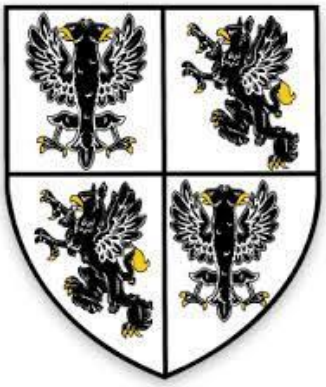
Southport Learning Trust



BEHAVIOUR POLICY

2026-2027

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Reviewed by the LGB Governors

"The Governors of Stanley 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"

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1. Our Vision and Purpose

At Stanley High School, our mission is to inspire limitless potential, empowering every student to thrive throughout their lives.

We are committed to creating a calm, safe and purposeful environment where every student feels valued, respected and able to succeed. We believe that high standards of behaviour are essential to this, enabling all students to learn effectively and all staff to teach with confidence.

Our approach to behaviour is rooted in our core values: aspire, challenge and excel, and underpins everything we do as a school community. We strive to develop students who take pride in their conduct, show respect to others and contribute positively both within school and in the wider community.

This policy sets out how we support students to meet these expectations and how we work together with families to create a positive and inclusive school culture.

2. Our Principles

Our approach to behaviour is underpinned by the following principles:

- We have high expectations for all students
- We believe that behaviour is taught, not assumed
- We build positive relationships based on mutual respect
- We apply expectations consistently and fairly
- We recognise that behaviour is a form of communication
- We use both support and consequences to improve behaviour

These principles guide all aspects of behaviour in our school.

3. Expectations of Behaviour

At Stanley High School, we have clear and simple expectations for behaviour which underpin all aspects of school life. These expectations reflect our values and help students understand how to contribute positively to our community.

We expect all students to demonstrate:

- respect for others
- responsibility for their actions
- readiness to learn
- safe and appropriate conduct

Our expectations are captured through our behaviour framework: Every Minute Counts.

We actively teach that Every Minute Counts. Our expectations are clear:

- Students are expected to maintain high standards of work, effort, appearance, manners and consideration for others and their environment.
- Students are expected to attend school regularly and be punctual to school and to lessons. We have strong support systems in place to help students meet our expectations.
- We acknowledge and reward good behaviour for learning and challenge unacceptable behaviour which hinders students' ability to fulfil their potential.

These expectations apply at all times, whether students are in lessons, moving around the school, during social times, or representing the school in the wider community.

To ensure that all students understand and meet these expectations, we:

- explicitly teach what good behaviour looks like
- reinforce expectations regularly
- apply them consistently across the school

Through this approach, we support students to develop the habits, behaviours and attitudes that enable them to succeed both in school and beyond.

4. Roles and Responsibilities

At Stanley High School, creating a positive and consistent culture of behaviour is a shared responsibility. All members of the school community, staff, students and families, play an important role in establishing and maintaining high standards.

Staff play a vital role in modelling and shaping behaviour. All staff:

- model positive behaviour and professional conduct at all times
- explicitly teach and reinforce expectations through daily practice
- respond to behaviour consistently, calmly and fairly
- build positive, respectful relationships with students

Leaders are responsible for ensuring clarity, consistency and support across the school. They:

- ensure that the behaviour policy is implemented effectively
- provide ongoing training and guidance for staff
- monitor behaviour and respond to emerging patterns
- ensure appropriate support systems are in place for students and staff

Students are expected to take an active role in contributing to a positive school environment. They are expected to:

- meet the school's behaviour expectations
- take responsibility for their actions
- engage positively in their learning and wider school life

Parents and Carers: We value strong partnerships with parents and carers. Together, we support students to succeed. Parents and carers are expected to:

- support the school's expectations and values
- work in partnership with staff
- communicate with the school where concerns arise

5. Teaching Behaviour

At Stanley High School, we recognise that behaviour must be explicitly taught, modelled and practised. We do not assume that students automatically know how to behave successfully; instead, we teach the behaviours that enable all students to learn and thrive.

We have six school routines to maintain consistency, safety and a sense of order and calm within our school community. Students learn the routines at the start of the year and have regular reminders throughout the year.

Our learning routines are central to this approach. Our routines for learning are strong starts, the four-part lesson and strong exits. This includes:

- arriving to lessons on time and prepared
- entering the classroom calmly and ready to learn. Students complete the *Do Now* activity on entry to the classroom.
- listening carefully and following instructions. This includes following the seating plan.
- contributing positively to learning with no opting out.
- controlled dismissal.

