



Midsomer Norton Schools Partnership

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BEHAVIOUR POLICY Secondary Schools

Behaviour policies in this document are specific to all schools in the Midsomer Norton Schools Partnership (Trust).

Please note that Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." In response to all non-criminal poor behaviour and bullying which occurs anywhere off the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that:

- a) could have repercussions for the orderly running of the school;
- b) poses a threat to another student or member of the public;
- c) could adversely affect the reputation of the school. In response to criminal behaviour the School will report this to the police or if it is brought to the School's attention by the police fully cooperate with them.

Each school in the Trust has a robust approach to **child on child abuse, including that of a sexualised nature and cyber-bullying**. We take child on child abuse, unwanted sexualised behaviour and cyber bullying very seriously and will always investigate any reports of such behaviour regardless of when an alleged incident took place. We will always support and believe victims and we will not engage in victim-blaming.

Children should report any concerns relating to child-on-child abuse of anything to an adult member of staff in their school. The member of staff should then pass on this information to the safeguarding team or DSL.

The Trust has a zero tolerance policy in regard to **ALL** bullying including **prejudice-based and discriminatory bullying (including sexism, misogyny/misandry, LGBTQ+phobia and sexual violence and harassment)**. Schools will use all statutory powers to respond to such behaviour and also run programmes of education to support pupils in their learning about British values - tolerance, democracy, rule of law, mutual respect and individual liberty. All schools also have a Relationship Health and Sex Education programme of study to teach children about acceptable behaviours.

[Ansford Academy](#)

[Beechen Cliff Secondary School](#)

[Bucklers Mead Academy](#)

[Frome College](#)

[Hayesfield Girls' School](#)

[Norton Hill Secondary School](#)

[Preston School](#)

[Pyrland School](#)

[Somerset Studio School](#)

[Somervale Secondary School](#)

[St Dunstan's Secondary School incl. Park Road](#)

[St Mark's Secondary School](#)

[Writhlington Secondary School](#)

Please also refer to Anti-Bullying Policy, Exclusion Policy and Drugs in School [Bookmark](#) Policy for further clarification.

Please note that the DFE Use of Reasonable Force advice is attached as [Appendix 1](#)



Ansford Academy - Behaviour Policy

INTRODUCTION

Section A: Rationale

- 1 At Ansford, we value everyone as an individual, capable of growth, change and development. All members of our school community, students and staff, have the right to feel safe, secure so that they can learn and work effectively. We believe that high standards of behaviour enable students to make the best possible progress in all aspects of their school life.
- 2 It is intended that this policy promotes our ethos, building a culture of empathy, trust and belonging where individuals are valued for who they are, feel comfortable to be themselves and are inspired to explore the possibilities of who they might become. We have high expectations that support the development of our students as responsible citizens, able to contribute to the local and global community.

Section B: Scope

- 1 This policy applies to all students during the Academy day, when students are travelling to and from school or at any time there is an association with the school, such as when students are:
 - Taking part in any academy organised or academy related activity outside of normal hours;
 - Wearing the academy uniform;
 - In some way identifiable as a student of Ansford Academy.
- 2 The scope of the policy extends, whether or not the above conditions apply, to unacceptable behaviour at any time where such behaviour:
 - Could have repercussions for the orderly running of the Academy;
 - Poses a threat to another student or member of the public;
 - Could adversely affect the reputation of the Academy.
- 3 We use the guidance and advice in the NSPCC document [When to Call the Police](#) to support decision making where behaviour is potentially criminal, or poses a threat to a member of the public.

Section C: Purpose

- 1 Ansford Academy is committed to ensuring that every member academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Academy's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 2 This policy seeks to encourage in all students a sense of responsibility to themselves, to the Ansford community and to the wider world. It sets out the expectations for positive behaviour and the system of rewards and consequences for ensuring that all are able to achieve these expectations.
- 3 We aim to encourage students to adopt attitudes and standards which will produce a positive learning environment and a happy, respectful school atmosphere, and to:
 - Keep everyone, students and staff safe;
 - Eliminate discrimination in all its forms;
 - Create a positive school culture, using feedback and rewards to recognise and promote positive learning behaviour choices;
 - Make clear the expectations of student behaviour for all members of the community
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 - Encourage students to manage their own behaviour;
 - Adopt preventative measures, initiating early intervention and additional support wherever possible;
 - Involve parents and carers, encouraging positive relationships and a shared approach to the management of their children's behaviour;
 - Use restorative processes to rebuild relationships in a fair and just manner;
 - Respond to, and make provision for, individual students when difficulties arise;
 - Make explicit the consequences of negative behaviour choices.

Section D: Underlying Principles

- 1 The following principles underpin the implementation of this policy:

- All students, staff and visitors have the right to feel safe, in a school environment that is free from disruption, violence, bullying and any form of harassment;
 - All members of the school community should be free from discrimination of any sort;
 - For effective learning to take place, good behaviour is necessary in all aspects of school life;
 - Rewards and consequences should be applied fairly, consistently, proportionally and reasonably;
 - Rigorous and consistent application of school systems and processes will support student well-being and school improvement;
 - As an inclusive school, we endeavour to create a culture where all can flourish and will have due regard to our legal duties in respect of students with SEND, making reasonable adjustments where appropriate and necessary;
 - Restorative practices and language should be used when and where necessary;
 - Families are expected to cooperate with the school in supporting the maintenance of a safe and orderly climate for learning.
- 2 In addition, the implementation of this policy is underpinned by the principles and practices of Restorative Justice. The Academy recognises that working restoratively encourages and enables students to take responsibility for their actions and to work towards forming and maintaining meaningful relationships.

Section F: Legislation and Statutory Requirements

- 1 This policy takes account of [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online and is based on advice from the Department for Education (DfE) in relation to:
- [Behaviour in Schools: Advice for Headteachers and School Staff 2024](#)
 - [Searching, Screening and Confiscation: Advice for Schools 2022](#)
 - [The Equality Act 2010: Advice for Schools](#)
 - [Keeping Children Safe in Education 2024](#)
 - [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement: Guidance 2023](#)
 - [Use of Reasonable Force in Schools 2013](#)
 - [Supporting Pupils at School with Medical Conditions 2015](#)
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- 2 It also takes account of the [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 which outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy (which may also be referred to as Child on Child Abuse).
- 3 We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.
- 4 This policy complies with our funding agreement and articles of association.

PROMOTING AND RESPONDING TO POSITIVE BEHAVIOUR

Section A: Expectations

- 1 Students are expected to demonstrate positive behaviour towards staff, other students and other members of the Ansford community. These expectations are outlined in Appendix A which illustrates examples of expected behaviours and is not an exhaustive list.

Section B: Recognition and Rewards

- 1 Our emphasis in promoting positive behaviour is to recognise when students meet the expectations as outlined in this policy. Rewards and praise are motivational and encourage students to see that appropriate behaviour and effort with their learning and in the wider community is valued. Every student should have the opportunity to achieve success and be rewarded for this success.
- 2 We use a range of rewards to:
- Encourage students to repeat positive behaviour because they have positive outcomes
 - contribute to self esteem

- Nurture students' emotional, social and academic development
- Help to establish and nurture positive relationships between teachers and students
- Motivate and create lifelong learners

3 There are a number of strategies to encourage positive behaviour in their classroom and around the Academy. These include:

- Using positive language
- Using restorative processes when resolving conflict
- Acknowledging students' work through verbal and written and verbal feedback
- Displaying students' work
- Providing feedback to Tutors, Heads of Year, Pastoral Support Leaders, Heads of Faculty and the Senior Leadership Team
- Providing feedback to families through notes in the Log Book, phone calls, emails, postcards, letters
- Celebrating students' work and achievements through assemblies, and other forums such as the school website, the Family Bulletin and Awards Evening
- Nominating students for the annual award in their subject
- Using the positive behaviour points system outlined below

3 Students will be awarded positive reward points for displaying a range of behaviours that link to our values at Ansford. Staff are expected to record positive points for students on ClassCharts at two different levels: when students meet expectations or work beyond expectations. An illustration of how positive behaviour points should be awarded is shown in the table in Appendix B.

4 Students will be able to redeem points in the Recognition and Reward Week which will be scheduled in the last week of each half term. There will be a range of items available e.g. attending a Movie in PA1, activities in the sports hall, vouchers for stationery or items of food from the canteen.

Section C: Positive Behaviour Management

1 We have high expectations of behaviour at Ansford Academy as this is essential for success. Our positive approach to behaviour management reflects our ethos. Staff are responsible for setting the tone and context for positive behaviour within and outside of the classroom by:

- Creating and maintaining a stimulating environment that encourages student engagement
- Reinforcing the Expectations of Behaviour outlined in Appendix A and in the Home School Agreement
- Developing a positive relationship with students

2 Some of the strategies that should be used by staff to promote positive relationships and develop good behaviour include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day or lesson afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

3 Teachers are expected to plan lessons appropriately, taking into account the needs of all students. By doing this, it will reduce the likelihood of negative behaviour escalating. The Academy's Teaching and Learning policy outlines the expectations of teachers for effective planning and preparation.

RESPONDING TO NEGATIVE BEHAVIOUR

Section A: Restorative Practice

1 Restorative processes are at the very heart of our approach to managing negative behavior at Ansford. It is key to building relationships and resolving disputes. All teachers are to use restorative conversations as part of resolving negative behaviour and disputes in their classroom and their tutor group.

2 As behaviours become more serious, there may be the need for a restorative conference that involves staff and students. These will be led by the Head of Year.

- 3 All re-integration meetings after a suspension are restorative and are led by either a member of the Senior Leadership Team or the Head of Year.

Section B: Consequences

- 1 We want students to exhibit positive behaviour choices as this supports both their learning and that of others as well as ensuring positive behaviour in the community when students are not in lessons. In instances where students do meet the expectations as outlined in Appendix A, Academy staff are expected to follow the steps outlined in Appendix C.
- 2 We give all students the opportunity to correct and learn from their mistakes. As a result, in instances of behaviour which does not warrant a Support to Learn request or other immediate action, staff members will give a verbal warning which describes the expected required behaviour. The warning will be logged by the staff member on ClassCharts.
- 3 In instances where students do not correct their behaviour, or the behaviour displayed is more serious, consequences will be issued as illustrated in Appendix C. There are a range of possible consequences and the list provided is not exhaustive. In addition, the flow chart shows how the behaviour consequence stages escalate in cases where a student does not modify their behaviour or where the incident itself is of serious nature.
- 4 All incidents of negative behaviour, including warnings, should be logged on ClassCharts, following the guidelines issued to staff at the start of each academic year.

Section C: Detentions and Community Service

- 1 A break, lunchtime or afterschool detention may be issued as a consequence for poor conduct or negative behaviour choices which have an impact on the learning of others or disrupt the smooth running of the Academy. Students will be informed of any detentions in person and will be able to view bookings on their Class Charts accounts.
 - A teacher may issue a detention of up to 15 minutes during a break or lunchtime.
 - A middle leader may issue a detention of up to 25 minutes during a break or lunchtime.
 - Middle and Senior Leaders may issue a detention of up to 90 minutes after school. In these instances, parents and carers will be given at least 24 hours notice to support with travel arrangements.
 - Unless there are extenuating circumstances, any missed detentions will result in an escalation.
- 2 Community Service may be issued as a consequence in Behaviour Consequence 2 or 3. It will involve contributing positively to the school community such as litter picking.
- 3 The following table sets out the rationale for each detention type within the Academy:

Detention	Purpose [To serve to deter...]	Time	Day/s	Overseen by
Lates Detention	Lateness to lessons Ongoing punctuality concerns.	Break time	Daily	Senior Leadership Team
Pastoral Detention	Poor conduct or behaviours which occur outside of lesson times, including: Break and lunchtime Transition between lessons Traveling to school Travelling on buses Students are expected to engage and, with appropriate support, reflect on the incident to avoid repeat behaviours.	Lunchtime	Daily	Head of Year
Teacher Detention	Poor conduct or behaviours which occur during lessons, including: Disruption to learning Failure to engage with or complete work	Break time Lunchtime	Daily	Teacher

	Failure to meet deadlines Failure to bring the necessary equipment Students are expected to engage and, with appropriate support, reflect on the incident to avoid repeat behaviours.			
Learning Detention	Poor conduct or persistently disruptive behaviours which occur during lessons, including: Disruption to learning Not following staff instructions Parking to another classroom Rudeness to staff Failure to meet extended deadlines Leaving a lesson without permission Truancy from lesson Students are expected to engage and, with appropriate support, complete the work which was not adequately attempted or completed within their lesson.	Afterschool 3.30-4.15pm	Tuesdays Thursdays	Head of Department Supported by a classroom teacher
Senior Leadership Detention	Serious or persistent disruptive behaviours Failure or refusal to attend detentions set out above.	After school 3.30-5.00pm	Friday	Senior Leadership Team

- 4 In order to ensure students and families are aware of detention bookings, and to avoid any potential clashes, all members of Academy staff will log detentions on Class Charts. Notifications will appear via the app or website if not using a mobile phone. Parents or carers will also receive a direct confirmation email which will include information about the detention:
- Type
 - Length
 - Date
 - Time
 - Location
 - Teacher
 - Any additional notes added by the member of staff to provide context
- 5 Should a student fail to attend their detention, and the student was aware of the booking, the appropriate member of staff will *upscale* the detention to the next category. The member of staff may also phone the parent / carer to advise them of the situation to ensure the best outcome for the student.

Section D: Removal from Lessons

- 1 There may be times when warnings have not been followed and student behaviour disrupts the learning of others. Where this occurs, it may result in the following action:
- Support to Learn is called by the teacher who then logs the incident as a Behaviour Consequence 2.
 - The Support to Learn responder will assess the incident and make a decision about next steps on a case by case basis.
 - If a student is removed from the lesson to enable the learning of others to progress without disruption, they may either be parked in a different room within the same faculty or taken to the Retracking room.
 - The incident will be followed up according to the Behaviour Policy and may result in, for example, an restorative conversation between the student and the teacher, a detention or further retracking depending on the nature of the incident and the response of the student.

- 3 Removal from the classroom should be considered a serious consequence and is different to occasions where a student is asked to step outside of the classroom briefly and asked to return following a conversation with a member of staff. Parents and carers will be informed on the same day of any incidents of lesson removal.
- 4 Whilst removed from lesson, students will be provided with meaningful work that may differ to that of the lesson(s) they have been removed from and this will include opportunities to reflect on the behaviour choices leading to the removal from lesson.

Section E: Reports and Support Plans

- 1 Pastoral or subject reports will be implemented when the behaviour of a student is a cause for concern and additional contact and oversight is needed to support a positive improvement in behaviour. Students can be on report to: their tutor, their Head of Year, the Pastoral Lead: Behaviour Intervention and Support or the Assistant Head Teacher: Community and Conduct. The allocation of staff will depend on the reason for the report and any repeated behaviours.
- 2 Following a weekly review of negative behaviour incidents recorded on ClassCharts, pastoral staff will use their knowledge of individuals' cases and their professional judgement to decide which students may benefit from a daily report. Contact with families is essential when a student goes onto report to ensure close partnership working in the best interest of the student. Central record of reports will be held and reviewed each week.
- 3 If the review of the report is unsuccessful, it is likely to be escalated and consideration given to any additional support that may be required to ensure success.
- 4 Behaviour Support Plans will be implemented when the behaviour of a student is a cause for concern or they are returning from a suspension. The plans are implemented and managed by the Head of Year or the *Pastoral Lead Behaviour Support and Intervention*. Specific targets are set with the student and reviewed after six weeks. The process for implementing and managing support plans is illustrated in Appendix D.
- 5 Pastoral Support Plans will be implemented when a Behaviour Support Plan has been unsuccessful and it is considered that a student is at risk of a permanent exclusion. The plans are implemented by the Assistant Headteacher: Community and Conduct, working closely with other staff as required e.g. *Pastoral Lead Behaviour Support and Intervention*, SENDCo. Specific targets are set with the student and their parents or carers and reviewed after six weeks. The process for implementing and managing support plans is illustrated in Appendix D.

Section F: Contextual Safeguarding Approach to Child-on-Child Abuse

- 1 We will minimise the risk of child on child abuse taking place by adopting a contextual approach to safeguarding. This enables the Academy and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action.
- 2 The Safeguarding Team will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

Section G: Responding to Incidents of Child on Child Abuse

- 1 Child on child abuse has previously been referred to as peer on peer abuse or bullying. All references in this, or other linked policies, should be understood in the same way.
- 2 All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding and Child Protection Policy, the Anti-Bullying Policy and in conjunction with this policy. Child on child abuse can happen in any environment and is not restricted to school settings. Examples of child on child abuse can be found in the Safeguarding and Child Protection Policy as well as further specific details in relation to the Academy's approach in the [Academy's Anti-Bullying Policy](#).
- 2 At Ansford:
 - We have a zero tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up';
 - Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention;

- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning;
 - Child on child abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics;
 - Early identification of vulnerability to peer-on-peer abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- 3 There are clear systems in place for students to report any abuse knowing their concerns will be treated seriously and respectfully. We will handle initial reports of abuse by:
- Securing the immediate safety of students involved in an incident and sourcing support for other young people affected;
 - Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
 - Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report;
 - Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort;
 - Not promising confidentiality as it is highly likely that information will need to be shared with others.

Section H: Responding to Incidents of Sexual Violence and Harassment

- 1 All protective actions will be in accordance with [Keeping Children Safe in Education 2022](#), Part 5 and the DfE advice and guidance: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021](#)
- 2 We will take the following actions when responding to incidents of sexual violence and sexual harassment:
- Incidents will be reported immediately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
 - The Brook Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from the education psychology team.
 - Proportionate action will be taken and consideration given to whether a case can be managed internally or whether support from other support agencies is required.
 - When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):
 - Cases will be reported to the police regardless of the age of criminal responsibility (10 years old)
 - A concurrent referral to Children Social Care must also be made
 - Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
 - Where the report includes an online element, the setting will follow the following government guidance Searching, Screening and Confiscation at School and Sharing Nudes and Semi-Nudes
 - Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an occurrence of an incident. These should involve the child and their families and address contextual risks.

Section I: Responding to Incidents of Smoking and Vaping

- 1 It has been illegal to smoke in a public place, including schools, since 1st July 2007 and the Academy is a no smoking site. All further references to smoking is taken to include all use of legal tobacco products, herbal substitutes, and vaping.
- 2 In the event of a student found smoking or vaping on the Academy site, bringing smoking or vaping paraphernalia on to the Academy site or associating with others engaging in smoking or vaping an appropriate consequence will be issued e.g. time spent in re-tracking, community service or suspension.
- 3 If there is reason to believe that a student is suspected of carrying smoking or vaping paraphernalia, either for use by themselves or others, a bag search may be conducted. Carrying items for others will result in the same consequences as those students who are intending to use the items themselves.
- 4 Any smoking or vaping paraphernalia brought into the Academy will be confiscated and will not be returned to students. Parents or carers will be informed and may either choose to come to the school to receive and sign for the confiscated items or they may choose for the school to destroy them.

- 5 Students will be given the opportunity to benefit from a range of support to help modify their behaviour and prevent a repeat occurrence of the behaviour. This may include support from appropriate staff in school as well as information about how to access external support e.g. via organisations such as *Quitline*
- 6 In the event of repeated incidents, the consequence will escalate and may also include daily bag searches on entry to the Academy for an agreed period of time.

Section J: Responding to Incidents of Inappropriate Mobile Phone Usage

- 1 Mobile phones must be put away and not be used by students anywhere on the school site between 8.30am and 3.30pm unless permission is given by a teacher to support learning e.g. Bedrock.
- 2 Any student who has a mobile phone out will be asked to hand their phone to a member of staff. The phone will be stored securely in reception and students will be able to collect it at the end of the day.
- 3 Where students fail to cooperate with a request to hand in their phone, a consequence e.g. planned time in Retracking. Failure to complete the issued consequence will result in an escalation of the Behaviour Policy and may result in a fixed term suspension.
- 4 The mobile phone confiscation records will be monitored by members of the pastoral team who will contact the parents or carers of students with repeated entries. They will be asked to make an appointment to collect their child's mobile phone from reception and the confiscated mobile phone will remain locked away until it is collected.
- 5 On the rarer occasion where expectations about mobile phone usage are repeatedly not met, the relevant Head of Year will meet with the student and their parent or carer to resolve the issue and a variety of measures may be put in place e.g. handing in the phone on arrival at school each day, not bringing their phone to school at all for a period of time

Section K: Responding to Incidents of Vandalism and Damage to Academy Property

- 1 In the event that a student deliberately damages another student's property, this will be recorded on Class Charts and a consequence will be issued. This can include, but is not limited to: a restorative conversation between the students, retracking or suspension as appropriate. A contribution towards the cost of replacing/repair will be considered where possible. Repeated incidents of damage will result in an escalation of the consequence.
- 2 In the event that a student deliberately damages school property, this will be recorded on Class Charts and a consequence will be issued. This can include, but is not limited to: a period of community service to be carried out in the student's own time and may include working with the site team to make reparation for the damaged items where possible, retracking or suspension as appropriate. A contribution towards the cost of replacing/repair will be considered where possible. Repeated incidents of vandalism will result in an escalation of the consequence.

Section L: Banned Items

- 1 A list of Prohibited Items is defined in subsection 3 of section 550ZA of the Education Act as follows:
 - Weapons
 - Knives
 - Alcohol
 - Illegal/controlled drugs
 - Pornographic images
 - Stolen items
 - Fireworks
 - Any item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence of cause personal injury to, or damage to property of, any person including the student

In addition, the following items are banned at Ansford Academy and students are not able to bring these items on to the school site:

- Energy drinks/fizzy drinks
- Tippex
- Marker pens
- Spray deodorant
- Water balloons
- Caps/snaps
- Airhorns

- whistles
 - smoking or vaping paraphernalia
 - anything else that causes disruption or endangers the school community.
- 2 In addition, any other items or materials that are prohibited for children under the age of 16, if the student in question is under the age of 16, that do not appear in the 'Prohibited items' list above.
 - 3 Any student bringing banned items into school will have them confiscated and a consequence issued that may include but is not limited to: bag searches, community service, retracking or suspension. Repeatedly bringing in banned items could result in an escalation of the consequence and regular bag searches.

Section M: Searching, Screening and Confiscation

- 1 The Headteacher (and staff authorised by the Headteacher) has a statutory power to search a student or his/her possessions where there are reasonable grounds to suspect that the student may be in possession of a prohibited or banned item as listed in *Section L*. There should be two members of staff present for all searches, with at least one member of staff of the same gender as the student being searched.
- 2 Whilst schools are not required to have formal written consent from the student, the member of staff conducting the search should ensure the student understands the reason for the search and how it will be conducted.
- 3 The designated member of staff may search a student's outer clothing, pockets possessions, desks, lockers and 'outer clothing' which includes footwear and any item not worn next to the skin or immediately over a garment that is being worn as underwear.
- 4 Whilst there is no legal requirement to make or keep a record of a search, at Ansord the staff member conducting the search should record the details on My Concern which will enable patterns to be observed and trigger early intervention as required. The following information should be recorded:
 - the date, time and location;
 - who conducted the search and who was present;
 - the reason for searching and what was being searched for;
 - what items, if any were found;
 - what action, if any, was taken.
- 5 Schools are not required to inform parents before a search takes place or to seek their consent to search their child. However, at Ansford, parents and carers will be informed that a search has been conducted and the outcome of it.
- 6 Where a student refuses a search, the refusal will be treated as 'refusing to follow an instruction' and the appropriate consequence applied. If the search is not urgent, the student should be supervised away from other students until the search can be conducted.
- 7 If a student persistently refuses a search and is suspected of possessing prohibited items as outlined in *Section L: 1*, the school may ask parents and carers and/or the police to carry out the search. Alternatively, if there is a threat to safety, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search.
- 8 In circumstances where banned or prohibited items are found during a search, we will follow the guidance about confiscation, disposal and police involvement as outlined on pages 17-19 of the document: [Searching, Screening and Confiscation: Advice for Schools 2022](#)

Section N: Use of Reasonable Force

- 1 We do all we can at Ansford to manage behaviour positively. However, there are circumstances when we may need to use 'reasonable force' to safeguard children or to maintain good order within the Academy.
- 2 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Reasonable in these circumstances means 'using no more force than is needed'. Further specific details in relation to the Academy's approach can be located in the [Reasonable Force Policy](#)
- 3 All school staff may use physical control or restraint when a student is:

- committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- causing personal injury to, or damage to the property of, any person (including the student himself/herself)
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Section O: Suspension and Permanent Exclusion

- 1 All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions. At Ansford, these would be issued at Behaviour Consequence 3. Further specific details in relation to the Academy's approach can be located in the [Exclusions Policy](#).

ORGANISATIONAL RESPONSIBILITIES

Section A: Student Transition

- 1 To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Section B: Training

- 1 Staff are provided with training on managing behaviour, as part of the induction process.
- 2 We make a commitment to review the need for individual, group and whole school training in relation to this Behaviour Management as part of our Continuing Professional Development offer.

Section C: Roles and Responsibilities

1 The Governing Board should:

- provide accountability for school leaders in a way that challenges and supports the successful implementation of this policy;
- review and interrogate regular reports in relation to this policy through the Community, Culture and Welfare Committee;
- monitor the effectiveness of this policy and review it annually;
- provide a panel of Governors to hear disciplinary issues when required.
-

2 The Headteacher should:

- review and approve this policy;
- work with the senior leadership team to ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour;
- work with the senior leadership team to monitor how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students;
- ensure that this policy works alongside the Safeguarding Policy to offer students both consequences and support where necessary.

3 The Deputy Headteacher: Welfare and Inclusion should:

- regularly meet with the Assistant Headteacher: Community and Conduct, as part of the WAVE process, to oversee appropriate interventions are in place to support students;
- support behaviour management in school by working collaboratively with the Assistant Headteacher: Community and Conduct;
- meet regularly with the SENDCo to ensure students with additional and special needs are appropriately provided for;
- ensure that this policy works alongside the Anti-Bullying Policy to offer students both consequences and support where necessary;
- ensure that the data from the behaviour log is reviewed regularly with a focus on inclusivity to ensure all students are treated fairly and with reasonable adjustments where necessary;
- record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

4 The Assistant Headteacher: Community and Conduct should:

- hold responsibility for the strategic oversight of the Academy's Behaviour Management Policy and Practice;

- lead ethos assemblies and support the HOYs to ensure that messages are delivered with consistency and clarity;
- support behaviour management in the school through the line management of the Pastoral Lead: Behaviour Intervention and Support and the Heads of Year;
- record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

5 The Pastoral Lead: Behaviour Intervention and Support should:

- hold responsibility for the operational management of school behaviour systems;
- manage the *Retracking* provision, including overseeing the management and organisation of students, contact with families, organising work, overseeing student engagement and progress in attendance;
- provide leadership of behaviour intervention programmes, promoting positive behaviour choices, student engagement and enabling progress in learning;
- provide leadership of intervention programmes to support the prevention of repeat incidence in relation to all aspects of negative behaviours, including bullying, smoking, vaping or other anti-social behaviour;
- attend WAVE meetings to suggest proactive strategies and solutions to support students identified as needing support;
- work with individual students or groups of students to address negative behaviour choices and patterns of behaviour, supporting students to improve their behaviour;
- support behaviour management in the school through: supporting Support to Learn callouts; providing guidance and support for Heads of Year, including meeting with parents and carers;
- record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

6 The Heads of Year should:

- hold responsibility for the welfare, progress and behaviour of their year group within school;
- lead a team of tutors and manage their performance in line with whole-school policies;
- implement the Academy's rewards and consequences systems;
- issue and oversee *Head of Year Reports* for identified students to support the improvement of behaviour.
- record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

7 The Heads of Faculty should:

- oversee behaviour for learning within their subject areas;
- regularly review behaviour for learning within the faculty
- promote positive behaviour management techniques within their department via line managements meetings, faculty meetings and CPD
- identify, via ClassCharts, when an individual student is not meeting behaviour expectations within their subject and use a range of strategies e.g. use of a subject report to monitor and improve behaviour;
- issue and oversee *Head Of Faculty Reports* for identified students to support the improvement of behaviour.
- discuss student concerns with the relevant Head of Year;
- support the Academy's systems for managing behaviour such as leading Faculty detentions, managing subject reports, assisting with *Retracking* and *Support to Learn*;
- record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

8 Teachers should:

- provide a consistently high-quality learning environment that meets the needs of students in all lessons, tutorials and other activities;
- provide a personalised approach to the specific behavioural needs of particular students;
- maintain clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the Academy's Behaviour Policy;
- use the systems for rewards and consequences in a consistent way;
- challenge, encourage and support students, keeping them on task and responding fully to their educational needs;
- liaise with the Head of Faculty and/or Head of Year when a student's behaviour is a cause for concern;

- support the Academy's systems for managing behaviour such as leading teacher detentions, completing subject or pastoral reports, providing work for students in *Retracking* and completing the required information for a *Support to Learn* call out;
- record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

9 Tutors should:

- act as the first point of contact in relation to students in their tutor group, engaging in communication with families, making contact home and arranging meetings as necessary;
- record any contact home using the SIMS Communication Log;
- attend Year Team meetings and raise concerns with the Head of Year at the earliest opportunity;
- regularly review the behaviour logs for tutees and, in consultation with the Head of Year, taking any action as required;
- maintain *Tutor Reports* for identified students to support the improvement of behaviour.

10 Staff should:

- implement the behaviour policy consistently;
- model positive behaviour;
- provide a personalised approach to the specific behavioural needs of particular students;
- record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

11 Students should:

- take responsibility for their own behaviour;
- ensure that they are fully aware of the Academy's policy, procedures and expectations as outlined in the Student Log Book, at the start of the academic year and in Ethos Assemblies;
- ensure that incidents of disruption, violence, bullying and any form of harassment are reported;
- follow the expectations communicated in the Student Log Book, at the start of the academic year and in Ethos Assemblies including: showing respect for all members of the community, behaving in a way that ensures all students are able to learn;
- Carefully consider their behaviour outside of school and refrain from behaving in a way that brings the school into disrepute;
- accept consequences and engage in restorative conversation or other strategies that help to improve behaviour or enable students to put right and learn from their mistakes.

12 Parents and Carers should:

- work in partnership with staff and assist the school in maintaining high standards of behaviour as outlined in the Home-School Agreement and the Ansford Academy Online Safety Policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns about their child with the school promptly;
- in the event of a fixed term suspension being issued, provide supervision for their child and attend a reintegration meeting before the child returns to school.

Section D: Monitoring Arrangements

- 1 This behaviour policy will be reviewed by the Headteacher and the full Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour records. At each review, the policy will be approved by the governing body.
- 2 Reports relating to all aspects of behaviour at Ansford will be reported to the Community, Culture and Welfare Committee of the Governing Body on a half termly basis.

Appendix A: Expected Behaviours: In Class and Out of Class (1 of 2)

Expected Behaviours: In Class		
Focus Area	Examples of what this looks like	So that...
Ready to Learn	- Have all equipment for each lesson including PE kit, food ingredients, everything on the equipment list - Wear uniform correctly so it does not need to be addressed by members of staff and delay the start of lessons including removing outdoor clothing unless given permission not to do so - Follow expectations in relation to items such as mobile phones, chewing gum etc so that this does not need to be addressed by members of staff and delay the start of lessons	Lessons can start without delay.
Engaged in Learning	- Work to the best of your ability in all lessons - Actively take part in the lesson by listening carefully and participating as required. - Use time effectively, completing work set - Complete independent learning tasks - Listen to the teacher and respond appropriately - Enable others to focus on their learning - Consider how and when you make your contributions, following the guidance of the teacher - Remain in your allocated seat throughout the lesson, unless given permission to move - Take care of school books and school property	Lessons and learning are productive and everyone is able to work to the best of their ability.
Respectful to Others	- Speak to other people in the room respectfully, using polite, courteous and non-confrontational language - Follow the instructions of the member of staff - Meet deadlines for independent learning - Meet the expectations of the academy - Look after the Academy and the facilities e.g. put litter in the bin - Co-operate with requests from member of staff - Take responsibility for actions, understanding that there are consequences if expectations are not met	Lessons and learning are productive and everyone is able to work to the best of their ability.
Positive Relationships with Peers	- Treat others with respect - Respect others' physical space - Resolve conflicts and disagreements before they escalate, seeking support from adults as required - Consider the impact of actions upon peers - Participate in the restorative process where required	All members of the community feel safe and happy at Ansford.
Present and Punctual	- Attend every lesson on time - Make your way quickly to lessons from break and lunch	Learning opportunities are maximised, resulting in good progress.

