits / school-organised or school-related activities
- When travelling to or from school.
- When wearing school uniform.
- When identifiable as a Greenbank pupil.
- That could disrupt the orderly running of the school.
- That poses a threat to another pupil.
- That could damage the reputation of the school.
- When a crime has been committed.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action they take does not interfere with any police action taken. However, we will retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Arrival at School

We aim to create a welcoming and respectful start to each school day.

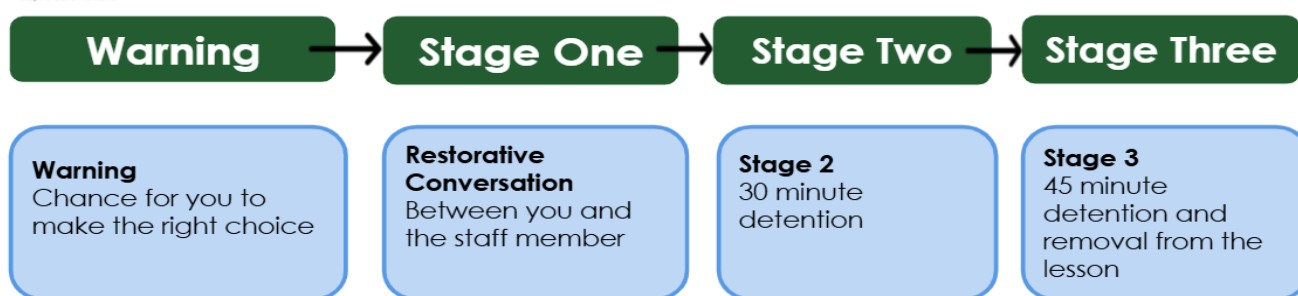
- Pupils will be greeted warmly by staff and praised where appropriate.
- Respect must be shown to both staff and fellow pupils.
- Pupils should arrive via the designated pupil entrance from 8:15am onwards. The front entrance should only be used in exceptional circumstances.
- Pupils must adhere to the school's uniform policy, including expectations around jewellery, piercings, hair, and make-up.
- All bags should be placed in lockers to prevent corridor congestion. A PE bag containing kit may be carried.
- Pupils must be outside their form room by 8:35am for registration. Registers will be marked at 8:40am.
- Pupils arriving after 8:35am must enter through the front entrance, will be marked as late, and issued a break-time detention in the first instance.
- Any child who arrives at school and does not attend PDT without a valid reason, this will be treated as truancy and this protocol will be followed.

Behaviour in School and consequences

At Greenbank High School, we recognise that some pupils may occasionally struggle to regulate their behaviour. Our approach is rooted in support, consistency, and fairness, with the aim of helping pupils make positive choices and learn from their experiences. When students are not meeting the required expectations in a lesson, the following process will be considered. (See appendix for explanation around the stages of behaviour)



When students are not meeting expectations



Accumulated Behaviour Points

At Greenbank High School, pupil behaviour is monitored daily through a points-based system. Behaviour points are recorded and reviewed regularly to ensure appropriate and proportionate responses to incidents.

Daily Monitoring and Sanctioning

- Behaviour issues are reviewed daily, and points are totalled to determine the appropriate level of sanction.
- Staff follow consistent procedures when issuing sanctions, using professional judgement and discretion.
- If a pupil has multiple incidents in one day or several low-level issues, behaviour points will be combined, and a centralised appropriate sanction to be issued.
- All detentions should be after school the following evening unless there are exceptional circumstances discussed with the Head of Year.

Centralised Detentions (See Appendix on legal framework for detentions)

- These detentions are coordinated by the pastoral or behaviour team and are designed to address patterns of behaviour.
- Pupils will be informed of their detention and supported to reflect on their actions.
- Restorative conversations may be included as part of the detention process to promote learning and behaviour change.

Mobile Phones and Associated Devices

Greenbank High School operated a Gate-to-Gate Policy with regards to mobile phones. It is committed to creating a focused, interactive learning environment free from the distractions of personal devices and social media. Research consistently shows that the highest-performing schools limit mobile phone use during the school day.