Behaviour is also taught through the wider life of the school. This includes:

- structured curriculum opportunities (e.g. PD lessons)
- assemblies and form time
- consistent use of agreed classroom routines

Through these approaches, students develop:

- positive learning behaviours
- respectful relationships
- increasing independence and self-regulation

Our approach to behaviour is continually reviewed and adapted to reflect evolving needs, ensuring students are supported to understand and develop positive behaviours.

6. Positive Behaviour and Recognition

At Stanley High School, we believe in celebrating student success and recognising excellence in all aspects of school life. Our approach to behaviour is to actively promote and reinforce the behaviours we want to see.

Using positive recognition and rewards provides an opportunity for all staff to consistently reinforce the school's culture, values and expectations. By recognising effort, participation and achievement, we help students understand what success looks like and encourage them to take pride in their behaviour and learning.

At Stanley High School, we:

- use praise frequently and purposefully to reinforce expectations
- recognise effort, improvement and achievement
- celebrate success both in lessons and across the wider school community

Recognition may take a range of forms and our approach to recognition includes:

- praise points
- weekly 'getting it right' emails
- recognition Friday postcards and rewards
- communication with parents and carers
- celebration in assemblies with certificates/awards

Through consistent recognition, we create a culture where positive behaviour is noticed, valued and embedded across all aspects of school life.

7. Understanding Behaviour

We recognise that behaviour is complex and must be understood in context. While we maintain high expectations for all students, we also understand that behaviour can be influenced by a range of factors and is often a form of communication.

Students may display behaviours that reflect underlying needs, including social, emotional or environmental influences. This may include the impact of:

- adverse or challenging experiences
- special educational needs or disabilities (SEND)
- social, emotional and mental health (SEMH) needs

As a result, we aim to understand the reasons behind behaviour, while continuing to support students to meet our expectations. Positive relationships are central to this approach. We recognise that students are most successful when they feel:

- known and understood
- supported by adults
- safe within their environment

Staff take account of context when responding to behaviour, including the individual needs of students and any contributing factors. At the same time, we maintain a clear and consistent approach. Responses to behaviour are:

- proportionate
- fair
- based on a graduated approach

This means that while all students are held to the same high expectations, the support and response provided may differ to ensure that every student is able to succeed.

Through this balanced approach, we aim to:

- support students to regulate and improve their behaviour
- reduce barriers to learning
- promote long-term positive outcomes

Through this balanced approach, we aim to support students in developing the skills to regulate and improve their behaviour over time, reduce barriers to learning, and promote positive outcomes that extend beyond the classroom.

8. Responding to Behaviour

At Stanley High School, staff aim to support students to make positive choices and to improve their behaviour. Responses are designed to be calm, consistent and proportionate, helping students to understand expectations and succeed.

Where students need additional support to meet expectations, staff will use a range of strategies to intervene early. These may include reminders of expectations, redirection and supportive conversations to help students re-engage positively with their learning.

Where behaviour does not improve, a clear and consistent system is in place to support both students and staff.

This system ensures that responses to behaviour are:

- clearly linked to expectations
- reasonable and proportionate
- applied consistently across the school

Our behaviour system is outlined below. This includes the steps staff will follow when responding to behaviour:

- Reminder – All students as they enter the room (strong start)
- Warning – individual
- Stage 1: 20-minute centralised detention at lunchtime
- Stage 2: 45-minute centralised detention after school
- Stage 3: 60-minute centralised detention after school
- Stage 4: Morning out of circulation and lunchtime supervision with a member of the senior leadership team
- Stage 5 or serious breach: Day in Reflect & Restore (R&R) with a finish time of 4pm

Alongside consequences, we use a restorative approach wherever appropriate. This ensures that students are given opportunities to:

- reflect on their behaviour
- understand the impact of their actions
- repair relationships and move forward

Responses to behaviour follow a graduated approach, with increasing levels of support and intervention where needed. This enables the school to address both immediate behaviour and any underlying patterns over time.

9. Supporting students with SEND

We believe that all students should be supported to meet high expectations for behaviour. We recognise that some students may require additional support to do this successfully, particularly where there are underlying needs.

When responding to behaviour, staff seek to understand the individual circumstances of each student. This includes considering whether behaviour may be influenced by:

- special educational needs and disabilities (SEND)
- social, emotional and mental health (SEMH) needs
- wider contextual or environmental factors

We recognise that behaviour may be a form of communication and that students may need different types of support to succeed.

