

BEHAVIOUR and RELATIONSHIPS POLICY

Weaverham High School



Approved by:	Governing Body	Date: February 2026
Last reviewed on:	September 2025	
Next review due by:	September 2026	



By accepting a place at Weaverham High School , you are accepting this policy and our approach.

Weaverham High School seeks to maximise learning, so that every member of its community:

- Can confidently embrace challenge, recognising there is no limit to what they can achieve.
- Has the knowledge and skills to continue learning and promote their employability.
- Can live a happy fulfilled life in a technologically changing world.

Weaverham High School is a community and its ethos will be at its strongest when relationships are collaborative and supportive. These relationships will recognise that teachers, parents and pupils all deserve respect and to be treated as individuals. The strengthening of these relationships will be greatly enhanced by the involvement of staff, pupils and parents in the wider life of the school, especially in the extra-curricular activities. It is upon these sound relationships that good behaviour will be based and developed. We have created a culture in which people can thrive. We encourage people to talk about how they feel, ask for help, learn from mistakes and reflect on how they may approach situations differently to secure better outcomes. Our aim is to support our young people become confident, tolerant, respectful and kind members of our community and wider society.

How we provide a safe environment for learning

- Our school is a safe, inclusive, welcoming place
- Our school community know and understand our ethos of Safe, Ready, Respect.
- We make sure that each of our students is known, recognised for their strengths and given support for their needs
- We model the behaviour we expect to see
 - We get to know our students and their parents
 - We meet and greet all students on the gate, as they come into our classrooms, and as we walk round the school
- We welcome parents, carers into school and listen and respond to their concerns and views
- Our vision and values are instilled and upheld, to provide consistency
 - We encourage empathy and mutual respect
 - We establish routines that help everyone to feel safe and recognise excellent behaviour e.g. opening doors, welcoming new students
- There are safe places for people to go when someone needs calmness or reflection
- Every child has a safe person who knows them and who they can go to if they are struggling

Roles and responsibilities

It is everyone's responsibility to uphold this policy, as this is very much based on growing a culture and ethos within our school community.

Any new staff and students joining our Weaverham High School will be inducted appropriately. The policy will be reviewed every academic year by the Headteacher, Deputy Headteacher and Governing Body.

Parents

Parents are expected to:

- Teach and remind their children of the importance of contributing to the school's culture
- Teach and remind their children of the importance of kindness, being polite and using manners
- Support and work with School; Young people thrive on consistency of message from home and School
- Inform the School of any changes in circumstances that may affect their child's behavior
- Set up their Parent Class Charts app to monitor their child's progress

Values

In order to facilitate the effective learning of all pupils some common expectations of behaviour are necessary. Our ethos focusses on three school rules:

1. That students are SAFE.
2. That students are READY - for learning, for their next challenge, for life outside the school.
3. That students show RESPECT – for themselves, each other, their community and our staff.

An ethos where achievement is celebrated by the entire school community will result in a focus on the positive achievements of the many rather than the misdemeanors of a few pupils.

Pupils, like most people, respond best to praise rather than criticism. The school therefore has in place a series of regular opportunities for public recognition and reward. These recognise the achievements of pupils who fulfil or exceed the expectation the school has of them.

When pupils do not meet the expectations held of them, especially when this is the result of deliberate action, appropriate sanctions will be needed. These sanctions are most effective when they relate directly to the misdemeanor, when they are measured and proportional and they relate to the previous history of the individual pupil. As part of this process pupils will be encouraged to reflect on their behaviour and to consider what they could have done differently which usually involves a restorative conversation with the class teacher.

At Weaverham High School we place high expectations on the behaviour of our pupils. This applies not only when on the school premises but also on trips, extra curriculum activities and around the school environment including travelling to and from school. We believe that through partnership, collaborative relationships, shared expectations and the celebration of success, this goal will be achieved.

1. Expectations

At Weaverham High School we have very high expectations of all our students. We expect that every student will engage in, and take responsibility for their learning. They will try their hardest in every lesson and realise their potential. This is recorded and monitored through our Behaviour for Learning System and can be viewed by parents on Class Charts

Through collaboration with staff and students, the three school rules of Safe, Ready, Respect have been developed to encapsulate all aspects of the school and support our Teaching and Learning strategy.

We have a positive focus on behaviour and staff recognise best behaviour first, rather than focussing on the negative. We understand that all young people do, on occasion make the wrong choices. The staff at Weaverham will work with the students to enable them to understand the consequences for any mistakes and help them to make better choices in the future.

2. Rewards

At Weaverham High School we strongly believe in recognising the efforts our students make with their studies. We know that the majority of students apply themselves in every lesson and work with our staff to excel in all areas of the curriculum and extra-curricular activities.

