



## STOCKPORT SCHOOL

### BEHAVIOUR POLICY

This policy statement is not to be read in isolation, but in conjunction with other school policies (with particular reference to SEN, bullying, equality and diversity, rewards, drugs alcohol and substance abuse and safeguarding policies) and the latest DfE advice 'Behaviour in Schools' July 2022.

This Behaviour policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

This policy applies to all aspects of school life: inside the classroom, out on the playground/school field, travelling to and from school, wearing school uniform (or in some other way identifiable as a pupil at the school), as well as when pupils are undertaking an educational visit off-site or school related activity. If these conditions do not apply and if misbehaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school then the Behaviour policy can still apply.





The ethos is summarised by five key words that highlight the school's values and core purposes.

Everything we say and do as a school is grounded by the ethos.

The 'Stockport School Way' is all about putting our ethos into action and says to people: "This is how we do things at Stockport School".

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### **Code of Conduct**

#### **1. Right Place**

We will be at the right classroom, promptly.

#### **2. Right Time**

We will be on time for lessons, every lesson.

#### **3. Right Uniform**

We will be prepared for lessons by wearing our full uniform smartly.

#### **4. Right Equipment**

We will be prepared for lessons by having all the correct equipment.

#### **5. Right Attitude**

We will try our best in all our lessons.

We will accept new challenges and rise to them.

We will be kind, tolerant and respectful.

## **Uniform and Equipment**

- Please ensure your child has all the required uniform and equipment for each day.
- Please ensure bags are packed the evening before school with everything your child needs for the following day.
- Please let us know in advance of any issues with equipment or uniform so we can help.

## **Attendance**

- Please ensure your child maintains a good attendance record.
- Please ensure your child arrives to school on time each day.
- Please contact the school to inform us of any absences.

## **Behaviour standards**

- Please discuss your child's behaviour and support the school from home.
- Parents are reminded that the school is responsible for setting sanctions and deciding on outcomes of any incidents. Parents are expected to fully support any decision made by the school.
- Remind your child that they are the school's responsibility during the school day. This includes travelling to and from school.

## **Lessons & Learning**

- Please take an active interest in the different subjects that your child is studying.
- Please give your child an opportunity to talk through their learning at home; this is an excellent way to consolidate what they are doing in school.
- Please attend all Parents' Consultation Evenings and other relevant school information events.

## **Home Learning**

- Home Learning is crucial in supporting and extending your child's learning.
- Please use FireFly, our home learning platform, to keep track of all work set.
- Please help your child keep to deadlines and complete home learning to the best of their ability.

## **School Community**

- Please encourage your child to participate in the school's extracurricular programme.



Stockport School, the staff at Stockport School and the Governing Body seek to create an environment which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

We believe that a positive working relationship with parents and carers is fundamental to ensuring the best quality education for your children.

### **The School Aims**

- To create an environment, which encourages and reinforces good behaviour
- To promote self-discipline and positive relationships
- To ensure that the School's expectations and strategies are widely known and understood
- To encourage the involvement of both home and School in the implementation of this policy

### **Setting the context of the Behaviour Policy**

Stockport School staff and the Governing Body have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other as their example has an important influence on students. We believe that as adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote through example; honesty, tolerance and courtesy
- Provide a supportive, inclusive, caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Value the rights and property of each individual through the promotion of honesty and respect
- Reject bullying and dishonesty and encourage the development of co-operation, self-discipline and responsibility
- Encourage development of self-respect and maturity, enabling growth towards becoming worthy citizens by promoting moral and social values
- Show appreciation of the efforts and contribution of all

## **The Curriculum and Learning**

Stockport School believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

The school's vision: 'Ready to Learn' stems from our belief that success at all levels can only come through team work and partnerships between dedicated staff, disciplined and happy students, supportive parents, and an enthusiastic committed board of governors.

To nurture the ethos of "The Stockport School Way" the school has invested intentionally in personalised learning, the house system and extensive use of student rewards.