- Pupils may bring mobile phones, but they must be:
 - Switched off (not on silent).
 - Locked in a locker for the duration of the school day.
 - Greenbank operate a Gate-to-Gate policy, upon entry into the school grounds they should be turned off and then put into lockers and should only be turned back on when they have left the school site.
- Ear pods/headphones are not to be seen or used in school.
- Smart watches may be worn but must only be used as a timepiece - not for communication.
- **Exemptions only apply to those pupils who have a medical care plan which involves using the device and/or headphones.**

Sanctions for Mobile Phone Use

- If a phone or device is seen, it will be confiscated and returned at the end of the day.
- The pupil will be required to attend a Stage 2 30-minute detention the following school day. Refusal will result in a Stage 3 45-minute detention.
- On a second offence, the Head of Year will contact home to discuss next steps.
- On a third offence, the pupil will be required to use a lockable phone pouch which will be monitored daily for at least a week.

In exceptional circumstances, if a child needs to contact a parent / carer reception will facilitate that telephone call at the school office. Should a parent / carer need to get an urgent message to their child, they should telephone reception or email Enquiries@greenbankhigh.co.uk this email address is constantly monitored.

Graduated Consequences

Consequences are designed to help pupils reflect, take responsibility, and repair any harm caused. A support plan runs closely alongside these consequences to try and restore behaviour. Stages for managing negative behaviour may include:

- A staff member could call on their Restorative Practice Rep to assist with emotional regulation of a peer outside of the classroom
- Restorative conversations between the teacher and pupil to take place during lessons, break, lunch, or at a time arranged by the teacher.
- Break time detention.
- Lunchtime detention.
- After-school detention.
- Loss of social times.

- Reflection (internal suspension) – a space for deeper reflection, supervised by teaching staff
- Suspension (fixed term). A reintegration meeting must be held with a senior leader, the pupil, and their parent/carer following any suspension.

Internal Suspension, Suspension and Permanent Exclusion

The school will maintain a graduated, inclusive and supportive approach to behaviour management, recognising that suspension and permanent exclusion are serious sanctions that should be used only where necessary, lawful, reasonable and proportionate. In line with current Department for Education guidance, the school will consider a range of preventive and supportive measures before the use of suspension or permanent exclusion, whilst recognising that there may be circumstances where a serious breach of the Behaviour Policy warrants an immediate response.

Internal suspension

Internal suspension or reflection will be used as an alternative to suspension where appropriate. It provides a period of separation from mainstream lessons whilst ensuring continued access to education, reflection, restorative practice and targeted intervention. The purpose of an internal suspension is to support improvements in behaviour, reduce the likelihood of further incidents and enable a successful return to normal school routines.

Suspension

A suspension is where a pupil is temporarily removed from the school and is an essential behaviour management tool. A child may be suspended for one or more fixed periods. When suspended, it is important that a child still receives their education therefore work will be set for the duration. The Headteacher may decide to suspend a pupil for a fixed period where their behaviour constitutes a serious breach of the school's Behaviour Policy, *for example:

- Negative behaviour towards others including physical assault, threatening behaviour and intimidation, bullying, racist, sexist, homophobic or discriminatory language, harassment and deliberate unsafe behaviours
- Negative behaviour towards staff including verbal abuse, physical aggression, persistent defiance, failure to follow reasonable instructions, disrespect or abusive language
- Damage and theft including school property, vandalism, another person's belongings
- Safety related incidents such as bringing prohibited items into school, possession of a weapon, misuse of fire alarm or safety equipment, possession of drug related paraphernalia
- Misuse of technology
- Persistent or repeated behaviours such as repeated disruption, refusal to follow rules, ongoing bullying or repeated truancy / leaving lessons without permission
- False allegations against others, bringing the school into disrepute, serious breaches of the safeguarding expectations
- Any other serious incident which threatens the good order, welfare, or safety of the school community

**This list is not exhaustive and is intended to offer examples rather than be complete or definitive.*

Following any suspension, the school will work in partnership with pupils, parents/carers and relevant professionals to identify and address the underlying causes of the behaviour. Parents and the governing body will be formally informed of the suspension and reasons via written communication, and if a child has a social worker or is under the virtual school they shall also be told.

Reintegration meetings and appropriate support measures will be implemented to promote a successful return to school and reduce the risk of repeat incidents. If a fixed term suspension is issued and there is a safeguarding concern regarding that child, the suspension will be recorded but it might be facilitated in school segregated or at another trust school. The school will not Off Roll a child, meaning if they are sent home on disciplinary grounds, it will always be done in accordance with the School Discipline Regulations 2012.

