



Behaviour and Relationships Policy

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Values

At Stoke Park School our values are embedded by all our staff with the central aim of enabling all of our students to flourish as they Build Brighter Futures.

Our Values are:

- **Students First:** All staff, governors, students and parents are focused upon the education of all our students. Academic achievement is at the heart of all we do and we are committed to providing students with an exceptional education.
- **It's about Learning:** Students, all staff, governors and parents are focused upon developing and improving the learning of students. We provide a high-quality curriculum and learning experience so that learning is at the forefront of all our minds.
- **No Barriers:** We want to remove barriers and offer support, to ensure students, all staff, governors and parents maximise the academic achievement of students whilst enabling them to develop and flourish as well-rounded individuals.

Our values are at the heart of all of our decision making to ensure we provide the very best education and experience for the students at Stoke Park School.

Our commitment to our students is very clear. We expect to teach our students to the highest of standards; to support them to be successful and to prepare them for a further education pathway which is aspirational and meets their individual needs. High standards of student behaviour and discipline, alongside recognition of achievements provides a positive environment in which teachers can teach and students can learn.

At Stoke Park School we encourage good behaviour through high expectations and clear policy. Our inclusive ethos promotes excellent conduct and mutual respect within our community and prepares students for life beyond school living in modern Britain.

We teach our students to understand how to behave appropriately through modelling and by using a range of supportive behavioural strategies. In our community, students are expected to reflect on any poor behaviour and to set a good example to others.

At Stoke Park we ask our students to be 'Ready', 'Respectful' and 'Safe'. "Ready, Respectful, Safe" promotes positive behaviour and creates a supportive environment. It emphasises the importance of being prepared to learn, treating others with kindness and consideration, and ensuring everyone feels secure.

Ready:

This refers to being prepared for learning and activities. It includes having necessary materials, being attentive, and having a positive attitude towards participation.

Respectful:

This involves treating others with courtesy, kindness, and consideration. It includes valuing diverse perspectives, listening attentively, and using appropriate language and behaviour.

Safe:

This means creating an environment where everyone feels secure, both physically and emotionally. It involves taking care of oneself and others, following rules, and resolving conflicts peacefully.

We use the phrase "Ready, Respectful, Safe" to teach and model positive behaviour, build strong relationships, and foster a sense of community. It helps individuals understand expectations, promotes a culture of mutual respect, and provides a foundation for positive interactions.

Our Seven Year Journey provides students with an excellent education designed to bring out the best in all of them. This is underpinned by our Four Cornerstones of Character, Culture, Care and Competition.

Students who attend Stoke Park School are clear about what is expected of them and take pride in their appearance and conduct. They are inspired to be successful, encouraged to achieve great things and above all to believe in themselves. Their success is celebrated at every opportunity as they take each step on their journey to becoming responsible citizens and future leaders in society.

PRIDE articulates our values and beliefs that shape the learning, behaviour and experiences of our students. These values help to educate them and develop good character that contributes to a positive life ahead for themselves and everyone in their community.

We want Stoke Park students that:

- Show **PRIDE** not only in their appearance but in everything they do. We encourage students to be proud of their achievements and the school they attend.
- Show **RESPECT** to everyone. Respect is at the heart of our school community.
- Show **INDEPENDENCE**, we expect students to develop their independence here at Stoke Park School so we can ensure they are ready to become responsible citizens and future leaders in society
- Show **DETERMINATION**, this will support students in becoming resilient and understanding the importance of trying hard to succeed in all areas of life.
- Show **EXCELLENCE**, we encourage our students to demonstrate the best version of themselves and to be proud of their achievements.

Equity vs Equality

We aim to provide a safe, secure and inclusive learning environment for all of our students. This requires everyone to develop and cultivate strong relationships between staff, students and parents/carers. We aim to build respectful relationships between all members of the school community. If these, for any reason, break down, we actively seek to repair and restore these. Our Core Values of PRIDE and how we choose to treat children centre around fairness and managing consistent expectations.

