



ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

AGSB BEHAVIOUR POLICY 2025-26

Nominated Lead Member of Staff:	HM/JW
Last Amended	September 2025
Next Review Date:	September 2026

1. Aims

This Policy aims to:

- Create a positive culture that promotes excellent behaviour and positive relationships, ensuring that all students can learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the School;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all students;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

[Behaviour in Schools DfE 2024](#)

[Searching, Screening and Confiscation DfE 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

School suspensions and permanent exclusions DfE 2024

Use of reasonable force in schools DfE 2013

3. Ethos

At AGSB, our approach to behaviour, positive discipline, and sanctions is grounded in the core principles of our mission statement, vision, and values. We uphold the highest expectations for behaviour, fostering positive relationships and encouraging a self-policing culture, supported by clear rules and boundaries. We emphasise integrity, tolerance, and respect for others and property, and we take great pride in the reputation of our school community.

We proactively promote good behaviour, aiming to create a safe and supportive environment where students and staff thrive, and where enforced discipline is unnecessary. This ideal is supported by a challenging curriculum, consistently high-quality teaching, and stimulating lessons. We emphasise moral values both in and out of the classroom and expect all members of our community to respect the rights of others, regardless of race, ethnicity, gender, sex, sexual orientation (including gender reassignment), religious beliefs, or disability.

Our Behaviour Policy shapes positive behaviour, rewarding achievement and encouraging students to take responsibility for their actions and their consequences, reinforcing our commitment to maintaining an exemplary school culture.

4. Values

The AGSB Behaviour Policy is based on four core values: **Love of Learning, Respect, Responsibility and Resilience.**

For a **Love of Learning** to grow, it requires uncompromising commitment to our three R's.

What **Respect, Responsibility and Resilience** mean at AGSB:

Respect means:

- Taking pride in our work, achievements, and appearance.
- Showing kindness, compassion, and courtesy toward others.
- Valuing different perspectives and allowing others to focus during lessons.
- Participating in shared activities, helping others and taking turns.
- Treating personal belongings, school resources and shared spaces with care.
- Keeping the School environment clean, tidy, and free from damage.

Responsibility means:

- Maintaining excellent attendance and punctuality.
- Following the dress code and coming to lessons fully equipped.
- Behaving responsibly outside school to uphold our excellent reputation.
- Moving quietly and sensibly around school to ensure a safe environment for all.

Resilience means:

- Acting in ways that protect and maintain personal health and safety.

- Upholding high standards of behaviour and effort, even when faced with challenges.
- Demonstrating commitment to preserving and improving the School community for everyone's benefit.

5. Behaviour Expectations

Our behaviour expectations are communicated to students through simple messages that emphasise our commitment to the highest of standards and mutual respect towards all members of our School community. Displays (see appendix 2) and regular communication via assemblies and registration reinforce these messages at every opportunity.

I) Inside the classroom, all students are expected to:

- Arrive to lessons on time, properly equipped with the necessary books and materials.
- Enter classrooms calmly, sitting in the place allocated by the teacher.
- Listen carefully, follow instructions from school staff and respect classroom rules, including any specific guidelines for practical lessons.
- Treat peers, staff, and their property with respect, contributing to a positive learning environment.
- Ensure the classroom is left tidy and exit in an orderly manner.

II) Outside the classroom, all students are expected to:

- Move safely and sensibly between lessons, buildings, and sites.
- Behave responsibly during break and lunchtimes, eating and drinking only in designated areas (chewing gum is not permitted).
- Wear the AGSB uniform correctly, with shirts tucked in and ties properly fastened.
- Take responsibility for personal belongings, using bag stores and lockers appropriately (the School is not responsible for electronic devices on-site or on trips).
- Respect the property and equipment of others and take pride in maintaining the School's facilities and buildings.
- Follow the School Agreement when using ICT equipment.
- Always act as ambassadors for AGSB, upholding the School's reputation.
- Respect personal space and avoid unnecessary physical contact or overly physical behaviour with others.

III) Appearance

- Students must dress according to the stipulated uniform guidelines. They should wear the School uniform correctly with shirts tucked in and ties done up – sweatshirts, hoodies, trainers or sports-branded shoes are not permitted.
- Bags and coats should be kept in lockers and/or the outside storage areas during break/lunch. Most lockers require a padlock which students must supply themselves.