Appendix A: Expected Behaviours: In Class and Out of Class (2 of 2)

Expected Behaviours: Out of Class		
Focus Area	Examples of what this looks like	So that...
Ansford Community	- Look after the academy and the facilities e.g. put litter in the bin, respecting school property and others' property - Behave safely at all times, protecting yourself and others e.g. considering how you move around the school buildings, using the school only at permitted times, following all health and safety procedures in relation to fire alarms (including showing respect for fire safety equipment), reporting any concerns immediately, - Know the items that are not allowed in school and the reasons for this so that you protect yourself and others e.g. energy drinks, cans of fizzy drinks, tippex, marker pens, spray deodorant, water balloons, caps/snaps, airhorns, whistles, fireworks or anything that causes disruption or endangers the school community such as alcohol and drugs - Look after your own physical and mental health and protect the physical and mental health of others e.g. by refraining from dangerous behaviour including not smoking or vaping - Behave appropriately, and with consideration for others within and outside community and the local community, when in school uniform, on the way to and from school (including on the bus if applicable), on trips and if visitors are in school - Show respect for others and their property e.g. asking before borrowing equipment, speaking politely and kindly	Our community is a safe, happy and welcoming place to work and learn and our facilities are in the best condition possible for ourselves and those who follow us.
Social Media	Use online technology safely and follow the school policy to ensure protection of your online selves and that of others in the community e.g. being aware of phishing hacking, bringing the school communication system into disrepute, taking videos and photographs of other students and staff without their permission, sharing videos taken on school site	Technology is used as a force for good, supporting the development of positive relationships.
Respectful to Others	- Treat every member of the community with respect e.g. by listening carefully, using considerate language, showing awareness of personal boundaries, considering carefully the nature of your verbal and physical communication, - Show respect for the rules at Ansford and work hard to meet the Academy's expectations of you - Be aware of the impact of your actions on others and engage in restorative processes if required - Co-operate with requests from staff members whatever their role and in all areas of the school - Take responsibility for your actions and understand that there are consequences for your choices - Act as a force for good across the academy, role modelling positive behaviours with your peers - Respect the rights of others to express their individuality - Report, and actively seek to challenge, any Racist, Transphobic, Misogynistic or Homophobic incidents	Our community is a harmonious one where people feel valued for who they are, enabled to flourish and grow as individuals and where relationships are built on trust, empathy and understanding

Appendix B: Positive Behaviour Points

Positive Behaviours	Meeting Expectations (1 Point)	Working Beyond Expectations (3 Points)
Uniform (Tutor)	To wear uniform smartly for a whole school week	Consistently wear uniform correctly (half a term)
Punctuality (Tutor)	To arrive to lesson on time for a whole school week	Consistently punctual to lessons (no lates for a whole half a term)
Organisation (Tutor)	To have the right equipment for a whole school week, including personal log book.	Consistently have the correct equipment (a whole half term)
Kindness	- Helping with everyday tasks (handing out books) - Opening a door for someone - Supporting others	Making a positive impression on a visitor
Focus	- Focusing throughout the lesson - Coming into class and starting straight away - Attempting more challenging questions	- Using initiative to solve a problem - Consistently showing focus in several lessons - Developing ideas that impact others learning
Pride in Work	- Keeping the workbook tidy, neat, and looked after. - Sharing work with others and/or the whole class	- Showing pride in a piece of work - Producing beyond what has been asked - Sharing work with the wider community e.g. displays
Homework	- Good quality - Putting in time and effort - Completing what is expected to a good standard	- Putting in extra effort e.g. with presentation - Beyond teacher expectations - Completing an extension task
Personal Progress	Displaying good effort in a lesson	Consistently displaying good effort in a lesson
Academic Progress	- Making progress with a series of lessons - Reaching a final assessment goal	- Showing progress between assessments - Receiving a good progress letter home from Head of Faculty - Exceeding learning goal on an end of term report
Leadership/Ambassador	- Leading part of a lesson - Leading a discussion in a lesson	- Welcoming visitors, tour guides - Taking on a leadership role (School council, Literacy leader) - Running a club
Enrichment	- Taking part in a school club - Participating in local competitions	- Regular attendance at clubs (half a term) - Involvement in events
Mentoring/Coaching	- Participating in coaching - Supporting others through mentoring	- Coaching has an impact - Engaging in sessions over a half term
Contributing	- Contributing ideas - Answering questions - Good use of oracy	- Making a contribution that has a significant impact on the lesson. - Acting as a lesson buddy
Resilience	- Helping others when it is hard - Sticking to a task	Completing or overcoming an element of challenge

Community Praise	▪ Picking up litter ▪ Making a positive contribution to Academy Life	▪ Helping to stay to clean up after an event ▪ Supporting the wider community
Making a Stand	▪ Involved in school campaigns ▪ Supporting others when times are tough	▪ Volunteering at a local or national event
Peer Support	▪ Helping someone with homework ▪ Looking after someone in tutorial ▪ Telling an adult if aware someone is being bullied	▪ Peer mentor ▪ Helping someone new get to their lessons
Charity Work	▪ Participating in an Academy charity event	▪ Helping with the fundraising of a charity event ▪ Representing a cause/body in the community

Appendix C: Behaviour Stages (1 of 3)

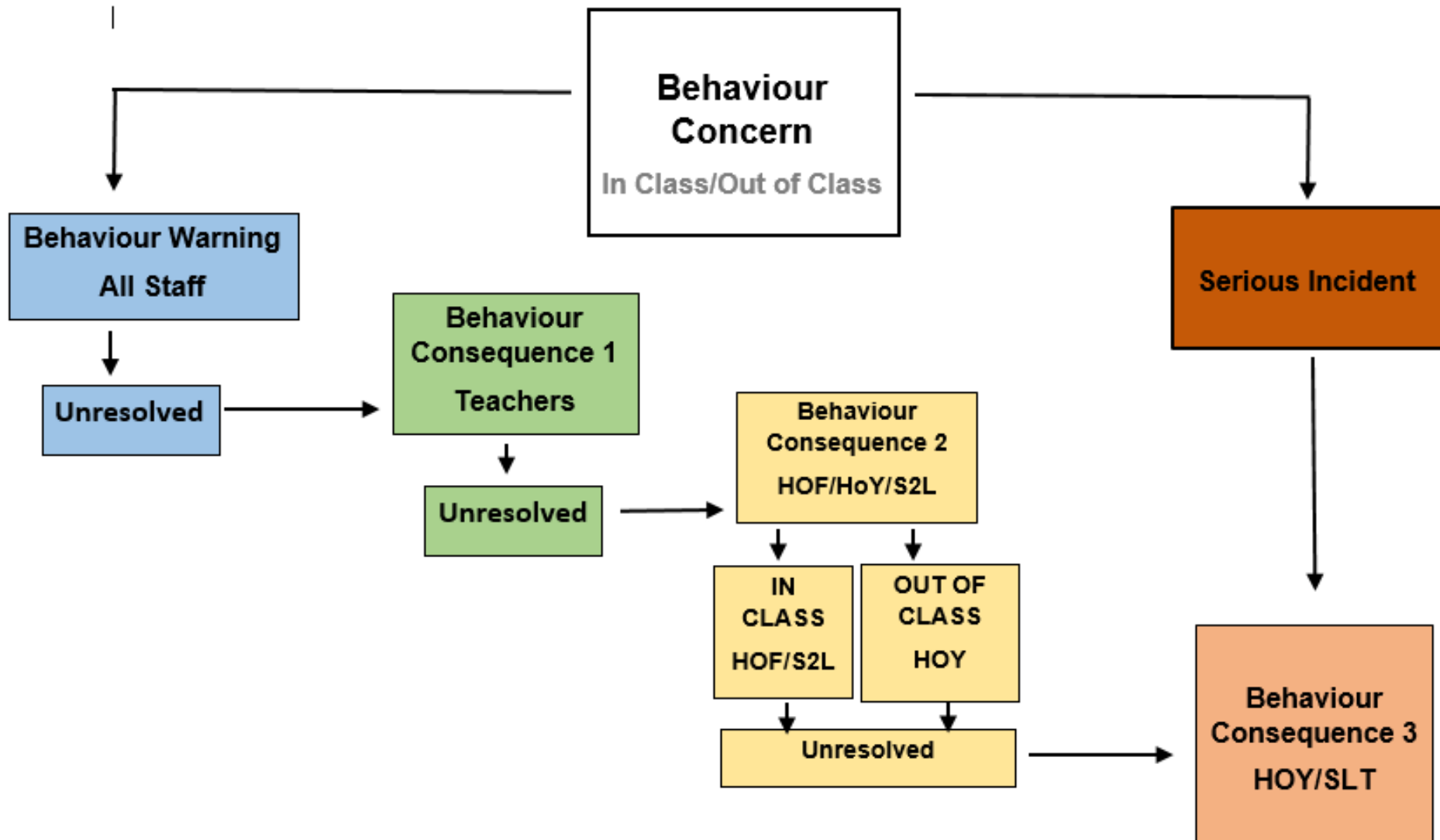
BEHAVIOUR STAGES				
I N C L A S S	Stage	ClassCharts Entry	Nature of Concern	Examples of Consequence (NB: not an exhaustive list)
	Behaviour Warning	No comment required	LESSON CONCERNS: • Unprepared for Learning • Lack of Engagement • Disrupting Learning • Lack of Respect: Peers • Lack of Respect: Adults • Lack of Respect: Classroom Environment • Failure to Complete Work • Failure to Complete Homework • Left Lesson without Permission • Incorrect Uniform • Lateness • Lack of Equipment • Child on Child Abuse • Truancy • Mobile Phones • Swearing	Verbal warning describing the required behaviour
	Behaviour Consequence 1	Requires a comment from the staff member e.g. persistent repetition of...describe the behaviour for which the warning was issued		Note in <i>Student LogBook</i> Move seat Short withdrawal from classroom Discuss concerns with student Request for written account of reflection of behaviour Restorative conversation, resulting in apology or other resolution Detention (Teacher) Missed social time Loss of privileges
	Behaviour Consequence 2	Requires a comment from the staff member logging the behaviour		'Parking' in alternative classroom Retracking Extended missed social time Extended loss of privileges Issuing of HoY/HoF Report Card Restorative Behaviour Conference Community Service Detention (HOY/HOF)
	Behaviour Consequence 3	Requires a comment from the staff member logging the behaviour	All of the above and: • Persistent disruptive behaviour • Physical assault against a pupil • Physical assault against an adult • Verbal abuse/threatening behaviour against a pupil • Verbal abuse/threatening behaviour against an adult • Bullying • Racist abuse • Sexual misconduct • Drug and alcohol related • Damage • Theft • Use or threat of an offensive weapon or prohibited item	Extended time in Retracking Extended Community Service Behaviour Contract Issuing of Support Plan Reduced Timetable Alternative Provision Issuing of SLT Report Card Suspension Permanent Exclusion

			• Abuse against sexual orientation and gender identity • Abuse related to disability • Inappropriate use of social media or online technology • Wilful and repeated transgression of protective measures in place to protect public health
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Appendix C: Behaviour Stages (2 of 3)

O U T O F C L A S S	BEHAVIOUR STAGES			
	Stage	ClassCharts Entry	Nature of Concern	Examples of Consequence (NB: not an exhaustive list)
	Behaviour Warning	No comment required	COMMUNITY CONCERNS: ▪ Corridor Concerns ▪ Lack of Respect: Peers ▪ Lack of Respect: Adults ▪ Lack of Respect: Environment ▪ Out of Bounds ▪ Social Time Concerns ▪ Incorrect Uniform ▪ Banned Items ▪ Child on Child Abuse ▪ Truancy ▪ Mobile Phones ▪ Swearing	Verbal warning describing the required behaviour
	Behaviour Consequence 1	Requires a comment from the staff member e.g. persistent repetition of...describe the behaviour for which the warning was issued		Note in <i>Student LogBook</i> Discuss concerns with student Request for written account of reflection of behaviour Restorative conversation, resulting in apology or other resolution Detention (Tutor) Missed social time Loss of privileges
	Behaviour Consequence 2	Requires a comment from the staff member logging the behaviour		Retracking Extended missed social time Extended loss of privileges Issuing of HoY Report Card Restorative Behaviour Conference Community Service Detention (HOY)
	Behaviour Consequence 3	Requires a comment from the staff member logging the behaviour	All of the above and: ▪ Persistent disruptive behaviour ▪ Physical assault against a pupil ▪ Physical assault against an adult	Extended time in Retracking Extended Community Service Behaviour Contract Issuing of Support Plan Reduced Timetable

			▪ Verbal abuse/threatening behaviour against a pupil ▪ Verbal abuse/threatening behaviour against an adult ▪ Bullying ▪ Racist abuse ▪ Sexual misconduct ▪ Drug and alcohol related ▪ Damage ▪ Theft ▪ Use or threat of an offensive weapon or prohibited item ▪ Abuse against sexual orientation and gender identity ▪ Abuse related to disability ▪ Inappropriate use of social media or online technology Wilful and repeated transgression of protective measures in place to protect public health	Alternative Provision Issuing of SLT Report Card Suspension Permanent Exclusion
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Appendix D: Support Plans

Support Plans				
Type	Length and Reporting to	Details	Outcomes	Decision Making
Behaviour Support Plan	6 weeks Head of Year	- SMART targets, specific to student - Meeting with family and HOY - Behaviour for Learning Profile - Refer to WAVE for review of provision and additional support - Consider external referral e.g. PFSA/EHA/TAS	If successful, BSP ends If unsuccessful, BSP extends for up to 6 weeks, unless there has been a suspension when the BSP will escalate to PSP 1	Decisions on success of each stage made by the Assistant Headteacher: Community and Conduct Unsuccessful if: a) Student does not complete report
Pastoral Support Plan 1	6 weeks Pastoral Lead Behaviour Intervention and Support	- SMART targets, specific to student - Meeting with family, PSL Behaviour and HOY - Update Behaviour for Learning Profile 1:1 sessions with PSL Behaviour - Teacher Clinic to discuss strategies - Refer to WAVE for review of provision and additional support including internal or external alternative provision - External agency referral, return to TAS - Consider managed move	If successful, move back to BSP for 2 week monitoring If unsuccessful, PSP 1 extends for 2 weeks, unless there has been a suspension when the PSP 1 will escalate to PSP Stage 2	b) Student does not meet SMART targets c) Student is placed in retracking 5 times during the reporting period d) Student is suspended for any reason Reasonable Adjustment will be made for students with SEND in consultation with the SENDCo
Pastoral Support Plan 2	6 weeks Assistant Headteacher: Community and Conduct	- SMART targets specific to student - Meeting with parent EBW and HOY 1:1 sessions with EBW - Update Behaviour for Learning Profile - Governor's Behaviour Panel	If successful, move back to BSP for 4 week monitoring If unsuccessful, PSP2 extends for 2 weeks OR if all other strategies have been unsuccessful or	

		▪ Refer to WAVE for review of provision and additional support including internal or external alternative provision ▪ External agency referral – return to TAS ▪ Update Behaviour for Learning Profile ▪ Consider managed move	there has been a serious incident, consider for PEX	
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Appendix E: Graduated Response for Managing Behaviour

Remind, Warning, Action, Restore.

In order to streamline the application of the Behaviour Policy and ensure students receive a consistent experience and vocabulary in lessons and around the Academy, all staff will apply a 4-step approach to managing behaviour. The following model promotes good behaviour for learning, including take up time and opportunities for students to recognise what they need to achieve in order to avoid further escalation or consequences.

Remind <i>Concise</i> <i>Verbal</i> <i>Visual</i>	The student is reminded of the expected behaviour or requirements and, when appropriate, reminded why these are necessary.
Warning <i>Clear</i> <i>Purposeful</i> <i>Targeted</i>	The student is given a formal warning as they continue to make choices which contribute to the disruption of learning or smooth running of the Academy. The member of staff, using their professional judgement and guidance set out within the Behaviour Policy, will clarify what the consequence will be should the same behaviour persist. The warning will be logged on Class Charts. <i>Note, staff may, on occasion, need to go straight to the 'Action' if behaviours are dangerous or unsafe.</i>
Action <i>Appropriate</i> <i>Timely</i> <i>Recorded</i>	The member of staff will now apply a suitable consequence which can include: - Moving seats within the classroom - Short withdrawal from the lesson - Support to Learn request - Parking in another classroom - Teacher detention [break or lunchtime] - Pastoral detention [lunchtime] - Afterschool detention [with parental communication] - Retracking - Suspension The action, including a summary of the incident and outcome, will be logged on Class Charts.
Restore <i>Reset</i> <i>Professional</i> <i>Role Model</i>	The member of staff will ensure they lead a restorative intervention to: - Reset expectations - Consider alternative approaches to reduce the risk of repeat incidents - Promote the fresh start model.

RESTORE

- You will take part in a restorative meeting.
- You will review the incident with a focus on how the behaviour impacted the learning experience for others.
- You will receive a fresh start.

Restore

ACTION

- Actions are proportionate and in line with the behaviour policy.
- You follow the instructions respectfully.
- The action taken is recorded on your Class Charts account.

Action

WARNING

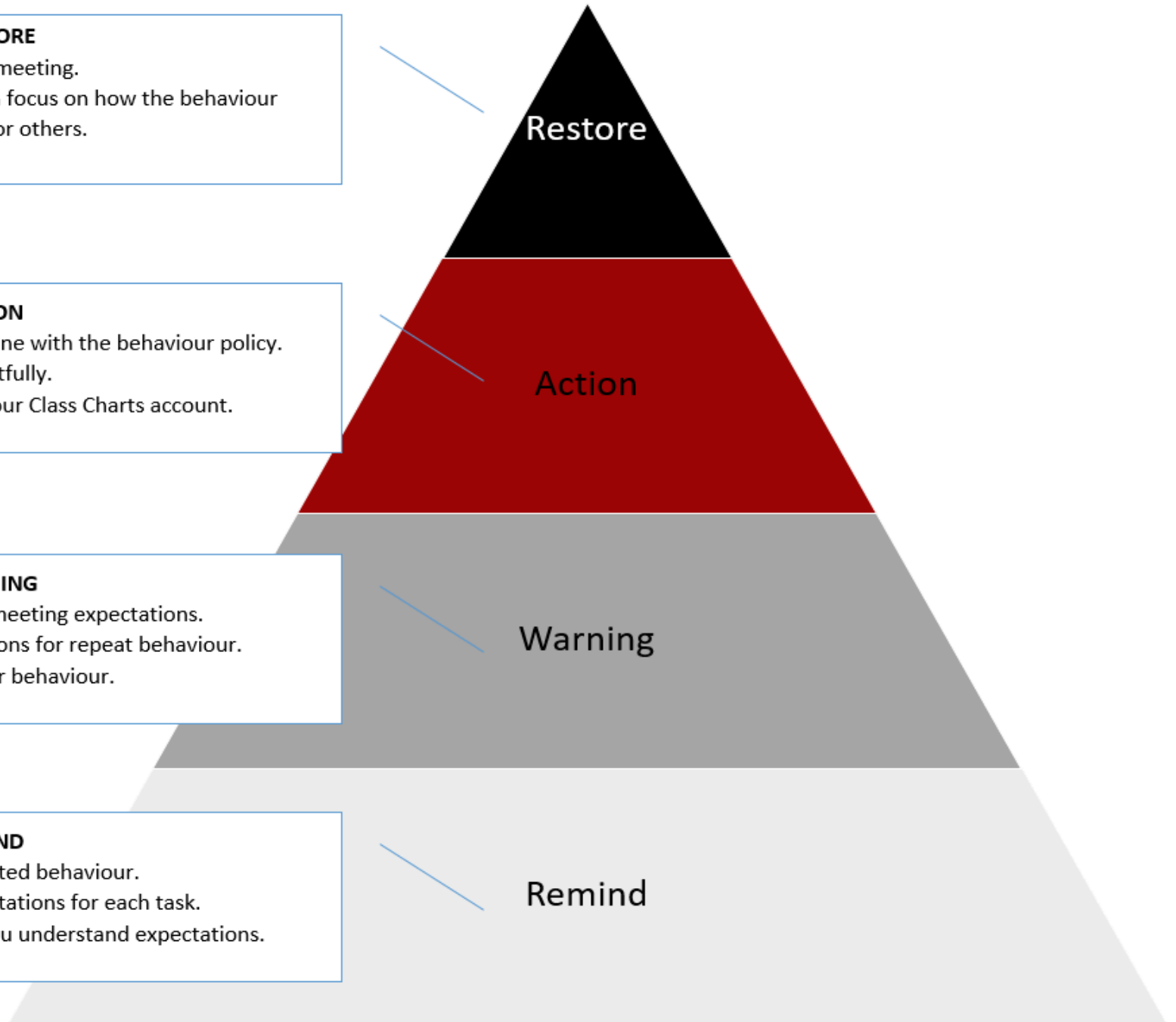
- You are warned that you are not meeting expectations.
- You are informed of potential actions for repeat behaviour.
- You are praised for correcting your behaviour.

Warning

REMIND

- You will be reminded of the expected behaviour.
- You will be reminded of the expectations for each task.
- Visual cues may be used to help you understand expectations.

Remind





Governor Introduction

The Local Governing Body believes that in order to enable effective teaching and learning to take place and for all pupils to thrive at school, good behaviour in all aspects of school life is necessary. In line with the Trust Policy, this local policy seeks to provide a clear picture of the expected high standards of behaviour for pupils at Beechen Cliff, and how the school seeks to promote these standards through consistent application of rewards, support and sanctions. The school is clear in its expectations for behaviour and the School Rules, Appendix 1, is available on the school website and is shared annually with parents and pupils.

Our Vision

Our school vision is to enable our pupils and students to achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society. We aim to develop pupils' character by developing their understanding of the school's Core Values of aspiration, compassion, independence and respect. We aim for pupils to fully embrace and live out these values.

In order to realise this vision for our pupils, we believe they need to conduct themselves well in school, with respect for each other and school expectations. Our goal is to enable them to become self-regulating individuals who are self-disciplined and tolerant of, and have respect for, others and their property.

We aim to promote a scholarly atmosphere in which pupils are motivated to work hard and achieve high standards. All pupils are expected to wear full school uniform and Sixth Formers follow a dress code which creates, from the outset, an academic and business-like atmosphere. As our school campus consists of a set of buildings, where pupils often have to walk outside in between lessons, we take a pragmatic approach to the wearing of coats to and from lessons on the firm understanding that they are removed without question at the start of each lesson.

We are committed to ensuring that pupils feel safe in school and we take a zero tolerance approach to bullying and harassment of any kind; this includes (but is not limited to) misogyny, homophobia, biphobia, sexual violence and harassment, racism, HSB and physical bullying. We ensure that all pupils can find personal success and fulfilment in activities within and outside the classroom.

To engender an environment where pupils' strength in numbers is put to positive effect, we expect pupils to walk away from and report any behaviours that fall short of the school's expectations and not to join in with it or be an active bystander. In order to instil in pupils a strong sense of collective responsibility, any pupils who have chosen to remain present during a serious incident, or those who deliberately withhold information about the incident, will be sanctioned for their association with the incident.

Core Values

Our four Core Values provide the framework for how we expect pupils to conduct themselves. In addition there is a simple behaviour slogan attached to each value to support pupils with understanding and applying them in school.

Core Value	Desired Behaviours	Simple Slogan
Independence	Organising and taking responsibility for myself, developing my resilience and having the courage to do the right thing.	Be ready
Aspiration	Working hard and trying my best at all times, both within and beyond the classroom. Aiming high and challenging myself to fulfil my potential.	Be your best
Compassion	Showing consideration to others, improving the lives of those around me, and doing the right thing even when no one else is looking. Recognising my own self-worth.	Be kind
Respect	Showing an understanding of the feelings, wishes and rights of others through words and actions and by valuing equality and diversity within the community.	Show respect

Principles to Promote Good Conduct

All staff are expected to:

- have clear and high expectations;
- build positive relationships;
- consistently use the rewards and sanctions systems;
- use solution focused approaches to manage behaviour;
- be proactive in teaching good conduct
- consider children in their context when managing their behaviour;
- model good conduct; and
- ensure good communication between all parties in a child's time in school.

Roles and Responsibilities

The Local Governing Body has oversight of this policy and will hold the leadership team to account for ensuring that the policy is developed in consultation with, and communicated to, staff, pupils and parents, and that it promotes good behaviour, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Much of this will be delegated to the Assistant Headteacher (Conduct and Character Development). Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in

the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Local Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, special educational need, disability or sexuality, whilst recognising the needs of the individual. They will also ensure that the concerns of pupils and students are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils and students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils and students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. Pupils and students must not bring the school into disrepute by their actions outside of school.

Our Approach

We believe that encouragement and praise is central to the promotion of high standards of behaviour; rewards are an integral means of achieving this. We believe that rewarding pupils makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables pupils to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. We recognise the importance of recognition, praising and rewarding our pupils in a way that is meaningful to the individual.

Alongside our rewards system, we have a clear sanctions system, extending from classroom management of behaviour to serious breaches of the school's behaviour policy or circumstances that may lead to exclusion. Suspension and permanent exclusion will only be used for serious or sustained breaches of the behaviour policy where we believe there is a benefit to either the suspended student or to the rest of the student body through their absence. If a suspension is used, we will aim to ensure that the follow-up support to this enables a positive change in behaviour.

Rewards System Summary

Throughout the whole school, we reward our pupils for a variety of achievements following our Core Values; Aspiration, Compassion, Independence and Respect. Our intent is to encourage the positive behaviours which evidence the embedding of our core values, resulting in the following;

- Behaviour in school is good
- Students appreciate the value of good attendance
- Students are proud of their achievements
- Students feel part of the House system
- Pupils value the individual, tutor and house rewards
- Staff can see the positive impact of the rewards system and use it consistently and regularly

Rewards may be issued for any of the following, although this is not an exhaustive list;

- Being ready to learn and engaged in learning
- Excellent presentation of work
- Exceptional class work or homework
- Displaying outstanding effort in lesson
- Excellent organisational skills
- An act of kindness or generosity or emotional resilience
- Demonstration of superb progress
- Excellent school attendance
- Attending extra-curricular activities/clubs
- Classroom contribution
- Homework
- Demonstrating core values around school
- Contribution to the community
- Representing your house in inter-house competitions
- Service to the school
- Tutor contribution/completion of google classroom tasks
- Representing the school in competitions

In addition we run our Beechen Cliff Character Award where we encourage pupils to record and reflect upon their character journey, evaluating and articulating their progress in conjunction with their tutor, acting as a mentor and coach to celebrate their achievements and identify any further progress that can be made. This award aims to reward pupils for embracing the school Core Values, developing their character and meeting or exceeding the School's expectations. The Character Award can be achieved in Years 7-10 at Bronze, Silver or Gold level. We aim for at least 95% of pupils to achieve the Character Award at Bronze level or above.

Rewards table

Positive Levels	Examples
+1	Positives - based around Core Values
+2/3	Faculty-level rewards/Year group nominated awards - termly rewards - awarded termly by HoF/HoD/HoY
+4	Service to school/community. Termly progress/ commitment to study awards - awarded termly by SLT

Positive	Frequency	Awarded by	Action
<i>Individual Awards</i>			
Queue jump pass	As required	SLT	Not recorded
Positive (+1 based on Core Values)	As required	Any staff member	Add on Arbor

Positive (+1 based on perfect week for attendance and/or conduct)	Weekly	Automatically awarded	Automatically added to Arbor
50+, 100+ etc. Positives	Termly	SLT	Postcard handed out by Head of Year/Tutor
Positive (+2/3 Faculty/Year group level rewards)	Termly	HoDs/HoY	Add on Arbor by HoF/HoD Postcard handed out by Head of Year/Tutor
98% - 100% attendance	Termly	HoY	Postcard handed out by Head of Year/Tutor
Most positives	Termly	HoH	Sweets handed out to the student with the most positives in each year group during assembly
100 Club Rewards for 100% attendance and/or 100% good conduct	Monthly	SLT	Monthly prize draw with vouchers issued
Commitment to studies (+ 4)	Following reports	SLT	Certificate handed out by Head of Year/SLT in assembly Recorded on Arbor
Excellent Progress (+ 4)	Following reports	SLT	Certificate handed out by Head of Year/SLT in assembly Recorded on Arbor
Service to the school/community (+ 4)	Case by case basis and termly	SLT	Letter from member of SLT/Headteacher Recorded on Arbor
Excellent/Outstanding Achievement in any area of school life	Case by case basis - ongoing	Headteacher	Letter from Headteacher
Awards Ties	Case by case basis - ongoing	SLT	These are presented throughout the year for significant success in the Arts, Sports, Endurance Challenges

			or for Student Leadership e.g. Prefects
The Character Award	Checked termly, awarded annually	SLT in conjunction with Tutors	Gold, Silver and Bronze Awards, Certificates, Vouchers, Badges and Ties. Presentation event
<i>Tutor Awards</i>			
Most positives	Fortnightly	HoY	The winning tutor group in each year group will receive chocolates.
<i>House Awards</i>			
Most positives across previous two terms	Termly (3 times per year)	SLT	December/April/July-winning House receives a special treat/event such as free waffles/pizza/icecreams etc. Winning House displayed on digital screens.
Most positives across the duration of the school year	End of Year	SLT	Winning House at the end of the year will be added to Honours board

Celebration Events

1. Year 7 Welcome Service where the School Charter is presented
2. Year 11 End of Year Celebration Assembly
3. Year 7 - 10 Celebration of Achievement Evening
4. Year 11 GCSE Certificates Evening and Academic Awards
5. Sixth Form Awards Evening

Additional Attendance Reward Schemes

There are clear links between attendance and achievement. The school promotes good attendance at all times and follows the Trust Attendance Policy. 'Good' attendance is recognised throughout the year as indicated in the rewards table above.

Additional reward schemes are also in place to incentivise attendance for targeted individuals. Rewards include:

- Queue jump passes for pupils achieving 100% attendance over the last week.

- Ice pops for pupils achieving 100% attendance over the last week.
- Free breakfast (or equivalent reward) for those achieving 100% attendance over the last month.
- Pizza vouchers for families when attendance significantly improves.

These vary throughout the year depending on impact.

Sanctions and Support System Summary

Sanctions are needed to respond to inappropriate behaviour and a range of sanctions are clearly defined in the procedures and their use will be characterised by clarity so that pupils, parents/carers understand why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

The information below should be read in conjunction with the following:

- The first page of the this Policy (Trust Behaviour Policy)
- Other relevant Trust Policies including:
 - The ICT Acceptable Use Policy
 - The Mobile Devices Acceptable Use Policy
 - The Trust Suspension and Exclusion Policy
 - The Drugs In School Policy
 - The Anti-Bullying Policy
 - The Attendance Policy
 - The Artificial Intelligence Policy
 - The Searching Screening and Confiscation Policy
 - The Physical Intervention Policy
 - The School Uniform Policy
 - The No Smoking and No Vaping Policy

Consequences and Associated Support Overview

It is not possible to provide an exhaustive list of behaviours which may warrant sanctions and support as there are a myriad of possibilities. However, examples of potential reasons for each sanction are included in italics. The Local Governing Body supports the staff body in the use of their professional judgement in the context of appropriate investigation in line with school procedures, the specific context of the pupil(s) and appropriate levels of consultation with colleagues/external agencies.

Tariff Guidance

Consistent with all secondary schools within the Trust, a standardised tariff system is implemented. This system categorises and labels the severity of pupils' unwanted behaviours and each school provides their own response to it.

Level	Examples
-1	Unkind behaviour, litter, lack of equipment/kit, lateness to school
-2	Persistent disruptive behaviour
-3	Severe defiance, refusal to exit, damaging the school's reputation
-4	Suspension-type behaviour events e.g. drugs, verbal abuse of staff

Note: situations can be complex and flexibility will be applied where applicable to ensure the weight of sanction matches the situation and the needs of the student.

Sanctions	Example Issue(s)	
Report to me Breaktime/lunchtime /after school - 10 minutes the same day	<i>Lack of equipment Incorrect kit Uniform infringements</i>	Pupils will wait behind for 10 minutes and have a restorative conversation with a view to understanding what has gone wrong and preventing a repeat.
After School Detention Scheduled Monday to Thursday - 45 minutes	<i>For behaviour which is not meeting expectations in class BUT does not impact on the learning of others or the teacher's ability to teach their lesson (such as inadequate work completed, inattention, etc.) May also be used for persistent issues with homework.</i>	Pupils will complete a reflection sheet and have a restorative conversation with a view to understanding what has gone wrong and preventing a repeat. In addition pupils may be set work to complete (including homework), lines to write or community service such as litter picking.
Compulsory Homework Club	Pupils who repeatedly fail to complete homework may be	

	required to attend homework club after school in the library.	
Exit Warning	<i>Initial disruption of Teaching and/or Learning within a lesson.</i>	Pupil is given a warning and this is recorded on Arbor. A restorative conversation takes place at the end of the lesson.
Lesson Exit and After School Detention Scheduled Monday to Thursday - 45 minutes	<i>Persistence in disrupting the Teaching and/or learning. To be used when a student has stopped the teacher from teaching or is stopping others from learning.</i>	
Head of Year Detention Friday - 1 hour	<i>For significant breaches such as bringing the school into disrepute, minor equalities incidents, overly physical behaviour, truancy, being out of bounds (including the wrong toilet block)</i> <i>Failure to attend a lunchtime lates detention or an after school detention.</i> <i>Accumulation of a minimum of set behaviour points over the course of a recorded week.</i> <i>Failure to complete assigned community service e.g. litter picking</i>	Pupils will complete a reflection sheet and have a restorative conversation with a view to understanding what has gone wrong and preventing a repeat. In addition pupils may be set work to complete (including homework), lines to write or community service such as litter picking.
Headteacher/SLT Detention Saturday - 1 or 2 hours	<i>For failure to attend a Head of Year detention.</i> <i>For serious incidents that fall below the need for suspension, but may include overly-physical behaviours, equalities incidents, bringing the school into disrepute, etc.</i>	
Internal Reset (Internal Exclusion) Pupils will be set work to complete	<i>For failure to attend Saturday detention.</i> <i>For refusal to follow a reasonable request from staff (defiance).</i>	Pupils will be set work to complete and, prior to returning to lessons, undertake restorative conversations and reflections.

and/or undertake restorative conversations and reflections.	<i>For serious incidents that fall short of the threshold for a suspension, or for serious breaches where the school deems this action is appropriate given pupils' individual circumstances and concerns for their welfare .</i>	
Suspension or Direction Off Site Suspension checklist completed prior to such a decision, which will be a last resort.	<i>For being beyond the care and control of the school (failure to follow instructions).</i> <i>For serious breaches of the behaviour policy (such as violent acts, serious equalities incidents, verbal abuse of pupils or staff, threats of violence, gross defiance, bring the school into disrepute, cyber abuse, refusal of a search etc.).</i> <i>For persistent breaches of the school behaviour policy where internal sanctions have not had impact.</i>	Pupils will be set work to complete, prior to their return to school.
Permanent Exclusion (PEX) <i>See MNSP Suspension and exclusion policy</i> Suspension/PEX checklist completed	<i>Used for serial or significant breaches of the behaviour policy and where behaviour risks the wellbeing of themselves or other members of the school community.</i>	School will provide work for the first 5 days.

Note:

- *Community service sanctions may also be put in place where appropriate e.g litter picking*
- *Significant support is put in place to support pupils with their behaviour and to prevent sanctions escalating to higher levels. Information on this is provided later in the policy.*

Lateness (Years 7-11)

Punctuality to school and to lessons is extremely important. Therefore, when students are late to school or to lessons without good reason sanctions are applied.