In order to make our teaching as effective as possible, it is critical that students engage in the lessons well and work hard to achieve. It is our intention that student's efforts are recognised.

We have made the importance of every lesson very clear to all students and so the disruption of a lesson through poor behaviour choices is not accepted.

In every lesson of the day, including form time, each student is awarded a Behaviour for Learning (BFL) grade by their class teacher. BFL grades are shared with Parents through the Class Charts parent App. BFL grades are recorded and collated which enables public recognition and reward of students who consistently engage well.

Along-side the BFL system, each class teacher will display students work on their 'best work wall' to show students excellent work. They will also issue an 'Applause on the Doors' for a student who has done particularly well in a lesson. Their name will be written on the door plaque so other staff and students can see they have done well. This is known as the 'Ethic of Excellence Award' and is recorded every lesson. (This can also be seen by parents on the Class Charts App) Students who are awarded this in a lot of lessons are recognised in assembly.

Students are also recognised for doing the right thing. All members of staff have 'In it to Win it' tickets and give these to students when they 'catch them doing the right thing'. This could be picking up dropped litter, helping another student or visitor, taking part in extra-curricular activities, or doing a good turn. The tickets are posted into a box and a winner is pulled out at random to receive a reward prize.

Celebration Awards

In order to recognise the positive achievement of many of the pupils there will be a special awards assembly for each year group throughout the academic year. These rewards will be awarded on the basis of Departments, Form Tutor and Head of Year recommendations. Awards may be presented for:

- Excellent work in a subject
- Good attendance
- Overall highest BFL score for the year group
- Representative awards – sport, music, play etc.
- Service to the school community
- Service to the wider community

Inter-form Award

There will be an annual inter-form award. Each tutor group will be recognised for their:

- BFL scores
- Attendance
- Charity activities
- Sports activities

It is the responsibility of the Head of Year to keep the Year group informed about tutor groups progression towards winning the form prize at the end of the year.

Sanctions

Where a student's behaviour for learning falls below expectations, (They receive a BFL grade 1 or 2) and they disrupt the learning of their peers, they may be removed from the class to work in a neighboring classroom. They also receive a central lunchtime detention the following day. A student may also receive a BFL grade 2 if they do not engage in their learning and do not complete an appropriate amount of work. This will also result in a detention, giving them an opportunity to catch up on the work missed.

On the rare occasion that a student refuses to follow these instructions, a Senior Leader is called who collects them from the class. They contact home and the student receives a detention the following day.

The young people at Weaverham High School are not expected to tolerate behaviour from others which makes their learning less effective and the school will act consistently to ensure every lesson is productive.

We believe strongly in the power of building positive relationships between staff and students, staff will ensure that following an incident with a student, there is opportunity for a restorative conversation prior to the next lesson.

During a lesson, staff will use their expertise to positively manage behaviour, this may include students being:

- Spoken to by the teacher
- Time given to the student to do what has been asked of them (Trauma informed practice)
- The student is spoken to outside of the room
- The student is sent to another classroom to complete their work
- Removal by a Senior Member of Staff

Senior Leaders will meet with Access and Achievement staff at the end of each school day to triage concerns that have been raised due to pupil disengagement and breaches of this policy. The purpose of triage is to review the concern and agree the next steps to sanction and support the young person.

Detentions

Rationale

Detention is one of the few sanctions available to teachers and it is therefore important that it is used

appropriately. Good behaviour in lessons is primarily the responsibility of each pupil and is managed by the classroom teacher.

Classroom teacher

A teacher can use a range of detention strategies that could include

- Post incident learning – Restorative conversation
- Keeping for 5 minutes at the end of a lesson if followed by break or lunch – includes a restorative conversation
- Keeping for 15 minutes at lunchtime - includes a restorative conversation
- Setting a BFL central lunchtime detention
- Arranging an after-school detention - includes a restorative conversation

A pupil who does not attend will receive the next progressive sanction.

Department Detention

Although central BFL detentions are in place, individual departments are still able to arrange subject specific detentions.

- A Department detention can last up to 1 hour
- If the student misses this detention they should be placed in another
- Failure to attend the second detention will result in parental contact and escalation.

School Detention – The following is the usual system, when the school operates with one lunch and break time.

If a student receives a grade 1 or 2 in a lesson, they will be placed on a detention the following lunch time. This will take place from 1.15 to 1.35 and a register of attendance will be taken.

If a student fails to attend this detention, they will be spoken to by a member of staff, parents will be notified and they will have an after school detention the following day from 3pm -4pm. If this is not served, the situation will be escalated which will result in an internal isolation and restorative work with the student.

Parents will be informed about after school detentions. It is the responsibility of parents to ensure arrangements are in place for the safe return of their son or daughter after the detention.