Our core PROUD values reinforce our ethos to ensure all students demonstrate these – Positivity, Respect, Opportunity, Unity and Determination.

The vision for students is as follows and is displayed in posters across the school site:

### **Positivity**

Demonstrating a positive attitude to learning and engagement.

### **Respect**

Showing consistent respect towards peers, staff and our local community.

### **Opportunity**

Making the most of all opportunities and supporting others to do so.

### **Unity**

Working and interacting positively with classmates and staff.

### **Determination**

Always determined to achieve your best and overcome challenges by being 'Ready to Learn'.

## **Corridors and Communal Spaces**

Students are expected to follow the Corridor Code in order to ensure calm and safe movement around the buildings. Staff are required to enforce the Corridor Code and sanction students who do not comply. The same principles of safe and thoughtful behaviour apply to outdoor spaces such as playgrounds.

### **Corridor Code**

1. We will walk quickly, calmly and quietly using the one-way system
2. We will keep hands, feet and objects to ourselves
3. We will take care on staircases and by entrances and exits

## **Rewards & Recognition**

Emphasis should be on rewards and recognition to reinforce good behaviour. (See Rewards policy) Rewards and recognition have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts (e.g. on an individual basis or during class)
- Collective or individual praise in assemblies (e.g. good behaviour during an off-site School visit)
- The earning/obtaining of house points for good behaviour, academic achievement etc. which in turn can result in awards including vouchers, badges etc.
- Written or verbal or telephone communication with home praising high standards of behaviour
- Commendation Awards, Vouchers, School badges
- 'Letters of Praise' sent home if students have worked particularly hard

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School community.

The school has high expectations of students regarding behaviour and in the vast majority of cases our students follow the Code of Conduct. If students contravene this Code of Conduct in a lesson, they will be warned. If the poor behaviour continues after this warning they will receive a behaviour point, and you will receive an email about this. If the poor behaviour continues after this, the student will be removed from their lesson. Behaviour points can also be issued for poor behaviour in a corridor or during social time, or for failure to wear the uniform correctly in lessons or around the school.

Students will be issued with a next-day level 1 detention (30 minutes) for receiving five or more behaviour points in one day, for being late to a lesson, for being late to school, or for being removed from a lesson. Failure to attend this detention will result in a longer level 2 detention (40 minutes), a level 3 detention (1 hour), and ultimately a period of internal exclusion.

More serious sanctions are applied when students persist in low level disruption or commit an act that is considered to be more serious, such as arguing with a member of staff, defiance, refusing to follow instructions or being violent or aggressive. Such behaviour endangers the education of others or poses health and safety risk and can lead to internal exclusion, fixed term exclusions and permanent exclusion. Although by law the school does not require parental permission to apply sanctions, including after school detentions, we do appreciate the support we get from home when sanctions are imposed.

Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies to receive specialist help.

All staff follow the formal Behaviour Management procedure when dealing with misbehaviour around the School and in lessons

## **Monitoring Reports**

Students may be placed on report to monitor their progress or behaviour and help them to improve this. Students may be asked to report to their form tutor, their Head of Year or a senior member of staff. If your son / daughter is placed on report, please check and sign this each day.

**LEVEL 1: Form Tutor Report (Green)**

**LEVEL 2: Head of Year Report (Yellow)**

**LEVEL 3: Senior Leader Report (Orange)**

**LEVEL 4: Headteacher/Deputy Headteacher Report (Red)**

**Positive Report: Form Tutor/Head of Year/Senior Leader (Blue)**

Positive Report cards are not a sanction and are issued at the discretion of the Head of Year to encourage students and recognise their positive attributes.

**Achievement Report: Form Tutor/Head of Year/Senior Leader (Beige)**

Achievement Report cards are not a sanction and are issued at the discretion of the Form Tutor/Head of Year/Senior Leader to encourage and support students to achieve more.

**Attendance/Punctuality Report: Attendance Manager/Head of Year/Senior Leader (White)**

Attendance/Punctuality Report cards are to monitor where truancy or lateness is an issue.