Issue(s)	Sanction	Support & Intervention
Lateness to school without	Lunchtime Lates 'Report to	Tutor discussion with pupil.

good reason.	me' Same day	HoY discussion with pupil. Contact with parents
Failure to attend lates 'report to me'	Lunchtime Friday Detention	
Repeated lateness to school without good reason		Use of attendance/punctuality card.
Repeated lateness to lessons without good reason. (Number of minutes late and number of incidents of lateness reviewed weekly.)	Head of Year Detention Friday - 1 hour	HoY discussion with pupil. Use of attendance/punctuality card.
Repeated lateness to school/lessons without good reason and where previous sanctions have not had an impact.	Headteacher/SLT Detention Saturday - 1 or 2 hours	Contact with parents. Punctuality support and improvement systems.
Repeated lateness to school after registers have closed without good reason. (Considered absent from session.)	Attendance support and improvement systems used Further sanctions as necessary	Attendance support and improvement systems used

Note: For Sixth Form students those identified with poor punctuality will be placed on a Sixth Form student monitoring card.

Mobile phones (Year 7-11)

Please note that mobile phones/devices are expected to be switched off and in pouches from the time students enter until they leave the site. This follows the Trust Mobile Devices Acceptable Use Policy. At the start of the day tutors will check and ensure pupils have their mobile devices (including smart watches and headphones) locked inside their pouch. Pupils arriving late to school, e.g. after a medical appointment, will need to lock their phone in their pouch when signing in with the Attendance Officer.

If mobile phones/devices are seen, outside of pouches, and this include in pockets, this will result in them being confiscated alongside further sanctions.

Incident	Sanctions	Actions	Support/Intervention
Pupil forgets to bring their pouch	"Report to me" issued for missing equipment	Tutor collects phone/device, records on Arbor and hands it in to the Pastoral Office to be locked away securely. Pupil to collect at 3.30pm	Tutor to discuss with pupil, monitor and support.
Phone/device observed outside pouch during the school day	Logged on Arbor and phone confiscated. Internal Reset (Internal Exclusion) for the remainder of the day	Teacher confiscates phone and records on Arbor and hands in to the Pastoral Office to be locked away securely. Parent to collect from Pastoral Office after 3:30pm that day. HoY or designated member of staff sets the Internal Reset (Internal Exclusion) sanction.	HoY or designated member of staff to inform parent that the phone has been confiscated. Tutor to discuss with pupil, monitor and support.
Further incidents of phone/device observed outside pouch	Logged on Arbor and phone confiscated. Suspension from school considered	Teacher confiscates phone and records on Arbor and hands it in to the Pastoral Office to be locked away securely. Suspension process will be followed.	Communication with parents by HoY or member of SLT.
Pupil damages or loses their pouch		They will be required to purchase a new one at full cost. Until this is available their phone must be handed in every morning and can be collected at 3.30pm.	Communication with parents by HoY/Tutor
Deliberate damage to their pouch or another pupils' pouch	Day of Internal Reset (Internal Exclusion)	They will be required to purchase a new one at full cost. Until this is available their phone	Communication with parents by HoY

		must be handed in every morning and can be collected at 3.30pm.	
Possession of a Yondr unlocking station or a similar strength magnet used to unlock pouches.	Suspension from school	Item will be confiscated and a member of SLT or HoY will be called. Suspension process will be followed.	Communication with parents by HoY or member of SLT.

Further Scenarios:

- *If a pupil says they didn't bring their mobile phone to school.*

The tutor checks to see if they have an exemption card (issued by the Pastoral team where parents have confirmed in writing that their child will not be bringing in a phone.)

If no card tutor will request HoY or SLT support to resolve the situation.

- *If a pupil persistently forgets to bring their pouch.*

It will be considered as lost. See the policy above.

- *If a pupil refuses to hand in their phone .*

If a pupil refuses to hand in their phone when requested by a member of staff the member of staff will request HoY or SLT support. Refusal to comply with staff is considered gross defiance and so a suspension will be considered in line with the suspension policy.

- *If a pupil deliberately places an alternative device in a pouch and has another device elsewhere in their possession.*

This is considered gross defiance and so a suspension will be considered in line with the suspension policy. Both devices will be confiscated and parents will need to collect as outlined in the Policy above.

- *Medical exemptions*

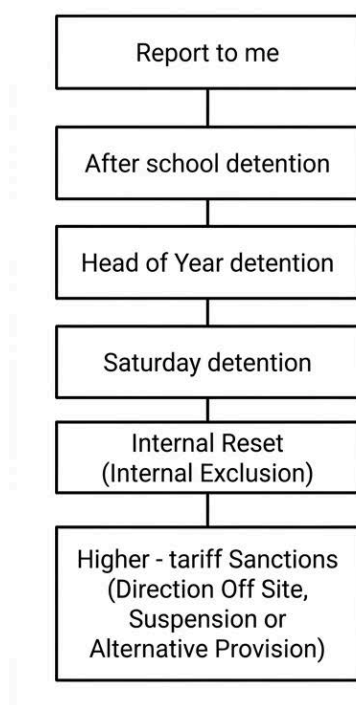
For students where their phone is used to monitor their health, such as diabetes, a velcro pouch will be issued. This is solely the decision of a member of SLT.

Note:

- Only Yondr pouches provided by the school may be used.
- Contact from parents must be made through the school office if an urgent message is needed to be shared with a pupil.
- In the event of an emergency, where contact with home is required, pupils must go to the Pastoral Office where a decision can be made and parents may be contacted.
- The arrangements for Sixth Form students are different. They may bring a mobile phone to school but it may only be used in designated Sixth Form only areas. Breaches of this policy will result in phones being confiscated until the end of the day (collection from 3.30pm). Persistent breaches of this policy will result in students being required to use a lockable pouch or additional sanctions being applied.

Escalations of Sanctions

Failure to complete a sanction will automatically escalate to the next level as follows:



Restorative conversation

When running an after school detention, a restorative conversation should be completed respectfully by staff and student. The discussion needs to cover the following;

- Why the sanction was set (relating to our Core Values)
- How this expectation can be met next lesson
- Positive ending (such as, 'I look forward to seeing you completing your best work next lesson').

A student reflection sheet is available if framing of the conversation is required.

Tutor Interventions

Tutors play an important role in promoting good conduct and supporting pupils with their attendance and behaviour. Their role includes:

- Building positive relationships
- Knowing the pupil well and the context
- Ensuring pupils are ready for the day ahead (correct uniform, equipment etc.)
- Reminding pupils when they have detentions and discussing the situation with them
- Monitoring report cards as directed by their Head of Year.
- Ensuring pupils know if their attendance is good or requires improving
- Discussing issues around attendance and punctuality and following up accordingly

Head of Year Interventions

Head of Year Interventions are initiated by the daily checking of incidents, coupled with a weekly review of lates to lessons, missed detentions and cumulative behaviour points over a school week - Thursday am to Wednesday pm. Those who are found to have met a certain threshold will be 'escalated' to a Head of Year detention, or a suitably higher sanction which may include, but is not limited to Saturday morning detention, Internal Reset (Internal Exclusion), Suspension etc.

As a result of this monitoring, Heads of Year will support a 'caseload' of students who frequently breach the school's behaviour policy. Support includes Report Cards and Behaviour Support Plans (BSPs). All suspended students are placed on a Reintegration Plan and, where necessary, a Behaviour Support Plan (BSP) may follow.

Pupils on a BSP are managed/monitored to ensure they are properly supported to change their behaviour. Failure to engage in a BSP positively and demonstrate improvement may result in a request for a Managed Move or Direction Off Site to another school, Suspension or Permanent Exclusion. Once behaviour improves a pupil may no longer be required to stay on a BSP. This decision will be agreed between Heads of Year, parents and the Assistant Headteacher responsible for Conduct.

Interventions will include but are not limited to:

- Contact with parents at least every two weeks
- Report cards with three clear targets taken to class by pupils and seen daily by Heads of House, parents and tutors

And may also include:

Counselling

Mentoring

ELSA

SAFS support

Other support group/agency referrals

B&A Panel or RIT support

Managed timetables

SENDCo intervention/screening

Guidance for teachers to reduce avoidable sanctions

Teaching staff are expected to manage the behaviour of pupils positively and plan for good behaviour as follows:

Planning Qs	Context Qs	Relationships Tips
Do you know the reading age standardised score and have you adapted work as needed? Do you know their Support Plan and are necessary adaptations in place? Are you following the school T&L systems to support routine and cognitive load: is the starter slide up and a 'do now' arrival activity to settle students in place?	Speak with the student's SENDCo or Head of Year for additional information if you have planned for any known needs and the student is not meeting expectations in class.	Know your students' sparks, hobbies and interests; this helps to build relationships. A smile at the door and welcome using names on arrival goes a long way to make people feel noticed/cared for. Praise what is working well.

Uniform and Equipment

In line with the Trust School Uniform Policy, pupils are expected to wear the correct uniform and bring the correct PE kit and equipment to school. Tutor checks each morning support pupils in being prepared for the day ahead. Where pupils do not have the correct uniform (e.g. incorrect footwear or no blazer) they will be sent to the Pastoral Office to collect/borrow uniform. Pupils are provided with essential missing equipment (e.g. pen). Hoodies and branded jumpers are not permitted in school and will be confiscated. Sixth Form students must wear their lanyard at all times.

Conduct outside of school

Pupils are expected to uphold the same high standards when representing the school away from the school site. This includes travelling to and from school and when participating in school trips, visits and sports fixtures. The systems of rewards and sanctions may be applied as appropriate in relation to conduct outside of school. This is in line with the statement on Page 1 of the Midsomer Norton Partnership Trust (MNSP) Behaviour Policy.

Where behaviour has caused concern or a student has demonstrated that they may not be able to behave appropriately, students may be banned from representing the school on extra-curricular fixtures or trips until their behaviour improves. This will definitely happen if the pupil's behaviour is considered a risk to others.

In addition, the school will follow its Behaviour Policy where a pupil's conduct outside of school puts other pupils within the school at risk. The school will work with the police if

there are any serious incidents that take place outside school that affect the wellbeing and behaviour of pupils when in school to determine suitable sanctions.

Vaping and Other Nicotine Products

This document supports the Trust No Smoking and No Vaping Policy.

Vapes and nicotine products are illegal for children to use and are not risk free. There is well established concern about the harms from vaping and use of other nicotine products, specifically associated with younger people. Additionally, people providing vapes to young people pose a range of safeguarding risks (for example, they could be grooming young vape-addicts or asking them to commit crimes to pay for their addiction). As a school, it is therefore essential that we provide a deterrent and support for young people who may be at risk from becoming, or who already are, addicted to vaping or other forms of nicotine consumption.

Support

- All students have access to the school nursing service and known vapers are signposted to that service so that they can request advice on how to quit.
- We teach about the risks of vaping, nicotine pouches and snus as part of the PSHE curriculum.
- We have CCTV across the site and can monitor this when we suspect incidents of vaping may have occurred. Where this is suspected, individuals will be searched.

Sanctions

Students suspected of vaping will be searched and wanded, according to our Searching Process. Students who are caught vaping or with a vape (or with other nicotine products) will have that item confiscated.

Incident	Sanction
1	Internal Reset (Internal Exclusion)
2	Suspension

Supplying vapes or nicotine products or the intent to supply to other students is a more serious offence and will result in a longer suspension. Permanent Exclusion will also be considered.

THC vapes are illegal and will be treated as an illegal substance in line with the Drugs Policy. Permanent Exclusion will be considered.

Training

The leadership team will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils and students are met by utilising the range of external support available.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Local Governing Body informed.

The Local Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, parents/carers and students.

The outcome of the review will be communicated to all those involved, as appropriate

Suspensions Stages and Permanent Exclusion

All uses of suspension and permanent exclusion will follow the Trust Suspension and Exclusion Policy and will be applied at the levels as outlined below:

Level	Description	Length of suspension	Follow-Up Actions taken to support the pupil
1	Used where internal sanctions have proved insufficient or for a significant misdemeanour. Examples include repeated failure to attend SLT detentions, poor behaviour in Internal Reset (Internal Exclusion), blatant rudeness to staff, swearing at staff, violence, or threats of violence to others, defiance, bringing the school into disrepute and cyber abuse.	Usually one or two days. Work is provided for completion at home.	Reintegration meeting with Head of Year, pupil and parent. Reintegration Plan (RP) completed with pupil and parent and sent to parents. Review of reintegration plan in two weeks time following which the plan will successfully close or the pupils will be placed on a Behaviour Support Plan (BSP). The BSP will be completed with pupil and parent and sent to parent. Fortnightly reviews of the BSP will take place with the pupil and parent. If already on a BSP then this will be updated in place of the RP.
2	Used in any instance where a longer suspension is thought appropriate, for example on-going defiance, or for students who have already been issued a Level 1 suspension and repeat the similar undesired behaviour or actions. Some students at Level 2 may be suitable to be considered for a Managed Move or Direction Off	Normally two to five days. Work is provided for completion at home.	Reintegration meeting with Head of Year, Assistant Headteacher (Personal Development and Conduct), pupil and parent. Reintegration Plan (RP) completed with pupil and parent and sent to parents. Review of reintegration plan in two weeks time following which the plan will successfully close or the pupils will be placed on a Behaviour Support Plan (BSP). The BSP will be completed with pupil and parent and sent to parent. Fortnightly reviews of the BSP will

	Site.		take place with the pupil and parent. If already on a BSP then this will be updated in place of the RP.
3	Used for those who are responsible for a significant act of indiscipline or for students who have already been issued a Level 2 suspension and repeat the similar undesired behaviour or actions. Examples include: an act of vandalism to or theft of school property, significant bodily harm to another student, continued on-going defiance, intimidating and threatening behaviour to staff. All students at Level 3 will be considered for a Managed Move or Direction Off Site.	Normally three to five days, but can be longer if appropriate. Work is provided for completion at home.	Reintegration meeting with Head of Year and Headteacher, pupil and parent. Reintegration Plan (RP) completed with pupil and parent and sent to parents. Review of reintegration plan in two weeks time following which the plan will successfully close or the pupils will be placed on a Behaviour Support Plan (BSP). The BSP will be completed with pupil and parent and sent to parent. Fortnightly reviews of the BSP will take place with the pupil and parent. If already on a BSP then this will be updated in place of the RP.
4	Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy or for activities such as suspected drug dealing (see Drugs Policy). Also used for students who have already been issued a Level 3 suspension and repeat the similar	Immediate and permanent (subject to Governor ratification)	No readmission. Parents are informed. School informs Local Authority within 24 hours of our decision to PEX . From the 6th day onward, the Local Authority is responsible for student's education.

	undesired behaviour or actions or are displaying on-going defiance.		All Permanent Exclusions are subject to LA and DfE guidelines and Trust Policy.
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Notes on suspensions:

- All suspensions will automatically result in a Reintegration Plan (or the continuation of a Behaviour Support Plan if already in place). The Reintegration Plan will be reviewed after two weeks. At this point the plan will be closed and the pupil will either have completed a successful re-integration or will be placed on a Behaviour Support Plan.
- Suspension checklist will be used for all suspensions/PEX;
- For any suspension up to five days work will be provided and marked accordingly;
- For any suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days. From the sixth day, the school will make provision for students to receive their education at another school for the remainder of their suspension;
- Suspension/PEX may be a consequence of a one-off incident;
- As pupils move up the suspension levels (or if levels are repeated) the length of the suspension will increase.
- Suspension levels are reviewed six times per year at the end of each Term. At these points pupils who remain a behaviour concern will remain on a suspension level. Pupils who have shown demonstrable improvement will move down a suspension level.

Boarding

Beechen Cliff has a boarding house which houses up to 34 full time boarders. Boarders are Beechen Cliff pupils and therefore the School Vision and Behaviour Policy apply to boarding pupils as they do to all pupils at Beechen Cliff. In line with the day school, there is a zero tolerance approach to bullying and harassment of any kind.

Given the nature of boarding and the 24-hour duty of care provided by our boarding staff, there are some additional protocols:

Our Boarding Principles

Boarders are expected to uphold the school Core Values of the school at all times. 'Our Boarding Principles' is signed by all boarding pupils and staff, is in line with the Beechen Cliff Charter and serves to meet NMS 1: Statement of Boarding Principles and Practice. By signing the document, boarders agree to uphold the school Core Values. British Values and the Pledge of Respect. 'Our Boarding Principles' is displayed centrally in the boarding house.

Boarding House Expectations

In line with NMS 15 positive behaviour is promoted amongst boarders as it is for all pupils in the school as referenced earlier in the policy. In addition the Boarding House has a clear set of Boarding House Expectations is reviewed annually and identifies key behaviours that pupils are expected to uphold in the boarding house to ensure the smooth running of the boarding house and to ensure every boarder can flourish and feel safe and respected whilst boarding at the school. The Boarding House Expectations are displayed on the wall in the Boarding House and includes several sections including (for example):

Feeling Safe and Secure

- Be kind
- Every voice is heard
- Take an interest in others
- Celebrate our differences
- Call it out - speak to a member of staff
- Show respect to each other, the school and boarding house environment (follow the Pledge of Respect)

Boarding Rewards and Sanctions

The school rewards and sanctions system applies to all boarders. In addition the Boarding House runs a further rewards and sanctions system for boarding time.

Rewards

Boarders are rewarded based on good behaviours linked to the school Core Values and this includes privileges to attend boarding trips and to undertake free time activities at weekends. In addition there are nominations for end-of-term awards within boarding including the annual summer 'boardies' event.

There is a House Points electronic record board that captures when boys have exceeded school requests, expectations and doing the 'right thing' and these are combined in rooms so that boys that share can be suitably rewarded. Positive behaviours are also added to the behaviour tracker to ensure that both rewards and sanctions are monitored.

Pupils can be awarded 'role model status' for consistently exemplifying the school Core Values. Role model status comes with additional privileges such as extended curfews (subject to parental agreement) or the occasional take-away delivered to the Boarding House. Role model status is reviewed regularly to identify whether it should be retained or if it should be awarded to others.

Boarding house discipline

When boarding pupils are in the boarding house, they are at 'home' and interactions between boarding pupils and the staff are appropriately different to interactions during the school day. Inappropriate behaviours are not accepted and the Boarding House Expectations must be adhered to at all times. Whilst House Parents work on a rotation all staff will sanction the following behaviour accordingly:

Behaviour	Consequence/Sanction
Entering other boarders' bedrooms	1st Offence - Warning recorded 2nd Offence - Gated for a week & Contact parents
Entering the kitchen without permission	1st Offence - Warning recorded 2nd Offence - Gated for a week & Contact parents
Returning to Beechen House outside of allotted hours (during day) Year 7-11 boarders not permitted in the boarding house between 8.10am and 3.15pm. Year 12/13 boarders not permitted in the boarding house between 8.10am and 12.30pm.	Gated for a week.
Late to morning Registration/breakfast/evening meal	1 st Offence: Warning recorded 2 nd Offence: Gated for a week. & Contact parents
Reported as incorrectly dressed/not prepared at registration/lessons	1 st Offence: Warning recorded. 2 nd Offence: Report to HoB 7:15am - Full uniform and equipment for day.
Noise, lack of effort or general poor behaviour in Prep	1 st Offence: Warning recorded 2 nd Offence: Gated for a week. & Contact parents

Failure to sign in or out and/or or notify the house parent of a request to go out.	1 st Offence: Gated for a week. & Contact parents 2 nd Offence: Behaviour beyond the care and control of the school - The school's suspension process will be followed according to the behaviour policy.
Arriving in House after designated time at night or late back after leave	Gated for a week (unless a genuine, unavoidable reason)
Late to hand in phone / laptop etc. before lights out. (Must be at least 30 mins before lights out.)	1 st Offence: Tech confiscated for 48 hours. 2 nd Offence: Gated for a week & Contact parents
Failure to hand in phone/laptop or handing over alternative tech items etc.	Tech confiscated for 48 hours. Warning from staff (recorded) and contact parents.
Late to bed	Warning recorded
Up after lights out	1 st Offence: Tech confiscated for 48 hours. 2 nd Offence: Gated for a week & Contact parents
Visitors brought into Beechen House without permission.	Gated for a week.
Persistent untidiness of room or poor behaviour creating a mess in the house.	House work or cleaning duties arranged with Housekeeper
Anti-social behaviour	Sanctions will vary from warning to following the school's suspension process depending on severity and previous incidents.

Persistent and ongoing breaches of Boarding House Expectations	Meetings with parents. Consideration of whether the pupil is suitable for boarding. Ongoing breaches may result in the boarding place being removed.
Possession/consumption of alcohol in the boarding house or returning to the boarding house under the influence of alcohol.	Serious incident The school's suspension process will be followed according to the behaviour policy. This may result in the pupil's boarding place being removed.
Inappropriate behaviour towards other boarders, their property or The House, either individual or collective.	Serious incident The school's suspension process will be followed according to the behaviour policy. This may result in the pupil's boarding place being removed.
Any behaviour that endangers or impacts the wellbeing or welfare of themselves or another boarder	Serious incident The school's suspension process will be followed according to the behaviour policy. This may result in the pupil's boarding place being removed.

Notes:

- Definition of Gated - no leaving of the school site. This includes attending off site rugby training or fixtures.
- All warnings/incidents will be recorded on the boarding behaviour tracker which will feed into reports to parents.
- Bath Rugby are fully in support of these processes.

Anti-Bullying

The school has a zero tolerance approach to bullying and follows the Trust Anti-Bullying Policy. Given boarders live on the school site (and in line with NMS 16) additional procedures are in place as referred to in the policy. These are:

- Additional victim support from House Parents/Head of Boarding as in loco parentis - this may involve use of mentoring.
- Sanctions for perpetrator - likely to involve removing of the rewards outlined above.
- If victim and perpetrator both in boarding complete restorative work in the boarding house. The Dorm Risk Assessment will be reviewed where concerns arise between roommates.
- All boarding staff will be informed to increase vigilance in the boarding house. Relevant day staff (if appropriate) will also be informed to provide support in the day.
- External agencies will be used to support pupils if required.
- Severe bullying will be dealt with by applying both the behaviour and suspensions and exclusions policies.

Protocols for when a boarder is suspended

If a boarding pupil is suspended from the day school as outlined in this document with a suspension, they will serve their suspension at home or if this is not possible, with their named guardian. In exceptional circumstances, a suspended boarding pupil may stay in the boarding house under supervision until they can return to school.

If the behaviour of a boarding pupil results in permanent exclusion from the school, their boarding place will automatically be removed.

Appendix 1: The School Rules as shared with parents and pupils

Beechen Cliff School Rules – (Years 7-11)

Our school vision is to enable our pupils and students to achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society.

We aim to develop pupils' character by developing their understanding of the school's Core Values of aspiration, compassion, independence and respect. We aim for pupils to fully embrace and live out these values which are best summarised by the following slogans:

Independence: Be ready

Aspiration: Be your best

Compassion: Be kind

Respect: Show respect

The school rules are based around enabling us to achieve our vision for our pupils and the 'living out' of these Core Values. At all times pupils are expected to behave in a reasonable and responsible manner having full consideration for others including other pupils, staff and members of the public.

Uniform/Dress Code

- Pupils must wear full school uniform. Trainers, hoodies and branded jumpers are not permitted.
- Blazers must be worn in tutor time/assembly and when entering/exiting classrooms. With the permission of the class teacher they may be removed in the classroom and placed on the back of the chair.
- Coats may be worn when moving between lessons but not in place of a blazer.
- Hats must not be worn and/or coat hoods up whilst inside school buildings.
- Pupil's hair must be cut at a Grade 2 or above. It must be a single, naturally-occurring colour. Extreme hairstyles, tramlines or other shaved patterns or designs are not permitted.
- Top buttons should be done up, ties pulled up and shirts tucked in.
- Beechen Cliff PE/Games kit must be worn for PE/Games lessons.
- Jewellery (including necklaces, rings or bracelets) must not be worn in school. Pupils may wear a single plain stud earring per ear. Any other piercing required for cultural or religious reasons must be covered by plasters.

Equipment

- Pupils must have a school bag suitable to carry A4 books, a pencil case and water bottle.

- Pupils must have a pencil case with them with all their equipment (black pens, purple pen, ruler, calculator etc.) with them every day.
- Pupils must have their Pupil Handbook (previously called Pupil Planner) and reading book with them every day.
- Mobile phones may not be used in school. The School and Trust Policy must be followed at all times including use of pouches. They must not be taken into an examination room.
- Pupils are encouraged to bring water bottles to school.

Around the School

- Pupils should walk around the school sensibly and must not be a threat to the safety of themselves or others. They must keep left when moving along the corridors.
- Pupils must use the designated areas only e.g. yards/school field/tennis courts at breaktimes and lunchtimes. Everywhere else is deemed 'out of bounds'.
- Entering the wrong toilets is deemed 'out of bounds'.
- All play during breaktimes and lunchtimes must not put pupils' safety at risk. Games are played in accordance with the rules of that sport.
- Pupils are not permitted to engage in physical interactions that could lead to an escalation in physicality. We do not tolerate 'play fighting'.
- Pupils must stay on site during the school day. Pupils may only leave the school site with staff permission and they must sign out before going.
- Pupils look after all property and respect other people's property. They must use the litter bins and recycling bins provided to keep the site clean and tidy.
- Pupils are not permitted to participate in gambling, or bring articles onto the School site for the purpose of buying and/or selling.
- Pupils are not permitted to bring dangerous objects or illegal substances (such as cigarettes, vapes and alcohol) into school. Nor should these items be used or consumed before or during school time.
- No medication should be brought into school without the School's prior knowledge and approval.

In the Classroom:

- Pupils should arrive on time for lessons.
- Pupils must enter the classroom wearing their blazer.
- Pupils should sit quietly in their designated seat, put their pencil case, planner and reading book on the desk in front of them and place their bag under the desk.
- Pupils should sit up in their seat. When a teacher or pupil is talking to the class, the rest of the class is silent and listens attentively.
- Pupils raise their hand and wait until the teacher is able to respond if they have a question or wish to contribute to the lesson.
- All pupils follow all reasonable instructions of staff at all times
- All pupils must try their best and ensure their behaviour allows others to learn too - remember :

Independence: Be ready

Aspiration: Be your best

Compassion: Be kind
Respect: Show respect

In the Refectory:

- Pupils should queue quietly and respectfully in a single file wearing the correct uniform.
- Pupils should eat and drink at the tables and return trays with plates, cutlery and cups to the collection points. Litter should be put in the bin. Tables should be left clean and tidy.
- Packed lunches/snacks can be eaten in the Refectory, picnic sites or designated areas but not in classrooms or corridors.

To and from School:

- Pupils behave in line with these school rules when travelling to and from school.
- Pupils wear the school uniform with pride when travelling to and from school.
- Pupils are encouraged to cycle to school and use our cycle storage facility. Pupils must make sure that their bikes are locked properly and that they wear a helmet. Scooters and skateboards are not permitted.
- Pupils must take extra care when crossing roads or getting on or off buses and always make use of pedestrian crossings.
- Pupils must not act in a manner that could be considered offensive, dangerous or damaging to the reputation of Beechen Cliff.

School Trips, Visits and Fixtures

- Pupils behave in line with these school rules when taking part in school trips, visits or fixtures.
- Pupils should make themselves available for selection for school teams and fixtures if required.
- Pupils should represent the school with pride.
- Pupils should uphold the school Core Values at all times.



Buckler's Mead Academy – Behaviour and Rewards Policy and Procedures

Purpose

This policy sets out the measures by which Buckler's Mead Academy ensures:

- Students demonstrate good behaviour, self-discipline and respect of themselves and others
- Students engage with all work, and complete tasks to the best of their ability
- All members of the school community hold sky-high expectations of themselves and others

This policy is underpinned by:

- The MNSP Behaviour Policy, which is available here: [Behaviour Policy - Secondary Schools \(ST\)](#)
- The guidance set out in the DFE document: [Behaviour in Schools - Advice for headteachers and school staff](#)
- The Equality Act 2010 - [Equality Act 2010](#)

This policy should be read in conjunction with the following MNSP policies:

- Alternative Provisions Policy
- Anti-Bullying Policy
- Drugs in School Policy
- Home-School Agreement
- Acceptable Use Policy
- Attendance Policy
- Equality Act Policy
- Mobile Devices Acceptable Use policy
- School Uniform Policy
- Searching, Screening and Confiscation Policy
- Special Educational Needs Policy and Procedures
- Suspension and Exclusion Policy

Introduction

Buckler's Mead Academy seeks to create a culture, climate and ethos of sky-high expectations for all, making success inevitable. This is based on mutual respect and the insistence on a positive learning environment. Students must be able to learn in calm and quiet classrooms. Similarly teachers, as the experts in the room, must be able to teach in calm, purposeful and engaged environments.

The role of all adults on site is to support students in developing outstanding behaviours that ensure they will be positive and productive members of adult society. All students have the right to be treated with fairness and consistency, as do staff. Students have a responsibility to themselves, and the rest of the school community, to behave in a way that enables learning and achievement.

Parents and carers are active participants in a student's life and learning, and therefore must act in partnership with the school. As such, the school expects parents and carers to proactively and positively engage as partners in their child's learning.

Consequences are intended to deter, protect and improve. The ultimate aim of all consequences is to move to a point where they do not need to be used, as the behaviour has been modified to meet the expectations of the Academy.

Guiding Principles

At Buckler's Mead Academy we believe that every child deserves to learn in calm and quiet classrooms. Every teacher is the expert in the room and must be able to teach in a calm and quiet environment. Academic success and achievement begins with sky-high expectations and exemplary behaviour.

Our fundamental principle to achieve this is **100% consistency** in our **actions, words** and sky-high **expectations** for all. This policy applies to all members of the school community. Visitors to the school are expected to behave and act within this framework.

We strive to ensure that:

- All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. We do not tolerate any behaviour that undermines this right
- Discipline is understood as a means to an end, not an end in itself. Our goal is to encourage self-discipline, which is most effectively fostered through positive achievement and the development of a strong sense of self-worth
- Good behaviour is built and sustained through consistent front-loaded/proactive actions and words.
- Sanctions are a consequence of poor behaviour, not a solution to it
- Consistent routines, structures and cues are in place across classrooms to form and reinforce high expectations
- Published rules are clear, concise, and designed to ensure the safety, welfare, good conduct, and appropriate appearance of all students.
- Staff use consistent scripts and positive language to model and reinforce the behaviour we expect from our students
- Staff are warm, welcoming and friendly whilst reinforcing boundaries and expectations
- Behaviour is explicitly taught by staff, alongside the academic curriculum.
- To prevent poor behaviour by:
 - Providing and monitoring an appropriate, relevant, and engaging curriculum
 - Ensuring high-quality teaching and learning
 - Embedding behaviour education into our pastoral support systems
 - Creating opportunities to explicitly teach the behaviours we expect
- Parents have a powerful influence on their child's behaviour and outcomes and remain responsible for their child's behaviour while at school.
- Engagement with parents is positive so that school staff and parents work together in a mutually supportive manner.
- In exercising discipline, fairness and natural justice prevail.
- Consequences are appropriate to the misdemeanour and the individual.
- Praise and positivity are used to build pupils' self-esteem.

Our School Values

Success	Sky-High Expectations and aspirations for all, making success inevitable.
Ambition	Building desire and determination. Inspiring hope to be the best version of yourself.
Enjoyment	Challenging one another, finding the joy in every day and fostering a lifelong love of learning.
Opportunity	A wealth of opportunities to acquire powerful knowledge and culturally rich experiences.
Community	An inclusive community working together to succeed together.

Our School Rules

The school rules are based around enabling us to create a culture, climate and ethos of **sky-high expectations** for all.

At all times students are expected to behave in a reasonable manner having full consideration of others, including other students, staff and members of the public.

Uniform / Dress Code

- Students must wear full school uniform. Trainers, leggings, hoodies and branded jumpers are not permitted.
- Blazers must be worn when walking around the school site, in tutor time/assembly and when entering/exiting classrooms. With the permission of the class teacher they may be removed in the classroom and placed on the back of the chair.
- Students may wear coats when moving between lessons; however, coats should not replace blazers. Hats and hoods must remain off while on the school site.
- Extreme hairstyles, tramlines or other shaved patterns or designs are not permitted.
- Top buttons should be done up, ties pulled up and shirts tucked in.
- Buckler's Mead PE kit must be worn for PE lessons.
- Jewellery - Only one small stud is permitted in each earlobe. Students may wear one simple ring. Necklaces and bracelets are not permitted, with the exception of one charity wristband, which must be removed during PE lessons.

Equipment

- Students must have a school bag suitable to carry A4 books, a pencil case and water bottle.
- Students must have a pencil case with them with all their equipment (black pens, purple pen, ruler, calculator etc.) with them every day.
- Students must have their planner and reading book with them every day.

Communication and Mobile Devices

- Mobile phones must not be seen or heard whilst on school site. They need to be switched off at 8.25am and only switched on at the end of the school day. They must not be used during school without permission. They must not be taken into an examination room. Students must follow the '**not seen, not heard**' policy.
- If a student needs to contact home, they may do so by going to Student Support or Reception before school, at break time, lunchtime, or after school. Parents or carers should contact the school via phone or email, and the message will be passed to the student.
- Students should not use their own personal devices to contact home unless given explicit permission from a staff member.
- Students are strictly prohibited from using mobile phones in toilet cubicles at any time. Any breach of this rule will be treated as a serious matter.

Punctuality and Lateness

- Students should arrive on site no later than 8:25am and should report to their tutor to be registered at 8:30am.
- Students who are late after 8:35am **MUST** report to Student Support to sign in.
- Students who are late to school will receive a break time detention, unless there are mitigating circumstances.

Around the School

- Students should walk around the school in a sensible, calm and orderly manner. They must keep left when moving along the corridors and staircases, where possible.
- Students must use the designated areas only at break times and lunchtimes. Everywhere else is deemed out of bounds.
- All 'play' at break times and lunchtimes should be carried out in a safe way.
- Students are expected to adopt a 'hands off' approach to each other. (e.g. play fighting is not permitted)
- Students must stay on site during the school day. Students may only leave the school site with staff permission and they must sign out at Student Support.
- Students look after all property and respect other people's property. They must use the litter bins and recycling bins provided to keep the site clean and tidy.
- Students are not permitted to participate in gambling, or bring articles onto the School site for the purpose of buying and/or selling.
- Students are not permitted to bring dangerous objects or illegal substances (such as cigarettes, vapes and alcohol) into school, please refer to the banned items list. Nor should these items be used or consumed before or during school time.
- No medication should be brought into school without the School's prior knowledge and approval.