Detentions for Lateness

Good punctuality is critical to allow every pupil to access the full learning experience on offer and achieve their potential. Great importance is placed on being in school and at each lesson on time. If a pupil is late to school without good reason or is late to any lesson during the school day, they will be placed on a short detention at morning break time. Should they not attend this short detention, they will be placed on a central lunch detention.

Range of formal sanctions and the school staff who can give the sanction:

Sanction	Who can give this sanction
Withdrawal of free time, Break time/lunchtime/after school (BFL detentions)	Teaching member of staff

Formal department detention	Members of department
Internal isolation – Working in / outside an SLT office for the day.	SLT in conjunction with HOY.
Step out, a period of isolation at another school or off site location	Headteacher and Deputy Headteacher
Suspension	Headteacher (In the Headteacher's absence) Deputy Head

Alternative Provision for the purpose of improving behaviour	Headteacher (In the Headteacher's absence) Deputy Head
Direction Off Site – for the purpose of improving behaviour and an alternative to Permanent Exclusion	Headteacher (In the Headteacher's absence) Deputy Head
Permanent exclusion	Headteacher

Definition of key types of unacceptable behaviours including likely sanctions (Please note that each incident will be treated individually and the sanction is given as a guide.):

Unacceptable behaviour	Sanction
Violence	Talking to pupil/parent/apology/detention/ Internal exclusion Repeat offence or severe incident - Suspension or permanent exclusion
Stealing	Involvement of parents/ reparation/detention
Verbal abuse, pupil on pupil, pupil on staff.	Apology/parental involvement/ detention/internal exclusion/Suspension exclusion
Bullying/harassment on gender, race or sexual orientation grounds	Apology/parental involvement/ detention/internal exclusion/Suspension exclusion
Tobacco /alcohol/drugs/ Vape products on the site/weapon, pornographic material.hate crime material	Confiscation/involvement of parents/detention Suspension or permanent exclusion/
Mobile phone/ ear pods or other prohibited device seen or heard	Mobile phone will be confiscated until 3pm. Pupil will be issued with a break time detention the following day.Parens will be informed

	and their support will be requested. Persistent breaches will result in parents having to come into school to collect the confiscated device and a potential ban on the item being brought into school.
Leaving the school site without permission	Making up of lesson time missed detention/parents informed

Vandalism, willful damage to school and other pupil's property	Involvement of parent/Payment for damage/ detention/Suspension or permanent exclusion
Wearing incorrect uniform or not wearing the uniform smartly (skirt rolled at the waist, shirts not tucked in)	Loss of free time/detention Persistent concerns will lead to internal isolation and possible escalation including Step out of FTE
Persistent disruptive behaviour	Loss of free time/detention/involvement of parents/internal exclusion/ consider AP / Direction off site/ Suspension or permanent exclusion

3. Objects which are not allowed on a person, school premises or on trips

- Knives and Weapons
- Alcohol
- Legal/Illegal, unauthorised and non-prescribed drugs and psychoactive substances
- Stolen items
- Lighters/Matches/Tobacco/Cigarette papers
- Vapes / vaping liquids
- Fireworks
- Pornographic images
- Any object deemed capable of causing damage or an offence

The power of search and removal

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Any item banned by the school rules identified above may be searched for in line with DfE's guidance Searching, Screening and Confiscation.

The Headteacher and following staff have the power to search pupils or their possessions, without consent, where they suspect a pupil has a prohibited item which may endanger or put at risk good order in the school or on school grounds (section 89 inspections act 2006).

The following members of staff have the authority to search and confiscate unauthorised objects in school:

- Members of Senior Leadership Team
- Heads of Year & PSMs
- Teaching staff

The searching of a pupil when necessary and not voluntarily accepted by the pupil must be carried out with a second person present.

If a pupil fails to allow a search to take place it is likely that the police will be contacted and further sanctions will be applied.

Confiscated items

Weapons, Tobacco/Alcohol/Vapes/Drugs Paraphernalia, pornographic material or stolen items will be retained by the school and may be presented as evidence when meeting with the parents or guardian of the pupil.

No confiscated item will be returned to the student directly. Vaping equipment and materials may be passed to a Parent / Guardian during a meeting in school.

Weapons, drugs, stolen goods will be retained and placed in the school safe until they can either be passed to the police or destroyed.

See Appendix below Searching and Screening

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Please refer to the ANTI-BULLYING POLICY

Child on Child Abuse:

Weaverham High School recognise that Child on Child abuse in school can have huge impact on the wellbeing of the students involved and so will be taken seriously. To this end, a separate policy has been produced to detail the understanding, preventative measures and procedures in place to prevent and or deal with any incidences if they occur. Please see CHILD ON CHILD ABUSE POLICY

Additional information

Pupil Support Plans or Risk Assessments

When necessary pupils may need to have a support plan or risk assessment completed which will outline the specific child's needs and the appropriate strategy to manage their behaviour. The support plan will be reviewed on a regular basis by the Access and Achievement Team.