IV) Valuables

Expensive items and/or large amounts of money should not be brought into School. If there is a good reason for doing so, it is the individual's responsibility to have it labelled with their name,

and/or security marked and to ensure that it is stored safely at all times. During PE lessons and co-curricular sporting activities, there are lockable storage cabinets that are passcode protected and accessible by School staff only. Mobile phones, cash and valuables must be placed in these lockers at the start of lessons/activities and not left in changing rooms.

School cannot accept liability for any loss, damage or theft of valuables.

V) Weapons

Weapons, of any kind, must never be brought into School. The Head Master and staff authorised by him, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Refusal to consent to being searched will be considered an act of serious defiance and will be sanctioned accordingly. Further detail on Government guidance in relation to searching and screening can be found [here](#).

VI) Prohibited items

Possession of, or evidence to suggest the bringing onto school site of any prohibited items, for example: drugs; alcohol; weapons or articles with the potential to inflict harm; fireworks; stolen items; pornography; cigarettes or e-cigarettes (vapes) is considered a serious offence

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. We will also confiscate any item that is detrimental to school discipline. In addition, carbonated drinks and energy drinks are not allowed for consumption by students during the School day. Such items will only be returned to students after discussion with Senior Leaders and Parents, if appropriate.

VII) Mobile phones

Mobile phones which are brought into school must be turned off (not placed on silent) and stored out of sight during the School day (unless students have permission to use them from a teacher). This includes their use at break time and lunch time. Students can use their phones once they have *exited* the building after the final bell at 3:20pm.

If a mobile phone is seen by a member of staff, it will be confiscated. The staff member will take the phone directly to reception for secure storage, ensuring the student's name is clearly communicated to the reception staff. If a student is unco-operative and does not hand over their phone, their Head of Year will be notified, and the phone will be kept at school overnight.

When a mobile phone is confiscated, the matter will be recorded as a referral on Arbor so that the consequence given by the staff member is fair and consistent.

The policy on mobile phones applies to all students, however, Sixth Form students are authorised to use their mobile phones in the Sixth Form Centre, as well as other digital devices such as laptops/tablets in lessons, at the discretion of their subject teacher.

6. Rewards

We strongly believe that rewards are a more effective way of shaping positive behaviour than sanctions. As such, staff at AGSB are encouraged to prioritise rewards, seeking regular opportunities to recognise students' achievements across the following categories: behaviour, excellent work, outstanding effort, and citizenship.

At AGSB, the House System forms the core of how we acknowledge positive behaviour with students and parents. The four houses—Bradbury, Massey, Stamford, and Tatton—use House Points, colours, and awards to promote a positive ethos. We also foster self-discipline by encouraging students to take responsibility through active involvement in the School's co-curricular life.

The Rewards System supports academic, co-curricular, and community participation at AGSB. It is designed to ensure all students, regardless of ability, can achieve recognition for their contributions to school life. This is further enhanced through the House System and its associated competitions.

I) House Points: Overview and guidelines

House Points are recorded in Arbor, with a maximum of one House Point per student per lesson or event. The decision to award a House Point is based on staff's professional judgement and the discretion of individual departments. To maintain the integrity of the Rewards System, House Points will not be awarded for substandard work, effort, or behaviour.

Staff are encouraged to notify students when a House Point is awarded. Students and Form Tutors can view House Points via Arbor, ensuring transparency and enabling regular monitoring.

A House Point is awarded to a student in Years 7 to 13 for:

- An outstanding piece of work commensurate with the ability of the student.
- A consistently high level of effort or improved levels of effort in class.
- A significant contribution to learning e.g. supporting another student, leadership of an activity.
- Exhibiting high levels or improved courtesy to their peers and staff.
- Demonstration of being a good 'global citizen' e.g. through taking part in community projects etc.

II) Rewards and Recognition

Certificates are awarded to students upon reaching 20, 40, 60, 80 and 100 House Points.

At the end of the academic year, students with the highest number of House Points in their tutor group and year group will receive a prize in the end-of-year assemblies, along with a free trip to the cinema.

The House with the highest total of House Points will be awarded the House Point Trophy during the end-of-year assemblies.

III) Monitoring and Additional Rewards

Heads of Year, Heads of Departments, and House Managers regularly review House Point records to identify students deserving additional praise and to monitor trends among individuals or groups.

Tutors should monitor the distribution of House Points weekly and encourage students who may not be receiving recognition to engage more fully.