In the classroom

- Every second of learning counts- Students should arrive on time for lessons.
- Each day begins with 'Standing starts' where the tutor will check uniform and equipment. Students must be wearing their blazers.
- STARS is followed at the start of each and every lesson. Placing equipment on the desk in front of them and their bag under the desk.
- Students are expected to respond to staff instruction 'First time - every time'. Students should sit up in their seats. When a teacher or peer is talking to the class, the rest of the class is silent and listens attentively.
- Students are expected to sit according to a seating plan provided by the teacher.
- Students should '**show me your best**' and receive positive reward points.

In the Refectory

- Students should queue quietly and respectfully in a single file wearing the correct uniform.

- Students should eat and drink at the tables and return trays with plates, cutlery and cups to the collection points. Litter should be put in the bin. Tables should be left clean and tidy.
- Packed lunches/snacks can be eaten in the Refectory, picnic sites or designated areas but not in classrooms or corridors.
- When in the refectory students should be sat down at the tables provided.

Conduct Outside of School

- Students behave in line with these school rules when travelling to and from school.
- Students wear the school uniform with pride when travelling to and from school.
- Students are able to cycle to school and use our cycle storage facility. Students must make sure that their bikes are locked properly and that they wear a helmet.
- Students must take extra care when crossing roads or getting on or off buses and always make use of pedestrian crossings.
- Students must not act in a manner that could be considered offensive, dangerous or damaging to the reputation of Buckler's Mead.
- Students are expected to uphold the same high standards when representing the school away from the school site e.g. on a school visit/trip.
- Student conduct will be managed in accordance with this policy when their conduct outside of school puts other students at risk or makes them feel unsafe. The school will work with the police if there are any serious incidents that take place outside school that affect the wellbeing and behaviour of students when in school and will determine suitable sanctions.

School Trips, Visits and Fixtures

- Students jeopardise their opportunity to attend school trips and visits where their behaviour has caused a concern or a student has demonstrated that they may not be able to behave appropriately. Students may also be banned from representing the school on extra-curricular fixtures or trips until their behaviour improves.
- Students behave in line with these school rules when taking part in school trips, visits or fixtures.
- Students should represent the school with pride.
- Students should uphold the school Core Values at all times.

Responsibilities

The Local Governing Board (LGB)

The LGB is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this Behaviour Policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Ensuring that any change to the policy is clearly communicated to all members of staff and to parents and students themselves.
- Demonstrating their support for staff by promoting a consistent code of good practice and by providing access to appropriate in-service training for the prevention of disciplinary problems

The Senior Leadership Team (SLT):

The SLT are responsible for:

- Supporting staff in responding to behaviour incidents.
- Ensuring that a positive learning environment is in place across the school.
- Overseeing the rewards and consequence allocation for both key stages.
- Ensuring that other key post holders also quality assure as defined by their role.

Staff

Staff are responsible for:

- Implementing the Behaviour Policy and promoting the strategies within to consistently ensure 'sky-high expectations' are upheld at all times
- Modelling positive behaviour, creating warm, welcoming and friendly environments where young people flourish
- Providing a personalised approach to the specific behavioural needs of particular students
- Ensuring our key consistencies and routines are followed as part of daily routines
- Support colleagues and leaders to create and sustain a positive behaviour culture
- Recording behaviour incidents and issuing praise in line with policy and guidance
- Contacting home to discuss behaviour concerns, incidents and offer praise as required

Parents

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the staff promptly
- Work in a constructive and supportive manner with staff in order to support their child
- Model appropriate behaviour in their interactions with the school and whilst on site

Appendixes

Further details of the procedures used within this policy can be found in the following Appendixes:

Appendix 1: Our Approach to Teaching and rewarding Good Behaviour

Appendix 2: Our Approach to Supporting Students

Appendix 3: Allocation of Consequences to Unacceptable Behaviours

Appendix 4: Our Graduated Approach to Behaviour

Appendix 5: Suspension Processes and Stages

Appendix 6: Uniform

Appendix 7: Further Key Information

Appendix 8: Malicious Allegations Against Staff by Students

Appendix 9: Teachers Powers

Appendix 10: Banned Items

Appendix 1: Our Approach to Teaching and Rewarding Good Behaviour

Our Behaviour Curriculum

Good behaviour is taught and reinforced through a structured programme of tutor time, assemblies, and personal development lessons. At the start of every half term, tutors dedicate sessions to explaining our sky-high expectations and reminding students of our positive rewards system and the importance of 'Show me your best'.

During tutor time, students take part in discussions, activities, and reflections that focus on key values. Weekly assemblies provide opportunities to highlight examples of positive behaviour, celebrate student achievements, and explore moral and social themes that support the wider behaviour curriculum.

In addition, our personal development curriculum includes dedicated lessons on emotional regulation, decision-making, and social interaction, helping students to understand the impact of their behaviour on themselves and others. These consistent messages across different parts of the school day help to embed a shared understanding of expectations and support students in becoming respectful, responsible, and reflective individuals.

All members of our school community, including staff and students, are expected to demonstrate positive role modelling at all times. We recognise that the majority of our students consistently uphold our values and serve as strong role models for their peers.

Rewarding Positive Behaviour

- Positive and negative behaviours are awarded and recorded using Arbor; we aim to award positive and negative points on a 5:1 ratio or better.
- Every teacher, in every lesson, will identify students who demonstrate effort to recognise and celebrate their achievements, as well as record any negative behaviours that disrupt the calm and purposeful learning environment.
- Weekly positive phone calls to parents/guardians are made and there is an expectation that every teacher makes at least 3 positive phone calls home every week.
- Celebration Assemblies are held at the end of each term and are one of the main ways in which we formally recognise and celebrate success.
- Students collect positive reward points throughout their time at Buckler's Mead Academy and rewards will be issued as part of a cumulative total over a term, month, year and key stage.
- Rewards are logged on Arbor, where staff, parents and students are all able to see them, alongside the written comments. Rewards are issued on Arbor when a student demonstrates behaviour that meets and exceeds our 'Show me your best' framework

	Achievement	Reward
'Show me your best'	Each year, students accumulate positive reward points. These are recorded on Arbor. When a student reaches a set threshold, they receive a certificate and a badge. At the start of each new academic year, all students begin with a fresh slate to build their positive points total.	Bronze Certificate and Badge Silver Certificate and Badge Gold Certificate and Badge. Platinum Certificate and Badge. Headteachers Letter Allocation of Rewards Tie
Quality of work and performance	Teachers will allocate a purple rewards card to students within their classes that demonstrate: • An exemplary piece of classwork • An exemplary piece of written work • Have an exemplary lesson • Consistently show their best	Students with purple cards will receive 15 positive points on Arbor. Students will visit the Headteacher or another senior member of staff at allocated times to share and celebrate

	Teachers hand out a maximum of 5 cards per term.	their work.
Positive Phone Calls home	Teachers aim to make at least 3 positive phone calls home every week to recognise positive learning behaviours.	Students will receive 3 positive points on Arbor.
Attendance, punctuality and behaviour	All year groups will receive an end of term reward activity (3 rewards activities / trips a year). Students will also receive a half termly celebration assembly.	Letters will be sent out to parents / guardians regarding the criteria for invitation to rewards trips and will be shared with students in their assemblies and tutor times frequently throughout the term.
Attendance 100 Club	Students meeting or exceeding our attendance target Students who demonstrate significant improvement in attendance over a term	Certificate in the end of term celebration assembly Letter home to parents
Roll of Honour	Students who have been nominated by teachers for consistently demonstrating and role modelling an aspect of our 'Show me your best framework	A certificate and recognition awarded in the end of term rewards assembly

The Positive Point System

The Positive Point System ensures that all students can make an active contribution towards their Form and House. The Form with highest points will receive an award as part of the celebration assemblies each term.

Positive points will also contribute to the house trophy which is awarded at the end of each year. In this way, students are not only awarded on a personal level, but they also feel a deeper sense of belonging in our school community.

Year groups are also rewarded at the end of each term with an event or trip as reward for meeting expectations and receiving positive points. Students will be invited to these events based on meeting key thresholds for behaviour, attendance and good overall conduct.

Positive points may be rewarded for the following '**Show me your best**' behaviours:

Positive Point Tariff	Examples
+2	Active Listener, Best book, Expert answer, Expert reader, Extracurricula, Home learner, Kindness champion, Organisation pro, Active participant, Supportive student, Proactive learner
+3	Ambition in action, Growth mindset, Leadership in learning, Creative thinker, Respect role model, Community Champion, Cultural Contributor, Positive phone call home
+5	Sky-high standards, 100% Attendance
+15	Purple Card

Appendix 2: Our Approach to Supporting Students

Pre-emptive Strategies

Pre-emptive strategies are proactive approaches used to help students make positive choices and avoid situations that may lead to poor behaviour.

Transition

The school has a clear transition approach in place to induct new students into the school so that they are able to meet the school's expectations from day one:

- During the summer term, members of the senior leadership team and the Student Support team will visit primary schools. During these visits staff will discuss with students what they can expect at secondary school, give them advice to reassure them about the transition to secondary school and share expectations about lessons, routines and behaviour.
- Buckler's Mead staff will also meet with primary class teachers to discuss key information about students, alongside written references and academic data.
- Enhanced transition days will also be offered to those students which the primary schools identify as vulnerable. This could include having a Special Educational Need or Disability, low confidence/self esteem or any other reason that their primary school identifies. These are led by the SENDCo and staff from the Student Support teams. Enhanced transition days offer additional visit(s) to the school before or after the main transition event.
- Transition takes place over one or two days where all new students attend Buckler's Mead Academy commonly in July. Students are placed in their tutor groups and spend time acclimatising to the school. They also spend time in a carousel of lesson activities to give them a taste of lessons at secondary school.
- Students are also given the opportunity to attend summer school during the summer holiday, before starting in September. This is led and run by school staff, intended to familiarise students with staff, routines and expectations in advance of the new school year.
- In September students in Year 7 are the first to attend the first few lessons of the new academic year. Students will then receive 'launch pad' events to induct them into the key consistencies, routines and expectations.

Standing Starts

At the start of each day students will go to tutor rooms from 8:30am to 8.35am. During this time students will have equipment and uniform carefully checked. This allows key messages to be delivered to all students at the outset and to ensure a calm and orderly start to the day.

Launch Pad Events

At the start of each academic year, students participate in a launchpad event. This is intended to outline our key consistencies, routines and expectations.

Drop Down Days

Students will receive opportunities to participate in drop down days which are planned to respond to key themes to support student conduct. During these days students will explore key themes and ideas and reflect on their importance to themselves and the community. These days are also planned to be linked to Spiritual, Moral, Social and Cultural development (SMSC), Personal, Social, Health and Economic education (PSHE) and Relationship and Sex Education (RSE) frameworks and statutory guidelines.

Breakfast Club

Key students are provided with Breakfast Club provision. Student Support works with individuals and families to make sure that students who require this support are able to access a breakfast each day.

In-School Behaviour Support Systems

The Behaviour and Support System is designed to ensure that staff identify students who require support needed to be successful in their learning. All students have access to:

Tutors

Tutors regularly monitor their tutees and provide daily supportive communication. They work closely with Pastoral Coordinators and the Student Support team to ensure timely and effective interventions when needed.

Student Support

Student Support is an onsite provision that students can access to support academic and pastoral needs. Students can access this facility during break times, lunchtimes and at the end of the school day.

Pastoral Coordinators

Each year group has a designated non-teaching member of the pastoral team; a Pastoral Coordinator, who monitors and supports students' emotional and personal development. Pastoral Coordinators gather information from a range of sources to identify students who would benefit from targeted interventions that support their holistic development.

Role of Key Stage Leaders

Each key stage has an Associate Assistant Headteacher (AAHT) responsible for monitoring and supporting students. Their role is to remove barriers to learning and promote academic progress. AAHT draws on multiple sources of information to identify and implement effective intervention strategies. They work closely with Heads of Department and the SEND team to provide support, following the Assess, Plan, Do, Review (APDR) process.

The School then provides a positive support package to those students who require additional help. This includes a range of support such as:

- Thrive
- Forest school
- Counsellor
- Targeted mentoring
- Emotional Literacy Support Assistant (ELSA)
- In class support
- Education welfare officer

Please note that the above provisions are subject to assessment of need, capacity to offer support and waiting times. All provisions are based on key post holders triage of need.

External Support Systems

We will also in consultation with parents, have recourse to any, or all, of our internal support services and external agencies including:

- The Educational Psychology Service
- The Education Safeguarding Service
- Family Intervention Service (FIS)
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- Adolescent Support Workers
- South Somerset Partnership School (SSPS)
- Mental Health in Schools Team (MHST)

Appendix 3: Allocation of Consequences to Unacceptable Behaviours

Sanctions are needed to respond to unacceptable behaviour. Unacceptable behaviours are divided into four tariff levels, clearly indicating the severity of each incident and reflecting escalating or more serious breaches of the school's behaviour policy. These levels guide appropriate consequences and inform staff responses. This structured approach helps staff and students understand that not all behaviours are equal, and that consequences become more serious as behaviours escalate.

Consequences and responses to behaviour are intended to deter, protect and improve. Where appropriate, staff also take into account any contributing factors that are identified after the incident occurred.

	Examples of behaviour	Example of Consequence	Retracking & Resetting
Level One	Communicating during assessment, Disrupting the teaching and learning in the classroom, ICT misuse, Inadequate work, Inappropriate language/use of swear words, Incorrect uniform, Lack of uniform, Late to school, Lateness to lesson, Mobile phone misuse	Discussion with member of staff Verbal reprimand or Direct 'teacher instruction' given Negative behaviour point may be logged -1 Detention may be issued	Ensure that correct desired behaviour is identified and made explicit to the student. At detention, discussion to be had about how to demonstrate correct behaviours in the future. Explanation of societal expectations to be given if necessary.
Level Two	Repeat behaviours linked to Level One, persistent disruptive behaviour, Persistent failure to follow instructions, Persistent ICT misuse, Persistent lack of effort, Persistent lack of equipment, Persistent lack of homework, Persistent Mobile phone misuse, Persistent poor behaviour around school site Persistent truancy (internal), Persistent unkind behaviour	Verbal reprimand or direct 'teacher instruction' given Moved in the class Parked to another classroom Negative behaviour logged -2 Detention issued	Ensure that correct desired behaviour is identified and made explicit At detention, discussion to be had about how to demonstrate correct behaviours in the future. Explanation of societal expectations to be given if necessary. Further support from SEND/Pastoral to be explored if needed.
Level Three	Repeated behaviours linked to Level Two, Refusal to comply with Uniform Policy and expectations, Failure/refusal to complete isolation, Physical assault against student, Refusal to allow confiscation Refusal to exit/ removal, Severe defiance, Smoking or vaping related incident (Including possession of) Threat to Health & Safety of others, Threatening or confrontational behaviour towards peer, Truancy/Absconding from school	Student removed from the room to complete work in another classroom 'parking' Negative behaviour logged -3 Detention issued Parents informed and may be invited into school to discuss strategies further with class teacher Internal exclusion An 'off site directive' to another school may be considered.	Ensure that correct desired behaviour is identified and made explicit to the student . At detention, discussion to be had about how to demonstrate correct behaviours in the future. Explanation of societal expectations to be given if necessary. Internal exclusion to unpick the behaviours, societal expectations and request further support from SEND/Pastoral or external agencies as required.
Level Four	Continued repeated behaviours from Level Three, Alcohol related incident, Bullying, Carrying a weapon or bladed instrument, Discriminatory behaviour, Drug and alcohol related behaviour, Physical assault against adult, Racist	Internal exclusion Negative behaviour logged -4 An 'off site directive' to another school may be considered.	Ensure that correct desired behaviour is identified and made explicit to the student. At detention, discussion to be had about how to demonstrate correct behaviours in the future.

	incident, Refusing a search, Selling or gambling, Serious defiance, Serious Physical assault of another student, Sexual misconduct, Theft, Threatening or confrontational behaviour towards adult, Verbal abuse towards adult	Disciplinary stage support plan Suspension Permanent Exclusion	Explanation of societal expectations to be given if necessary. Internal exclusion to unpick the behaviours, societal expectations and request further support from SEND/Pastoral or external agencies as required. Reintegration meeting to explore explanations for the behaviour and support to overcome barriers to appropriate behaviours.
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*the list above is not exhaustive and there may be other behaviours which the school deems to fit into the categories above

Lesson Removal and Isolation

Removal from a lesson should be an unusual event. It cannot be the common strategy to deal with behaviour. A student can be removed-

1. to maintain the safety of all students and to restore stability following an unreasonably high level of disruption
2. to enable disruptive students to be taken to a place where education can be continued in a managed environment
3. to allow the student to remain calm in a safe space.

All removals should result in a detention and a phone call to the parent to discuss the behaviour. Any student removed more than twice from a lesson over a short period of time will require a parental meeting with the teacher and head of department.

Students who continue to fail to meet expectations after removal will be placed in the Internal Exclusion Centre (IEC) or receive further consequences in line with our policy.

Allocation of Detentions

All detentions are set and recorded through Arbor. All teaching and support staff may set detentions as a consequence for behaviour and not meeting academy expectations.

Departments and the pastoral team may issue their own detentions, such as a break time or lunchtime detentions as a consequence of poor behaviour choices. These will be recorded through a negative Arbor log.

Students can receive a detention for behaviour in lessons, break or around the school site

Lateness

Punctuality to school and to lessons is extremely important. Therefore, when students are late to school or to lessons without good reason sanctions are applied.

Late to school detentions are to ensure students develop strong attendance and punctuality habits to prepare them for later life, but also to ensure they are ready and prepared for a day of learning. Whilst we are sympathetic to the occasional factor that might be outside of a student's control (for example a broken down bus, road closure or significant home event), we will not accept habitual lateness due to travel methods.

Detentions include:

Type	Length	Venue	Time	Issued for
Late Detention 1	15 Minutes	IEC	Break time	Lateness to school without good reason.
Late Detention 2	20 Minutes	IEC	Lunchtime	Failure to attend late detention 1.

After School detention	30 minutes	Refectory	3:00pm	Level Two/ Three /four behaviour
Sparx Maths detention	Up to 60 minutes	Computer rooms	3:00pm Thursday	Failure to complete and hand in Maths homework.

Lunchtime detentions are planned and implemented to allow reasonable time for the student to eat, drink and use the toilet.

Attendance to Detentions

All detention attendance is logged on Arbor. Failure to attend a detention will result in it being reset once. Failure to attend on the second occasion will result in the IEC as a sanction. It is the students' and parents' responsibility to look on Arbor to monitor when detentions are set. Failure to do so will result in an IEC day, which includes a 30 minute after school detention. Staff responsible for marking the registers are responsible for the resetting and escalation of detentions.

It is the responsibility of the student to know when and if they have a detention. The Arbor system is available to do this.

Behaviour Records

Buckler's Mead Academy uses Arbor to record all behaviour information. All stakeholders have access to this via the Arbor website. Students and parents are encouraged to check this regularly to gain notifications of positive and negative behaviour.

As outlined above, all behaviour is logged on our Arbor system using the four-level framework. These incidents appear on a student's profile as negative points, ranging from -1 to -4 depending on the severity.

Positive behaviours are also recorded and linked to our 'Show Me Your Best' framework. Students can earn positive behaviour points ranging from +2 to +15, depending on the nature and impact of their actions.

Internal Exclusion Centre (IEC) Referral Process

The IEC (internal Exclusion Centre) is the most serious consequence we have for student actions before we remove a child from the site.

An IEC consequence runs from 8.30am to 3:30pm. Students will remain in the IEC for a full day. If a student requires food from the Refectory, they will be given the opportunity during Period 4. This includes the provision of Free School Meals.

The IEC is fully staffed by senior staff members. Students will be expected to complete work set by their subject teachers, and the reflection booklet provided.

There may be times where it becomes necessary to escalate an internal exclusion.

Appendix 4: Our Graduated Approach to Behaviour

When a student's behaviour becomes a cause for concern, the school implements a graduated approach to ensure that the student, staff, parents, and governors are aware of the level of concern.

Placement on a behaviour tracker is not a consequence in itself, but rather a clear signal of the school's concern. It forms part of the wider ladder of response to challenging behaviours that may place a student at risk of suspension or exclusion.

The purpose of the system is to promote positive behaviour by giving students the opportunity to reflect, improve, and take responsibility for their actions. Consistent improvement in behaviour may result in the removal of the behaviour tracker and moving to a lower level of our graduated response.

This approach provides a structured and supportive process, enabling students to develop better decision-making and behaviour through ongoing reflection and guidance.

The school's Support Plan follows the principles of the Assess, Plan, Do, Review (APDR) cycle. This framework helps identify the underlying factors influencing a student's behaviour, ensuring that interventions are targeted, personalised, and evidence-informed.

The support plan is suitable for students with identified Special Educational Needs and/or Disabilities (SEND), as well as those without a formal SEND diagnosis, but who require additional behavioural support.

Name of Support Plan	Graduated Response	Person(s) responsible	Examples of Disciplinary action.
Tracker 1	Used when universal systems, structures and consequences are not modifying behaviour or internal isolation has proved insufficient, or for a significant misdemeanour.	Tutor or Pastoral Coordinator	Internal Exclusion Centre (IEC) If a suspension is appropriate this would usually be 1-2 days
Tracker 2	Used when the student has not been successful in improving their behaviour following Tracker One, or if the behaviour is at the level where the student is in danger of suspension. This stage will be accompanied by a meeting between the school and parents.	Pastoral Coordinator	Internal Exclusion Centre (IEC) If a suspension is appropriate this would usually be 1-2 days
Tracker 3	Used when those who are responsible for a significant act of indiscipline, when a student's behaviour has significantly deteriorated or has failed trackers 1 and 2 of the graduated response. This stage will be accompanied by a meeting between the school and parents.	Pastoral Coordinator Or Associate Assistant Headteacher KS4 / KS3.	Internal Exclusion Centre (IEC) If a suspension is appropriate this would usually be 2 - 4 days
Tracker 4 Or Personal Support Plan (PSP)	Tracker 4 Used when continuation of poor behaviour is demonstrated and/or for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy. Tracker Four is also used for students who have already been issued and have failed earlier trackers on the graduated response or who have already been issued with a Stage three Suspension and repeat the similar	Associate Assistant Headteacher KS4 / KS3, Senior Leadership Team or Headteacher	Internal Exclusion Centre (IEC) If a suspension is appropriate this would usually be 3 - 5 days

	undesired behaviour or actions and are displaying on-going defiance. PSP A Pastoral Support Plan (PSP) is a structured, time-limited plan designed to help a student whose behaviours place them at risk of exclusion. Used as the final stage of our graduated response, it sets out specific targets, strategies, and support to help the student improve their behaviour and engagement. The PSP is developed collaboratively with the student, their parents or carers, and key staff, and is regularly reviewed to monitor progress and adjust support as needed. Its goal is to help the student remain in school and succeed through focused, consistent pastoral and academic support.		
Permanent Exclusion	Permanent exclusion will be used when there is a serious incident which leads to the safety of other children being put at risk and/or when there is persistent, continuous misbehaviour which puts the student beyond the care and control of the school and prejudices the education and/or safety of other children.	Headteacher	Immediate and permanent

Clarifications

A student may progress through each of the disciplinary trackers if they are unable to demonstrate sustained improved behaviour through the supportive structures outlined in this policy.

The school has the right to escalate a child through the graduated approach to reflect the seriousness of the behaviour displayed.

Targets

Each disciplinary tracker will require three targets to be set. These will be

- Exclusively focused on the student's behaviour and ensuring it meets the Academy expectations.
- Specific, clear and achievable.
- Targets will be focused on the actions and steps that students should take to act in a positive manner.
- Targets should be taken from the menu provided and adapted as required to meet the needs of the student.

Targets will be reviewed on a daily basis by the person monitoring the student and scored as follows-

- 2 target has been achieved for the day as indicated by the behaviour logs on Arbor.
- 1 target has been partially achieved (1 behaviour log has been recorded indicating there was an issue)
- 0 target has not been met (more than 1 behaviour log has been recorded indicating that there were multiple issues.

Students must attend daily and weekly review meetings in order for their targets to be met. Failure to attend these meetings will result in a 0.

A student may be viewed as "successfully" completing a tracker only if the following criteria have been met:

- A student has demonstrated they have met the targets set in the vast majority of cases (a staff member may set a numerical target to achieve over the week)
- There are no other behaviours that are a significant concern

Appendix 5: Suspension Process and Stages

There are two kinds of suspension: Suspension / Permanent exclusion

Reasons for suspension:

A suspension is a serious consequence for a breach or breaches of the school's Behaviour Policy. Suspensions are likely to be issued for Level Four behaviours.

Types of Suspension:

Suspension

The Headteacher, or a delegated member of the Senior Leadership Team (which will be the Deputy Headteacher), may suspend a student for up to 45 school days in a single academic year.

- A suspension is regarded as a serious consequence for significant breaches of the school's behaviour policy.
- Work will be set for the duration of the suspension and can be accessed via Google Classroom. Paper copies will be provided upon request by the parent or guardian.
- From the sixth consecutive day of suspension, the student will be educated off-site at an alternative provision.
- Suspensions should not be extended or converted into permanent exclusions. However, a permanent exclusion may be considered if further evidence comes to light during the suspension period.

Reintegration and Support

- Parents/guardians and the student are expected to attend a formal reintegration meeting before the student returns to the Academy. During this meeting, a support plan will be agreed to help ensure a successful reintegration.
- A suspension may also trigger a Staged Disciplinary Support Plan, which provides targeted support to address the underlying causes of the behaviour.
- The number of suspension days issued may reflect the stage of the disciplinary plan the student is currently on.

Permanent Exclusion

In line with the School Standards and Framework Act (1998) and DfE Guidance on Exclusions, the decision to suspend or permanently exclude a student will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy (e.g. bringing the school into disrepute, abuse of staff, physical violence between students, or possession of illegal items).
- After a range of support strategies have been tried and have failed, unless the incident is so serious that immediate exclusion is warranted.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others.

Managing Students' Behaviour during their Transition to Buckler's Mead Academy

Buckler's Mead Academy welcomes students from a range of primary schools into Year 7. To support their transition during the autumn term, a student's first serious breach of the Behaviour Policy will typically result in a period of internal isolation (IEC) rather than a formal suspension. Students will complete this sanction in the school's Internal Exclusion Centre (IEC). During this time, we will work proactively with the student and their family to help them better understand and meet the school's expectations going forward. However, in cases where the incident is deemed particularly serious, a suspension may still be considered appropriate.

Suspensions are normally applied as follows:

Suspension Stage	Examples of Use	Length	Follow-Up actions to support readmission
Year 7 Transition Stage	Term One Year 7 Internal Isolation IEC	Usually one/two days	• Meeting with Pastoral Coordinator and/ or tutor. • Consideration of initiating a Tracker 1 for behaviour monitoring.
Stage One	Used to sanction for frequent	Usually one	• Reintegration meeting with Achievement

	Level two or level three type behaviours	or two days	Leader - Letter sent home to summarise the meeting - Period of Monitoring by tutor or Pastoral Coordinator and / or commencement of a Behaviour Tracker 1 or 2 as appropriate. - Contact home following first and fifth day after return
Stage Two	Used for those who are responsible for significant acts of indiscipline (Level Three-Four) or for individuals who have already been issued with a Stage Two suspension for similar actions/behaviours	Normally two to three days	- Reintegration meeting with Achievement Leader - Letter sent home to summarise the meeting - Period of Monitoring by Pastoral Coordinators / Achievement Leaders and/OR commencement of a Behaviour Tracker 2 or 3 - Contact home following first and fifth day after return
Stage Three	Used for those who are responsible for a significant act of indiscipline (Level Three-Four) or for students who have already been issued a Stage Three for similar actions and behaviours.	Normally three to five days	- Reintegration meeting with Achievement Leader / Assistant Headteacher. - Period of Monitoring by Achievement Leader and /OR commencement of a Behaviour Tracker 3 or 4 - Letter sent home to summarise the meeting - Contact home following first and fifth day after return
Stage Four Permanent Exclusion	Used for those who are responsible for a significant act of indiscipline (Level Four) or for students who have already been issued a Stage Three for similar actions and behaviours.	Immediate and permanent	- No readmission - Parents are informed - School to inform the Local Authority within 24 hours of our decision to permanently exclude. - From the 6th day onward, the Local Authority is responsible for the students' education. - All Permanent Exclusions are subject to the LA and DFE guidelines and Trust Policy.

In all cases of suspensions, regular review of any concerns are carried out and frequent communication with parents / guardians will be made.

It is worth noting that:

- Any stage may be used at any time and may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEND Code of Practice.
- Parents of students who are to be suspended will be informed by letter and where possible, by telephone. They will also be informed of their right to make representations to the school's governing body.
- Except in cases of permanent exclusion, no student may be suspended for more than 45 school days in a single academic year.
- For any suspension of one to five days, the school has the responsibility to ensure that work is set and reviewed.
- For any suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days. Parents are responsible for working with the school to ensure that their child attends the provision set from the sixth day.

Review of Suspensions

The Headteacher will review every student's suspension record three times each Academic Year. Students who receive no further suspensions or serious incidents during this period may move to a lower stage. In this way, it is possible to remove all levels of suspensions over time with sustained good behaviour.

Appendix 6: Our Uniform Expectations

Buckler's Mead uniform is integral to our approach. Students should wear their uniform with pride, signifying that they are ready to learn. Our uniform approach promotes inclusivity and supports our purposeful learning environment. It is one of the outward signs by which the local community recognises and makes judgments about the students. It is important for students and the school that the way students present themselves is positive and acceptable and supports a well ordered and smart establishment. It is expected that all students will come to Buckler's Mead School every day in the correct uniform as we want our students to take pride and belong to the school. The support of parents in ensuring this is expected. These items listed form the regulation School uniform and must be worn on a daily basis.



- **Blazers** (Grey) with the academy logo must be worn around the school site at all times including break times. Students can remove these when seated with permission from a teacher. The House colour badge should be worn on the left lapel.
- **School jumper:** A plain black 'V neck' standard knitted school style jumper (not patterned) is worn underneath the blazer. There is no requirement for the jumper to have the BMA logo on it. Hoodies are not permitted.
- **Shirt/blouse:** white, buttoned up to neck. Any vests or t-shirts worn under the shirt must be plain white and without a logo. They should not be visible. School Tie: striped, upper school or prefect (clip on is available)
- **Skirts:** Skirts must be black and pleated, with the length falling between 5cm above the knee and 7cm below. They should be made from suitable, non-stretchy material. Skirts must be worn with plain black or neutral tights, or plain ankle- or knee-length socks.
- **Trousers:** School trousers should be plain black. No faded trousers, denim or denim look, chinos, flares, joggers, leggings or hipsters should be worn. Trousers should be full length reaching down to the shoe.
- **Belts & Buckles:** Belts must be plain black, buckles must be free of logos or decorative elements, and worn appropriately at all times.
- **Tailored Shorts:** black, knee length tailored shorts.
- **Socks:** Socks should be plain black with no visible logo and cover the ankle, not short trainer socks. Socks are not permitted to be worn on top of tights.
- **Shoes:** flat black leather (or leather style) formal school shoes, not suede or other fabrics, not boots. The wearing of trainers or shoes that resemble or have similar features are not allowed. Typical styles of shoes are- oxford, derby, brogue or loafer. Please be advised that stores will often provide misleading or incorrect guidance regarding footwear.

- **Make up:** Only discrete and natural looking makeup is permitted. Natural looking makeup may include a pale shade of eye shadow, black or brown mascara and foundation the same colour as the student's natural skin tone. Glitter makeup, bold and unnatural eyeliner, false eyelashes, coloured contact lenses and lipstick are not permitted.
 - Nail extensions, long nails and/or nail varnish are not permitted
- **Hair:** No extreme haircuts or colours are permitted. Hair should be natural looking. More than one colour is not acceptable. Streaks of colour within the hair that are not the student's natural hair colour are not acceptable. Mohican and undercut styles are not acceptable.
- **Jewellery/Badges:**
 - **Earrings:** Only one small stud is permitted in each earlobe. Other types of earrings—including hoops, bars, spacers, spikes, or coloured studs—are not allowed.
 - **Piercings:** All other body piercings, including nose studs, tongue bars, and upper ear piercings, are not permitted. These may not be worn, even if covered by a plaster or replaced with a clear stud.
 - **Rings:** Students may wear one simple ring. Rings with large stones or sovereign-style rings are not allowed.
 - **Necklaces and bracelets** are not permitted, with the exception of one charity wristband, which must be removed during PE lessons.
- **Coats-** students should wear a sensible, warm and waterproof coat during the winter months. Hoodies or other fabric garments are not permitted. Hoods should only be worn during wet weather and taken down during all other times. Coats do not replace the need to wear a blazer. Coats should always be worn on top of blazers.
 - Only official Buckler's Mead Academy badges can be worn on the lapel of the blazer. Buckler's Mead Academy badges are encouraged to be worn with pride.

Where a student fails to meet this expectation, they will be directed to Student Support where contact with the parents or carers will be made. If possible, it is expected that parents/carers rectify the uniform immediately by bringing the correct item of clothing onto the school site. If they are unable to do this, Student Support will, as far as is possible, loan an alternative item to the student.

Students who persistently arrive onsite dressed inappropriately will complete an IEC day and parents will be contacted.

If a student refuses to accept a loan item, they will be isolated until the uniform can be rectified. The uniform policy is clear, and it is our expectation that students take responsibility for ensuring they meet it.

Should a family require support to ensure the student has all items of uniform required, the Student Support team will be able to support the student. The school will ensure that any financial limitations do not cause the student to be unable to meet the uniform standards.

The Headteacher has the final decision on whether or not a student's uniform complies with this policy.