Off Site Direction

The use of an Offsite Direction can be used as an alternative to permanent exclusion. These can be directed by the head teacher. All applications must meet the criteria for the In Year Fair Access Panel.

Safeguarding Separation

A Safeguarding Separation can be directed by a head teacher should a child or children need to be kept apart due to risk or criminal investigations. This is not an exclusion on disciplinary grounds however is a temporary arrangement when an allegation of harm between pupils might result in the local authority arranging for an alternative education accommodation. The parents and governing body must be informed of the reasons behind the separation.

Alternative Provision

On rare occasions, Alternative Provision might be sourced for an individual to prevent a permanent exclusion, this is at the Head teacher's discretion and only where safeguarding processes are secure. There will be regular reviewing arrangements in place, part-time table paperwork completed signed by parents and sent to Sefton meaning the parent is then responsible for any supervision when not at the provision.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for a pupil during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

Cancelling an Exclusion

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated.

This decision to suspend or permanently exclude will be made by the head teacher; a suspension may be rescinded extended or escalated to permanent exclusion. In reaching any decision regarding suspension or permanent exclusion, the school will consider all relevant factors, including safeguarding concerns, the individual circumstances of the pupil, any Special Educational Needs and Disabilities (SEND), social, emotional and mental health needs, and the school's duties under the Equality Act 2010. All decisions will be made in accordance with statutory guidance and principles of fairness, proportionality and natural justice. School will ensure that suitable work is provided for the first five days of suspension. All suspensions follow the process in line with KCSIE 2026.

Use of CCTV

CCTV Greenbank High School reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Multi Academy Trust (MAT) Data Protection Policy and related legislation.

Student Expectations

Use of Toilets

All pupils should feel safe and supported in accessing the toilet when needed. Pupils are encouraged to use the toilet before school, during breaktime, lunchtime and after school.

- Pupils may use the toilet during lessons only in rare cases, they will be given a pass by a member of staff or issued with a medical pass card, as appropriate.
- Pupils should try and avoid using the toilets in the first or last 10 minutes of a lesson unless a child has medical pass.
- During lesson time, pupils must use the closest toilet which is open to minimise lost learning time in lesson.
- All toilets will be open from 2.45pm and remain open which should allow sufficient time to use the toilet after school before school transport departs.
- During social time, pupils must use their allocated year group toilets.
- Misuse of toilets (e.g., congregating, eating, sharing cubicles) will result in a sanction.

- Pupils in Reflection will be escorted by a staff member to a convenient toilet.

Social Time and Use of Form Rooms

- Pupils must show high standards of respect and behaviour at all times.
- Use of form rooms during break and lunchtime is a privilege and may be withdrawn if misused.
- Pupils must follow form room rules, displayed in each room and monitored by the Form Tutor.
- Pupils should only use the form room they are assigned to. Being in the wrong form room will result in a sanction.
- Year 11 pupils will be able to move between several allocated rooms for socialisation or quiet study.

Legal Framework for Detentions

Teachers have the legal authority to issue detentions, including outside of school hours and same day detentions. Greenbank High School applies this sanction in line with national guidance.

Permitted Times for Detention

Detentions may be issued on:

- Any school day when the pupil is not permitted to be absent.
- Non-teaching days (INSET days).

Staff Authority and Parental / Carer Notification

- All staff, including support staff, are authorised to issue detentions.
- Parental and carers consent is not required for detentions.
- Greenbank will give 24 hours' notice for detentions outside school hours, especially where pupils have known caring responsibilities.
- Truancy detentions are to be completed on the same day and after contact with a parent has been made.
- Parents and carers are responsible for ensuring safe travel arrangements.
- Any detention issued for being late to school will be completed at breaktime.
- All detentions must be completed as issued, bespoke arrangement for a child will be reviewed by a Head of Year.

Structure and Format of Detentions

Greenbank High School uses a structured, graduated approach to managing behaviour through a clear detention system. This system is designed to support pupils in understanding the consequences of their actions and encourage reflection and improvement.