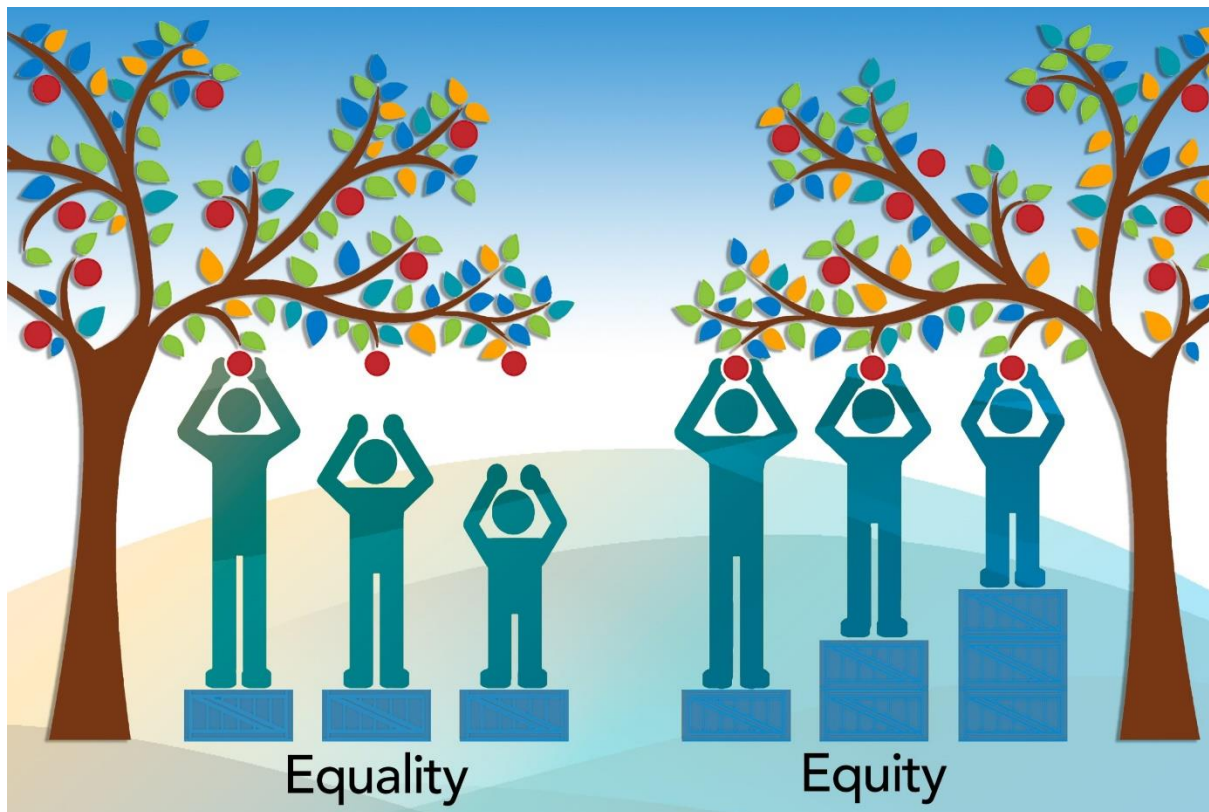
Being 'fair' is not about each student getting the same but about everyone getting what they need – this is equity. Applying this principle requires 'knowing your students' – one of our Teaching and Learning principles.

Equality:

- Treating everyone the same, regardless of background or circumstance.
- Ensuring everyone has the same opportunities and access to resources.
- For example, providing the same textbooks or learning materials to all students.

Equity:

- Recognising that individuals have different needs and circumstances.
- Providing targeted support and resources to address those specific needs.
- For example, providing additional tutoring or specialised learning materials to students who need extra support.



At Stoke Park we promote equality and equity for all pupils.

This includes examining how we address issues such as:

- **Protected Characteristics:** Disability, race, religion, sexual orientation, etc.
- **Special Educational Needs and Disabilities (SEND):** Ensuring appropriate support for students with SEND.
- **Disadvantaged pupils:** Addressing any barriers to learning for students from disadvantaged backgrounds.

At Stoke Park School we aim to provide an inclusive environment where all students can succeed. This involves looking at curriculum, teaching practices, assessment, and overall school culture. We also aim to consider reasonable adjustments to support all of our students.

We aim to move beyond simply providing the same for all, and to actively work towards equity by addressing individual needs and removing barriers to learning for all students.

How We Treat Students

Culture of Respect, Belonging & Inclusion

- We are committed to creating a calm, safe, and inclusive environment where every student feels a sense of belonging and value. All staff and students are

expected to uphold high standards of mutual respect and kindness in all interactions.

- Consistent promotion of values such as Pride, Respect, Independence, Determination and Excellence
- Recognition and support of every student's individual needs, including SEND and those with protected characteristics under the Equality Act.
- A zero-tolerance approach to any form of discrimination, bullying, or harassment.