Appendix 7: Further Key Information

Equipment (Ready to Learn)

Students are expected to have the following equipment which is checked each and every morning as part of morning registration, and the STARS process every lesson.

- Sensible School Bag or backpack. Students must not bring satchels/large handbags where they are unable to carry books and equipment.
- Planner
- Timetable
- Black/blue pens
- Mini whiteboard and pen
- Pencil
- Ruler
- Sharpener
- Rubber
- Calculator
- Full PE kit (on timetabled days only)
- Personal Reading book

Tutors carry out daily equipment checks as part of 'standing starts' to ensure students have the correct equipment for learning. Tutors have additional supplies to provide students with key equipment as part of their work to remove barriers to learning. Tutors are asked to contact parents if there is a concern about equipment or organisation.

If a student does not have appropriate equipment for a lesson, the teacher will take steps to loan equipment where appropriate but will ensure a negative behaviour point is assigned and this is sanctioned as appropriate.

The academy provides all students with the following equipment at the beginning of each year or upon admission- mini whiteboard, whiteboard pen and planner. Students will be expected to replace any items that are lost or damaged. This is available on our payment system and run by the Student Support team.

Social Times (Break time and Lunch)

Students have allocated areas to use during social times that are year group specific. They should remain in these areas, but are welcome to visit the Refectory or toilets as required.

Grass areas are used as social spaces when the weather permits. (Usually from April to the end of September). To protect them for use for sporting activities, grass areas during winter months are out of bounds as instructed by the Headteacher.

During wet weather, students should find an appropriate shelter or indoor space within the year group zone. They will be directed and supported by members of staff to these spaces.

Other areas that are out of bounds are areas beyond the Leisure Centre entrance, the car park, classrooms/corridors (unless going to the toilet or attending an activity supervised by a member of staff).

The Academy holds the same sky-high expectations of all students during the more unstructured social times as it does during lesson time. Defiant or anti-social behaviour will be dealt with in accordance with the Behaviour Policy. The school holds clear expectations of student behaviour whilst in the Refectory.

Failure to meet these expectations will result in consequences, and a potential period of restricted access to the Refectory seating area.

Mobile Devices/Earphones/Electronic Devices

Students should not use earphones, mobile phones or other electronic devices whilst on school grounds. All devices must be switched off and kept securely in students' bags throughout the school day.

The Academy follows a "not seen, not heard" policy regarding mobile phones.

If a student is found using a device in breach of this policy:

- They will be required to hand it to a member of staff immediately.
- The device will be securely stored in the school safe.
- A parent or carer with parental responsibility must collect the device at the end of the school day.

If a parent or carer is unable to collect the device during school hours, collection from the Leisure Centre Reception can be arranged by prior agreement with both the parent and the School Reception Team.

Misuse of Devices

- Making a recording either visual/audio or photographing other students or staff without explicit permission is strictly prohibited.
- Any student found to be filming, photographing, or recording audio of others without consent will face serious disciplinary action.
- Uploading such content to social media or other public platforms, particularly if it was recorded on school grounds without permission, will be treated as a serious breach of the school's behaviour policy.

Out of the Classroom and Toilet Visits

Unless there are exceptional circumstances (or upon staff request) students should be in the classroom.

If, in an exceptional circumstance, they are required to leave the classroom, the student should be carrying a note or pass. A teacher will direct the student to the nearest toilet and provide a sensible time limit.

Adequate time to use the toilet is provided at break and lunchtime. Students are expected to be in the habit of using the toilet at convenient times. This is a life skill.

Children and adults without diagnosed medical needs should not use the toilet during lesson times. Students with a specific need will be supported by Student Support or LSB (Learning Support Base) in order to access the facilities as needed.

If there are circumstances which may require a child to need the toilet more frequently or at unexpected moments, parents are advised to contact the child's tutor or Student Support. We will endeavour to provide support to children in such circumstances.

All visits to the toilet are logged on Arbor by teachers and staff. This is intended to help support students and make sure that barriers to learning are removed.

Appendix 8: Malicious Allegations against Staff by Students

In line with the school's Child Protection Policy, the Headteacher will investigate all allegations made against staff by students thoroughly and in a timely manner. Any concerns regarding the safety and welfare of a student will be carefully balanced with the right of the staff member to be treated fairly and with due process.

If an allegation is found to be malicious or deliberately false, it will be treated as a serious breach of the Behaviour Policy. Such actions will be considered a significant misdemeanour, and the student may face exclusion, in accordance with the school's disciplinary procedures.

It is recognised that being falsely accused can be highly distressing for staff and may have a long-term impact on their wellbeing, reputation, and professional standing. The school is committed to protecting both students and staff by ensuring that all allegations are handled with integrity, fairness, and sensitivity.

Prevention of Bullying

The strict behaviour expectations in place at Buckler's Mead Academy are used to ensure that all students are free from bullying in our School. The School's Anti-Bullying Policy clarifies the strategies used to prevent bullying and how the School will take action if there are suspected incidents of bullying.

Appendix 9: Teachers' Powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules, or who fail to follow a reasonable instruction. This authority is granted under Sections 90 and 91 of the Education and Inspections Act 2006. This power also extends to paid staff with responsibility for students, such as teaching assistants, unless the Headteacher specifically decides otherwise.

- Teachers can discipline students at any time when the student is in school or under the charge of a teacher, including during off-site activities such as school trips or visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have the power to impose detentions outside school hours.
- Teachers have the legal power to confiscate inappropriate items from students under their general authority to maintain good order and discipline.

Please refer to the MNSP Behaviour Policy regarding teachers' statutory powers to discipline students for misbehaving outside of school.

Misuse of Social Media

Students must not access or use social media platforms whilst on school site, either through school IT equipment or through their personal devices.

The school does not hold any legal responsibility to act if there is an incident of poor behaviour on social media or online. However, the school will support as far as possible with the reporting of, and investigation into, any incidents of poor behaviour, or bullying using social media. This will include reporting these incidents to the appropriate authorities, including the Police and Child Exploitation and Online protection (CEOP).

It is the responsibility of the parent or carer to ensure that their child is using age appropriate platforms and sites. If the behaviour on social media or online contravenes our Behaviour Policy, the school has the right to act to ensure the safety and wellbeing of all members of its community.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process, this can be accessed through the CPD / Twilight sessions, briefings and or faculty meetings.

Training is planned and delivered in response to specific needs of staff as well as in response to specific challenges or trends.

Our new staff receive additional training, mentoring and support as part of their induction.

Appendix: 10 Banned Items

The Academy follows the DfE Guidance on Banned Items, which can be found here: ([DFE: Behaviour in schools](#))

The following items are strictly prohibited on school premises, during school hours, and during any school-related activity, including trips and transport to/from school. Possession of any banned item will lead to confiscation, disciplinary action, and potentially involvement of external agencies, including the police where appropriate.

Illegal and Controlled Substances

- Drugs (including any Class A, B, or C drugs)
- Alcohol
- Tobacco, rolling papers, filters, Vapes/e-cigarettes and vape liquids (including nicotine-free products)
- Any items intended to mimic drugs or alcohol
- Any item which could be considered, or is unofficially known as a 'legal high'.

Weapons and Dangerous Objects

- Knives (including penknives or pocketknives)
- Firearms (real, replica, or toy guns)
- BB guns, airsoft guns, or pellet guns
- Fireworks, sparklers, Lighters, matches
- Sharp objects (including razor blades, scissors other than school safety scissors, or broken glass)
- Laser pointers
- Any item that could be used to cause harm or intimidate others

Offensive or Inappropriate Material

- Pornographic material (digital or printed)
- Hate literature or material that promotes discrimination, racism, homophobia, transphobia, sexism, or extremism
- Images, videos, or messages that are violent, abusive, or sexually explicit

Electronic Devices

- Gaming devices or consoles
- Devices used to record staff or students without permission

Clothing, Accessories and Cosmetics

- Items promoting gangs, violence, drugs, or offensive slogans

Other Prohibited Items

- Energy drinks / Fizzy drinks
- Chewing gum
- Tippex or correction fluid
- Permanent marker pens
- Fidget toys (unless approved as part of SEND support)
- Large sums of cash
- Any item not required for learning that causes disruption or is used inappropriately

Please note that this list is not exhaustive; the school reserves the right to confiscate any item deemed dangerous or likely to impact the safety, welfare, or education of students.

Purpose

All Frome College staff are responsible for setting the tone and context for positive behaviour and have the statutory authority to discipline students when behaviour is deemed unacceptable, College rules are not adhered to and/or reasonable instructions are not followed.

This policy aims to:

- Provide a consistent approach to behaviour management and a framework for the management of all behaviour-related issues.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how students are expected to behave and embed the ethos and values of the Ready, Respectful, Responsible, Represent.
- Promote positive behaviour for learning, self-discipline and the display of our ethos and core values.
- Promote the well-being of all students.
- Summarise the roles and responsibilities of different people in the College community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- Emphasise the importance of good behaviour and its relationship to learning.
- Emphasise the value of partnership between parents/carers, staff and students and in the achievement of high standards of behaviour within the College community.
- Encourage every member of Frome College to develop as effective citizens, displaying an appreciation of British Values by showing care, courtesy and consideration to other members of the College and to the wider community.

Legislation and statutory requirements

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

- Behaviour in schools.
- Searching, screening and confiscation.
- The Equality Act 2010.
- Use of reasonable force / restrictive interventions in schools
- Keeping Children Safe in Education (KCSIE)
- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines the College's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the Education and Inspections Act 2006, which requires Frome College to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give Frome College the authority to confiscate students' property.
- Schedule 1 of the Education Regulations 2014; paragraph 7 outlines Frome College's duty to safeguard and promote the welfare of children, paragraph 9 requires the College to have a written behaviour policy and paragraph 10 requires the College to have an anti-bullying strategy.
- DfE statutory guidance Suspension and Permanent Exclusions.
- Somerset Council's model policy

The Behaviour Policy in the Wider Community

These behaviour expectations extend beyond the classroom and will also be applied if students do not behave in a safe, sensible and courteous manner within the wider community, for example:

- When travelling to or from Frome College and at any other time they are wearing the Frome College uniform or are in some way identifiable as a Frome College student.
- When on Frome College trips or when taking part in any College organised related activity.
- If their behaviour could have repercussions on the orderly running of Frome College.
- If their behaviour poses a threat to another student or member of the public.

- If their behaviour could adversely affect the reputation of the College (see section 90 and 91 of the Education and Inspections Act 2006).

Behaviour for Learning

Achievement, Rewards and Praise

At Frome College we want all our students to develop into well-rounded people who will grow into happy and productive adults. We expect all our students to follow our behaviour policy by being ready, respectful, responsible and positively representing themselves and the College at all times.

To enable them to understand our policy, we induct all students with the key procedures and processes at the beginning of the academic year.

At Frome College we approach behaviour for learning with an inclusive ethos. We know that Quality First Teaching is the most effective way to engage all students and enable them to succeed personally and academically. As adults working with young people, we are committed to building positive relationships with all our students. We will equip ourselves with the knowledge available to us to enable our students to thrive.

Our approach to praise and reward comprises of a tiered approach:

Tier 1 Achievement – Responsibility of all staff – some examples

- Verbal praise including shout outs at the end of the lesson or week/Praise Postcards
- Achievement points.
- First attention to best conduct (verbal praise).
- Phone calls and text messages home.
- Stickers and stamps for excellent work

Tier 2 Achievements – Responsibility of Heads of House and Raising Achievement Leads – some examples

- Praise highlighted in Frome College newsletters.
- Half Termly Celebration Assembly –highlighting categories of achievement for example: excellent and improved attendance, House and Tutor Group achievements, most improved, most achievement points, top attitude to learning points in the year group
- Subject nominations
- Individual Department Prizes and Rewards

Tier 3 Achievement: Responsibility of Senior Leadership Team – some examples

- Awards Evenings/Ceremonies
- Frome College Newsletter/Social media
- Subject nominations

Sanctions

The following sanctions may be used in response to misbehaviour and serious misbehaviour

6. A verbal reprimand, warning or discussion.
7. Writing up a negative or incident log on Arbor (shared with staff - parents/students see points and behaviour types)
8. Community service.
9. Parking timetable - the removal of a student from a teaching group, or any particular lesson.
10. Detention at break or lunchtime, or after College, students who fail to attend a given detention repeatedly may also spend time in our Re-Set Room or, for persistent failures, be given more serious sanctions.
11. Referring the student to their Head of House, Raising Achievement Leader or a senior member of staff.
12. Letters, emails or phone calls home to parents.
13. Agreeing a Pastoral Support Plan.
14. Monitoring through reports

15. Re-set Room - in response to serious or persistent breaches of this policy. Students may be sent to the exclusion room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.
16. Fixed Term Suspension.

N.B. Students may sometimes be taken out of lessons and placed in a suitable room until an investigation into an incident is completed, or for a short period to write a statement.

For more information on any of the above, please contact your child's Head of House at Frome College.

Truancy to Lessons and Punctuality to College

Attendance to all lessons is mandatory unless a member of staff has agreed to release a student to attend an approved activity or intervention. Attendance to all lessons is monitored every day. Where a student truants individual or multiple lessons, sanctions will be put in place. If a student is late to College and/or lessons this may also be sanctioned.

Restorative Conversations

Following a behavioural incident which requires a student to be disciplined by a member of staff, a restorative conversation between all parties involved may need to be completed. This improves the relationship between the student and member of staff, encouraging reconciliation and mutual respect.

Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. This will include items listed below or any item which is harmful or detrimental to Frome College discipline. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (section 94 of the Education and Inspections Act 2006). Items confiscated by Frome College staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return. Weapons, drugs and pornography must always be handed over to the police.

Staff who are trained have the power to search for "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search, preferably and where possible that person to be of the same gender as the student. If a prohibited item is found in the possession of a student – a serious sanction will be set and where appropriate the item will be confiscated and in some cases destroyed.

Staff behaviour management training is completed annually and covers what to do if a student is suspected of carrying an inappropriate item.

The following items are prohibited by Frome College

- Knives and weapons.
- Alcohol.
- All illegal, unauthorised, controlled drugs and drug and associated paraphernalia including THC laced 'edibles'.
- All other drugs, including prescription medicines unless it is essential to have them on site in which case they should be left in a named and dated envelope with the Medical Room.
- Stolen items.
- Tobacco products, vapes, e-cigarettes and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006).

In addition, the following items are banned by Frome College:

- Aerosols and any propellants.
- BB Guns.

- Chewing Gum.
- Water Bombs and balloons.
- Multi packs of food or drink.
- High sugar fizzy drinks and energy drinks.
- Stink Bombs.
- Solvents.
- Mopeds and Crash Helmets.
- Non-religious headwear.
- Laser Pens and Laser Pointers.
- Water Propelling Devices.
- Crackers (which explode when thrown to the ground).

Mobile Phones and other electronic devices

Please see the Trust policy on use of mobile phones.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do so.

Students are not allowed to record any member of staff, visually or aurally at any time on the College site. If a student is proven to have recorded a member of staff in order to support a complaint, this recording will be disregarded and the student involved will be sanctioned as per our behaviour policy for misuse of mobile phones.

The Use of Reasonable Force and the Right to Search

The use of reasonable force and the right to search students is conducted in line with the DfE's latest guidance. The law allows for those teachers and other persons authorised by the Principal to use reasonable force, including restrictive physical intervention, to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property engaging in any behaviour which is prejudicial to maintain the good order and discipline at the Frome College.

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Principal has to, in specific circumstances, use "reasonable force" to control or restrain students. There is no legal definition of "reasonable force". See the document Restrictive interventions, including use of reasonable force, in schools. Guidance for schools in England April 2026

Students will be asked to empty their pockets/bags and other areas where items could be concealed. The person undertaking the search will be witnessed (also a staff member) and, if at all possible, they will be the same sex as the students being searched.

There is a limited exception to this rule. With co-operation of the student involved, staff will carry out the search of a student of the opposite sex but only when the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not done immediately and where it is not reasonably practicable to summon another member of staff. Where a student refuses to co-operate, staff may call parents to support and consider using the Safer Frome College Police Officer to carry out the search.

Bullying

Frome College places high importance on creating and maintaining a calm and safe learning environment for all students. It is expected that all students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

A zero-tolerance approach is taken on all types of bullying. Incidents of bullying through social networking sites or any kind of cyber bullying will be dealt with in the same manner as other forms of bullying. There will be serious sanctions for students who are perpetrators of bullying. Frome College has a legal duty under both the Equality Act 2010 and the School Standards

and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents, and students and to follow these principles.

Bullying is defined as deliberately hurtful behaviour, whether it be a single incident or repeated over a period, where it is difficult for those being bullied to defend themselves. Incidents may include, but are not restricted to:

- Emotional: Being unfriendly, including, tormenting.
- Racial/Xenophobic/Discriminatory: Racial taunts, graffiti, gestures.
- Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence.
- Direct or indirect verbal: Name-calling, sarcasm, spreading, rumours, teasing.
- Sexual: Explicit sexual remarks, display of sexual images.
- Cyber-bullying: Bullying that takes place online, such as the distributing of explicit material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching as through social networking sites, messaging apps or gaming sites.

All staff must be alert to signs of bullying and act promptly and decisively in accordance with school policy. Students are routinely encouraged to report bullying at Frome College. Frome College reiterates the expectation and fosters a culture of 'telling'. This extends to parents and/or carers who are encouraged to report changes in their child's behaviour or suspicions that their child is a victim of, or perpetrator of bullying.

The following steps will take place when there is an incident of bullying:

- All students involved will record the details of what took place, including information on witnesses, the date, the time and place. Students will be encouraged and expected to fully co-operate with staff.
- The member of staff investigating the incident will make a judgement based on the balance of probabilities, as to whether the incident took place or not.
- All students involved will receive support from staff. The support will be relevant to their needs and could involve specific intervention.
- Restorative practices will be used when appropriate.
- All instances of bullying should be recorded on MyConcern.

Students who have been bullied are supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff with whom they are comfortable to speak.
- Being reassured.
- Being offered continuous support.
- Being assisted to have their self-esteem and confidence restored.
- The opportunity of referral to support services as appropriate and/or the offer of a 'Resolution' meeting/
- Actions taken could also include: Discovering why the student became involved; Establishing wrongdoing and need for change as appropriate; Informing parents/carers to help change the attitude of the student.

When dealing with bullying, the following disciplinary steps can be taken:

- Official warnings to cease bullying behaviours;
- Detention;
- Behaviour Support;
- Suspension;
- Permanent exclusion.

Frome College's Designated Safeguarding Lead will be involved if the situation requires it. In more serious cases and/or repeated cases the perpetrator could be sanctioned by being internally excluded, or being issued with a fixed term suspension. In very serious or repeated cases students could receive a permanent exclusion. A member of staff will inform parents/carers of what took place and the interventions that will follow.

The policy is promoted and implemented throughout the College, for example through.

- Heads of House and Tutors maintaining a visible presence around the College, so students feel comfortable reporting to trusted adults.

- 'See it, report it' signage around the College to promote the ethos of "telling".
- Assemblies on Anti-Bullying and discrimination and prejudice.
- The PSHCE/RSE curriculum.

Staff are expected to respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Frome College has a culture of communication and disclosure. There is an expectation that parents and/or carers inform staff should they suspect, or know, their child is being bullied.

Child on Child Abuse

Child-on-child abuse (or abuse) refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. We would consider any student at the College. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim.

Child on child abuse (or abuse) could include (but is not limited to);

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse.
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery).
- Initiation/hazing type violence and rituals.
- Abuse within intimate personal relationships and/or teenage relationship abuse;

Internal, External, Fixed Term and Permanent Suspensions

Internal Exclusion known as the Re-Set Room

For serious breaches of Frome College's behaviour policy, students may be placed in Internal Exclusion. In some cases, a student may be withdrawn to another place in the College where suitable interventions can take place as an alternative for the same or longer periods of time.

The Leadership Team will evaluate the impact of the use of the Re-Set Room regularly.

Fixed Term Suspension

For serious breaches of the College Behaviour Policy, the Principal, or in their absence the Vice Principal, may choose to issue a student with a Fixed Term Suspension.

A decision to exclude a student will be taken in response to serious breaches of Frome College's Behaviour Policy once a range of alternative strategies have been tried and have failed and/or if allowing the student to remain at Frome College would seriously harm the education or welfare of the student or other students.

Some examples for which students may be excluded

- Possession of cigarettes or vapes in Frome College's premises and/or whilst under the College's jurisdiction (this includes before and after the College day).
- Possession or consumption of alcohol or other illegal substances in College or on the way to or from Frome College
- Persistent refusal to comply with the College's uniform code.
- Continued and persistent breaking of Frome College's rules.
- Continued and persistent low-level disruption.
- Abusive language and/or behaviour.
- Intimidation of staff or other students.
- Bullying, discrimination and/or prejudice.
- Wanton damage.
- Theft.
- Misuse of safety equipment.

- Malicious or false allegations about a member of staff.
- Actual or threatened violence towards any members of the College community.
- Misuse of social media and electronic communications.
- Behaviour which brings the College into disrepute.

This list is not exhaustive.

Stages of Inclusion

Students in all years, at risk of permanent exclusion may be placed onto a supportive programme called Stages of Inclusion. This programme clearly outlines supportive measures that the student is entitled to, the involvement of parents/carers and the expectations upon the students. For more information on Stages on Inclusion please contact the Principal

Permanent Exclusion

Permanent exclusion is a most serious sanction. A decision to exclude a pupil permanently should be only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Principal will consider all the relevant facts and evidence to support the allegations made. A fixed term suspension may be made in the first instance to give the Principal time to investigate the case fully. The Principal will then decide whether to extend the fixed term suspension or make it permanent. There are, however, exceptional circumstances where, in the Principal's judgement, it might be appropriate to permanently exclude a student for a first one-off offence. These may include:

- Where there has been serious actual or threatened violence against another student or member of staff.
- Sexual misconduct or assault
- Supplying an illegal drug, possession or misuse of an illegal drug, medicines or solvents. (Current Government guidance on drugs will be used to identify substances that are classified as illegal, unauthorised, controlled drugs for example edibles.)
- Carrying an offensive weapon, or the use of any implement as an offensive weapon.
- Making a malicious and false allegation against a member of staff.
- Setting off or possession of fireworks.
- Persistent and defiant misbehaviour including bullying
- Where the College believes that a student's presence in the Frome College represents a serious threat to others.

N.B. There may be other one-off offences which, in the judgement of the Principal, warrant permanent exclusion. The Principal also has the power to sanction students for behaviour outside Frome College where it impacts on the College.

The Principal has the power to sanction students for their behaviour outside Frome College if it impacts on the Frome College.

The standard of proof applied when moving to an exclusion (and when investigating situations and incidents that do not lead to an exclusion), is that on the balance of probabilities the student was responsible for the particular behaviour. This means that the Principal decides that it is more probable than not that the student did what he or she is alleged to have done. The Principal's decision will always be informed by a thorough investigation.

Following any exclusion of whatever type or duration, the Principal will:

- Inform the parents/carers of the period and nature of the exclusion.
- Advise the parents/carers about the rights of representation to the governing body and how these representations may be made.
- Make arrangements to provide suitable full time education from the sixth day onwards for students who have been given a long fixed period of exclusion.

It may be necessary for the College to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The Principal can withdraw a permanent exclusion that has not yet been reviewed by the governing body.

ASPIRE and Alternative Provision (AP)

A student who demonstrates on-going behavioural issues and/or the College shows that it cannot meet their individual learning needs, may be directed to study off site to improve his or her behaviour or in ASPIRE which is part of the College and/or Alternative Provision. Programmes could include a combination of approved educational providers commissioned by the College. This approach will be used as an alternative to permanent exclusion and/or part of a stepped approach to support a student with specific difficulties. Students placed onto an alternative provision programme and/or ASPIRE will have a key member of staff appointed to them and their progress will be regularly reviewed. When students are directed onto an alternative provision programme and/or into ASPIRE parents/carers will be consulted. ASPIRE and all alternative provision programmes will be bespoke and relative to the needs of the student.

Child Protection and Safeguarding

Frome College takes the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature (see Safeguarding Policy) the College has separate procedures in place for managing allegations of abuse against children (see the Frome College Safeguarding Policy and Procedure). Parents/Carers can report safeguarding concerns to any member of staff at the College but where possible, concerns should be directed to the Designated Safeguarding Lead.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Student Support

Frome College recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Frome College's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs and whether they are currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Where a student does not have a Special Educational Need but may be in need of shorter term support we have a range of interventions on offer including mentoring, work with a key person, workshops and additional classes, external workshops and classes, work with external agencies, ELSA and counselling.

Frome College Uniform

Our uniform identifies our College community, and also helps all to have a sense of belonging. Our Frome College uniform must be worn correctly at all times, including their journey to and from the Frome College where they are representing the College in the community. Further details about the specifics of the College uniform can be found on the website.

Equal Opportunities

Frome College welcomes and celebrates the diverse communities. All groups have to wear the College uniform in order to maintain equal opportunities for students to respect their religions and customs. Students who have to cover their hair for religious reasons must wear black or white and the College uniform must be on show at all times.

Parent College Partnership

We are very fortunate to have a friendly and supportive parent body. Our parents recognise that educating children effectively is a process that involves partnership between parents, staff and the wider college community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our college.

At Frome College, we believe it is important to:

- o Work in partnership with parents to support their child's learning.
- o Create a safe, respectful and inclusive environment for students, staff and parents.

- Model appropriate behaviour for our students at all times.

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff and visitors (through the Staff and Visitors Code of Conduct) and students (through our Behaviour Policy).

This enables us to continue to provide a community where:

- Every student feels safe and is well supported.
- We are caring towards others and our environment.
- Students are encouraged to be reflective and accountable.
- Everybody is valued and respected.
- We take pride in our learning and achievements.
- Strong partnerships with the community are valued.
- Enthusiasm and a curiosity for learning is fostered.

For more information and guidance about our expectations please see the document Parent College Partnership (on our website).

○

Behaviour, Support and Rewards Local Procedures at Hayesfield Girls' School & Mixed Sixth Form

This document explains the local procedures used by Hayesfield Girls' School and Sixth Form. It sits within the wider MNSP Trust Behaviour Policy.

Purpose and Rationale

At Hayesfield, we value each student member of the school community as an individual, with potential to grow, change and develop. All members of the school have the right to feel safe and secure, in order to learn effectively. This document sets out the ethos for and approaches to promoting and maintaining high standards of behaviour at Hayesfield, so that, in calm and purposeful conditions, all who study and work here can thrive.

In particular, this policy is formed on the basis that the school's values lead to clear expectations and boundaries to behaviour. Within these, all individuals can form positive, purposeful and respectful relationships, appropriate to the school setting, and all staff and students can feel valued for who they are, develop care for others, and feel inspired for their own futures.

Structure of this Document

Appendix 1 sets out the school vision, based upon the five core values, which underpin the respect between staff and students

Appendix 2 sets out the principles on which all members of the School's community are expected to behave.

Appendix 3 outlines the school's promotion of positive character development, and its values are prominently displayed in all classrooms

Appendix 4 outlines the key principles of our Rewards System, which is used to promote good behaviour and conduct

Appendix 5 outlines how the systems used for Behaviour, Support and Rewards support our values. The key principles of the Behaviour and Support System are also shown in Appendix 5.

Appendix 6 sets out the disciplinary action that will be taken against students who are found to have made malicious accusations against staff.

Appendix 7 provides an overview on how this policy works in conjunction with the Anti-Bullying Policy to promote the prevention of bullying in our school.

Appendix 8 details the powers given to teachers to discipline students in line with the Education and Inspection Act, 2006. Students have a responsibility to themselves, and to the rest of our school community, to behave in a way that enables learning and a sense of achievement.

Appendix 9 is the Home-School Agreement for agreed standards for students in Years 7-11

Appendix 10 sets out the sanctions for the specific improper use of mobile phones.

Statutory Requirements

This policy takes account of [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online and is based on advice from the Department for Education (DfE) in relation to:

- [Behaviour in Schools: Advice for Headteachers and School Staff 2024](#)
- [Searching, Screening and Confiscation: Advice for Schools 2022](#)
- [The Equality Act 2010: Advice for Schools](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement: Guidance 2023](#)
- [Use of Reasonable Force in Schools 2013](#)
- [Supporting Pupils at School with Medical Conditions 2015](#)
- [Mental Health and Behaviour in Schools 2018](#)

It also takes account of the [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 which outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy (which may also be referred to as Child on Child Abuse). This policy also takes account of the guidance found in [BANES trauma-informed guidance](#).

This document should be read in conjunction with the following MNSP Trust policies and school local procedures:

- [MNSP Child Protection and Safeguarding Policy](#)
- [MNSP Equality Act Policy](#)
- [MNSP Teaching and Learning Policy](#)
- [MNSP Special Educational Needs Policy](#)
- [Hayesfield Children in Care Policy & Local Procedure](#)
- [Hayesfield Anti-Bullying Local Procedure](#)
- [Hayesfield Attendance and Punctuality Local Procedure](#)
- [Hayesfield Wellbeing and Positive Mental Health Offer](#)
- [MNSP Drugs in School Policy](#)
- [MNSP ICT Acceptable Use Policy](#)
- [Hayesfield Home-School Agreement](#)
- [MNSP Suspension and Exclusion Policy](#)

Scope

The scope of this policy extends beyond the school day to any time where a student is travelling to and from school, or is representing the school in any way, such as when wearing uniform or school sports kit, or is identified in any other way as a member of Hayesfield School and Mixed Sixth Form.

Additionally, this policy extends, whether or not these conditions apply, to any unacceptable behaviour which could: pose a threat to a student, staff member or member of the public; affect the orderly running of the school; negatively impact the school's reputation. Where behaviour is potentially criminal or poses a threat to a member of the public, the school will use published guidance in the NSPCC document [When to Call the Police](#) to consider whether to call the police.

Responsibilities

Hayesfield Girls' School believes that creating a calm and creative atmosphere is the responsibility of all staff at all times. The classroom teacher has primary responsibility within the classroom, the Head of Faculty for ensuring positive behaviour and dealing with incidents within the Faculty and the Pastoral Team for those students needing extra support to address patterns of behaviour. The Deputy Headteacher (Behaviour and Attitudes) has responsibility for the monitoring of sanctions across the school. The Assistant Headteacher (Character Development) has responsibility for monitoring rewards across the school. Senior Leaders visibly and consistently support all staff in managing student

behaviour through the behaviour policy. See Appendix 5 for full details of individual staff members' roles in supporting students.

Appendix 1

Hayesfield's Vision and Values

School Vision

At Hayesfield, we create an inspirational environment where girls flourish. Guided by our values — **Ready and Respectful, Moral Courage, Self-Confidence, Resilience and Limitless Aspiration** — we foster self-discipline, compassion and confidence. Here, all girls experience a strong sense of belonging, enjoy freedom from stereotyping and grow limitless aspirations. The wealth of opportunities available, both in and out of the classroom, ensures that all Hayesfield girls develop the self-confidence, resilience and moral courage needed when achieving ambitions.

At Hayesfield:

- **Every classroom** is calm, purposeful, safe for learning and nurturing each individual's aspirations.
- **Every student** knows what it means to be Ready, Respectful and Safe.
- **Every adult** models emotional consistency, resilience and relational repair.
- **Every behaviour incident** is an opportunity to teach, reflect and rebuild trust.

Sixth Form Vision

Hayesfield Mixed Sixth Form provides an inspirational environment, enabling students to flourish and achieve their personal ambitions. Our students are active, caring and tolerant citizens who participate fully in the school and wider community. Our tutorial system provides support and encouragement to all students enabling them to be their very best, opening doors to future opportunities, whether an Oxbridge application or a high quality apprenticeship scheme. Our extensive choice of courses allows our students to access an aspirational curriculum, including bespoke provision, with an international outlook, developing their knowledge and preparing them for higher education and employment in the 21st century.

Hayesfield Girls' Values

HG1: Ready and Respectful
HG2: Moral Courage
HG3: Self-Confidence
HG4: Resilience
HG5: Limitless Aspirations

Hayesfield Sixth Form Values

H6-1: Ready and Respectful
H6-2: Moral Courage
H6-3: Self-Confidence
H6-4: Resilience
H6-5: Limitless Aspirations

Appendix 2

Principles

This Policy applies to all members of the school community. Visitors to the school are expected to behave and act within this framework.

- All members of the school community have the right to recognise the right of others to work in a calm, purposeful and disciplined environment, free from disruption, violence, bullying and any form of harassment.
- All students should be free from discrimination; instead, they should expect to study in an environment which fosters positive relationships, tolerance and mutual respect, including respect for difference.
- Published rules are kept to a minimum and focus on ensuring the safety, welfare, good conduct and appropriate appearance of all students. The five Hayesfield values act as goals to pursue in themselves and are key in developing school culture: behaviour expectations, routines, rewards and sanctions follow the pursuit of these qualities.
- Behaviour will be taught, modelled and practised by adults who are calm, consistent, and emotionally safe.
- Rewards and sanctions are to be allocated fairly, consistently, and reasonably; consistency leads to fairness and a sense of safety for all students and staff. Sanctions and consequences to actions should be proportionate to behaviour and have the aim of fostering reflection, repair and restoration after incidents.
- While rewards and sanctions work for many, it is understood that authentic, positive relationships between students allow personal development in a safe environment and sustain change.
- Where appropriate, restorative language and practice should be used in order to develop an inclusive culture.
- As an inclusive school, we strive to create a culture where all thrive and flourish; we pay due regard to legal duties with regard to SEND and make reasonable adjustments - including to the interpretation of this behaviour policy - as necessary.
- We understand that relationships with families are crucial in helping develop the culture described here, and we require the support of families, at home and in communication with the school, in maintaining the safe and orderly school environment we set out.
- When exercising their delegated responsibility for discipline the teaching staff are entitled to the full support of the Headteacher and Governors.
- The Headteacher demonstrates support for staff in their role in promoting and ensuring good conduct in school by promoting a code of good practice and by arranging appropriate in-service training for the prevention of disciplinary problems.