**Searching Students:**

There may be occasions where it is deemed necessary for staff to search students and we adhere to the DfE guidance on searching, screening and confiscation (July 2022).

Power to search students without consent. SLT may conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
  
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

**Confiscation:**

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

**Communication with Parent(s)/Carer(s)**

Stockport School gives high priority to clear communication and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with that student in the School are aware of those concerns, and of the steps, which are being taken in response. The key staff in this process are the Form Tutor who has the initial responsibility for the student's welfare along with the Head of Year and Senior Leadership Team.

**Links with the Community**

Stockport School aims to instill a sense of citizenship, community, and belonging within all of its students, and as such gives a high priority to the way that its students conduct themselves within the local neighbourhood. The aim is that students behave in a way that will make people glad that Stockport School is part of their community.

## Code of Conduct

As staff, students and representatives of our school, in and around Stockport School and the wider community, we agree to:

- ✓ Treat everyone as you would like to be treated
- ✓ Respect people of all races and their beliefs
- ✓ Be caring, courteous and considerate
- ✓ Respect school property at all times
- ✓ Respect other people's possessions
- ✓ Always do your best to be punctual
- ✓ Always be sensible around the school
- ✓ Always be polite and helpful
- ✓ Be honest

## Stockport School Rules

- Bullying is not tolerated within Stockport School. Any instances of bullying will be dealt with severely.
- Disciplinary action will be taken against students who engage in serious verbal abuse of any member of the school community.
- Disciplinary action will be taken against students who engage in fighting, or other aggressive, threatening, or intimidating behaviour within the school.
- Disciplinary action will be taken against students who continually disrupt the learning of others.
- Regulation uniform is obligatory in Years 7 to 11. Please refer to the Uniform Policy.
- No make-up, nail varnish, acrylic or gel nails, extreme hair colours or styles may be worn by students in Years 7 to 11.
- No facial/other piercings (other than ears) permitted. No 'spacer' earrings permitted: only one small stud in each lobe.
- Outdoor clothing must be removed in the building. Students should not come to school in hooded tops/non-school style jumpers as these are unacceptable uniform items and will be confiscated to be collected by a parent/carer or other responsible adult.
- Basic equipment including pens, pencils, ruler, eraser, calculator, and coloured pencils are needed for every lesson and should be brought in a suitable bag capable of carrying A4 size paper.
- Homework is an essential part of succeeding at Stockport School and should be handed in on time.
- Mobile telephones are to be fully switched off from arrival and upon entering the school gates until the end of each school day to include break and lunch times. They must not be used for communication of any type or for photography on the school premises including the dining room and school grounds and should not be seen in School.
- Any phones in use during the school day will be confiscated and a parent or carer will be required to collect it from the main school office. Parents(s)/Carer(s) who need to contact their child urgently are to contact the School Office on 0161 483 3622.
- All property should be respected, and damage and graffiti is not allowed in any circumstances.
- All textbooks, library books, and other Stockport School resources must be returned immediately upon request.
- Chewing gum must not be brought into Stockport School, or used in or around the school premises.
- Energy/high caffeine drinks are not permitted and must not be brought into school. Once confiscated, they will not be returned.
- Aerosols (deodorants/hairspray etc) are not permitted and must not be brought into school. Once confiscated, they will not be returned.
- Leave of absence except in illness or emergency: Students may not be absent without permission from the Headteacher. A student who has been absent must bring a note stating the dates and cause of absence. If leave of absence is desired for some special reason, permission must be asked from the Headteacher/Attendance Manager in advance.
- Parent(s)/carer(s) should contact the School before 8.40am on the first morning of absence in order to reduce unexplained absence and unnecessary concern. Students must bring a note of explanation to their



Form Tutor/Attendance Manager, giving dates and reasons for their period of absence upon the day of their return, written, signed and dated by their parent(s)/carer(s).