Pupil Tracking and Monitoring

When a student's BFL scores are a concern across the school, HOYs or SLT will track them. This will involve checking in with the student regularly, monitoring their BFL scores each day and checking any incidences. They will also contact parents regularly to offer support and ensure concerns are shared swiftly and regularly. The staff member monitoring the student becomes their advocate and may set smart targets for the student to meet in order for them to thrive.

Weaverham's Tiered Approach:

Pastoral staff will use the tiered approach to identify which assessments or support a child may need if their behaviour raises concern. This ensures the intervention is appropriate, effective and considered for each student.

Allegations' against a member of staff

Allegations against staff members will be investigated in the first instance by the Heads designated investigator and if necessary referred to the Local Authority Designated Officer.

Malicious allegations against a member of staff will result in Parental involvement and possibly the imposition of sanctions.

Restraint

There are 3 members of staff in school who have received de-escalation and restraint training provided by Team Teach are Clare Morgan, Phil Young and Helen Protanto. It remains the school's policy that members of staff, do not as a rule use restraint as a method to deal with pupils who are aggressive or physically challenging. In extreme situations physical restraint may be used.

Mobile Phones

Mobile phones are not permitted to be used during the school day. **The must not been seen or heard.** They may be brought into school on the condition that they are the responsibility of the owner and school cannot guarantee that they will not be lost stolen or damaged.

If a mobile phone is being used at any time other than before school or after school it will be confiscated for the remainder of the day and returned to the student at the end of the school day. The pupil will be given a break time detention the following day as a sanction for this breach of the school's Relationship and Behaviour policy. Persistent breaches of this expectation will result in parents being asked to collect the phone. The device will remain in school until the parent is able to collect from the main office. It is likely that should breaches continue the pupil being banned from bringing their mobile device into school.



Weaverham High School

Searching and Screening

To enhance our ability to safeguard all pupils, the school may use handheld metal-detector wands as part of our wider safety procedures. Wands will only be used in situations where staff have reasonable concerns that a child may be placing themselves or others at risk of harm, is not cooperating in line with expected behaviour, is present in an out-of-bounds area, or where there is a concern that the child may have a concealed prohibited item on their person.

Searches using wands will always be carried out respectfully, proportionately, and in accordance with statutory safeguarding guidance, with the aim of ensuring the safety and wellbeing of every pupil.

Procedures for Using Metal-Detector Wands

To ensure that metal-detector wands are used safely, lawfully, and consistently, the following procedures will be followed:

1. Decision to Use a Wand

- A wand may only be used when a member of staff has reasonable grounds to suspect that a pupil may be in possession of a prohibited item, is placing themselves or others at risk, is not cooperating with staff expectations, or has been found in an out-of-bounds area.
- The decision must be based on observable behaviour, credible information, or safeguarding concerns.

2. Staff Authorisation and Training

- Only staff who have been trained in the correct and safe use of metal-detector wands may conduct a screening.
- Staff must understand safeguarding principles, pupil dignity considerations, and relevant legal guidance.

3. Before the Screening

- The pupil will be informed calmly and clearly why the wand is being used and what the process will involve.
- The pupil will be given an opportunity to voluntarily hand over any prohibited or concerning item before the screening begins.
- Another adult will be present wherever reasonably possible.

4. Conducting the Screening

- The wand will be passed over the pupil's clothing without physical contact.
- The process will be conducted respectfully, maintaining the pupil's dignity at all times.
- Staff will avoid sensitive areas of the body and will only complete the minimum screening necessary to address the concern.
- Staff will not ask pupils to remove any clothing other than outerwear (e.g., coat, scarf, hat), in line with statutory guidance.

If the Wand Activates / Alerts

- Staff will explain calmly that the wand has detected an item and will request that the pupil reveal or hand over the item voluntarily.
- If the pupil refuses and the risk is judged to be significant, the Headteacher or a designated senior leader will determine the next steps, in line with the school's search and confiscation procedures.

After the Screening

- Any items found will be managed and recorded according to the school's Behaviour Policy and the DfE's *Searching, Screening and Confiscation* guidance.
- A brief record of the screening will be logged, including the reason, staff involved, and outcome.
- Parents/carers will be informed where appropriate, particularly when prohibited items are found or a significant safeguarding concern prompted the screening.

Safeguarding and Equality Considerations

- Wands will never be used as a routine or blanket measure and will not be used in a discriminatory or punitive manner.
- Staff will remain sensitive to pupils with SEND, sensory needs, trauma-informed considerations, or those who may find the process distressing, and reasonable adjustments will be made where needed.