Teachers can supplement House Points by providing verbal or written feedback and may also choose to send postcards home to acknowledge exceptional achievements.

7. Sanctions

The School's basic rules and code of conduct provide the foundation for discipline and sanctions. These rules are simple and fair, balancing the personal freedom young people need with the order required to promote academic learning in a community.

I) Sanctions Framework

A range of sanctions is applied to students who break school rules or fail to meet expected personal standards. The following principles guide the implementation of sanctions:

- Sanctions must be proportionate to the seriousness of the offence.
- Sanctions should be constructive and may include reparation to the School community.
- Consistency and fairness in the application of sanctions are essential.
- Students must be informed of the reason for the sanction to ensure clarity and understanding.
- Parents, particularly of students in Years 7–11, are often involved early to explain why a sanction was necessary.

II) Hierarchy of Sanctions Level 0 Sanctions

At this School, Level 0 interventions are the most frequently used and are considered informal. They rely on effective communication between the teacher and the student as a first step.

With a proactive approach and positive communication, the staff member initially involved can often resolve the issue and achieve a positive outcome without the need for escalation.

In most cases of low-level misbehaviour, a verbal warning will be the first course of action.

Examples include:

- Discussing the behaviour with the student and making expectations about their behaviour for the remainder of the lesson clear. This could happen in the classroom or in the corridor outside of the classroom.
- It may be necessary to give an imposition. The setting of extra tasks, an essay on the issue raised by the behaviour incident, a letter of apology and/or an act of restitution to the community like a litter duty are all examples of this type of sanction. The aim is to deter the student from repeating the offence and to make them think constructively.
- Moving the student to another seat in the room, potentially to take them away from certain peers or to put them closer to the member of staff for better supervision.
- Providing spare equipment for a student for a first offence, then discussing expectations for future lessons and strategies for better organisation in order to achieve these.
- Warning the student verbally about their behaviour and the potential consequences of failing to achieve expectations e.g. lunchtime detention, contact home, contact with Head of Year, informal detention supervised by the member of staff.

Level 1 Sanctions

When behaviour falls below expectations, staff and students will often engage in communication regarding the incident and any interventions attempted.

The official channel for this communication is a School Referral. A level 1 School Referral does not carry a formal sanction. Its purpose is to facilitate communication, indicate trends and document incidents.

School Referrals are logged in Arbor, which will automatically notify Form Tutors. Form Tutors and Heads of Year use Arbor to monitor their tutor groups and year groups. Parents can view issued House Points and Referrals through the parent app.

Level 1 School Referrals can sometimes lead to sanction if deemed necessary.

See appendix 1 for a list of level 1 categories.

Level 2 Sanctions

For continued behavioural issues or one-off incidents, teaching staff can give a Level 2 detention to a student. This detention will be recorded on Arbor, identifying the reason for the detention, and the time and place the detention will take place. The Level 2 detention can take place during break (11am to 11.20am), lunch (12.20pm to 1.20pm) or after school. A student's Form Tutor and Head of Year will be alerted via Arbor.

See appendix 1 for a list of level 2 categories.

Level 3 Sanctions

For continued behaviour issues or one-off incidents, Heads of Year can give detentions to students from their Year Group. The Head of Year detention will take place at their discretion, usually for one hour and on a Thursday. These detentions will be recorded on Arbor and can be issued by Heads of Year or SLT. A student's parents and Form Tutor will be alerted via Arbor.

Any offensive language or behaviour that violates the School's Respect Agenda (e.g., racist, homophobic, bi-phobic, transphobic, sexist, or misogynistic) will be addressed at Levels 2, 3, or 4, depending on the severity and context, as determined by the Senior Leadership Team. AGSB is an antiracist school and our Anti-Racism Policy can be found [here](#).

See appendix 1 for a list of level 3 categories.

Level 4 Sanctions

For more serious incidents and/or persistent behaviour issues, SLT can issue Level 4 sanctions, which generally equate to an SLT detention or a Head Master's Saturday morning detention. However, in certain circumstances or contexts, a Level 4 incident can result in suspension.

SLT detentions take place every Friday between 3.30pm-4.30pm, supervised by a member of SLT on a rota. Head Master's Saturday detentions take place as/when required and involve a student attending school, in full school uniform from 9am-12pm. A full letter, or a phone call, explaining the reason for the detention will always be sent to parents. This detention will also be recorded on Arbor.