Positive Behaviour & Restorative Practice

- We operate a proactive, relationship-based behaviour model focused on restoration.
- Staff and students use restorative language and approaches to resolve conflict and rebuild relationships.
- Behaviour expectations are taught explicitly through a behaviour curriculum and modelled by staff.
- In certain cases, we may use bespoke individual plans and pastoral mentoring to support students where needed.

Safeguarding, Wellbeing & Support

- Safeguarding is a whole-school responsibility, and student wellbeing is at the core of all we do.
- Systems are used to track patterns in behaviour and safeguarding concerns.
- Trained Designated Safeguarding Leads (DSLs) ensure concerns are dealt with swiftly and appropriately.
- Early help, care plans, counselling and liaison with external services can be offered in certain circumstances ensure that every child can access education and flourish.

High Expectations & Equity

- All students are supported to achieve their potential through high expectations.
- Behaviour and academic expectations are applied fairly and consistently, including the use of sanctions where necessary.
- Adaptations are made to meet specific needs.
- Students are given opportunities to reflect and restore rather than only receive sanctions.

How We Celebrate Students

Culture of Celebration and Recognition

- We actively recognise Culture, Competition, Character, and Care.
- Verbal praise in lessons, written feedback, and positive phone calls home.
- PRIDE Points or similar rewards for behaviour, effort, attendance, and community involvement, which will be logged on SIMS.
- Weekly, termly, and annual recognition through assemblies, newsletters, and certificates.

Formal Awards and School-wide Celebrations

- We celebrate success in meaningful and public ways.
- Whole-school awards during our termly meal celebration.
- Unique incentives such as reward trips and leadership badges.

Inclusive & Diverse Celebrations

- We recognise a wide range of student qualities and identities.
- Celebrations of kindness, resilience, creativity, and contribution to the community.
- Opportunities for all students to be acknowledged, regardless of starting point or background.

Student Leadership & Peer Recognition

- Students are given opportunities to lead and celebrate others.
- Roles such as ambassadors, peer mentors, and student council members.
- Involvement in planning and delivering celebration events.
- Peer-to-peer recognition and praise mechanisms.

Sanctions

At our school, we believe in fostering a learning environment where every student feels safe, secure, and empowered to reach their full potential. This requires a foundation of **trust** between students, their peers, and staff members. When that trust is broken through challenging behaviours, our primary goal is to **restore relationships** and ensure a successful learning experience for all.

In most circumstances a teacher will issue an informal warning and attempt positive redirection (see below) before utilising the consequence system. This normally will resolve any issues that they come across. However, if this does not work and when behaviour is extreme or dangerous, we must use our **Consequence System**.

Our consequence system provides clear boundaries and consistent responses from staff, ensuring students are treated equitably. This transparency helps students understand the impact of their actions on their own learning and that of others, and what **sanctions** may be applied if their behaviour does not change. **Restorative approaches** are an integral part of our response at every stage of the consequence system, emphasizing repair and understanding.

Informal Warnings and Positive Redirection

At Stoke Park School, we believe in using proactive strategies to address minor misbehaviour and maintain a calm, respectful learning environment. One of the most effective early interventions is the use of **informal warnings** and **positive redirection**.

Informal warnings are low-level, non-confrontational responses aimed at guiding students back on track before formal consequences are necessary. These can include:

- Non-verbal cues (e.g. eye contact, proximity, discrete cues.)
- Gentle verbal prompts or reminders about expectations
- A quiet conversation to refocus the student without drawing attention
- Re-affirming the values of being *Ready, Respectful, and Safe*
- “Positive noticing” of expected behaviours to influence peers constructively

These informal strategies are intended to **de-escalate** situations and preserve the **positive climate of the classroom**. They are particularly effective when delivered **calmly, consistently, and in line with the school’s values**.

Where informal warnings are successful, no formal logging is required. However, repeated low-level behaviours after informal strategies have been applied may require escalation to formal warnings and use of the **C-System**.

The consistent use of informal warnings promotes a culture of **mutual respect** and teaches students to **self-regulate** their behaviour, while also supporting the teacher's authority and maintaining a focus on learning.

Sanctions by Class Teachers

Our school's sanction system follows the **C System** (Consequence System). Most instances of misbehaviour should be addressed directly by the subject teacher, as it's crucial for teachers to maintain good order within their own classrooms and around the school in accordance with school rules.