Graduated Sanctions

	Name	Explanation
Stage 1	Warning	Unacceptable behaviour results in a verbal warning, giving the pupil the opportunity to adapt and improve.
Stage 2	Restorative conversation	If behaviour continues beyond the warning, a restorative conversation will take place at break, lunch, or after school to support reflection and re-establish expectations.
Stage 3	Detention 30 mins	Issued for: • Accumulating 2 behaviour points in a day. • Failure to attend a restorative conversation
Stage 4	Detention 45 mins and lesson removal by SLT	Issued for: • Accumulating 3 or more behaviour points in a day. • Failure to attend a Stage 2 detention. • Repeated poor behaviour in a lesson (with SLT intervention and removal from class).
Stage 5	Reflection / internal suspension	Issued for 4 respect behaviour points or a serious behaviour incident. Includes parent/carer contact and monitoring.
Stage 6	Extended reflection / suspension	May involve 2 or more days in Reflection or a fixed-term suspension. Repeated offences will result in escalated sanctions.

Reflection or use of Internal Suspension

Reflection serves as an internal suspension and is used in response to serious behavioural incidents that do not meet the threshold for formal suspension. It also acts as a graduated intervention for repeated poor behaviour. During reflection, a pupil is internally isolated from their peers for a

designated period and is expected to complete academic work independently under the supervision of a staff member. This provision runs until 4:00pm, ensuring that learning continues while reinforcing the seriousness of the behaviour and providing time for the pupil to reflect on their actions.

Parents and carers will be informed of the decision to place a pupil in reflection via a phone call on the same day, followed by written communication outlining the reason for the intervention and expectations during the reflection period. Where appropriate, a reintegration meeting will be arranged to discuss the incident, review the pupil's behaviour, and agree on strategies for improvement.

As part of the reintegration process, a restorative conversation will take place between the pupil and any affected parties, facilitated by a trained staff member. This conversation aims to help the pupil understand the impact of their behaviour, take responsibility for their actions, and rebuild relationships within the school community. The restorative approach supports long-term behaviour change and reinforces the school's commitment to a respectful and inclusive environment. During their time in reflection, a child will complete their normal lessons using the online platform and will take part in education and restorative practice regarding the incident.

Retreat

Retreat is a sensory support base room which provides a calm, safe, and supportive environment where pupils can regulate their emotions, reduce anxiety, and manage sensory needs. It is used as a proactive strategy to help pupils who may be feeling overwhelmed, dysregulated, or distressed, enabling them to return to learning successfully and swiftly. The room supports the development of self-regulation skills and positive behaviour by offering appropriate sensory resources and structured adult guidance. This room is overseen and coordinated by the SENCO by referral only.

Reset

Reset is a short-term isolation strategy used to help pupils regulate their behaviour and prepare to re-engage with learning. Within the Reset base, learning must continue. A senior staff member may place a pupil in Reset for the remainder of a lesson to ensure they are ready to return to the classroom in a calm and focused state. Additionally, a Director of Learning may refer a pupil into Reset if they are experiencing ongoing difficulties managing behaviour within a specific subject area. This intervention is part of a planned approach to restore relationships between pupils and subject, the pupil should have a clear support plan in place. There needs to be a clear exit strategy, support plan and timeline for any child placed in Reset, this should have regular and quick reviews with the outcome of the child being fully reintegrated back into lessons.

Reset is not a punitive measure but a supportive one, aimed at de-escalating situations and promoting reflection whilst maintaining high standards. During Reset, pupils are supervised and expected to engage in quiet, purposeful activity. A restorative conversation will follow the Reset period, involving the pupil and relevant staff, to address the underlying issues, rebuild trust, and agree on strategies for moving forward. Curriculum area, SEND team, pastoral and behaviour support should work in partnership to support a child, this could be in the form of a Team Around the Child.

Graduated Response and Support

Repeated disruptive behaviour will trigger a graduated response, which may include:

- Further support and assessment from internal and external agencies.
- Engagement with parents/carers to support re-engagement in learning.
- Behaviour beyond this level will be dealt with individually and may include:
 - Parental meetings
 - Extended time in Reflection
 - Fixed-term exclusions
 - Involvement with external authorities (e.g. police, social care, health)
 - Early Help support
 - Off-site direction
 - In extreme cases, permanent exclusion

Managing Behaviour Incidents Online

The school recognises the importance of maintaining high standards of behaviour in all learning environments, including online platforms. Behaviour incidents that occur during remote learning, virtual lessons, or through digital communication such as email are treated with the same seriousness as those in physical settings. Parents and carers will be informed of any significant incidents, and appropriate sanctions will be applied in line with the school's behaviour policy. Where necessary, restorative conversations and digital citizenship education will be used to help pupils understand the impact of their actions and promote responsible online behaviour. Where inappropriate behaviour occurs on social media platforms, the school will advise parents to report concerns to the police due to the difficulty for the school to investigate it. Where needed a child could be given a school-based sanction based on their online activity should it be of a criminal, bullying or offensive nature. This could include issuing a suspension.