Where appropriate, staff will:

- consider whether a student's SEND may have contributed to the behaviour
- use professional judgement to determine the most appropriate response
- make reasonable adjustments to support the student
- provide targeted support alongside clear expectations

Support may include:

- pastoral intervention with specialist staff in school
- individual behaviour or support plans

- SEND-informed strategies and adjustments
- involvement of external agencies

At Stanley High School, additional support is provided through our pastoral model, inclusion team, SEND provision and external partnerships.

We are committed to ensuring that our approach is both fair and inclusive. We recognise our legal responsibilities under:

- the Equality Act 2010
- the SEND Code of Practice

In line with this, we make reasonable adjustments where required and work to understand the underlying causes of behaviour, ensuring that students receive the support they need to succeed.

10. Serious Behaviour

At Stanley High School, the safety and wellbeing of students and staff is paramount. While most behaviour is managed through everyday classroom practice, there are occasions where behaviour is serious and requires an immediate and more formal response.

In such cases, staff will act swiftly to maintain safety and uphold the standards of the school. This includes following safeguarding procedures where appropriate and ensuring that any response protects all members of the school community.

Where behaviour represents a serious breach of expectations, the school may use more formal sanctions, including:

- removal from lessons
- internal suspension or isolation
- suspension (fixed term)
- permanent exclusion

These decisions are made:

- proportionately and based on the specific circumstances
- as a last resort, where other strategies have not been effective or the behaviour is particularly serious
- in line with statutory guidance and safeguarding responsibilities

Serious behaviour is managed through our internal suspension R&R provision, safeguarding pathways, and reintegration processes.

Following any serious incident, appropriate support and reintegration will be provided to ensure students are able to re-engage positively with school.

11. Behaviour beyond the classroom

At Stanley High School, high standards of behaviour apply at all times, including beyond the classroom.

We expect students to demonstrate positive conduct:

- on the school premises
- during educational visits and school activities
- when travelling to and from school
- when they are identifiable as members of the school community

We recognise that behaviour outside of school can have an impact on the safety, wellbeing and culture of the school.

Where appropriate, the school may apply consequences for behaviour that:

- affects other students or members of the public
- impacts the orderly running of the school
- poses a risk to safety
- brings the school into disrepute

12. Uniform Expectations

Uniform is very important to schools and although students do not always see the point, we, as adults, do. Having a uniform aligns all students, provides a sense of belonging, inspires pride and has been shown by research to reduce bullying and stress on students and families. For this to be successful, we must work together to ensure our young people respect school policies and procedures so that they can be effective.

Shirts, skirt and trousers: Plain white collared shirt/blouse tucked into trousers or skirt. Plain black tailored trousers, tailored shorts or a skirt. Skirts must be at an appropriate length, i.e. knee length.

Blazers, jumpers and ties: A black SHS blazer with school badge. Optional: A plain black V-necked pullover or cardigan may be worn under the blazer. The Stanley High School tie must be worn with the school badge visible.

Footwear: Entirely black footwear. The footwear must be completely black, including the soles, logos, and laces. No coloured trims, white soles, or contrasting branding will be permitted.

Please be mindful that footwear must be appropriate for inclement weather (canvas pumps may not be suitable). All footwear must be flat (no heels) with the feet completely covered (no sandals). Flat ankle-boots (nothing higher) may be worn.

Jewellery and piercings: Pierced ears should have stud earrings only. Multiple studs may be worn. Nose studs only are permitted. No other facial piercings are permitted. This is for health and safety reasons. If worn by students, they will be confiscated and put in an envelope until the day of the day.

Nails, make-up and hair: If your child wishes to grow their own nails, a natural colour is allowed with no more than half a centimetre of length beyond the fingertip. Acrylic or false nails must look natural and must also be no longer than half a centimetre.

Subtle, natural looking make-up is permitted.

Subtle, natural look false lashes may be worn. No overly long or thick lashes. Students who wear lashes which do not look natural will be asked to remove them.

Extreme hair colours, e.g. pink / purple/ blue etc. are not permitted. This includes coloured streaks. Students who choose to colour/have streaked hair may only do so using shades deemed to be natural.

PE Kit: Stanley badged PE Top and black Stanley badged PE shorts or skirt/skort or black leggings. Whilst we permit students to wear black leggings for sporting events and PE lessons, they may not be worn in normal circulation inside the school building. Students who are representing the school at sporting events must get changed into leggings before the event.

Adaptations:

In some cases, for personal/medical reasons students wear PE kit in normal circulation. Students who have permission to do this are only permitted to wear leggings in sports areas and not in the school building. Students who have permission to wear PE kit to school and choose to wear leggings must wear shorts or a skirt over their leggings whilst in the school building.