If a student does not meet the school’s behaviour expectations, consequences will be applied and logged on SIMS. This should always be set in the first case by the classroom teacher. Should a student fail to accept the consequences given by the classroom teacher, the matter should be referred to the **Subject Leader** in the first instance. In some cases, the Subject Leader may determine that a **departmental detention** is necessary to reinforce consistency across all subject areas. The original staff member involved is responsible for logging the incident onto SIMS.

Sanctions for Serious Behavioural Incidents

Serious behavioural incidents should ideally be dealt with on the same day by the Head of Department or Pastoral Team. If necessary, a member of the **Senior Leadership Team (SLT)** should be contacted to agree on further action. Appropriate sanctions for serious incidents may include:

- **Report card:** Monitored by the Head of Year, Director of Key Stage, tutor, and parents.
- **Parent/Carer meetings** in School.
- **Behaviour Contracts.**

- **Same-day detention:** This should be set by the class teacher, and escalated to the Subject Leader if the student fails to complete the detention as expected.
- **SLT Detention:** For significant breaches of behaviour, this detention provides a more extended period for reflection and reinforces the seriousness of the misconduct.
- **Headteacher's Detention:** A 2-hour detention after school on a Friday for significant and/or repeated behaviours.
- **Isolation at break and lunchtime.**
- **Temporary withdrawal from necessary lessons.**
- **Reset Days:** Arranged by SLT only. Used to readdress behaviours and put corrective measures in place.
- **Peer Isolation:** Arranged by SLT only. Used to tackle significant behaviour in place of a suspension.
- **Internal Suspension.**
- **Fixed Term Suspension.**
- **Home School Agreement:** A preventative measure for students struggling with attendance or displaying unacceptable behaviour and underachievement. The aim is to identify precise and realistic outcomes for the student while highlighting available support.
- **6-week Preventative Placement / Supported Transfer to another school:** Arranged by SLT only

Consequences

Schools and academies possess the authority to detain students without parental consent. When a student fails to attend a scheduled detention, they may be referred to the head of department or Director of Key Stage. **Persistent refusal to attend detentions will result in severe consequences, including internal or external suspension.**

While subject teachers are empowered and expected to manage classroom behaviour using the consequence system wherever possible, certain acts of serious misbehaviour demand escalation. These incidents will be handled by Subject Leaders, Pastoral Leaders, or the DOK reflecting the gravity of the infraction.

Additional immediate consequences for students include:

- **Mandatory movement to another seat.**
- **Temporary placement in another class (parking).**
- **Compulsory reporting to a designated staff member during break, lunch, or at the end of the school day.**
- **Direct referral to a Head of Department or Curriculum & Progress Leader.**

Presence Walk Support System

The Presence Walk support system is designed with three critical aims:

1. **Reintegration:** To return the student to their original class, restoring the learning environment.
2. **Resettlement:** If immediate reintegration is not possible, to place the student in an alternative, supervised learning environment.
3. **Removal:** Only when neither reintegration nor resettlement is feasible, to remove the student from the general learning environment.

The paramount goal of staff on Presence Walk is to swiftly get students back into lessons and actively learning, though we acknowledge that this may not always be appropriate. The staff on duty will be the primary responder to these issues. They will assess the situation and, in consultation with the DOK or other Senior Staff on duty, apply an appropriate and decisive sanction. The responding staff member will almost always attempt to return the student to their original lesson. If this is deemed unsafe or inappropriate, the student will be "parked" in an appropriate classroom or with another staff member to continue their learning. **Crucially, if a student cannot be returned to their original classroom, they will immediately incur a same-day, one-hour detention.**

Senior and Middle leaders are integral to the support system, actively patrolling the school to maintain order. Senior Leader Support is reserved for critical situations: when persistent disruption elevates a student to a C4 level, when significant learning disruption is occurring, or when physical misbehaviour poses a risk of harm.

Staff must exercise their professional judgment when resettling students, collaborating closely with the relevant pastoral team for essential support. Teaching staff must immediately notify Reception of their name, location, student's name, and the precise nature of the concern. All behaviour incidents requiring Senior Support will be meticulously recorded, including all relevant details. Pastoral staff are responsible for updating these records with any actions taken if the student could not be successfully resettled.

Pastoral staff, in direct communication with Senior Support, will decide where to "park" the removed student—in another classroom, with the Pastoral team, or with another SLT member this is at the discretion of the staff member.