- No student in Year 7 to Year 11 (with the exception of Year 11 Prefects and House Captains) may leave the premises for any reason during normal School hours without the permission of the Head of Year or Senior Leadership Team. All personal property brought into the School (including watches, pens and purses) should be marked with the name of the owner in full.
- Articles of value, or large sums of money should not be brought into the School. If it is ever necessary to do so, the Form Tutor must be informed, and money must be left with the Finance Office.
- Avoid bringing in any expensive property (e.g. mobile phones, MP3 players), which is not essential for learning in to School. No personal possessions must be left in classrooms at any time, the School is unable to take responsibility for any personal possessions and belongings.
- Students are allowed to eat packed lunches/cold food outside when the weather is good enough, but must NEVER, under any circumstances, take out trays, crockery or cutlery. If these items are required for the meal, then it MUST be eaten inside the Dining Room. All rubbish material must be placed in a bin.
- Money may not be raised or collected without the permission of the School Business Manager.
- Students should use the toilet at break and lunchtime. A teacher will allow a student to go to the toilet during lesson only if there are special circumstances.
- Certain subjects e.g. ICT, Technology, Science, Performing Arts (Drama and Dance) and P.E. have special rules which must be obeyed for the safety of all students.
- Disciplinary action will be taken against students who smoke or vape on the School premises, or are found in possession of cigarettes, vapes or any illegal substances on the School premises, or who smoke, vape or use any illegal substances in any public place while wearing any item of School uniform. (See drugs alcohol and substance abuse policy)
- Disciplinary action will be taken against students who bring alcoholic drink into the School, or who consume alcohol while on School premises, or who do so in a public place whilst wearing any item of School uniform. (See drugs alcohol and substance abuse policy)
- The Headteacher may decide to include other reasonable rules which enforce good order within the School learning environment.

Where there is further concern about behaviour and a child has accumulated numbers of behaviour referrals, further action needs to be put in place to ensure that their behaviour is being monitored and that it does not become worse and will hopefully improve.

Poor behaviour will result in sanctions and Stockport School operate a comprehensive detention system.

Lunchtime and after school detentions can be issued as and when appropriate and may be department-based, pastoral-based, whole school or specific C3 behaviour detentions.

### **Lunchtime Detentions will be issued automatically for:**

#### **Punctuality**

As with attendance, it is a legal duty of parents to ensure correct punctuality. Students are expected to arrive at school before 8.35am and be lining up outside their tutor room by 8.40am. A bell goes at 8.35am to give them a five-minute warning. The bell will sound at 8.40am to mark the start of registration by which time all students should be in tutor room.

If your child is to be late for school, please do your best to inform the school in advance and provide a note. Gates are locked at 8.40am and students arriving after this time must sign in at the main reception and will be recorded as late. A senior member of staff will greet them and take appropriate action. Those arriving after 8.40am will receive a detention the same day. Persistent lateness will trigger more serious sanctions.

## **Sanctions**

The school has high expectations of students regarding behaviour and in the vast majority of cases our students follow the Code of Conduct. If students contravene this Code of Conduct in a lesson, they will be warned. If the poor behaviour continues after this warning they will receive a consequence point. If the poor behaviour continues after this, the student will be removed from their lesson and issued with a 30-minute detention the same day. Behaviour points can also be issued for poor behaviour in a corridor or during social time, or for failure to wear the uniform correctly in lessons or around the school.

Students will be issued with a next-day level 1 detention (30 minutes) for receiving four or more consequence points in one day, for being late to a lesson, for being late to school, or for being removed from a lesson. Failure to attend this detention will result in a longer level 2 detention (40 minutes), then a level 3 detention (1 hour), and ultimately a period of internal exclusion.

More serious sanctions are applied when students persist in low level disruption or commit an act that is considered to be more serious, such as arguing with a member of staff, defiance, refusing to follow instructions or being violent or aggressive. Such behaviour endangers the education of others or poses health and safety risk and can lead to internal exclusion, fixed term exclusions and permanent exclusion. Although by law the school does not require parental permission to apply sanctions, including after school detentions, we do appreciate the support we get from home when sanctions are imposed.