Appendix 3

The Hayesfield Values

Self-Confidence

We believe in ourselves and lead with pride

We act independently and inspire others

We know our voice counts

"It isn't what we say or think that defines us, but what we do"

Jane Austen



Resilience

We rise after setbacks and keep going

We find strength in challenge

We never give up

"The most difficult thing is the decision to act, the rest is merely tenacity"

Amelia Earhart



Moral Courage

We do what is right, even when it is hard

We stand up for others

We make a positive difference

"You must never be fearful about what you are doing when it is right"

Rosa Parks



Limitless Aspiration

We believe we can achieve anything

We aim high and push our limits

We never stop improving

"There is very little difference between men and women in space"

Helen Sharman



Readiness & Respect

We are kind, prepared and punctual

We value others and work as a team

We build a happy, respectful community

"Building a happy, inclusive community with kindness"



OUR FIVE HAYESFIELD VALUES:

Hayesfield 6F



H6-1 | Readiness & Respect

We are smart
We are punctual
We are well-equipped
We listen to our teachers
We are respectful

Parks



H6-2 | Moral Courage

We do the right thing
We take pride in our work
We complete all our homework

"You must never be fearful about what you are doing when it is right"
- Rosa Parks

Austen



H6-3 | Self-Confidence

We work independently
We work without prompt
We are willing to lead

"It isn't what we say or think that defines us, but what we do"
- Jane Austen

Earhart



H6-4 | Resilience

We do not give up easily
We ask for help, but only if needed
We will find a way!

"The most difficult thing is the decision to act, the rest is merely tenacity"
- Amelia Earhart

Sharman



H6-5 | Limitless Aspiration

We do more than just enough and we aim high
We seek extra challenge
We have high standards

"There is very little difference between men and women in space"
- Helen Sharman

Hayesfield
MIXED SIXTH

Achieving
ambitions

Appendix 4

The System of Rewarding Good Behaviour

House Points are our primary mechanism for recognising individual student success. They directly reflect the values we champion at Hayesfield: effort, achievement, active participation, school contribution, and character development.

House Points contribute towards students' individual reward milestones and provide a visible record of the many different ways they engage positively with school life. They also support tutors in recognising progress, celebrating success and encouraging students to become increasingly involved in the wider opportunities available to them.

Every House Point also contributes to a students' House total. This creates a shared sense of achievement across year groups and gives students the opportunity to contribute to something bigger than their own individual success. The annual House competition and trophy celebrate this collective contribution, rather than being the primary reason for awarding House Points.

House Points should therefore be awarded because an individual has done something worthy of recognition, not to simply increase the total for the House or the House competition.

Table 1: List of whole school reward types

YEAR 7	Format	Prize	Frequency	Distributor
25 Hp	Certificate	Ruler - plus name in voucher draw	Weekly	Tutor
50 Hp	Certificate	Pencil and eraser - plus name in voucher draw	Weekly	Tutor
100 Hp	Certificate	Highlighter - plus name in voucher draw	Weekly	DOA
150 Hp	Certificate	Multicolour Pen - plus name in voucher draw	Weekly	DOA
200 Hp	Certificate	Pen set - plus name in voucher draw	Weekly	DOA
300 Hp	Certificate	Notebook - plus name in voucher draw	Weekly	DOA
500 Hp	Certificate	Water bottle - plus name in voucher draw	Weekly	DOA
Community Involvement Houses Subject nominations Sporting Participation	Letter	Hot chocolate/breakfast with Headteacher	End of term	Admin
Character Award	Certificate	Badge	End of term	DOA
House Point progress	Live Broadcast	Chocolates, ice creams	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from post boxes
YEAR 8	Format	Prize	Frequency	Distributor
25 Hp	Certificate	Highlighter - plus name in voucher draw	Weekly	Tutor

50 Hp	Certificate	Multicolour pen - plus name in voucher draw	Weekly	Tutor
75 Hp	Certificate	Gel Pen - plus name in voucher draw	Weekly	DOA
100 Hp	Certificate	Notebook - plus name in voucher draw	Weekly	DOA
300 Hp	Certificate	Fine liner set plus name in voucher draw	Weekly	DOA
Community Involvement Houses Subject nominations Sporting Participation	Letter	Hot chocolate/breakfast with Headteacher	End of term	Admin
Character Award	Certificate	Badge	End of term	DOA
House Point progress	Live Broadcast	Chocolates, ice creams	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from postboxes
YEAR 9	Format	Prize	Frequency	Distributor
25 Hp	Certificate from DOA	Rewards Hub from Head of House	Fortnightly	HoH/DoA
50 Hp				HoH/DoA
100 Hp				HoH/DoA
150 Hp				HoH/DoA
200 Hp				HoH/DoA
Community Involvement Houses Subject nominations Sporting Participation	Letter	Hot chocolate/breakfast with Headteacher	End of term	Admin
Character Award	Certificate	Badge	End of term	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Chocolates, ice creams	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from postboxes
YEAR 10	Format	Prize	Frequency	Distributor
25 Hp	Certificate from DOA	Rewards Hub from Head of House	Fortnightly	HoH/DoA
50 Hp				HoH/DoA
100 Hp				HoH/DoA
150 Hp				HoH/DoA
Community Involvement Houses	Letter	Hot chocolate/breakfast with Headteacher	End of term	Admin

Subject nominations Sporting Participation				
Character Award	Certificate	Badge	End of term	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Chocolates, ice creams	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from postboxes
YEAR 11	Format	Prize	Frequency	Distributor
25 Hp	Certificate from DOA	Rewards Hub from Head of House	Fortnightly	HoH/DoA
50 Hp				HoH/DoA
75 Hp				HoH/DoA
100 Hp				HoH/DoA
Community Involvement Houses Subject nominations Sporting Participation	Letter	Hot chocolate/breakfast with Headteacher	End of term	Admin
Character Award	Certificate	Badge	End of term	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Chocolates, ice creams	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from postboxes
SIXTH FORM	Format	Prize	Frequency	Distributor
15 HP	Certificate from DOA	Rewards Hub from Head of House	Fortnightly	HoH/DoA
25 Hp				HoH/DoA
50 Hp				HoH/DoA
Community Involvement Houses Subject nominations Sporting Participation	Letter	Hot chocolate/breakfast with Headteacher	End of term	Admin
Character Award	Certificate	Badge	End of term	DOA
Tutor/student awards	Winning Wheel	Voucher	Achievement Assemblies	DOA
House Point progress	Live Broadcast	Chocolates, ice creams	End of full term	HoH/ HT
Staff nomination	Postcard	Personal praise	As required	Admin from postboxes

The Recognition and Reward of Character Development in Years 7-11

Understanding the Character Journey

At Hayesfield, we believe that education is about much more than academic success. Our purpose is to develop young people who are confident, compassionate and courageous; students who leave us not only with excellent qualifications, but with the character, values and experiences that enable them to thrive in life beyond school.

Character is not developed through one programme or one lesson. It is built through daily routines, meaningful relationships, new experiences and opportunities to contribute to something bigger than ourselves. Every member of staff plays a role in this journey, but tutors are uniquely placed to guide and champion it. As the trusted adult who sees students every day, tutors encourage participation, celebrate success, challenge students to step outside their comfort zone and help them reflect on the people they are becoming.

Our Character Development Strategy is built around four key strands which run consistently through school life.

Belonging

Students develop a sense of identity, community and responsibility through their tutor group, House, charity work, student voice opportunities and wider school life. They learn the importance of kindness, inclusion, empathy and making a positive contribution to the communities around them.

Challenging

Students are encouraged to push themselves beyond their comfort zone, whether academically, physically or personally. Through LEAP clubs, enrichment activities and new experiences they develop resilience, commitment and the confidence to embrace challenges.

Exploring

Students broaden their horizons through educational visits, enrichment opportunities and experiences beyond the classroom. These opportunities build cultural capital, develop curiosity and help students understand the wider world and their place within it.

Leading

Every student is encouraged to discover that leadership is about service, responsibility and influence rather than title. Whether through formal student leadership roles, mentoring younger students, supporting House events or leading within lessons and tutor groups, students are given opportunities to develop confidence and positively influence others.

The Character Award

To nurture resilient, empathetic, and reflective learners who embrace diversity, lead with confidence, and contribute positively to their community. Students can earn the Hayesfield Character Award through commitment to the four strands which wind through our pastoral programme:



- Challenging: attending at least one LEAP for a full year with excellent attendance. Demonstrating the desire to broaden their horizons and challenge themselves.
- Exploring: attending at least one school trip to build Cultural Capital and grow understanding and empathy for cultures and lifestyles which differ from their own.
- Belonging: to take an active role in house charities, fundraising and events to ensure we are

- giving back as much as we can to all areas of our communities near and far.
- Leading: taking on a leadership role either through a formal Student Leadership Rep role or with academic or pastoral setting. Demonstrating commitment to supporting others and believing in themselves and the decisions they make.

Appendix 5

The Behaviour and Support System

Hayesfield expects consistently high standards of behaviour in class and between sites. In keeping with our policy statement, the management of behaviour begins with the promotion of good behaviour through:

- quality teaching and learning with explicit, fair routines applied consistently by staff;
- a 'shame free' classroom where students' needs are anticipated and planned for, and behaviour is understood within a context of meeting diverse needs: physical, emotional, psychological;
- positive relationships in school and with parents and carers;
- quality tutoring and pastoral care;
- a culture of praise and reward where students efforts are noticed positively and the ongoing journey of learning is constantly referred to and encouraged;
- PSHCE sessions on personal development and developing positive relationships;
- signposting and carrying out our support to enable students to make positive behaviour choices wherever possible.

In a culture of:

- high expectation and high achievement
- positivity and teamwork
- kindness
- respect
- maturity and self-regulation

Staff will use a range of strategies to encourage positive behaviour in their classrooms and around school. These include:

- Using positive language and refraining from personal criticism or unfair comparison with others
- Build positive relationships and be proactive in teaching and modelling good behaviour
- Using restorative practices to resolve conflict, both in and after lesson time
- Acknowledging students' effort and outcomes through verbal and written feedback
- Displaying students' work in classrooms
- Providing feedback to families through email, phone calls, postcards, and housepoints (also called 'positive points') with narrative for excellent effort
- Providing feedback to Tutors, Directors of Achievement, Heads of Department and Faculty and the Senior Leadership Team
- Celebrating students' effort and achievement at Achievement Assemblies each long term, and at Parents' Evenings

In managing behaviour, we will, in consultation with parents/carers, have recourse to any, or all, of the following internal strategies and external agencies:

- pastoral support at school via the tiered Behaviour Levels
- Support from the school's Pastoral Managers
- professional counselling or mentoring, e.g LUX
- ELSA
- the Education Welfare Service
- BANES Early Help
- The School Medical Service
- BANES Inclusion Panel referrals such as SAFS
- Inclusion - SEND intervention/screening
- CAMHS referrals

- External Alternative Provision

The Behaviour and Support System is designed to ensure that staff identify students who require support as well as those who do not exhibit the behaviours needed to be successful in their learning. The School provides a positive support package to those students who require additional help to develop the key skills of Self-Confidence, Resilience and Limitless Aspirations.

All sanctions and support provided by staff operate within the following Behaviour and Support System Framework

Section A – details the Behaviour & Support System

Section B – details the Behaviour Stages and Detention System

Section C – details the Referral System

Section D – details the Exclusion/Suspension System, which includes Permanent Exclusion from the School

Section A: The Support System

1. **Tutors** know their students and take daily opportunities to develop relationships and support students to be successful in their school day. They establish clear routines for personal organisation and self-management, model positive behaviour, promote the Hayesfield values, and make relational communications to families at the start and end of terms, and also when they see attendance and behaviour data indicate the first signs of concerns. They are responsible for supporting students at Pastoral Level 1.
2. **Pastoral Managers** (PMs) provide the school's wellbeing and mental health support as outlined in the Wellbeing and Positive Mental Health Offer. PMs are available for booked and ad-hoc pastoral support, whether aligned with a specific year group or meeting the needs of all as student support during their duty days. PMs also provide support at Pastoral Level 2.
3. **Middle Leaders** (HoD/Fs & DoAs) use data to have oversight of behaviour, engagement and trends across curriculum and extra-curricular activity. They use key demographic data when allocating teaching and pastoral resources to promote progress and wellbeing, and when making reactive responses. Directors of Achievement provide support for students at Pastoral Levels 2 and 3.
4. **Inclusion Team and SEND** provide in-depth understanding and specialist interventions for students identified as having additional needs on the basis of SEND, SEMH, and other contextual factors. Teamworking across pastoral and academic leaders ensures individual barriers are overcome.
5. **Senior Leaders** visibly and consistently support all staff in managing student behaviour through the behaviour policy. They review the provision and ensure student needs are met, with staff resourced and trained to implement the vision and roles outlined above. SLT meet regularly to review, and the deputy heads work together to ensure site-specific contexts are understood and they ensure the behaviour support staff are ready to meet student needs as required.

Role of Peers in Years 7-11

Students in Year 7 volunteer to buddy up with new arrivals from incoming Year 6 when they visit the school as part of their Transition programme, and these buddies continue to support in Year 8 when new Year 7 students arrive at school and complete their transition time, from September to November of Year 7. In other years, students in older years are often paired up with younger students, who might be facing similar challenges to those that they have faced and overcome, and they work with the Pastoral Leadership Team (PAT) as a valuable resource for student wellbeing. Anti-Bullying Ambassadors (trained via the Diana Award) are also used to help develop Self-Confidence and Resilience.

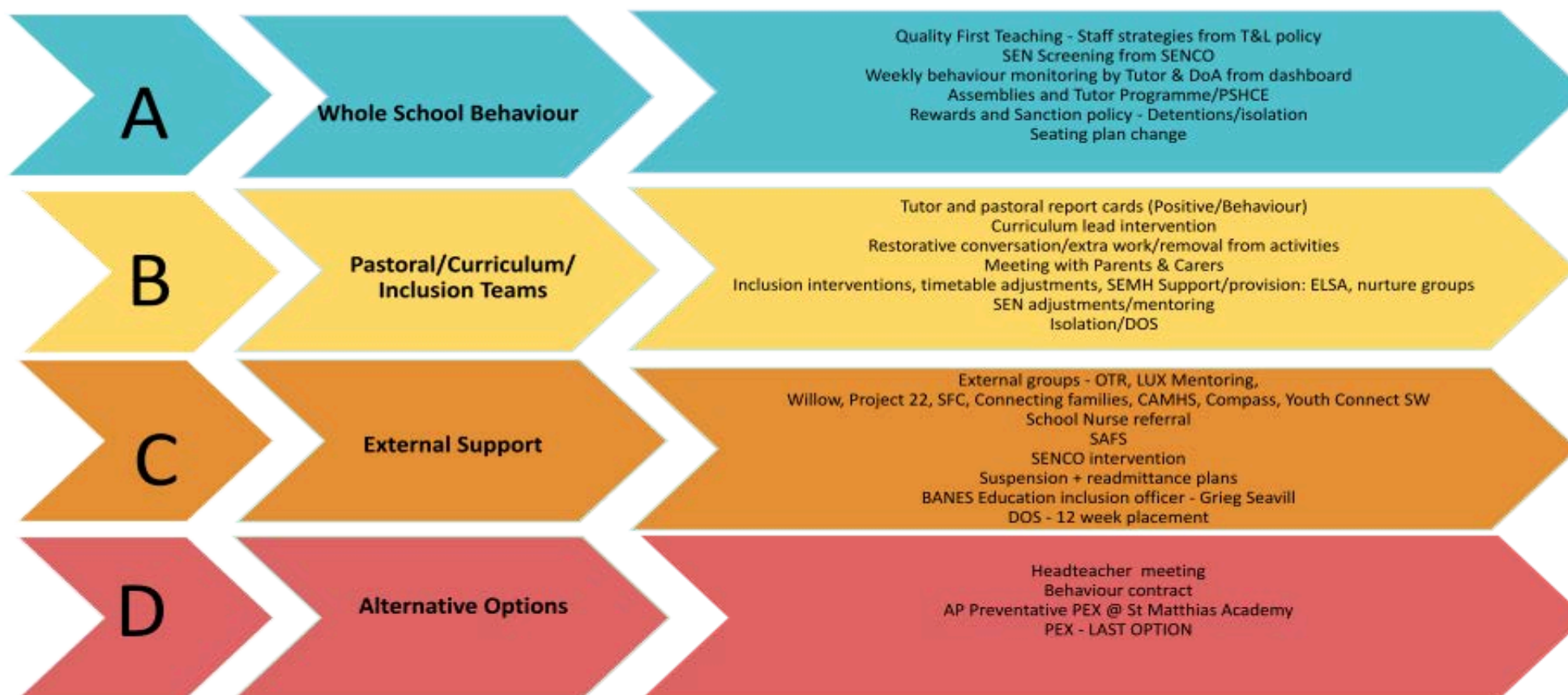
Support Levels

In order to support students, tutors, PMs DoAs and DHT all support individual student behaviour according to thresholds of behaviour points, and the range of support on offer is to be taken from the image below of the BANES graduated model.

Threshold	Support Levels				
	Type	Length and Reporting to	Details	Outcomes	Decision Making
1-20 behaviour points	Tutor: Student Support	2-4 weeks Tutor	- Behaviour points between 5-20 - Tutor makes regular, relational check-ins with student and advises on behaviour and strategies to improve specific behaviours and meet need - Positive report, signed by parent + tutor - Email home to say 'working with' + phone call at end	Behaviour points remain below 20	Tutor & DoA
21-40 behaviour points	Student Support Plan Level 1	4-6 weeks DoA with PM	- Behaviour points between 21-40 - SMART targets, specific to student - Meeting with family and DoA/PM - Refer to SENDCo for review of SIS provision and additional support - Consider (internal/external) referral e.g. ELSA, LUX, SAFS, Early Help	If successful at 4 weeks, SSP1 ends If unsuccessful, SSP1 extends for up to 6 weeks, unless there has been a suspension when the SSP will escalate to SSP Level 2	Decisions on success of each stage made by the Director of Achievement in conjunction with Deputy Head (Behaviour & Attitudes) Unsuccessful if: a) Student does not complete report b) Student does not meet SMART targets
41-60 behaviour points	Student Support Plan Level 2	6 weeks DoA with PM	- Behaviour points between 40-60 SMART targets, specific to student - Meeting with family, DoA/PM	If successful, move back to SSP1 for 2 week monitoring	

			▪ Update SIS as relevant / revisit provision with SENDCo ▪ STAC with key staff to discuss strategies ▪ Discuss at HGS Internal Inclusion Meeting for review of provision and additional support including internal or external alternative provision	If unsuccessful, SSP2 extends for 2 weeks, unless there has been a suspension when the SSP 2 will escalate to SSP Level 3	c) Student is removed from class 5 times during the reporting period d) Student is suspended for any reason
61 + behaviour points	Student Support Plan Level 3	6 weeks DoA/DHT	▪ SMART targets specific to student ▪ Meeting with family, DoA & DHT ▪ Update SIS as relevant / revisit provision with SENDCo ▪ Review Internal Alternative Provision support - reduced timetable, additional bespoke support ▪ BANES Inclusion Panel referral: Direction off Site ▪ Consider Managed Move	If successful, move back to SSP2 for 4 week monitoring If unsuccessful, SSP3 extends for 2 weeks OR if all other strategies have been unsuccessful or there has been a serious incident, consider for PEX	Reasonable Adjustment will be made for students with SEND in consultation with the SENDCo

BANES: Graduated Tiers of Response - the below diagram shows the range of support which the school and external agencies offer, organised as BANES tiers



The relevant strategies are to be applied to the student as their need dictates and added to their Student Support Plans. This is on the SSP template and will guide usage. When a student reaches SSP Level 3, a review document [W Hayesfield BLANK MASTER Graduated Response.docx](#) should be completed to check all stages have been completed and all pathways explored before reaching Tier 4 outcomes.

Section B - Behaviour Stages

I N C O U T O F C L A S S	BEHAVIOUR STAGES				SUPPORT STAGE
	Stage / Arbor Behaviour Level	Arbor Entry	Nature of Concern & Arbor Entry	Examples of Consequence (NB: not an exhaustive list)	Support stages for different tariff of Behaviour Points
	Behaviour Warning	No comment required	LESSON / SCHOOL CONCERNS: - Inappropriate language/use of swear words - Incorrect uniform - Lack of coursework - Lack of equipment including PE kit & ingredients - Lack of homework - Lack of uniform - Late to school - Lateness to lesson - Litter - Mobile phone misuse (smartphone not in pouch) - Poor attitude to learning - Refusal to follow instructions - Unkind behaviour	Verbal warning describing the required behaviour	Teacher builds clear boundaries in lesson and makes proactive positive reinforcement with same student across the next lessons, with praise/reward for improved behaviour
	Behaviour Level 1	Requires a comment from the staff member		Discuss concerns with student & indicate Arbor log, leading to: 15-min detention (Level 1 behaviours) Move seat Confiscation of mobile phone (if relevant, i.e. seen in class) Short withdrawal from classroom to allow student to reflect Restorative conversation, resulting in apology or other resolution Academic detention (e.g. Failure to hand in homework after extension) Mobile phone only: phone confiscated for parent collection only. Pastoral detention.	Tutor: Student Support: Tutor conversations with student during tutor time for behaviour logs amounting to negative points 1-20. Relationship-building with tutee and advice given for underlying issues via 1:1 support &/or tutor programme.

	Behaviour Level 2	Requires a comment from the staff member logging the behaviour e.g. persistent repetition of...describe the behaviour for which the warning was issued	Minor vandalism, damage of equipment/property Persistent disruption of the teaching and learning in the classroom Persistent disruptive behaviour Persistent ICT misuse Persistent inadequate work Persistent lack of coursework Persistent lack of equipment Persistent lack of homework Persistent lateness to lessons Persistent lateness to school Persistent Mobile phone misuse Persistent poor behaviour around school site Persistent refusal to follow instructions Truancy internal Persistent unkind behaviour Exit from room & parked	Exited from room and parked in an alternative classroom Issuing of DoA/HoF Report Card Restorative Behaviour Conference Community Service Academic or Pastoral detention (1 hour) Loss of privileges (e.g. removal from school trips) may be considered, as appropriate, for persistent behaviour over time Mobile phone only: daily mobile phone hand-in and end-of day collection	Tutor: Student Support continues (if behaviour points <20) Student Support Level 1 begins (if significant incident: PM supports) or if >20 negative points accrued (PM or DoA to create with student)
	Behaviour Level 3	Requires a comment from the staff member logging the behaviour - this will be staff	Bringing the school into disrepute Bullying - Other/Single significant incident Damage/Vandalism Damaging the school's reputation in the community	'Exit the room' to Directed Study Space for rest of day (internal isolation). Detention: SLT 1- or 2-hour, or Extended Community Service Behaviour Contract Issuing of Student Support Plan at Level 2 or 3	Student Support Level 1 continues (if <40 points) Student Support Level 2 begins if >40 points (DoA to create with student)

		member on support/DoA/HoD-F/S LT	Exit/removal from lesson Failure/refusal to complete isolation Physical assault against pupil Refusal to allow confiscation Refusal to exit / removal and refusal to be parked Severe defiance Severe ICT misuse Smoking or vaping related incident (Including possession of) Threat to Health & Safety of others Threatening or confrontational behaviour towards peer Persistent truancy/Absconding from school	(depending on first time/isolated incident, or part of wider b/h concern) Issuing of SLT Report Card Suspension Mobile phone only: ban from bringing mobile phone to school for fixed period.	Student Support Level 3 / Behaviour Contract, (DoA to create and review with DHT) for significant incident
	Behaviour Level 4	This will be a member of SLT	Carrying a weapon or bladed instrument Discriminatory behaviour - Misogyny Discriminatory behaviour : Disability Discriminatory behaviour : Gender Discriminatory behaviour : Racism Discriminatory behaviour : Religion Discriminatory behaviour : Sexism	'Exit the room' to Isolation space / Internal Exclusion Extended Community Service Student Support Plan Level 3 Issuing of SLT Report Card Reduced Timetable Alternative Provision Permanent Exclusion	

			Drug and alcohol related behaviour Physical assault against adult Racist incident Refusing a search Selling or gambling Serious defiance Serious Physical assault of another student Sexual misconduct Theft Threatening or confrontational behaviour towards adult Verbal abuse towards adult		
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Section C: The Detention System

Our detention system works to provide appropriate times for reflection on behaviour which does not align with the school's values and which does not fit students for being successful in school and in life.

There are five types of detention:

- 17. After-School Detentions (15-minutes for each incident)**
- 18. Academic Detentions (1-hour weekly Detention)**
- 19. Pastoral Detentions (1-hour weekly Detention)**
- 20. Senior Leadership Team Detentions (1-hour Friday after-school)**
- 21. Extended Senior Leadership Team detentions (2-hour Friday after-school)**

After-School Detentions (15-minutes for each log)

Tutor time is used to prepare all students for the School Day. Tutors help students to correct uniform or other issue in time for lessons. There is no sanction associated with this.

All teaching staff can then issue a 15-minute detention for the following behaviours which fall short of our HG1 | Ready and Respectful value:

- 1 (a) lateness to lesson - in Arbor called 'Lateness to lesson (Level 1)'
- 1 (b) uniform - in Arbor called 'Lack of uniform (Level 1)'

In addition, following warning in a previous lesson:

- 1 (c) lack of equipment - in Arbor called 'Lack of equipment (Level 1)'

Staff will issue students with a card to inform them of their detention. Emails are not sent home for these 15-minute detentions, but they are visible on the Arbor Parent App and individual log.

Pastoral Detentions (1-hour weekly Detention)

DoAs will issue a 1-hour Pastoral Detention for repeated or repeated lateness to school.

Parents will be informed by letter of this detention, which will be sent via email.

Academic Detentions (1-hour weekly Detention)

All teaching staff can issue a 1-hour Faculty Detention for the following behaviours, which fall short of our 'HG2 Moral Courage' value. A detention is not the first instance but follows where students have previously received a warning from their teacher and opportunity to amend the behaviour:

HG2 Moral Courage:

- 2 (a) poor classwork - in Arbor called 'Poor attitude to learning (Level 1)'
- 2 (b) no homework - in Arbor called 'Lack of homework (Level 1)' and which follows a verbal warning from the first instance of missing homework.

Parents will be informed by letter of this detention, which will be sent via email.

Staff will issue students with a card to inform them of their detention.

Senior Leadership Team Detentions (1-hour Friday after-school)

Failure to attend an Academic detention or a 15-minute after-school detention will result in a Senior Leadership detention, after-school on Friday. Other Serious Breaches of behaviour, which warrant this sanction, include (but are not limited to):

- Refusing to follow instructions
- Inappropriate language
- Unkindness to peers
- All behaviours which were previously categorised as 'Serious Breach A' will result in a Senior Leadership Team Detention. These include the categories of 'Persistent' behaviour types (Level 2) in Arbor, as well as 'Internal Truancy (Level 1)', which the school considers unacceptable.

Parents will be informed by letter of this detention, which will be sent via email.

Extended Senior Leadership Team detentions (2-hour Friday after-school)

Failure to attend a 1-hour Senior Leadership detention will result in an Extended Friday after-school detention.

Other Serious Breaches of behaviour that can result in a 2-hour SLT Detention all include (but are not limited to):

- External Truancy
 - Smoking
 - Petty vandalism
 - Repeated unkindness to peers
 - All behaviours previously categorised as 'Serious Breach B' will result in an Extended Senior Leadership Team Detention. These are often Level 2 or Level 3 type behaviours in Arbor.
- Parents will be informed by letter of this detention, which will be sent via email

Failure to attend a Senior Leadership Team Detention can result in isolation or a Fixed Term Exclusion

Students who fail to attend a Senior Leadership detention will be issued a Warning of Suspension letter and spoken to by their DoA. If they fail to attend a further detention, they will be issued a fixed term exclusion and parents/carers will be expected to attend a readmission meeting on return, with clear expectations and targets.

Section D: Removal from a Classroom or Learning Space: parking & the Directed Study Space,

Each site (Upper Oldfield Park and Brougham Hayes) has a Directed Study Space, which acts both as a location to continue working - for example, for students who have dropped an academic subject (e.g. in Year 11) - and also a reflection space when behaviour requires their removal from their classroom. This room is supervised by an experienced member of staff and provides a calm space for the student to reflect on actions, re-regulate, and continue accessing the lesson content and learning experience. If a student is unable to continue working in their normal classroom, they can be initially 'parked' in the classroom of another teacher in their department. If the student refuses to be parked, or if their behaviour continues to be dysregulated, the decision will be taken by the SLT member on duty to remove the student to work in the Directed Study Space, either for a lesson, or the remainder of the day. Staff use the school Noticeboard to flag the need (R4S - request for support) from the duty behaviour support staff, or duty SLT in this instance, and the behaviour support staff will assist supervision in order to help the student re-regulate and continue with study.

Students should not remove themselves: the Directed Study Space is not an escape room from their principal classroom or original behaviour, and it is not a chance to avoid work.

Escalation of low-level disruption

- A member of staff who needs support with a student who is disrupting the learning of others, and refusing to cooperate should make a Request for Support (R4S). This should follow a Level 1 behaviour log on Arbor and further warning (the opportunity to reflect and make a positive change).
- The teacher asks the student to stand outside the room (if appropriate) and posts a message on the noticeboard (UOP/BH: R4S: student name, room).
- The staff member logs 'Failure to follow instructions (Level 1)' or 'Disrupting the teaching and learning in the classroom (Level 1)' as appropriate on Arbor.
- The member of staff on Support Duty must monitor the noticeboard for their session and should be present in the relevant space. They should go to the classroom to support their colleague.
- The member of staff on Support Duty will speak to the class teacher and the student and decide (with the class teacher) the next steps:
 - a supported return to the lesson – **this is the ideal resolution.**
 - if it is acknowledged that the student cannot make a supported return to the lesson then the member of staff on Support Duty may 'park' them (within the Faculty) for the rest of that lesson.

'Parking' involves the student being placed in another class in the same subject area (as per the Faculty Parking Rota) where more appropriate support can be provided. Parking is intended as a one lesson supported intervention (it could be two lessons if it is a double). A supported conversation between the class teacher and the student will follow, with the aim of returning them to class for the following lesson. Staff cannot park a student without the input of the member of staff on Behaviour Support Rota or the Subject Lead. Parking will always result in the student being issued with 'Exit/removal from lesson (Level 3)' with details of the incident, the subject and lesson. Staff may not agree a "Parking in advance" or removal of a student from a series of

lessons.

- if deemed necessary by the SLT staff member on duty, the student will be removed to the Directed Study Space and the member of staff on Support Duty will support that student in settling and getting on with the work. The class teacher sends work to be completed during the lesson time. The student will work under the supervision of the member of staff on Support Duty and complete a reflection activity to consider the triggers to the original behaviour and consider alternative reactions in future. The student will return to lessons the following period. The class teacher will log the original behaviour on Arbor with details of the incident, the subject and lesson.
- When a R4S is logged, and the student successfully returns to class, the class teacher should only log a Level 1 behaviour log for the initial incident.
- When a student is removed from a lesson ('parked' or to the Reflection Space), parents will be informed by Arbor app. The student is given a Friday 1-hour SLT detention.

Serious incidents

- Any student who has been involved in a serious incident will have their behaviour logged on Arbor and allocated a Senior Leadership Detention, internal or external exclusion. They may also receive loss of privileges (e.g. removal from an upcoming school trip or event).
- A serious incident is defined as an incident that is distinctively and clearly outside the normal behavioural expectations of our students. Behaviour logs at Levels 2 and 3 frequently result in students working for a prolonged period in the Directed Study Space (i.e. more than one lesson) and may face further sanctions including fixed term external exclusion; they are used for the following situations:
 - An incident that means students need to be isolated to assess whether a suspension or permanent exclusion is appropriate (Level 3-4 behaviour in Arbor)
 - Any form of physical violence or uncontrollable behaviour (Level 4 on Arbor)
 - Where students are persistently refusing to show respect to staff and refusing to follow instructions (Levels 2 and 3 on Arbor)
- The teacher asks the student to stand outside the room (if appropriate)
- The teacher posts a message on the noticeboard (UOP/BH; R4S; student name; room). The member of staff on Behaviour Support Rota monitors the noticeboard and attends the classroom to support their colleague.
- In conjunction with the SLT member on duty, the student will be removed from the classroom and will work in the Directed Study Space under supervision.
- The class teacher will log the relevant behaviour on Arbor, with details of the incident, the subject and lesson
- When a student receives a log at Levels 2-4, parents will be informed via Arbor, and may be invited into school for a meeting, depending on the severity of the incident.
- Repeated behaviours at Level 2 and above may themselves lead to the removal of privileges and/or suspension being allocated.

Section E: The Exclusion and Suspension System

Hayesfield follows the [MNSP Suspension and Exclusion Policy](#) which sets out the rationale, process and all legislation and statutory guidance.

In-line with The School Standards and Framework Act (1998) and DCFS Guidance on Exclusions (September 2008), the decision to suspend or exclude a student for a fixed period or permanently will be taken only:

- In response to serious breaches of discipline such as bringing the school into disrepute, abuse of staff, physical violence between students or being in possession of illegal items.
- Once a range of strategies have been tried and failed
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school

There are two kinds of suspension:

- Suspension: previously called 'Fixed-term exclusion'; this can be served internally or externally
- Permanent exclusion

Managing Students' Behaviour During Their Transition to Hayesfield

Hayesfield admits students from over 40 primary schools in Year 7, all of which have very different expectations on behaviour. In order to support the transition of students during Term 1 of Year 7, we will ensure that any incidents that would ordinarily result in a suspension from School are held as an internal isolation. Students on internal isolation attend the School's supervised Directed Study Space, with structured work for the day. We will then meet with parents or carers to plan how we can work with the child and their family to ensure they are better able to meet future expectations.