Students can be temporarily removed from their lessons should it be deemed necessary for the following reasons:

- To maintain the safety of students and to restore stability following an unreasonably high level of disruption.

- To enable disruptive students to be taken to a place where education can be continued in a managed environment.
- To allow the student to regain calm in a safe space.

If a student has been removed from lessons for the reasons stated above, a Level 4 sanction is the most likely outcome.

See appendix 1 for a list of Level 4 categories.

Level 5 Sanctions

For very serious incidents and/or extreme cases of antisocial behaviour or persistent disregard for school rules, the Head Master and Deputies may impose Level 5 sanctions. These range from internal suspension for less severe cases to external suspension or off-site direction for more serious ones, and permanent exclusion for the most extreme cases.

Level 5 sanctions will always be communicated via a letter and a phone call, explaining the reason for the suspension or, in the most serious of cases, exclusion.

In all these circumstances, the latest suspension procedures and guidelines as published by the Department for Education will be followed by the Head Master and the Governing Body.

See appendix 1 for a list of Level 5 categories.

Internal Suspension

Internal suspensions may be issued when external suspension is deemed inappropriate, or when an incident occurs during the School day, and we are unable to contact parents to ensure a student's safe return home.

A student under internal suspension will typically spend a fixed period isolated from their peers, working in the Pastoral Deputy Head Master's office, with their Head of Year, or a combination of both.

During this time, they will complete work set by their subject teachers in line with their usual timetable.

All internal suspensions are recorded on Arbor.

External Suspension

Only the Headmaster, or in his absence the Deputy Head Master acting with his authority, has the authority to suspend a student from school.

This suspension may result from behaviour either on or off school premises that breaches the School's expected standards of behaviour and/or, in the opinion of the Head Master, brings the School into disrepute.

A suspension will typically last between 0.5 and 15 school days. For suspensions exceeding 5 school days, the student will attend a nearby school to complete the suspension. The maximum total number of suspension days permitted for a student in one academic year is 45. Repeat suspensions will often escalate in duration.

Before reaching a decision to suspend a student the Head Master and/or Deputy Head Master will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made.
- Allow the student to give their version of events.
- Be satisfied as to the circumstances of the incident (e.g. whether the student may have been provoked).
- Consult others where it is felt to be appropriate e.g. Governors (ensuring not to involve those who may have a role in any review of his decision).

The final decision on interpreting a suspension will be left to the Head Master or Deputy Head Master.

Parents will always be informed of a suspension without delay via a phone call – this may be before or shortly after the student has been informed. Following the suspension, the School will arrange a reintegration meeting before the pupil returns. This meeting will outline the School's expectations of the pupil and the pastoral support available to them upon their return. As part of the reintegration process, parents/carers will first meet with a member of the Senior Leadership Team and the Head of Year, without the student present. The student will then be invited to join the meeting once a mutual understanding has been established.

Off-Site Direction

Where interventions or targeted support have not successfully improved a student's behaviour, the Head Master may issue an off-site direction. This measure can serve as a preventative step to avoid permanent exclusion, allowing the student to undertake a time-limited placement at another school to focus on improving their behaviour.

Alternative Provision

In exceptional circumstances, the School may arrange Alternative Provision (AP) to improve behaviour or meet individual needs. Any placement will be time-limited, with clear objectives and a reintegration plan. The Head Master authorises all AP placements, and parents/carers will be informed without delay. The School retains full safeguarding responsibility and will ensure the provider meets statutory requirements. Progress will be monitored regularly, and pupils remain dual-registered with the School. Every placement includes a pathway back to mainstream education, supported by pastoral and academic interventions.

Permanent Exclusion

A permanent exclusion will typically be used only as a last resort when a range of other strategies have been exhausted. However, in exceptional circumstances, the Head Master may consider it appropriate to permanently exclude a student for a first or one-off offence. Examples of such circumstances include (but are not limited to):

- Serious actual or threatened violence against another student or member of staff.

- Emotional or psychological assault via social media or other means.
- Supplying an illegal drug.
- Carrying and/or threatening to use an offensive weapon.
- Situations where allowing the student to remain in School would seriously harm the educational welfare of the student or others in the School.

Only the Head Master can permanently exclude a student from School.

In the case of permanent exclusion, the Head Master will inform the Parents in writing the reasons for the decision. Parents have the right to make representation about the exclusion to the Governing Body's Disciplinary Panel.