Pastoral Teams and Departments will collaborate to ensure the student attends their subject detention at the end of the day.

Peer Isolation and 'Reset Days'

'Reset Days' are a distinct intervention, specifically designed for students experiencing significant peer group challenges or those with additional needs requiring dedicated time to self-regulate and re-enter their cohort in a more controlled manner following an incident. Pastoral Reset Days share similarities with Peer Isolation but include time for the student to reflect on their behaviour with their Pastoral Manager and where applicable the student's parents or carers. These conversations will also include a restorative conversation.

Upon a student's return from a fixed-term suspension, it may be entirely appropriate for them to undertake a Pastoral Reset Day as part of their reintegration process,

prior to returning to mainstream lessons. This decision will be made by the Pastoral Team in close consultation with SLT.

‘Peer Isolation’ serves as an alternative to external suspension when appropriate. The decision to place a student in peer isolation rests with SLT. In certain situations, Pastoral Leaders and Senior Support staff may refer students to peer isolation for the remainder of the school day. Parents will also be expected to attend a Behaviour Review meeting in order to ensure that patterns of poor behaviour are not repeated moving forward.

A fundamental objective of peer isolation is to provide a student with extended, focused time with staff who can unequivocally model PRIDE behaviours and guide the restoration of positive attitudes and relationships, free from peer influences that could impede this crucial process. The student will be entirely "isolated" from other students for the day, including during break and lunchtime. Wherever possible, the student will be provided with work directly relevant to the lessons they would have attended. **Furthermore, the student will automatically incur a one-hour detention for the same day.** The Pastoral team will promptly notify the student's home. Students may also be placed in Peer Isolation whilst members of staff investigate an alleged breach of the behaviour policy.

Suspensions

While we diligently explore alternatives for challenging behaviour, for certain grave offenses, or in cases of persistent behavioural difficulties where other sanctions have proven ineffective, a suspension may become an unavoidable and necessary sanction.

Stoke Park School adheres to the Education and Inspections Act 2006 (Chapter 40, Part 7) and the Coventry Local Authority policy on suspensions. The power to exclude a student rests solely with the Headteacher (or another member of SLT in their absence). Parents will be contacted by telephone as soon as a suspension decision is made, and formal written notification **must** be provided within one day. Work will be provided for the student to continue to access their learning from home.

Parents will invariably be given the opportunity to contact the school to discuss the situation. Additionally, parents have the right to make representations to the local education authority, which will have received all pertinent documentation. In every suspension case, a compulsory meeting will be convened to discuss the student's return to school, establish clear behavioural expectations, or in some instances, make decisions regarding transfer to an alternative educational provision.

This meeting may include a Pastoral Reset Day, to be agreed upon by all parties present and the student may undertake a period of time on report. Parents will be expected to attend a Behavioural Review Meeting in order to look at what support can be put in place to avoid any repetition of the behaviours.

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.

Appendix

Legislation, statutory requirements and statutory guidance

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

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion guidance 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Restorative Approaches

Guidance for Effective Restorative Meetings between students.

The aim for these meetings are to:

- Understand the reasons for a person's behaviour and why it wasn't Ready, Respectful or Safe.
- Help the person to understand the impact of their behaviour on others
- Restore the relationships that have been affected
- Identify ways to prevent this from happening again and ensure they remain Ready, Respectful and Safe

Prior to the meeting...

- Spend some time reflecting on the incident and see how you could have prevented this?

Consider what barriers could have been removed to support the student.

- Plan what you wish to say, so that the key message can be conveyed clearly and calmly

- Ensure that all involved are calm, prepared and receptive to hearing what the other person has to say.
- Ensure that the time is protected and an appropriate space is used to ensure no distractions
- Please involve your head of department and relevant Pastoral teams as required. Depending on:
 - the nature of the meeting it is sometimes more appropriate to have another member of staff mediate between those involved.

During the meeting you can use the following questions to guide your conversation:

- What went wrong? (Using Ready, Respectful, Safe)
- What were your intentions behind this action?
- What have you thought since the event?
- What were the consequences of your actions?
- What needs to happen to put things right? (Using Ready, Respectful, Safe)

It is important that following a successful restorative meeting that all involved agree to accept the apology and move forward in a positive way. If the meeting has been unsuccessful, please make your head of department, hub teams and, where appropriate, SLT aware and they will be able to support you further. Staff should use the Ready, Respectful, Safe framework to aid them in these conversations where appropriate.