Suspensions are normally applied as follows:

Suspension Level	Examples of Use	Length	Follow-Up Actions taken to support the students' readmission
Fixed Term: Level One	Used where a pre-suspension warning has proved insufficient or for a significant misdemeanour. Examples include persistent or significant mobile phone misuse, repeated failure to attend SLT detentions, blatant rudeness to staff, swearing at staff, violence or threats of violence to others, defiance, bringing the school into disrepute and online-abuse	Usually one or two days. If longer than one day work is provided for completion at home.	At the readmission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of cooperation with the school and risks further fixed period suspensions.
Fixed Term: Level Two	Used in any instance where a longer suspension is thought appropriate. Examples include: on-going defiance, or for students who have already been issued a Level 1 Suspension and repeat the similar undesired behaviour or actions.	Normally two to five days. Work is provided for completion at home.	At the readmission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of cooperation with the school and risks further fixed period suspensions.
Fixed Term: Level 3	Used for those who are responsible for a significant act of indiscipline or for students who have already been issued a Level 2 Suspension and repeat the similar undesired behaviour or actions. Examples include: an act of vandalism to or theft of School property, significant bodily harm to another student, continued on-going defiance, intimidating and threatening behaviour to staff.	Normally three to five days, but can be longer if appropriate. . Work is provided for completion at home.	At the readmission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Parents are informed of the opportunity for a 'Direction off site' through the BANES Inclusion Panel. Failure to complete the Report shows lack of cooperation with the school and risks a permanent exclusion.
Permanent: Level 4	Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy, or for activities such as personal illegal drug use or suspected drug dealing. Also used for students who have already been issued a Level 3 Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.	Immediate and permanent.	No readmission. Parents are informed. School informs the Local Authority within 24 hours of our decision to PEX . From the 6th day onward, the Local Authority is responsible for student's education. All Permanent Exclusions are subject to LA and DfE guidelines.

In all cases of Suspensions, regular reviews of a student's progress and behaviour are carried out by the Director of Achievement and the parents/carers will be informed of any concerns. All students are given a Behaviour Support Plan to provide targets and clearly described support for each student.

The Headteacher and the Deputy Headteacher (Behaviour and Attitudes) will review every student's suspension record three times each Academic Year. We will reward students who receive no further suspensions or serious incidents during this period by reverting the suspension process by one level. In this way, it is possible to remove all records of suspensions over time with sustained good behaviour.

It is worth noting that:

- Any suspension level may be used at any time.
- A level may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEN Code of Practice.
- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well and informed of their right to make representation to the school governors.
- Other than a permanent exclusion, no student may be suspended for more than 45 days in one Academic Year.
- For any fixed period suspension of one to five days, the school has the responsibility to ensure that work is set and marked.
- For any fixed period suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days. From the sixth day, the school may make provision for students to receive their education at Beechen Cliff School or St Mark's School for the remainder of their suspension.

See the [MNSP Suspension and Exclusion Policy](#) for further description and qualification.

Appendix 6

Malicious Accusations Against Staff by Students

In line with the Child Protection Policy, the Headteacher will investigate all allegations made against a member of staff by a student. Any concerns regarding the safety of a student will be balanced appropriately against the needs of the staff member to be treated fairly.

If the accusation made against a member of staff by a student is found to be malicious, their actions will be considered to be a significant misdemeanour and an exclusion will be issued, in line with this policy. For an innocent person to be subject to a period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career.

Appendix 7

Prevention of Bullying

The behaviour expectations in place at Hayesfield Girls' School and Mixed Sixth Form are used to ensure that all students are free from bullying in our School. The School's [Anti-Bullying Local Procedure](#) clarifies the strategies used to prevent bullying and how the School will take action if there are suspected incidents of bullying.

Appendix 8

Teachers' Powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have the power to impose detention outside school hours.

Teachers can confiscate students' property.

Home-School Agreement

Hayesfield provides an inspirational environment in which girls flourish. Here, all girls experience a strong sense of belonging, enjoy freedom from stereotyping and grow limitless aspirations. The wealth of opportunities available, both in and out of the classroom, ensures that all Hayesfield girls develop the self-confidence, resilience and moral courage needed when achieving ambitions.

As a Student I will:	As a Parent/Carer I will:	As staff at Hayesfield, we will:
• Show Respect: Respect all members of the school community, the environment, and take responsibility for my personal safety when travelling between sites. • Be Prepared: Attend school regularly and on time, wearing the correct uniform with pride, and bringing all necessary equipment daily. • Aim High: Maintain a positive attitude, complete all classwork and homework to the best of my ability, and ask for help when I need it. • Stay Organised: Refer to my planner regularly to manage my timetable, uniform requirements, and track my attendance. • Follow Technology Rules: Respect the school mobile phone policy and take good care of my Yondr pouch. • Be a positive member of the school community: Treat everyone in our school with respect and be a positive support to everyone around me. • Be responsible online: Use social media responsibly, ensuring I never post negative comments about the school, staff, or other students. • Get Involved: Take an active part in school life by participating, volunteering, contributing, and enjoying the opportunities available. • Ask for help when I need it	• Prioritise Attendance: Ensure my daughter attends school regularly, on time, and fully equipped for her lessons. • Support School Policies: Encourage my daughter to respect the school's dress code, behaviour expectations, rewards, and sanctions. • Support the Phone Policy: Support the Yondr pouch system by not calling or texting my daughter during the school day (contacting Reception for any urgent matters instead). • Support Learning at Home: Create a positive environment for homework and support good habits and organisation. • Be Engaged: Read the School Bulletin, support LEAP, attend Parents'/Information Evenings, and celebrate her 'special' events. • Monitor and engage with Online Use: Actively encourage my daughter to use social media safely and responsibly. • Keep School Informed: Promptly update the school regarding any changes to contact details, or any home issues that may affect her work or well-being. • Reach Out: Contact her tutor or relevant staff if you have any concerns or queries.	• Provide a Safe Space: Maintain a safe, happy, and secure environment where your daughter can thrive free from stereotyping. • Deliver Excellence: Meet your daughter's learning needs through a balanced, varied curriculum that promotes the highest standards of work and behaviour. • Enrich & Inspire: Provide opportunities beyond the classroom to extend learning, foster individual growth, and celebrate her successes. • Communicate Clearly: Keep parents updated on progress and school matters via the website, Bulletin, and regular Arbor communications. • Be Responsive: Respond to direct communications from parents within 2 school days wherever possible. • Protect the Community: Respond robustly to any community use of social media that targets individuals or negatively impacts the school's reputation.
Signed.....Date.....	Signed.....Date.....	Signed.....Date.....

Appendix 10

Sanctions for Improper Use of Mobile Phones

The school follows the [MNSP Mobile Devices Policy](#), in line with [Section 36 of the Children's Wellbeing and Schools Act 2026](#) and the revised Mobile Phones in Schools [guidance issued by DfE](#) with effect from June 29th 2026.

For clarity, the term 'mobile device' covers the following:

- All types of mobile phones - e.g Smart and non-smart phones
- Smart watches of all type and makes
- Tablets and laptops or similar
- Bluetooth headphones
- Any other device that has the capacity to connect to the internet

Students who bring a mobile device into school must use the pouch system instigated by the School and Trust. This means that a mobile device must not be brought into school or a school activity except via the use of the pouch system, between 0830 and 1515, daily, as well as times in school during all other school events, such as LEAP clubs, external trips and visits.

This is a mandatory school policy. If a mobile device is seen or heard during the school day, it will be immediately confiscated and securely stored at Reception, and a 1-hour Pastoral detention will be issued. The device can only be collected by a parent or carer after the end of the school day. If it can not be collected when the school is open, then it will remain securely stored. It will not be handed to the student under any circumstances.

Repeated failure to use the pouch system will result in further sanctions: initially, handing the mobile device into Reception, daily; if persistent, a ban from bringing a mobile device into school for a fixed period of time will be issued. Parents and carers may themselves choose to limit a student's access to a mobile device in order to support positive behaviour and avoid school-issued sanctions.

Students are not permitted to use their device to record audio or take photographs or moving images of other students or members of staff without their permission. Any instances where a student is found filming other students or teaching staff without their permission will be treated as a significant incident and action taken according to the detail and context of the incident, including suspension or exclusion from the school.

Incidents where students upload material, for public viewing, illicitly filmed at Hayesfield Girls' School will be treated as a significant breach of the School and Trust's behaviour policies, including suspension or exclusion from the school.



Norton Hill Secondary School - Behaviour Policy

“The best for all our students. The best from all our students”.

The underlying principle behind good behaviour at Norton Hill School is outlined in the school aims. This is shared with all members of the community through the information given to all parents of incoming Year Seven, the student contact book, the Home School Agreement and is contained in the Teacher Planner.

All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. Any behaviour that undermines this will not be accepted. The school prospectus, which is issued to every parent, and the student Contact Book contains the school rules as well as the school's expectations under the headings:

WORKING WELL AT NORTON HILL

To be successful in my work at Norton Hill School I should:-

- arrive on time at every lesson with the right books and equipment
- keep all my exercise books and folders in good clean condition
- complete all my written pieces of work in blue or black ink, using the correct headings and titles
- read all my work carefully and check it before I hand it in
- think about my teachers' comments & try to improve by using purple pen and setting myself appropriate targets
- concentrate in lessons and always do my homework on time and to the best of my ability
- always carry my Contact Book with me for use in all my lessons

BEHAVING WELL AT NORTON HILL

If Norton Hill School is to be successful in helping you to be successful and to enjoy school there must be a good standard of behaviour. Every student has a part to play.

You must:

- have consideration and respect for yourself and other people: there is no excuse for rudeness, disrespect, insolence or offensive language
- look after your own property and respect the property of others
- listen carefully to your teachers and follow their instructions and seating plans
- work sensibly with your classmates and make the most of learning opportunities
- move quietly about the school in a sensible and safe manner
- be honest and trustworthy and remember that you are responsible for your actions
- work well and behave well by developing the 7 Character Strengths.

7 Character Strengths

Norton Hill is committed to promoting and ensuring that all students behave in the best manner in order to learn effectively and achieve their maximum potential. This is promoted daily through our 7 Character Strengths.

Enthusiasm

- Actively participates
- Shows enthusiasm
- Approaches new situations with excitement and energy
- Is eager to take on demanding challenges

Determination

- Finishes whatever they began
- Sticks with a project or activity for extended period of time
- Tries their best even after experiencing failure
- Stays committed to goals
- Keeps working hard even when they feel like quitting

Optimism

- Believes that effort would improve their future
- When bad things happen, they think about things they could do to make it better
- Stays motivated, even when things don't go well
- Believes that they can improve on things they are not good at

Curiosity

- Is eager to explore new things
- Asks questions to further understanding
- Takes an active interest in learning and shows a thirst for knowledge

Empathy

- Shows that they care about the feelings of others
- Adapts to different social situations
- Is able to find solutions during conflicts with others

Self-control

- With Work

- Is organised and ready for work
- Remembers and follows instructions
- Gets to work right away
- Pays attention and resists distractions

- With others

- Remains calm even when criticised or otherwise provoked
- Allows others to speak without interrupting
- Is polite to adults and peers
- Keeps temper in check

Respect

- Recognises what other people do for them
- Shows appreciation for opportunities
- Expresses appreciation
- Does something nice for someone else as a way of saying thank you
- Celebrates differences

REWARDS

A school ethos of encouragement is central to the promotion of good behaviour. Integral to the system of rewards is an emphasis on praise both informal and formal, to include individuals and groups. Students are rewarded for individual achievement, progress and attainment through collecting merits. Merits are given to all year groups for good work or good behaviour. They are entered electronically in lessons and in tutor time.

Merits are given for:

- Grades in tests (T+)
- Correct and clear written work
- Persistent good behaviour
- Participation/working hard in lesson
- Being supportive in lesson
- Behaviour sustained throughout the lesson
- Good progress in lesson

Merits and Reward Cards - all to be logged on Arbor

- **Merits** - pupils can be awarded 1-4 merits by all staff
- **Reward Cards** - There are different types of reward cards: Department, House, Character Strengths, Effort, Achievement, Progress, Student of the month, SLT, Headteacher Commendation
 - House/Subject Reward card - this is the equivalent of 5 merits
 - Character Strength Reward Cards - this is the equivalent of 5 merits
 - Reward Card from SLT - This is the equivalent of 10 merits
 - Commendation letter/email from the Headteacher - this is equivalent to 15 merits
- **Positive phone call home** - This is equivalent to 3 merits

Achievement Award

Key Stage 3 - reset every term (2,4,6)

Key stage 4 - continues across the academic year

Award type	Criteria	Reward
Bronze	50-74 merits	• Certificate • Communication home • Item from House Store
Silver	75-99 merits	• Certificate • Communication home • Item from House Store
Gold	100 + merits	• Certificate • Communication home • Items from House Store • Non uniform day at end of Term

In addition the following rewards/recognition are/is given:

- Celebration assemblies annually in Term 6 celebrating progress, attainment and commitment in the previous year in all subjects and the House community
- Rewards for collective House merits – terms 2, 4 and 6
- Students of the month in Houses and some subject areas
- Subject postcards throughout the year
- Letter from the Headteacher

SCHOOL RULES

We only have a relatively short list of school rules because the Code of Conduct outlines our basic expectations. This is contained in the Contact Book. It applies to behaviour on the journey to and from school also. The following short list outlines our simple rules:-

- Uniform is to be worn correctly at all times
- Harmful or illegal items may not be brought onto the premises. This includes knives, matches, lighters, tobacco, e-cigarettes, alcohol or drugs (please see drugs in school policy)
- Any smoking or drug paraphernalia that is found will be disposed of or passed to the police (please see no smoking and no vaping policy)
- Behaviour which can be harmful to yourself or others is not permitted e.g. physical abuse
- Chewing gum and aerosols should not be brought to school. Scooters, bikes etc. should be stored in bike sheds at the beginning of the day and not used on the school site.
- Mobile phones must not be on site unless locked in pouch (see mobile phone policy)
- Students are not to leave the premises during the school day without written permission from their parents or without permission of a member of SLT/pastoral staff and they must sign out at reception
- Movement around the school must be quiet and orderly. In corridors keep to the left
- The following areas are out of bounds:-
 - o The Astroturf and changing area unless supervised and participating
 - o The coach road, inside the fenced area
 - o The fields in wet weather
 - o The cycle shed (except to those arriving or leaving by bicycle/scooter)
 - o The area outside the main office except on approved business
- Students must stay out of areas designated for other House or year groups at break and lunchtime
- Litter must be placed in bins
- The rules of conduct in specialist areas such as Science, Technology, PE, etc., must be followed
- Absence, no matter how short, must be explained by a communication from home to house staff. If planned, and not medical, a holiday form must be completed and returned to the Head of House.
- Students arriving late or leaving early must report to the Main Office
- Rooms should be left clean and tidy at the end of each lesson.
- Students can be searched for any type of drug, dangerous, illegal or stolen items as well as mobile phone and electronic devices (please see searching screening and confiscation policy)
- Students should go to House staff if there is a concern whilst at school that needs to be shared with home, rather than the student contacting home themselves.
- Food and drink are to be consumed only in designated areas at Break and Lunchtime

SANCTIONS

The sanctions we may use when students do not behave will vary according to the incidence of misbehaviour. Obviously, most misbehaviour will be dealt with by a few words and the matter put right. In some instances there might be some extra work to do at home. In more severe cases a detention might be used – either at break or lunchtime or after school. If an after school detention is used then parents will be given twenty-four hours notice in writing. Only in the most severe cases would students be isolated from lessons or excluded from school. External exclusion would be used in accordance with the school policy and B&NES guidelines. Copies of this are available on request.

The school aims to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and the development of self-worth, endeavouring to build upon their 7 Character Strengths.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of praise and reward
- PSHE, circle time and other interventions

In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies:

- The pastoral and wellbeing hub
- Professional counselling
- The Educational Psychology Service
- The Attendance Welfare Support Service
- The LEA Behaviour Support Service
- The School Medical service
- Off the Record
- Police Liaison Officer
- Sporting Family Change
- Radstock Youth Club
- Youth Connect
- Connecting Families
- Southside

Within the school the procedures and referrals that should be followed can be seen on the last three pages (Procedure for incident in class, Procedure for incident out of lesson) of this policy.

Within School the following are examples of strategies that are available to staff when dealing with instances of poor behaviour:

- Moving students position in class
- Reprimand
- Repetition of work
- Additional work to be completed at home or at school
- Break, lunch or after school detention
- Community Service
- Time Out followed by an after-school detention
- Movement to another class for a set period of time
- Behaviour report
- Internal exclusion (suspension)
- Exclusion (See Exclusion policy)

Punishment should be appropriate to the misdemeanour and the individual. The contact book can be used as the first method of communication with parents. In certain circumstances a telephone call would be made instead. Parents will be informed about Time Out and after school detentions by way of an email via Arbor.

- Failure to adhere to the school's uniform expectations may result in students going home to get changed, replacement uniform being worn or possibly removal from circulation until the uniform issue is resolved.
- In the case of incorrect footwear, students will be required to wear replacement shoes ('daps') unless there is a medical reason, confirmed by a nurse or a GP, why they cannot be worn.

- Students with extreme haircuts, or dyes including unnatural colours or “stripes” or “dips” will be sent home to remedy the situation. This includes grade 2 shaving and other shaving styles such as lines.
- Students who wear excess jewellery will have this confiscated and returned at the end of the day/week.

Failure to comply with any of the above may result in exclusion. For full details on uniform, including hair and jewellery please see the uniform policy in the contact book or on our website.

Teaching and support staff are given the following advice in their Personal Planner issued every year:

BEHAVIOUR

As a classroom teacher you are ultimately responsible for the behaviour management within your classroom. Your Head of Department/Faculty will provide support and will be your first point of reference. A child's tutor and Head of House will also be informed via the Arbor reporting system. They provide additional support and a more wide-ranging view of a child's behaviour.

Incidents relating to pastoral issues including the following should also be logged on Arbor:

- Attendance issues
- Behaviour
- Bullying
- Effort
- Equipment
- Homework
- Information only
- Smoking/ Vaping
- Uniform
- Time Out (only to be complete by duty staff)

Time Out

If a student is disrupting the work of your class to a degree that normal activity cannot continue:

- Warn that continued poor behaviour will result in being sent to Time Out, put the name on the board.
- Send to Time Out with Time Out log completed including date, classroom for detention and subject.
- The log entries will be completed by the duty staff in Arbor.
- The detention should be supervised by you and appropriate work should be set.

Communication with Parents

- Poor behaviour and detention must be recorded in the Contact Book and Arbor
- Detentions are booked through Arbor and notifications sent to parents (generated by Arbor).
- A copy of any additional correspondence going home (other than standard detention letters) must be passed to Head of House

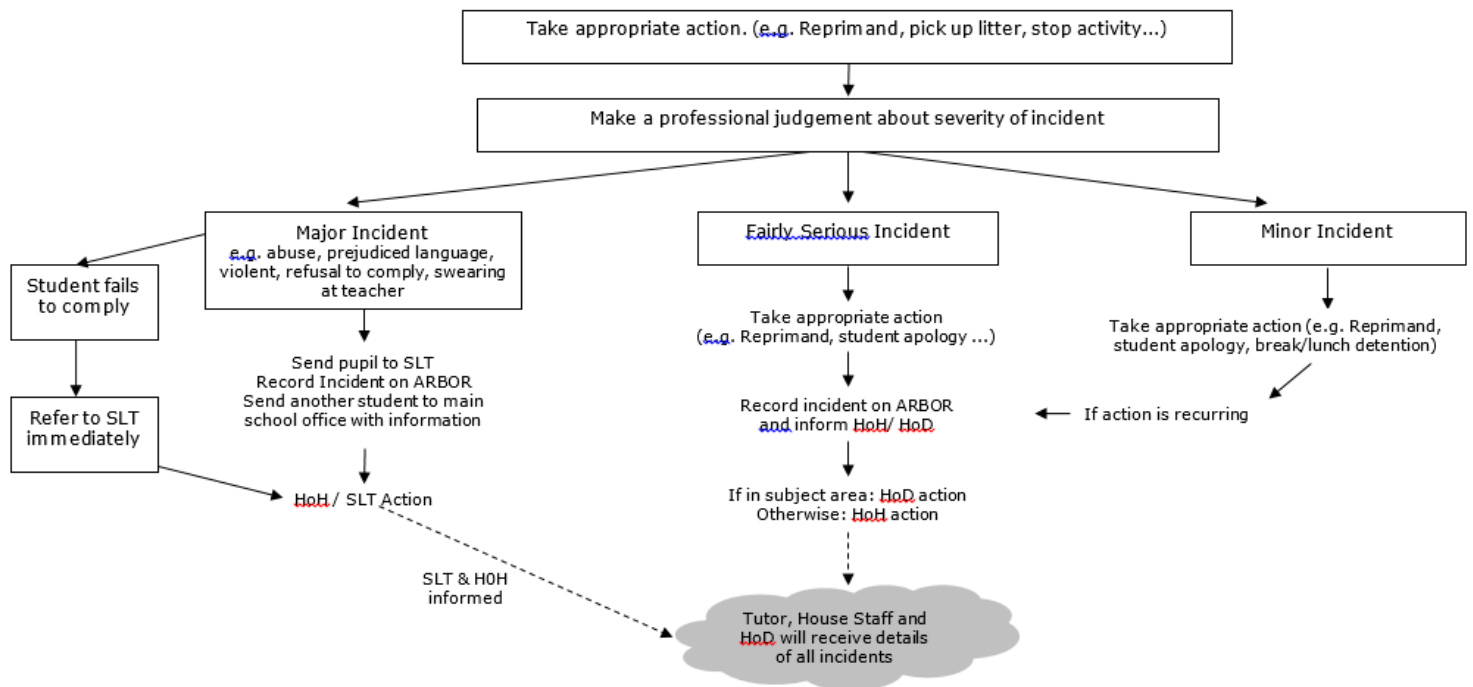
Very Serious Incidents

e.g. violence/swearing at a teacher

1. SLT call out to be used. A member of staff will then report the incident and follow the behaviour policy.
2. Record details on ARBOR as soon as possible
3. For other serious issues a member of SLT will respond as soon as possible.

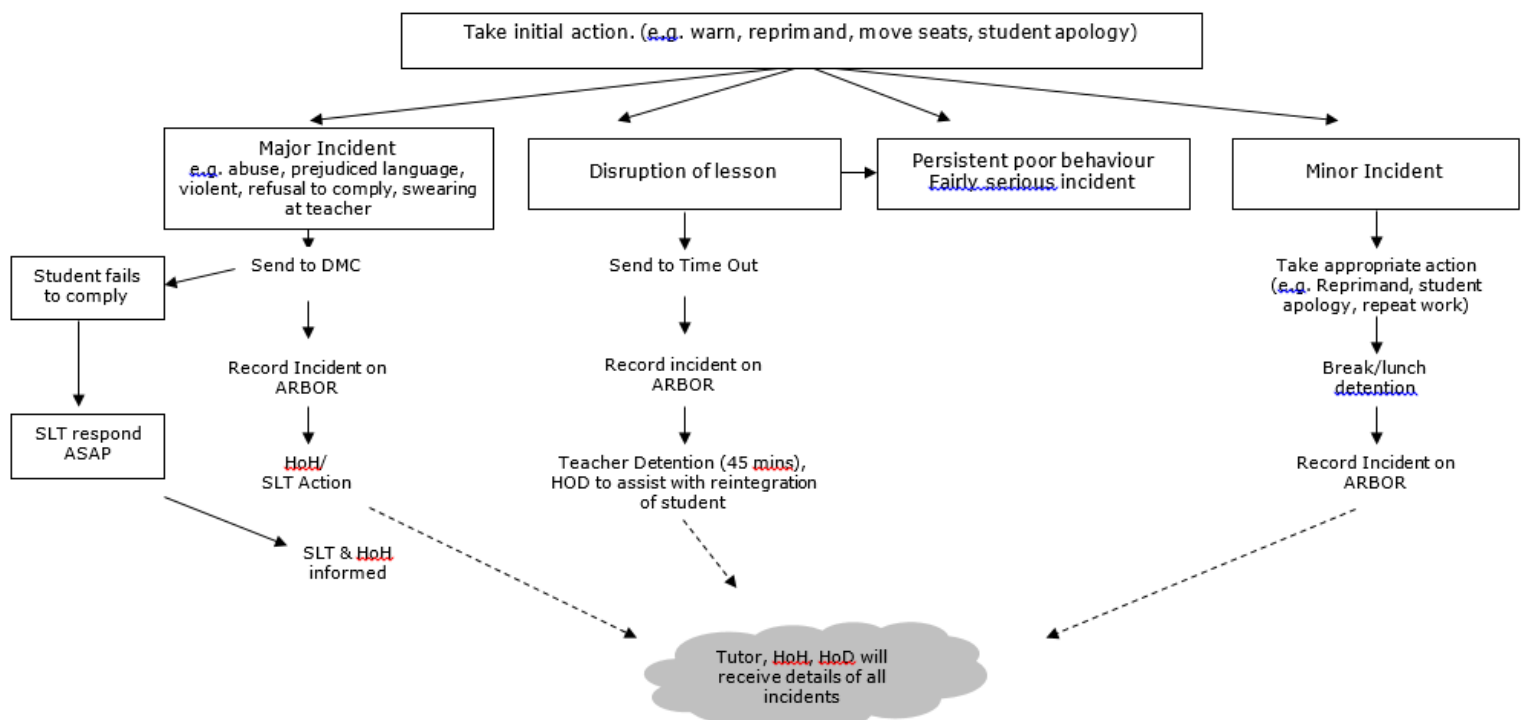
PROCEDURE FOR INCIDENT OUT OF LESSON

IT IS ESSENTIAL THAT ARBOR INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.
In the event that Arbor is not available, an email should be completed and sent to the House staff.

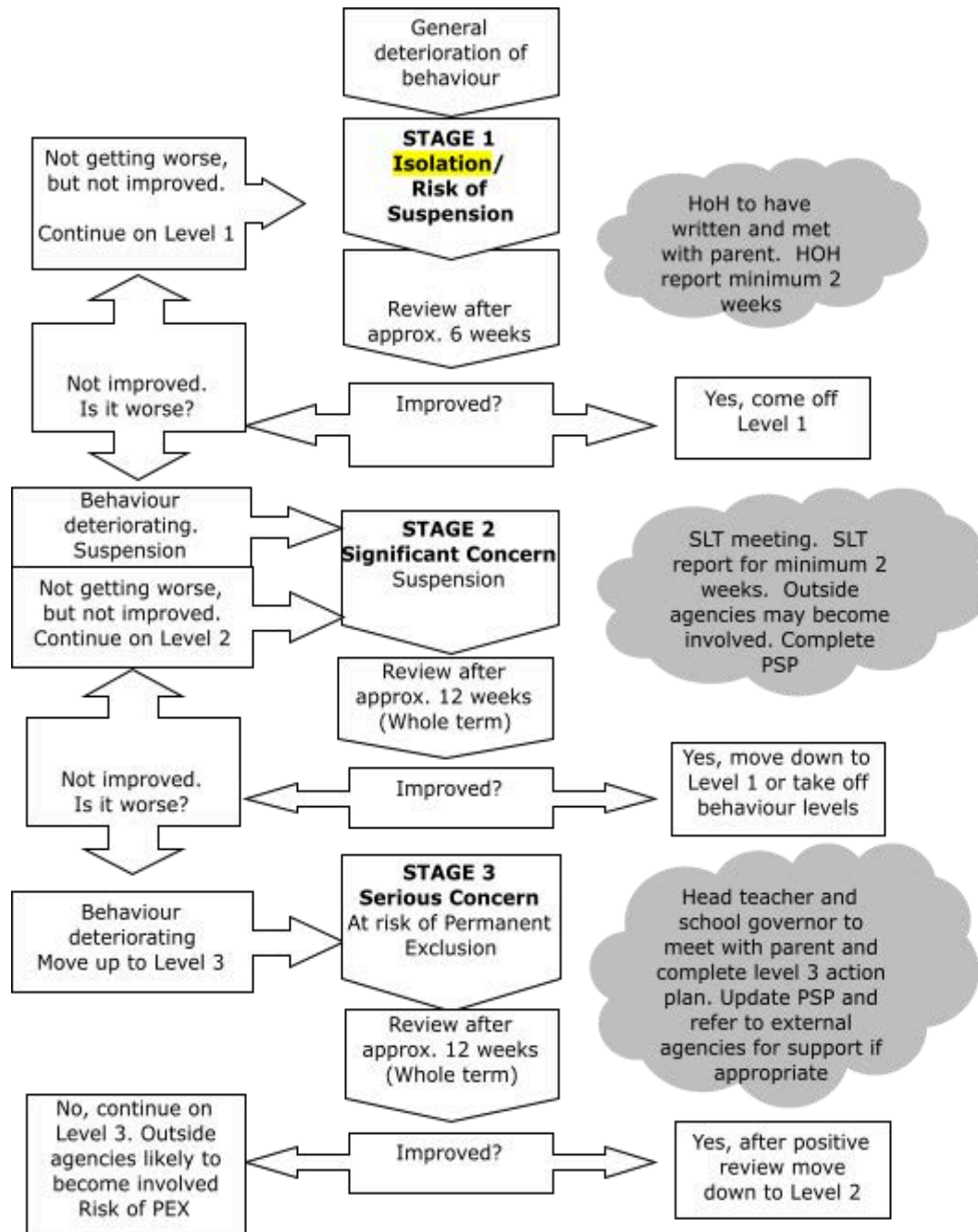


PROCEDURE FOR INCIDENT IN LESSON

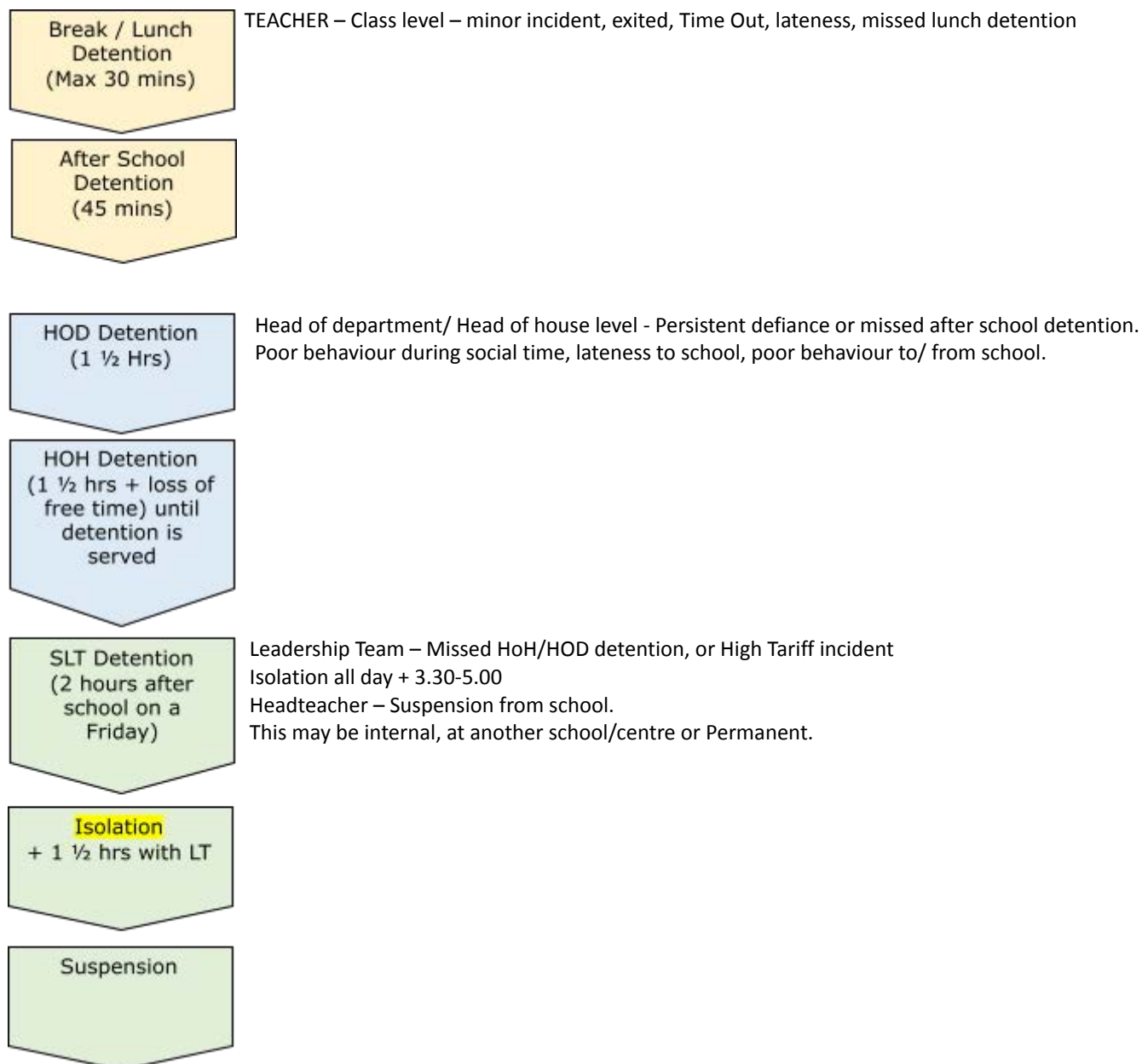
IT IS ESSENTIAL THAT ARBOR INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.
In the event that Arbor is not available, an email should be completed and sent to the HoH



DISCIPLINARY CODE FLOWCHART



DETENTION FLOW CHART



Only give one chance for each detention. If a pupil is absent, the detention should be rearranged and not escalated.

24 hour notice to be given before an after school detention, unless an agreement is made with the parents for same day detentions.



Preston School – Behaviour Policy

Preston School's Vision

Our vision at Preston School is to encourage and develop our students to be ambitious, independent and creative lifelong learners. We aim to '*bring learning to life and life to learning*'. Our high expectations of academic achievements and standards along with a vast array of opportunities for personal development supports our aim of providing an exceptional learning environment.

This policy ensures that students understand the expectations that Preston School has for them regarding their behaviour so that they can fulfil their potential. It details how students will be rewarded or sanctioned for behaviours that either exemplify or contravene these expectations. This policy extends beyond the boundary of the school gates and into the community. Students are expected to maintain good behaviour to and from school, on transport, educational visits or other placements (e.g. college placements). The Headteacher may wish to apply appropriate sanctions for any poor behaviour off site where the student is identifiable as belonging to Preston School.