The School will notify the Local Education Authority of any permanent exclusions.

Please Note:

- The term 'Parents,' as used in this policy, includes both parents and guardians.
- Reasonable adjustments may be necessary under the Equality Act 2010 when applying the School's disciplinary policy to students with SEND. However, this does not mean that every incident of misbehaviour will be directly connected to their SEND.
- Given the range of possible behavioural incidents and the need to assess each case individually, it is impossible for this policy to address every scenario or outcome. Therefore, the policy must remain flexible and be applied with reason, reflecting the School's values and commitment to nurturing students in the AGSB way. Decisions will always be grounded in fairness and natural justice, determined the Head Master, the Deputy Head Pastoral and, if required, the Governing Body.

Scope of the disciplinary policy:

Parents and carers should be aware that the School's disciplinary policy applies to behaviours outside of school as well. Students may receive sanctions for actions that contravene the School's behaviour policy and ethos, including online conduct. This includes instances:

- When participating in any school-organised or school-related activity.
- When travelling to and from school.
- When wearing school uniform.
- When identifiable as a member of the School.
- That could disrupt the orderly running of the School.
- That pose a threat to other students.
- That could harm the reputation of the School.

8. Responding to Misbehaviour from Students with SEND

Recognising the impact of SEND on behaviour

The School recognises that students' behaviour may be influenced by a special educational need or disability (SEND).

When incidents of misbehaviour arise, the School will consider whether they are related to the student's SEND. However, we acknowledge that not all incidents of misbehaviour will be connected to their SEND. Decisions regarding the impact of a student's SEND on an incident will be made on a case-by-case basis.

In managing misbehaviour from students with SEND, particularly when their SEND affects behaviour, the School will balance its legal duties with the enforcement of the behaviour policy. These legal duties include:

- Taking reasonable steps to avoid causing substantial disadvantage to a disabled student due to the School's policies or practices (*Equality Act 2010*).
- Using best endeavours to meet the needs of students with SEND (*Children and Families Act 2014*).
- Securing the provisions set out in a student's education, health and care (EHC) plan and cooperating with the local authority and other relevant bodies.

To meet these duties, the School will anticipate potential triggers of misbehaviour and implement preventative measures tailored to the student's individual needs.

I) Reasonable Adjustments

Examples of reasonable adjustments to anticipate and reduce triggers for misbehaviour may include:

- Adjusting seating plans for students with SEND and considering where they are most likely to succeed. For example, ensuring they can see and hear their teacher clearly.
- Providing staff with training on conditions such as autism and ADHD.
- Allowing access to calm spaces at break and lunch, to help students regulate their emotions during sensory overload.

II) Adapting sanctions for students with SEND

When considering sanctions for a student with SEND, the School will evaluate:

- Whether the student understood the rule or instruction.
- Whether the student was unable to act differently due to their SEND.
- Whether the student's SEND contributed to aggressive behaviour.
- Whether the student was unable to understand the consequences of their actions.

If the answer is "yes", the School will assess whether a sanction is appropriate and, if so, whether reasonable adjustments are required.

III) Identifying unmet SEND in students with challenging behaviour

For students exhibiting challenging behaviour, the Special Educational Needs and Disabilities Coordinator (SENDCo) may evaluate whether there are unmet underlying needs. Where

necessary, the School will seek support and advice from specialist teachers, educational psychologists, medical practitioners, or other experts to identify or address these needs.

When acute needs are identified, the School will liaise with external agencies to plan appropriate support programmes in collaboration with parents. These plans will be reviewed regularly to ensure they remain effective.

Below is a fuller explanation of what is considered unacceptable behaviours, mainly centred around child-on-child abuse within schools. It is closely linked to the Government's 'Keeping Children Safe in Education' update for September 2021

9. Child-on-Child Abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their Designated Safeguarding Lead or member of the Safeguarding Team.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based, and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse, such as hitting, kicking, shaking, biting, hair-pulling, or otherwise causing physical harm (this may include an online element that facilitates, threatens, and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration, and sexual assault (this may include an online element that facilitates, threatens, and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery).
- 'Upskirting', which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress, or alarm.
- Initiation/hazing-type violence and rituals, which could include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group (this may also include an online element).

All staff should be clear on the School's or college's policy and procedures regarding child-on-child abuse, as well as the important role they must play in preventing it and responding where they believe a child may be at risk.