Anti-Bullying

At Greenbank High School, we are committed to providing a safe, respectful and inclusive environment where all members of the school community are treated with dignity and kindness. Bullying of any kind, including physical, verbal, relational, prejudice-based and online bullying, is unacceptable and will not be tolerated. We encourage pupils to report concerns about bullying and are committed to responding promptly, fairly and effectively to all allegations. Incidents of bullying will be investigated thoroughly, appropriate support will be provided for those affected,

and sanctions will be applied where necessary in line with the school's behaviour policy. Through education, restorative approaches and positive relationships, we aim to promote empathy, respect and understanding, ensuring that every pupil feels safe, valued and able to achieve their full potential. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. Allegations of child-on-child abuse will be taken seriously and dealt with swiftly.

Truancy

Truancy is defined as being absent from PDT, lessons, or assemblies without permission.

- Truancy is treated as a Stage 5 behaviour issue and will result in:
 - 5 minutes of regulation
 - Parental contact
 - Removal to reflection – Stage 5
- Pupils truanting a single lesson will:
 - Remain in reflection up to and including the next social time
 - Receive a Stage 4 detention that evening
- Pupils missing multiple lessons in a day or refusal to cooperate with reflection will be suspended - Stage 6

Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. Allegations of child-on-child abuse will be taken seriously and dealt with swiftly.

Smoking and Vaping

Smoking and vaping are strictly prohibited on and off the school premises and while wearing school uniform in the community. Vape detectors are fitted in school toilets.

- Pupils caught smoking or vaping, in possession of related items, or with others who are, will:
 - Have the items confiscated and given to the police for analysis.
 - Be placed in reflection for 2 days
- Repeated offences will result in escalated sanctions.
 - During reflection pupils will be required to complete educational work on the dangers of vaping
 - The child can be referred to the school nurse and other supporting agencies

Searching and Confiscation

Greenbank High School follows the Department for Education's guidance on searching, screening, and confiscation.

Items that may be searched for include (but are not limited to):

- Weapons
- Alcohol, drugs, or paraphernalia
- Stolen items
- Tobacco, lighters, matches, vapes, CBD products
- Fireworks
- Pornographic images
- Any item likely to cause harm or disruption

Searches will be conducted by two members of staff, and parents will be contacted if prohibited items are found. Parents / carers will be informed if their child has been searched and occasionally will be asked to attend the school to assist.

As part of our strategy to discourage vaping, spot checks may be carried out using a security wand.

Use of Reasonable Force (Restraint)

Trained staff may use reasonable force to prevent pupils from:

- Committing a criminal offence
- Injuring themselves or others
- Causing serious damage to property

All incidents involving restraint will be recorded, and the Headteacher and parents will be informed. When using reasonable force, considerations will be made to SEND, emotional health or the medical conditions of pupils.

Evaluation and Review

This policy will be reviewed annually by:

- The Headteacher
- The Deputy Headteacher
- The Governors' Child Protection and Safeguarding Committee
- At least three other members of staff

The review will ensure the policy remains relevant, effective, and aligned with current legislation and best practice.

Linked School Policies

This policy should be read in conjunction with the following school policies, available in the 'Key Information' section of the school website under Policies:

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Accessibility Policy
- Attendance and Punctuality Policy
- Emotional health and Well-being Policy
- Anti bullying Policy
- Young Carers Policy

Southport Learning Trust Policies:

- Anti-Bullying Policy
- Anti-harassment and Bullying Policy
- Educational Visits Policy
- Equality Diversity and Inclusion Policy
- Exclusions Policy
- School Uniform Policy
- CCTV Policy

Linked National Guidance

This policy is informed by the following Department for Education guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff, Department for Education (September 2022, updated guidance currently in force)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Department for Education (September 2023)
- Keeping Children Safe in Education 2026 (KCSIE), Department for Education
- Searching, Screening and Confiscation, Department for Education (19 July 2023)
- Online Safety Act requirements and associated Ofcom guidance on protecting children online (25th July 2025)
- Exclusion from maintained schools, academies and pupil referral units in England
Statutory guidance for those with legal responsibilities in relation to exclusion (July 2026)