Students taking part in whole day sporting events may be advised to come into school in their PE kit. On these days, students must not wear leggings in the school building. They should wear the black PE shorts or skirt/skort.

Any other uniform adjustments based on specific student need – fixed term or otherwise – must be formally agreed and managed in liaison with the school Senior Leadership Team.

Bags: Students are required to bring a bag to school with them daily to hold their homework, stationery and PE kit. The bag must be big enough to carry A4 sized items in it.

Equipment: Students are required to bring a pencil case with 2 black pens, a green pen, pencil, rubber, sharpener a highlighter, whiteboard pen and a scientific calculator with them as a minimum. Schools can spend thousands of pounds unnecessarily on stationery for students who fail to bring their own.

Please remember that we have an equipment and tie shop in our reception so if students have lost or broken equipment/ties, they can get a new one. Families will be able to purchase equipment on parent pay.

Coats and sports jackets: These items can be worn at breaktime and lunchtime only (not in-between lessons on the corridor). Students can have a locker and so that they can leave coats in lockers once they arrive in school.

13. Mobile Phones and Devices

We are committed to creating a calm, focused and disruption-free environment in which all students can learn effectively. In line with Department for Education guidance, mobile phones and other internet-enabled devices are not permitted during the school day.

This includes (but is not limited to):

- mobile phones
- smart watches
- earphones or earbuds connected to communication devices
- tablets or similar personal devices with communication or recording capability

Devices must be:

- Out of sight in an internal blazer pocket or stored in a school bag
- Mobile phones are checked through the ‘out, off and away’ form time routine each morning and are checked if a student arrives to school late
- They must not be seen, heard or used at any point during the school day

This expectation applies at all times from when a student arrives on the school site until they leave at the end of the school day (“gate to gate”), including during lessons, movement between lessons, and at breaktimes and lunchtime.

Where a student does not meet these expectations:

- devices will be confiscated

- Parents/carers will be informed if a student initially refuses

Refusal to hand over a phone will be treated as a serious breach of the behaviour policy and will result in an internal suspension (R&R)

Repeated breaches will result in escalated responses and bespoke routines e.g. handing the phone to a Year Lead on entry to the building each day.

Exceptions: In limited and clearly defined circumstances, adjustments may be made for students who require access to a device:

- for medical reasons
- on educational visits or trips, where use is permitted under clearly communicated and supervised conditions

Any such arrangements will be agreed on an individual basis and reviewed regularly.

14. Searching, Screening and Confiscation

Staff have the authority to search students and confiscate items where there is a reasonable belief that a student may be in possession of a prohibited or unsafe item.

Prohibited items include, but are not limited to:

- weapons
- drugs or alcohol
- stolen items
- tobacco or vaping products
- any item likely to cause harm or disruption

All searches are carried out:

- lawfully and respectfully
- in line with DfE guidance and school procedures
- with appropriate consideration of safeguarding

15. Malicious allegations

The school takes all allegations seriously and will ensure they are investigated thoroughly in line with safeguarding procedures. Where a student makes an allegation against a member of staff and this is found, following investigation, to have been deliberately invented or malicious, the school will consider appropriate disciplinary action in line with this behaviour policy. Similarly, where a student makes an allegation of sexual violence or sexual harassment against another student and this is found to have been deliberately invented or malicious, the school will consider whether disciplinary action is appropriate.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider:

- whether the student who made the allegation may be in need of additional support
- whether a referral to children's social care or other external support agencies is appropriate

The school will also give careful consideration to the pastoral needs of both the individual who made the allegation and the individual who was subject to it, ensuring appropriate support is in place.

All cases will be managed in accordance with safeguarding procedures and further information can be found in the school's Child Protection and Safeguarding Policy and, where applicable, the Allegations Against Staff procedures.

16. Use of Reasonable Force

Staff may use reasonable force where necessary to protect students and maintain safety. "Reasonable force" means using no more force than is needed in the circumstances. It may be used to:

- prevent harm to students or staff
- prevent damage to property
- prevent serious disruption or maintain good order

In limited circumstances, reasonable force may also be used when conducting a lawful search for prohibited items.

Any use of force will be:

- proportionate and used as a last resort
- mindful of individual needs, including SEND or medical conditions
- recorded, and shared with parents and carers where appropriate

17. Monitoring and Review

At Stanley High School, we are committed to continually reviewing and improving our approach to behaviour.

We regularly monitor:

- behaviour data and trends
- patterns across groups of students
- the effectiveness of strategies and interventions

This enables us to:

- identify emerging needs
- respond proactively
- ensure our approach remains fair and effective

In addition, we gather feedback from staff, students and families to support ongoing development.