Staff should be clear on:

- Our school's safeguarding policy and procedures.
- Their role in preventing child-on-child abuse and responding to it if they believe a child may be at risk.
- The indicators of child-on-child abuse, how to identify it, and how to respond to reports.
- The importance of challenging inappropriate behaviour between peers—failing to do so can create an unsafe environment and foster a culture that normalises abuse.

Staff should also be aware that:

- Safeguarding issues can manifest as child-on-child abuse.
- Technology is a significant component in many safeguarding and wellbeing issues.
- Children are at risk of both online and face-to-face abuse, which can occur inside and outside of School.
- Children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages.
 - Non-consensual sharing of indecent, nude, or semi-nude images and/or videos, especially in chat groups.
 - Sharing abusive images and pornography, including sending such content to those who do not wish to receive it.
- Child-on-child abuse may occur even if it has not been reported.

Student support and reporting:

Students should feel confident about reporting incidents of abuse. However, the School recognises the many complex reasons why students may not report abuse. To address this, the School has implemented several opportunities for students to disclose or discuss concerns, including:

- The School Counsellor.
- The School Council.
- Peer mentors.
- Anti-racist ambassadors.
- An LGBTQ+ group.
- Student questionnaires.
- A 'Bully Button' on the website.
- Student House Leaders.
- The Student Affairs Committee, who can signpost to anonymous sources of help online.

In addition, Heads of Year, curriculum opportunities in form time, and lessons in PSHE, R&P, and English often address sensitive issues.

All students are also familiar with the School's email system, which they can use to contact a trusted adult confidentially about any issue.

Responding to a report: Process and risk assessment

The School's response will be:

- Decided on a case-by-case basis.
- Underpinned by the principle of zero tolerance for child-on-child abuse, particularly regarding sexual violence and sexual harassment. Abuse is never acceptable and will not be tolerated.

The DSL (or a deputies) will take the lead, supported by other agencies as required.

Four likely scenarios for next steps:

1. Manage internally, where this is appropriate, and early help or statutory interventions are not required.
2. Early help, as outlined in *Chapter 1 of Working Together to Safeguard Children*, where statutory interventions are not required. The DSL will know the process and where to access support.
3. Referrals to children's social care*, where a child has been harmed, is at risk of harm, or is in immediate danger.
4. Report to the police (usually alongside a referral to children's social care), for reports of rape, assault by penetration, or sexual assault. The police will assess the risk of harm and decide on actions, which may include police or court bail.

When working with children's social care, the School should not wait for the outcome of an investigation before safeguarding the victim and other children. The DSL (or deputies) must work closely with children's social care to ensure the School's actions do not jeopardise any statutory investigation. Immediate consideration should be given to safeguarding the victim, the alleged perpetrator(s), and other children. The School should avoid labelling students in a way that implies innocence or guilt before an investigation concludes.

Where a report is made to children's social care and/or the police, the School should liaise with the relevant agency to discuss next steps and how to inform the alleged perpetrator(s).

Staff may confiscate devices for evidence if the report includes an online element, to hand over to the police.

All major pastoral concerns are recorded on CPOMS, the School's normal method for logging incidents and actions.

Supporting the students involved:

The victim:

- Victims of abuse are likely to find the experience distressing, which can impact their progress in school.
- Reassure them that they will be taken seriously, supported, and kept safe.
- Ensure reasonable distance is maintained between the victim and the alleged perpetrator(s) on school premises, including during before- and after-school activities.

Support strategies will depend on:

- The age and developmental stage of the victim.
- The nature of the allegations and the risk of further abuse.
- The victim’s specific needs and wishes.

Be mindful that:

- Victims may not disclose the full picture immediately, so maintaining open dialogue is essential.
- Sexual harassment and violence often disproportionately affect girls, while boys are more likely to be perpetrators.
- There may be multiple perpetrators. (See paragraphs [KCSIE](#) for further guidance.)

The alleged perpetrator(s):

Balancing the need to safeguard the victim and other children with providing the alleged perpetrator(s) with education and support can be challenging.

Support and disciplinary measures should be considered on a case-by-case basis, including:

- The age and developmental stage of the alleged perpetrator(s).
- The nature and frequency of the allegations.
- Any unmet needs of the alleged perpetrator(s).

Unsubstantiated, unfounded, false, or malicious reports should also be addressed. (See *KCSIE for guidance*.)