### **C3 Behaviour Detentions – every day after school**

As detailed previously, C3 behaviours are serious incidents and we feel that if a student displays or is involved in an incident at the level of a C3, it warrants a swift and immediate sanction.

<b>C3 Behaviours (4 behaviour points – minimum)</b>
<b>C3 Assault on another student</b>
<b>C3 Being removed from a lesson and taken to work elsewhere (on-call) because the disruption being caused (by the student) is to such a degree that it is preventing the rest of the class from learning</b>
<b>C3 Bullying</b>
<b>C3 Dangerous behaviour</b>
<b>C3 Fighting</b>
<b>C3 Racism</b>
<b>C3 Significant damage to property</b>
<b>C3 Smoking</b>
<b>C3 Theft</b>
<b>C3 Truancy</b>
<b>C3 Verbal abuse to a student or member of staff</b>

These detentions are issued automatically for the same day for any student that has been issued with a C3 behaviour referral to include being removed from a lesson by the on-call system due to serious disruption of the class and learning of others. Students will be met there by their teacher to discuss the incident and carry out some reflective work.





**NB: The reflective work with the teacher or staff member involved or witness to the incident is also a very important part of the process. Restorative action is an approach to resolving conflict which is needs-based and focused on meaningful/positive outcomes going forward.**

### Intex (Internal Exclusion):

This is a facility introduced to minimise exclusions where students will work in isolation for the period determined. Students will complete work set during the course of the day which is slightly outside normal school hours – 8.40am start and 3.20pm finish (4.10pm on a Thursday).

**Parent/Carer involvement and engagement is crucial in creating a positive partnership to promote and maintain high standards of behaviour.**

### Sanctions Flowchart

Detention	Time	Venue	Reasons
Level 1 	Break/Lunch 3.00 – 3.30 3.50 – 4.20 (30 mins)	Dining Hall	4 behaviour points Late to lesson On-Call
Level 2 	3.00 – 3.40 3.50 – 4.30 (40 mins)	Dining Hall	Failure to attend Level 1
Level 3 	3.00 – 4.00 3.50 – 4.50 (1 hour)	SLT Dining Hall	Failure to attend Level 2 Serious Incident
Intex 	All day	Intex Room	Failure to attend Level 3 Serious Incident
Suspension	All day	Home	Serious Incident

### Confiscation

The school has the right to confiscate, retain or dispose of a student's property as long as it is reasonable in the circumstances. In some cases, we are obliged to involve the police such as when weapons are involved. Other items that will be confiscated include: high sugar or caffeine content drinks, inappropriate clothing such as hooded tops, denim jackets and baseball caps; inappropriate jewellery; hair accessories; electronic equipment; headphones; mobile phones and chargers (but see below); any item brought into school with the purpose of selling such as food and drink; vapes, cigarettes, cigarette papers, lighters, matches; controlled drugs and other substances such as 'legal highs', alcohol and fireworks. To avoid conflict, parents are asked to ensure that their children do not bring to school items that are banned.

### Mobile Telephones and Headphones

Mobile devices and headphones are banned items and should not be seen or heard in school. All students have been told that banned items will be confiscated on first sight if they are seen or heard in lessons or around the school and will be held in the safe for collection by a parent/carers. The student will be issued a C1 as a result of this. If your son or daughter brings a phone or headphones to school because they wish to use them on the way to or from school, then they must ensure they are out of sight before they arrive. Our full Mobile Phone policy is set out on our website.

## **Key Areas**

Stockport School is aware that there are several key areas that must underpin the School Behaviour Management Policy and will always seek to create an environment which encourages and reinforces good behaviour both during and as an outcome of the educational process.

### **1) A Whole School Policy on Anti-Bullying**

Stockport School has an Anti-bullying Policy, which is regularly reviewed. This provides guidance and advice for students, parent(s)/carer(s), staff and governors. The strategies adopted attempt to create an ethos in the School, which does not tolerate the oppression of one person by another, in other words bullying. The review process centres around the views and opinions of the student body.