The DSL should assess whether the student or person making the allegation requires additional support or has been abused themselves, which could warrant a referral to children’s social care.

The School will strive to work with both the victim and perpetrator to reach a satisfactory outcome for all parties.

The School’s Behaviour Policy is designed around the fundamental values of ‘Respect, Responsibility, Resilience and Love of Learning’. Ultimately no one Policy can capture all the possible behaviours/actions in one document and the Head is the ultimate arbiter of what is acceptable/unacceptable in School. This Policy also needs to be read in conjunction with the Safeguarding and Child Protection Policy (which contains information on spotting signs of Abuse and what to do if you have any concerns), and the annual updates ‘Keeping Children Safe in Education’ (Part One for Staff).

Behaviour Policy Appendix

Appendix 1

Level	Behaviour	Sanction
0	Late to School	Monitoring only

1	<p>Academic - E Safety Concern Academic – Homework Academic – Lack of Effort Behaviour – Assessment Infringement Behaviour – Disobedience Behaviour – Eating/Drinking in Lesson Behaviour – Equipment Behaviour – Failure to Follow Instructions Behaviour – Inappropriate Language Behaviour – Late to Lesson Behaviour – Misuse of IT Equipment Behaviour – Mobile Phone Behaviour – Off-task Behaviour – Uniform Infringements</p>	<p>Verbal warning and a referral recorded on Arbor</p>
2	<p>Academic – Continued Homework Issues Academic - E Safety Concern Academic – Persistent Lack of Effort Behaviour – Abuse of Equipment Behaviour – Abuse of IT Equipment Behaviour – Disruption to Learning Behaviour – Insolence</p>	<p>For repeated or one-off incidents. Subject Teacher issues and supervises a break, lunch or after school detention.</p>
	<p>Behaviour – Persistent Disobedience Behaviour – Persistent Lateness Behaviour – Persistent Uniform Infringements</p>	
3	<p>Breach of the Respect Agenda Bringing the School into Disrepute Bullying Continued Academic Issues Continued Behaviour Issues Defiance Failure to Attend Detention Intimidation/Threatening Towards Peers Persistent Lateness to School Physical Fighting Smoking/Vaping Theft Truancing</p>	<p>Further L1/L2 transgressions and more serious one-off incidents. HoD/HoY issues and supervises an after-school detention.</p>
4	<p>Banned/Prohibited Items Bullying Malicious Allegation Against a Member of Staff Persistent Defiance Physical Fighting Smoking/Vaping Theft</p>	<p>For serious incidents and persistent issues. Friday SLT detention or Head Master’s Saturday detention</p>

5	Intimidation/Threatening Towards Staff Illicit Substances Serious Incident Serious Incident – Against Staff Serious Incident – Against Peers Sexual Harassment/Violence	For very serious incidents or persistent disregard for school rules. Suspension (Internal/External) or Permanent Exclusion
---	--	---

Note:

Sanctions are for indicative purposes. A more serious sanction can sometime be applied, dependent on context.

All L1-L5 referrals will be recorded on Arbor.

Appendix 2

BEHAVIOUR IN THE CLASSROOM

RESPECT

- Enter classrooms calmly, follow instructions and wait to be invited to speak
- Demonstrate respect to staff and peers

RESPONSIBILITY

- Arrive on time and prepared to learn
- Ensure care is taken with school equipment and facilities

LOVE OF LEARNING

- Contribute to a positive learning environment and value the opinion of others
- Think creatively, engage fully and nurture intellectual curiosity

RESILIENCE

- Embrace challenges, learn from mistakes and ask for support when needed
- Stay focused, develop a growth mindset and strive for continuous improvement

ALTRINCHAM GRAMMAR SCHOOL FOR BOYS



BEHAVIOUR AROUND SCHOOL



- Demonstrate courtesy and decency to staff, peers and visitors
- Uphold the school's orderly environment by refraining from eating or drinking in corridors
- Do not chew gum, use a mobile phone without permission or wear headphones around school



- Walk on the left and follow the one-way system to ensure safety and consideration for others
- Behave in a safe and responsible manner at break and lunchtimes
- As a proud ambassador of AGSB, wear the uniform correctly and uphold the school's excellent reputation both within the community and beyond



- Respond positively when corrected or advised
- Demonstrate commitment to the co-curricular life of school
- Be patient and tolerant when resolving conflict



**ALTRINCHAM GRAMMAR
SCHOOL FOR BOYS**