### **2) The Pastoral System of Heads of Year and Form Tutors**

This plays an extremely important role in dealing with issues such as bullying, liaising with subject departments when students face behavioural problems, which effect work and motivation. Especially important however, are the positive links made with parent(s)/carer(s) who are contacted and consulted as soon as possible.

### **3) Support Staff**

Admin Staff, Learning Support Assistants, Inclusion and Intervention Officers, Technicians, Kitchen Staff and Site Staff all regularly meet students and need to deal with a wide variety of student behaviour. It is vital that all adults working in Stockport School support each other and share the same values about student behaviour. Liaison and consultation between teaching and support staff can only help create an orderly, supportive atmosphere for all students.

### **4) Social Inclusion**

Social Inclusion, the primary aim of which is to support students whose circumstances make them vulnerable to underachievement. Monitoring of identifiable groups of students who may need extra support in terms of behaviour and achievement is also important in avoiding disaffection, low motivation and the poor behaviour that may result. Stockport School has a number of strategies and projects in place to support such students.

### **5) Special Educational Needs**

The SENCO (Special Educational Needs Co-ordinator) and her team play a pivotal role in co-ordinating and targeting support for students whose learning needs if left unmet could lead to frustration, embarrassment and poor behaviour. Stockport School values the SENCO's advice and guidance available to all teaching colleagues so that the curriculum is accessible to every student. The co-ordinators of Special Educational Needs and the Pastoral Team liaise on a regular basis. (Please see the School's Inclusion/SEN policy for full details).

### **6) Primary Liaison**

The successful transfer of students from primary to secondary education provides Year 7 students with a secure and rewarding start at Stockport School.

The Director of Transition and Community Engagement and the Year 7 Head of Year share overall responsibility for managing effective transition processes within the School. All staffing areas of the School however, take part in the extensive induction programme available to our new students (the current Year 6) and their parent(s)/carer(s) each year.

## **7) Equal Opportunities**

Effective policy in this area has a significant impact on behaviour and attitudes within the School. Poor behaviour can result from a sense of real or perceived injustice. (See the equality and diversity policy for full details).

## **8) Other Aspects of School Organisation Influencing Behaviour**

- Effective Duty Teams.
- Availability of Senior and Middle Management during the School day.
- School Council forms an essential forum for student opinions on how the School can be improved.
- Provision at break and lunchtimes for bad weather.
- The promotion and development of extra-curricular and extensive enrichment activities.

## **9) The School's Relationship with External Agencies**

It is our School policy to foster, maintain and improve links with external support agencies. The School's linked Educational Welfare Officer liaises with the Heads of Year, Attendance Manager and the SLT on a regular basis, dealing with home problems, many of which can lead to truancy or prolonged absence.

The other external support agencies such as Social Services, School Psychological Service, the Behaviour Support Service, Signpost for Stockport Young Carers and the Primary Trust Nurse meet with the Pastoral staff on a regular basis to discuss deep-seated or more serious problems, which affect individual students. The increasing use of Pastoral Support Plans and Intervention Plans for children with behavioural difficulties means that external agencies are often involved in the setting up and monitoring of such plans. Looked after Children within the School have regular Statutory Social Services Reviews, which involve the Pastoral staff with responsibility for Looked After Children. In addition to these meetings, these external support services are called in at short notice by the Heads of Year, SENCO and SLT as and when serious problems arise.

The Community Police Officer and Primary Trust Nurse visit the School regularly and help to deliver part of the PSHCE curriculum. The School also works closely with the Youth Service and the Stockport Careers Partnership (Services for Young People) in order to motivate and focus students. The School is also working hard to develop and maintain stronger links with local community organisations, which aim to support students who find secondary education difficult.

## **10) Review**

This policy and procedure will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Headteacher and agreed by the Governing Body and Local Authority.

**Reviewed:** September 2023

**Review Date:** September 2025