Links to Other Policies

The strict behaviour expectations in place at Preston are used to ensure that all students are free from bullying in our School. The School's Anti-Bullying Policy clarifies the strategies used to prevent bullying and how the school will take action if there are suspected incidents of bullying.

In line with the Child Protection Policy, the Headteacher will investigate all allegations made against a member of staff by a student. Any concerns regarding the safety of a student will be balanced appropriately against the needs of the staff member to be treated fairly. If the accusation made against a member of staff by a student is found to be malicious, their actions will be considered to be a significant misdemeanour and an exclusion will be issued, in line with this policy.

The school follows the Trust Policies for:

- Anti-Bullying
- Attendance
- Drugs in School
- Educational Visits
- Home-School Agreement
- Mobile Devices Acceptable Use
- No Smoking and No Vaping
- Online Safety
- Physical Intervention
- School Uniform
- Searching, Screening and Confiscation

Preston Values

The work that we do at Preston school is underpinned by our 5 (GREAT) core values:

- Generosity - Acting with kindness, generosity, and caring for those around you, even if it means you have to go out of your way to do so.
- Resilience - Continuing to give your best effort, even when this is challenging, you aren't enjoying it or are not succeeding straight away
- Enquiry - Show a can-do attitude and inquisitive nature in your learning, so that you are constantly trying to improve every day

- Ambition - Having the motivation to improve yourself each day in order to succeed in whatever you want to do in the future
- Teamwork - Collaborating well with others in order to reach a personal and/or collective goal

School Rules

All students are expected to follow Preston's Behaviour BASICS, which underpin the ethos of our school:

Behaviour

- I will follow all reasonable instruction given by a member of staff
- I will be respectful of everyone in our community
- I will not lead or participate in any bullying of others
- I will not lead or participate in any physical aggression of others
- I will not use foul language (including to and from school)
- I will report any incidents of foul language, physical altercations or bullying to a member of staff
- I will respect school property and ensure our environment is kept smart (no damage or littering)
- I will follow the school rules on eating and drinking (and consume food or drink in the Hub or outside only)
- I will adhere to the one-way system
- I will listen to, accept and tolerate the views and beliefs of others
- I will not use my mobile phone during school hours
- I will remove my coat on entry into a classroom and when eating in the Hub
- I will not bring any illegal or unauthorized items onto the school premises (including aerosols, chewing gum, weapons, replica weapons, drugs and any associated paraphernalia, alcohol)
- I will not participate in any unlawful behaviour on the school premises or in my school uniform coming to and from school (e.g. theft, vandalism and vaping/smoking or other nicotine products eg Snus).
- I will use the internet and IT safely, in accordance with the Acceptable Use Policy.
- I will play ball games in the big courts and astro only, supervised by staff
- I will not enter the following out of bounds areas during social times:
 - 3G pitch unless supervised by staff
 - Picnic area below the Albert Einstein Preston Centre
 - Wellbeing bus and area behind Art
 - Areas behind the MFL block and Rooms 36-39
 - The school corridors, unless moving to and from the toilets.
- I will follow the rules of the Hub:
 - o sit at the tables provided
 - o place my coat and bag under table
 - o put my rubbish in the bins and my cutlery and crockery in the spaces provided.

Attendance and Punctuality

- I will arrive at school on time every day (by 8.30am at the latest)
- I will attend all lessons on time
- I will move promptly between lessons
- I will aim to attend school every day, unless I am very unwell and advised not to
- I will attend detentions set by staff
- I will not leave the school site or my lessons without permission

Smart Uniform

- I will follow all uniform expectations:
 1. I will follow the schools' expectations on jewellery and hairstyles:

2. Only one ring per hand, one bracelet per wrist and one earring per ear (no facial piercings)
3. No extreme hairstyles or unnatural hair colours
4. Natural fingernails (not acrylic/ gels) discreetly painted to keep myself and others safe
5. Discrete make up
6. I will wear replacement items if I arrive to school in breach of the uniform policy
7. I will remove any items of jewellery, excess make up or non-uniform items

Interest in Learning

- I will always behave in a manner that allows me and others to learn
- I will bring all books and equipment required, according to my timetable (see Appendix 1)
- I will do my best to use the toilets before school, at break and lunchtimes and not during lesson time
- I will contribute fully to the learning activities in every lesson
- I will complete all classwork and Home Learning to the best of our ability

Can-do Attitude

- I will show resilience when work is more difficult
- I will endeavour to learn from any mistakes I make
- I will ask for help when needed and respond to feedback from our teacher
- I will remain in the classroom unless directed otherwise by a member of staff

Smile

- I will greet members of staff on entry to the classroom and around the school site
- I will be kind to myself and others
- I will engage positively with everyone at Preston School and its local community
- I will always display good manner

Behaviour Records

The Portal is used to record all behaviour Information. All stakeholders have access to this via an online app or website. Students and parents are encouraged to check this regularly to gain notifications of positive and negative behaviour.

Rewards

We award Merits based on our school's 5 GREAT values: Generosity, Resilience, Enquiry, Ambition and Teamwork.

We also recognise academic progress and achievement in learning. Every term, Tutors nominate, for each Year Group:

- Students who have made significant progress - ambition
- Students who have shown the highest achievement

These students are awarded a Certificate from the Headteacher and a Book Voucher, which are handed out in Celebration Assemblies.

Pupils with the highest amounts of Merits each term and those with the highest total in the academic year to date become our year group prize winners; these students are often awarded Book Tokens.

Merit Value	Merit Level
1 point	Teacher Merit Added to the portal via SIMS

3 points	Postcard Can be written by class teacher, Head of Subject, Tutor or Head of Year
5 points	SLT Commendation Certificate Awarded by SLT team but can be suggested by any member of staff
10 points	Headteacher's Progress / Achievement Certificate Nominated by subject leaders and presented to student by the Headteacher in termly Celebration Assemblies

Other examples of recognising students' sustained or improved success and effort include:

- Teachers record names of those students displaying GREAT values on their Celebrating Success board in lesson time
- Positive contact home; email or phone call by staff members
- Membership of the Zero Club - for those with zero behaviour logs
- Membership of the High 5 Club - for those with less than 5 behaviour points and more than 5 merits
- Summer Term Presentation Evening
- Summer term Celebration Assembly
- School Value Badges - themed badges for the top 10 students displaying the GREAT values
- Public recognition in assemblies
- Pin badges for Bronze (100), Silver (150) and Gold (200) Merit Awards

The school has an online praise shop, where students can spend their merits:

- Free Cake from the Hub
- Free Chips from the Hub (Friday only)
- Jump the Queue
- Hot Chocolate with the Head
- Love2shop Vouchers
- End of Year Trip discounts
- Discounted Yr11 Leavers Hoody
- Discounted Yr11 Yearbook
- Discounted Yr11 Prom Ticket

Sanctions

The school aims to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and recognition of effort and success. The sanctions we may use when students do not behave will vary according to the incidence of misbehaviour. Obviously, most misbehaviour will be dealt with by a few words and the matter put right.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality first teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of praise and reward
- PSHE, Tutor programme and other interventions

Teachers' Powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants and support staff.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours. Teachers can confiscate students' property.

Logging Negative Behaviour

Negative behaviour is addressed through a structured warning system implemented by teaching staff, utilising the consequence board. This approach provides pupils with a clear opportunity to reflect and amend their behaviour, thereby preventing escalation or repeated misconduct

	Behaviour Points	Action	Consequence	Suggested intervention
C1 First warning	0	Name on the board	Verbal warning	Meet and greet, clear routine Role model expected behaviour Move seats Check understanding RJ Conversation Take up time Short reset time Adaptive teaching Discreet word Distraction task
C2 – repeated or additional misbehaviour	1	Move name of the board	Formal log on Arbor and second warning	
C3 – repeated or additional misbehaviour	2	Move name on the board	Formal log on Arbor, third and final warning Automatic Lunchtime detention generated for persistent poor behaviour	
C4 – repeated or additional misbehaviour	3	Exited from the class to another classroom	Formal log on Arbor Automatic After School Detention (1 hour)	On call alerted and pupil removed from lesson and sat in buddy classroom

Below are examples of frequent logs that are used in Arbor, the behaviour points they accrue and the behaviour sanctions that they will lead to:

Name of Log	Behaviour Points	Action	Consequence
Lack of Homework	1	Classroom Teacher to log	Lunch time detention
Lack of Uniform	1		Issue corrected, replaced or removed
Lateness to lesson	1		Removal from lessons
Truancy (Internal)	1	HoY to Log	After School Detention
Persistent Lack of Effort	2	Classroom Teacher to log	Lunch time detention
Persistent disruption of T&L in the classroom	2		Lunch time detention
Persistent Disruptive Behaviour	2		Lunch time detention
Persistent defiance	2		Lunch time detention
Exit or Removal from	3	Classroom teacher or other staff member to log	Afterschool Detention 1hr
Severe Defiance	3		SLT Afterschool Detention 1.5hr
Severe Truancy (more than 2 in a week)	3	HoY to log	Suspension for persistently defying staff instructions to attend lessons
Bullying	4	Head of Year of SLT Member to log	Depending on the nature of the incident sanctions will range from an SLT afterschool detention, Isolation or a Suspension.
Discriminatory behaviour including racist, sexist, misogynistic or sexist	4		
Severe Defiance	4		The exact level of sanction will be decided by Head of Year after investigation has taken place
Serious Physical Assault	4		

Late to school

If a pupil arrives late to school during morning registration (after 8:30am) without a valid reason, they will be required to sign in at reception and complete the remainder of the registration period working quietly in the Hub. The following day, they will serve a break-time detention with their tutor, equivalent in duration to the number of minutes they were late.

Late to lessons

Pupils who arrive late to a lesson will be marked accordingly. If they arrive after the five-minute bell—sounded during each lesson—without a valid late slip or an out-of-class pass, they will not be permitted to enter. Instead, they will be placed in isolation for the remainder of the school day, until 4:00pm, where they will work in silence on Key Stage-appropriate core subject material

Truancy

If a pupil fails to attend a scheduled lesson or intervention session, and their attendance is not verified by a member of staff, it will be recorded as truancy. Truancy will result in an after-school detention until 4:00pm with the pupil's Head of Year. In cases where a pupil persistently defies teacher instructions and truant more than twice in a single week, a suspension will be issued in line with the school's behaviour policy

Behaviour Support - Graduated Response

Students who are regularly failing to meet the school's expectations for behaviour receive support to help them manage their behaviour, either in designated subjects or across the school. The full version of our Graduated Response is available [here](#), in essence:

Suspensions

In-line with The School Standards and Framework Act (1998) and DCFS Guidance on Exclusions (September 2008), the decision to suspend or permanently exclude a student will be taken only:

- In response to serious breaches of discipline such as bringing the school into disrepute, abuse of staff, physical violence between students or being in possession of illegal items. (Please note that all students involved in physical disputes will be dealt with where physical contact is made).
- Once a range of strategies have been tried and failed to reduce persistent and significant disruption
- If allowing the student to remain in school would seriously harm the welfare and safety of the student or of others in the school

There are two kinds of suspension:

- Suspension
- Permanent Exclusion

Managing Students' Behaviour during their transition to Preston School

Preston School admits students from a number of primary schools in Year 7. To support the transition of students during Autumn Term of Year 7, any student's first serious misbehaviour will be held as an internal isolation, instead of issuing a formal suspension. Students will serve their isolation by attending the School's Inclusion Room. We will proactively look at how we can work with the child and their family to ensure they are better able to meet future expectations, however there may be occasions where an incident is so serious that a suspension is warranted.

Suspension Level	Examples of Use	Length	Follow-Up Actions taken to support the students' readmission
Fixed Term: Level One	Used where a pre-suspension warning has proved insufficient or for a significant misdemeanour. Examples include repeated failure to attend SLT detentions, blatant rudeness to staff, swearing at staff, violence or threats of violence to others, defiance, bringing the school into disrepute and cyber-abuse	Usually one or two days. If longer than one day work is provided for completion at home.	At the re-admission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of co-operation with the school and risks further fixed period suspensions.
Fixed Term: Level Two	Used in any instance where a longer suspension is thought appropriate. Examples include: on-going defiance, or for students who have already been issued a Level 1 Suspension and repeat the similar undesired behaviour or actions.	Normally two to five days. Work is provided for completion at home.	At the re-admission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of co-operation with the school and risks further fixed period suspensions.
Fixed Term: Level 3	Used for those who are responsible for a significant act of indiscipline or for students who have already been issued a Level 2 Suspension and repeat the similar undesired behaviour or actions. Examples include: an act of vandalism to or theft of School property, significant bodily harm to another student, continued on-going defiance, intimidating and threatening behaviour to staff.	Normally three to five days but can be longer if appropriate. Work is provided for completion at home.	At the re-admission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Parents are informed of the opportunity for a managed move through the BAP. Failure to complete the Report shows lack of co-operation with the school and risks a permanent exclusion.

Permanent: Level 4	Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy, or for activities such as personal illegal drug use or suspected drug dealing. Also used for students who have already been issued a Level 3 Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.	Immediate and permanent.	No readmission. Parents are informed. School informs Local Authority within 24 hours of our decision to PEX . From the 6 th day onward, the Local Authority is responsible for student's education. All Permanent Exclusions are subject to LA and DfE guidelines.
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In all cases of Fixed Period Suspensions, regular reviews of a student's progress and behaviour is carried out by the Assistant Headteacher (Behaviour and Achievement) and the parents/carers will be informed of any concerns.

The Headteacher and the Deputy Headteacher (Behaviour and Achievement) will review every student's suspension record three times each Academic Year. We will reward students who receive no further suspensions or serious incidents during this period by reverting the suspension process by one level.

It is worth noting that:

- Any level may be used at any time. From this point onwards students may only move up the levels.
- A level may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEN Code of Practice.
- Other than a permanent exclusion, no student may be suspended for more than 45 days in one Academic Year.
- For any fixed period suspension of one to five days, the school has the responsibility to ensure that work is set and marked.

Appendix 1 - Equipment

Students are expected to bring the following equipment to school, which is checked every morning as part of morning registration.

- A pencil case containing:
- Handwriting Pen
- Purple Pen
- Green Pen
- Pencil
- Ruler
- Eraser
- Sharpener
- Coloured pencils
- Mathematical equipment; compass and protractor
- Calculator
- Glue Stick
- Reading book
- Mini whiteboard and pen (these will be provided)

Tutors will supply students with any missing key equipment as part of their work to remove barriers to learning. Tutors will contact parents if there is a concern about equipment or organisation.

If a student does not then have appropriate equipment for a lesson, the teacher will take steps to loan equipment where appropriate but will ensure a behaviour point is assigned.

Appendix 2 - Out of the Classroom and Toilet Visits

Unless there are exceptional circumstances (or upon staff request) students should be in the classroom.

Wherever possible any appointments with outside agencies or the pastoral team will be made outside of lesson time. If students are required to leave their class they will be given an Out of Class Pass.

Adequate time to use the toilet is provided at break and lunchtime. Students are expected to be in the habit of using the toilet at convenient times. If, in an exceptional circumstance, a student requires use of the toilet they will be given a Toilet Pass. All visits to the toilet are logged on Arbor or The Portal by teachers and staff but do not carry a negative behaviour point. This is intended to help support students and make sure that barriers to learning are removed.

If there are circumstances that may require a child to need the toilet more frequently or at unexpected moments, parents are advised to contact the child's tutor or Head of Year. These students will be supported by the Head of Year, Welfare officer or Study Centre in order to access the facilities as needed.



Ethos

Pyrland School seeks to create a culture, climate and ethos of sky high expectations for all, making success inevitable. This is based on mutual respect and the insistence on a positive learning environment. Pyrland School is committed to 'life in all its fullness' and this policy is designed to ensure a learning environment is created that allows all students to flourish. Students must be able to learn in calm and quiet classrooms. Similarly, teachers, as the experts in the room, must be able to teach in calm, purposeful and engaged environments.

The role of all adults on site is to support students in developing outstanding behaviours that ensure they will be positive and productive members of adult society. All students have the right to be treated with fairness and consistency, as do staff. Students have a responsibility to themselves, and the rest of the school community, to behave in a way that enables learning and achievement.

Parents and carers are active participants in a student's life and learning, and therefore we must act in partnership with the school. As such, the school expects parents and carers to proactively and positively engage as partners in their child's learning.

Consequences are intended to deter, protect and improve. The aim of all consequences is to move to a point where they do not need to be used, as the behaviour has been modified to meet the expectations of the Academy.

Monitoring and Evaluation

This policy is reviewed by the Governing Body on an annual basis. The Senior Leadership undertakes a thorough review and evaluation of the impact of this policy and practice and reports to the Governing Body. Any change to the policy is clearly communicated to all members of staff and to parents and students themselves.

Guiding Ethos and Principles

At Pyrland School we believe that every child deserves to learn in calm and quiet classrooms. Every teacher is the expert in the room and must be able to teach in a calm and quiet environment. Academic success and achievement begins with sky high expectations and exemplary behaviour.

Our fundamental principle to achieve this is **100% consistency** in our **ACTIONS, WORDS** and sky high **EXPECTATIONS** for all. This Policy applies to all members of the school community. Visitors to the school are expected to behave and act within this framework.

Pyrland School's approach to fostering a positive and inclusive learning environment is linked to the following-

- All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. We reject any behaviour that undermines this right.
- We acknowledge that discipline is a means to an end and not an end in itself; that first and foremost, we should encourage self-discipline that is most effectively promoted through positive achievement and the development of a sense of self-worth.
- Good behaviour is built and sustained through consistent front-loaded/proactive actions and words. Sanctions are a consequence of poor behaviour, not a solution to it.
- Consistent routines, structures and cues across classrooms are essential to forming and reinforcing high expectations.
- Published rules are clear and concise, consistent with ensuring the safety, welfare, good conduct and appropriate appearance of all students.
- Consistent scripts and positive language are used to manage and reinforce the behaviour we want from our students.
- Staff are expected to be warm, welcoming and friendly whilst reinforcing boundaries and expectations.
- Behaviour is taught by staff alongside the academic curriculum. We aim to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all and ensuring high quality

teaching and learning within a supportive and responsive pastoral system. The school also plans for opportunities to deliver and teach the positive behaviours we expect from students.

- Parents have a powerful influence on the behaviour and outcomes of their child. Moreover, parents continue to be responsible for the behaviour of their children in school. Engaging with parents is essential to support positive behaviour. It is vital that staff and parents are mutually supportive.
- In exercising discipline; fairness and natural justice should prevail. Consequences should be appropriate to the misdemeanour and the individual.
- Praise and positivity are essential to building self esteem, reinforcing positive behaviour and creating the climate for successful and resilient learners. This is done through common language, simple acts of praise and rewards.
- When exercising their delegated responsibility for discipline the teaching staff are entitled to the full support of the Head teacher and Governors.
- The Headteacher demonstrates support for staff by promoting a code of good practice and by arranging appropriate in - service training for the prevention of disciplinary problems

Key Expectations



READY

- Be punctual to school and lessons. When the bell sounds move directly to your next lesson.
- Have all the equipment that you may need for the day, have a black and red pen, pencil, ruler and calculator.
- Be in full school uniform and P.E. kit when required as per the school policy.
- Enter the classroom quietly and prepare for STARS.
- Do not talk whilst the register is taken.
- Listen in silence when the member of staff leading the lesson is speaking.
- Leave the lesson calmly, quietly and directly when dismissed by the member of staff leading the lesson.
- Mobile phones should be in bags and switched off. (Not seen and not heard)

RESPECTFUL

- Remember! Talk kindly to staff and each other, say good morning/afternoon, say please and thank you and hold doors open for each other.
- Be tolerant and inclusive showing unconditional positive regard for all staff and students.
- Take care of our school, its environment, equipment and resources. Keeping our school free from damage, litter, graffiti and equipment and resources available to all.
- • Listen to the viewpoint of others and be considerate of their opinions, beliefs, feelings and opinions.

RESPONSIBLE

- Be dependable by meeting our commitments.
- Be consistent and reliable in our effort and positive behaviour.
- Be accountable by owning our mistakes and making amends without shifting blame.
- Do not accept bullying, intolerance, discrimination or unkindness of any kind. Report it!

Show me your best

Our behaviour curriculum is taught in a number of ways. In order to promote positive behaviour and teach these explicitly, students are taught to 'Show me your best'. We believe that all students should be the best version of themselves. Staff are encouraged to use positive language to remind students of appropriate learning behaviours. These are rewarded and recognised by staff as part of our rewards and praise procedures. Assembly and form time sessions are also dedicated to teaching these behaviours.

Show me your



Participant	playing an active role in every lesson.
Best Books	smart, well presented books demonstrating your best work.
Attentive listener	attention to the speaker, sat up straight, arms still, pens down. (ASAP)
Answering like an expert	sophisticated full sentence answers using technical terms
Expert Readers	following along and ready to read aloud in class
Proactive	having a 'can do' attitude, working out solutions, owning your learning
Home Learner	working on tasks independently and completing homework to a high standard
Organised	bringing the correct equipment, kit and uniform. Meeting deadlines
Kind	caring, polite, looking after one another and the site.

Behaviour Support Systems

In managing behaviour, we will, in consultation with parents, have recourse to any, or all, of our internal support services and external agencies including:

- The Educational Psychology Service
- The Education Welfare Service
- Family Intervention Service
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- Adolescent Support Workers
- South Somerset Partnership School (SSPS)

The Behaviour and Support System is designed to ensure that staff identify students who require support needed to be successful in their learning.

The school provides a positive support package to those students who require additional help. This includes a range of support such as:

- Forest school
- Targeted mentoring

- Emotional Literacy Support Assistant (ELSA)
- In class support
- Attendance Officer
- Welfare Officer
- Early Help Support (e.g. Health relationship)
- Solution Focussed Therapy (In Chalie's Memory)
- MHST School
- Chaplain
- Draw and Talk Therapy

Please note that the above provisions are subject to assessment of need, capacity to offer support and waiting times.

Pastoral Support Team

Pyrland has designated non-teaching members of staff who work alongside Heads of Year to monitor and supports students' emotional and personal development. These staff identify and work closely with students who benefit from receiving intervention strategies to help them develop holistically.

Tutors

Tutors monitor the behaviour, welfare, outcomes and well-being of their tutees. They offer daily supportive communication with tutees. They also communicate with the Pastoral Support Team to help them to intervene as quickly and effectively as possible.

Heads of Year

Each key stage has a designated Head of Year, who monitors and supports students. The role is to remove barriers to learning and support academic progress. They work closely with the Pastoral Support Team, Heads of Department and the SEND Team to offer support and follow the ADPR (Assess, Plan, Do, Review) process.

Pre-emptive Strategies

Transition

The school has a clear transition approach in place to induct new pupils into the school so that they are able to meet the school's expectations from day one. During the summer term the year 7 Head of Year and school transition lead, school chaplain and senior leadership team will visit primary schools. During these visits staff will discuss with pupils what they can expect at secondary school, give them advice to reassure them about the transition to secondary school and share expectations about lessons, routines and behaviour.

Staff will also meet with class teachers to discuss feedback about pupils, alongside written references and academic data. Transition days are offered to all primary school students coming to Pyrland School and those pupils which the primary schools identify as vulnerable will be offered enhanced transition days. This could include having a Special Educational Need or Disability, low confidence/self-esteem or any other reason that their primary school identifies. These are led by the SENDCo, Chaplain and Y7 Head of Year. Enhanced transition days offer an additional visit to the school before transition days to help settle initial nerves before the main transition event.

Transition takes place over two days where all new pupils attend Pyrland School in July. Pupils are placed in their tutor groups and spend time acclimatising to the school. They also spend time in a carousel of lesson activities to give them a taste of lessons at secondary school.

In September pupils in Year 7 are the first to attend the first few lessons of the new academic year. Students will then receive 'launch pad' events to induct them into the key consistencies, routines and expectations.

Standing Starts

At the start of each day pupils will go to tutor rooms from 8:50 to 8.55am. During this time students will have equipment and uniform carefully checked. This allows key messages to be delivered to all pupils at the outset and to ensure a calm and orderly start to the day.

Assemblies

Each year group has regular assembly which focuses on a whole school theme. Senior and pastoral leaders, coupled with guest speakers, will deliver these over the course of an academic year. Once per term there is a celebration assembly which brings together pupils for a celebration of their collective and individual achievements. The headteacher along with other senior members of staff will also lead an expectations assembly regularly throughout the year.

Launch Pad Events

At the start of each academic year, students participate in a launchpad event. This is intended to outline our key consistencies, routines and expectations.

Drop Down Days

Students will receive opportunities to participate in drop down days which are planned to respond to key themes to support student conduct. During these days students will explore key themes and ideas and reflect on their importance to themselves and the community. These days are also planned to be linked to SMSC, PSHE and RSE frameworks and statutory guidelines.

Pupil Premium

Pyrland School applies a tiered response in order to meet the needs of students and overcome barriers to learning. Heads of Year oversee and review the level of support a student requires and allocate to specific tiers linked to need. These tiers ensure funding and support is applied at a suitable level.

The Pupil Premium fund is also used to ensure that students are able to experience opportunities to build cultural capital and have positive experiences in the school that lead to a sense of belonging and purpose.

Breakfast Club

Key students are provided with Breakfast Club provision. The Pastoral Support Team work with individuals and families to make sure that students who require this support are able to access a breakfast each day.

The System of Rewarding Good Behaviour

In order to create a positive learning environment, we recognise and praise good learning behaviours. Recognising and celebrating positive behaviours is an essential part of our behaviour curriculum.

- Positive and negative behaviours are awarded and recorded using BromCom; we aim to award positive and negative points on a 5:1 ratio or better.
- Weekly positive phone calls to parents/guardians are made and there is an expectation that every teacher makes at least 3 positive phone calls home every week.
- Celebration Assemblies are held at the end of each term and are one of the main ways in which we formally recognise and celebrate success.
- Students collect reward points throughout their time at Pyrland School, and rewards will be issued as part of a cumulative total over a term, month, year and key stage.
- Rewards are logged on BromCom, where staff, parents and students are all able to see them, alongside the written comments.
- Rewards are issued on BromCom when a student demonstrates behaviour that meets and exceeds our 'Show me your best' framework

	<u>Achievement</u>	<u>Reward</u>	<u>Person Responsible</u>
'Show me your best' BromCom points	1000 2000 3000 4000 4500	Bronze Certificate and Badge Silver Certificate and Badge Gold Certificate and Badge. Platinum Certificate and Badge. Headteachers Letter Allocation of Rewards Tie	All staff Headteacher Governors and Headteacher
Quality of work and performance Purple Reward Card	Teachers will allocate a purple rewards card to students within their classes that demonstrate: -An exemplary piece of classwork -An exemplary piece of written work -Have an exemplary lesson -Consistently show their best Teachers to hand out a maximum of 5 cards per class per term	Students with purple cards will be receive 15 positive points Students will visit the Headteacher or another senior member of staff at allocated times to share and celebrate their work	Class Teacher Head of Department
Attendance, punctuality and behaviour End of Term Rewards	Students will also receive a half termly celebration assembly. Students meeting or exceeding our attendance target Students who demonstrate significant improvement in attendance over a term	-A commitment to achieving 98% attendance in the term. Certificate in the end of term celebration assembly Letter home to parents	Head of Year Attendance Lead and Pastoral Coordinator Attendance Lead and Pastoral Coordinator
Academic awards	-outstanding contribution and commitment -outstanding performance and achievement This will be decided by Heads of Department in consultation with the Headteacher	Awarded on a termly basis	Heads of Department

The Positive Point System

The Positive Point System ensures that all students can make an active contribution towards their tutor and House. The tutor group with highest points will receive an award as part of the celebration assemblies each term.

Positive points will also contribute to the house trophy which is awarded at the end of each year. In this way, students are not only awarded on a personal level, but they also feel a deeper sense of belonging in our School Community.

Year groups are also rewarded with an event or trip as reward for meeting expectations and receiving positive points. Students will be invited to these events based on meeting key thresholds for behaviour, attendance and good overall conduct.

Classroom Expectations

Every second of learning counts

Each day begins with 'Standing starts' where the tutor will check uniform and equipment

STARS is followed at the start of each and every lesson

Students are expected to respond to staff instruction 'First time - every time'

Students are expected to sit according to a seating plan provided by the teacher

Teachers apply common scripts and language to signal and direct students to meet our expectations

Unacceptable behaviours

We have identified some behaviours which are unacceptable in school. These are classified into three categories: Ready, Respectful, Responsible. Children will learn about these behaviours and why they are not acceptable at Pyrland School. These are displayed around the school and referred to in tutor times, assemblies and lessons.

Ready
Poor organisation and dressed incorrectly Lack of equipment or not handing in homework Not dressed according to the Uniform Policy and expectations
Respectful
Rudeness Talking whilst a teacher or member of the class is doing so Playing/fiddling and not paying attention Shouting out Interrupting Non-verbal gesturing e.g. 'rolling eyes' Lack of basic manners 'please' 'thankyou', 'good morning'
Unkind Sniggering or laughing at someone else Making inappropriate or comments of a discriminatory nature Over aggressive physical or non-physical behaviour towards staff or peers Damaging property
Defiance Answering back Non-verbal gestures or expressions that show disrespect and disregard Ignoring requests Leaving seat or class without permissions Refusing to complete tasks or work Refusing instructions or routines
Responsible
Disruption Making noise to distract others Turning around Laughing at other students who are being disruptive Not following instructions Attempting to distract others Off task Boisterous and anti-social behaviour

*This list is not exhaustive and there may be other behaviours that would be seen as inappropriate and contravene our policy

Allocation of Consequences

Unacceptable behaviours are broken down into the following categories. These are used to inform consequences and teacher responses.

Consequences and responses to behaviour are intended to deter, protect and improve. Where appropriate, staff also take into account any contributing factors that are identified after the incident occurred.

	Types of behaviour	Consequence
Level One	Low level disruption and rudeness Poor organisation Boisterous or similar anti social behaviours Incorrect uniform and PE kit	Discussion with member of staff Verbal reprimand or Direct 'teacher instruction' given
Level Two	Repeat behaviours linked to Level One Missed homework Late Answering back Rudeness and defiance Unkindness and use of inappropriate language Ignoring instructions and reasonable requests	Verbal reprimand or direct 'teacher instruction' given Moved in the class Detention issued BromCom used to log
Level Three	Repeated behaviours linked to Level Two Refusal to comply with Uniform Policy and expectations Truancy Missed detentions	Student removed from the room to complete work in another classroom Detention issued Parents informed and may be invited into school to discuss strategies further with class teacher Internal exclusion An 'off site directive' to another school may be considered.
Level Four	Continued repeated behaviours from Level Three Persistent disruptive behaviour/ Serious disruptive behaviour Anti social behaviour and vandalism/damage to property Theft Maximum Defiance Bullying Verbally abusive Vaping or smoking Discriminatory and/ or derogatory language Possession of prohibited items Illegal activities Over aggressive physical or non physical behaviour towards staff or peers Actual or threatened violence Assault Inappropriate mobile phone use, including taking videos/pictures of staff/pupils, distributing videos/pictures of staff/pupils, upskirting, bullying, spreading malicious rumours. Refusal to hand items over to staff when requested etc. Conduct that endangers others Harassment, intimidation or verbal/ sexual abuse.	Internal exclusion An 'off site directive' to another school/ provision may be considered. Disciplinary stage support plan Suspension Permanent Exclusion

*the list above is not exhaustive and there may be other behaviour which the school deems to fit into the categories above

Lesson Removal and Isolation (Darwin and IE)

Removal from a lesson should be an unusual event. It cannot be the common strategy to deal with behaviour. A student can be removed-

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

All removals should result in detention and a phone call to the parent to discuss the behaviour. Any student removed more than twice during a school day will be then transferred into internal exclusion for a period of one full school day, parents will be notified of this by telephone call.

Students who continue to fail to meet expectations after removal will be placed in the IE or receive further consequences in line with our policy.

Allocation of Detentions

All detentions are set and recorded through BromCom. All teaching and support staff may set detentions as a consequence for behaviour and not meeting academy expectations.

Departments and the Pastoral Support Team may issue their own detentions, such as a break time or lunchtime detentions as a consequence of poor behaviour choices. These will be recorded through a negative BromCom log.

Students can receive a detention for behaviour in lessons, break or around the schoolsite

Detentions Set include:

Type	Length	Venue	Time	Issued for
Late Detention	15 Minutes	Gym. Super Lab	Lunchtime	Late to AM reg
Late Detention escalation	25 Minutes	Gym	3:20	Failure to attend late detention 1.
Detention	15 minutes	Gym. Super Lab	Lunchtime	Level Two behaviour
After School detention	25 minutes	Gym	3:20pm	Level Two/ Three behaviour

Lunchtime detentions are planned and implemented to allow reasonable time for the pupil to eat, drink and use the toilet.

Attendance to Detentions: BromCom

All detention attendance is logged on BromCom. Failure to attend a lunch detention will result in an expectation that the student completes an extended detention after school the same day. It is the parents' responsibility to look on BromCom to monitor when detentions are set. Failure to attend the after-school detention will result in an IEC (internal Exclusion Centre) day, which includes a 25 minute afterschool detention. Staff responsible for marking the registers are responsible for the resetting and escalation of detentions.

It is the responsibility of the student to know when and if they have a detention. And take responsibility to know which events consequently received a detention.

A note on late to school detentions:

Late to school detentions are to ensure students develop strong attendance and punctuality habits to prepare them for later life, but also to ensure they are ready and prepared for a day of learning. Whilst we are sympathetic to the occasional factor that might be outside of a student's control (for example a broken down bus, road closure or significant home event), we will not accept habitual lateness due to travel methods.

Behaviour Records

Pyrland School uses BromCom to record all behaviour information. All stakeholders have access to this via an online app or website.

Students and parents are encouraged to check this regularly to gain notifications of positive and negative behaviour.

Negative behaviour is logged in the following categories:

Failure to attend after school detention	Mobile phone seen or heard
Bullying	Inappropriate use social media/online technology
Unwanted physical contact	Out of Lesson Incident
Inappropriate conversation with a staff member	No PE kit
Disruption to learning	Possession of illicit materials
Missing essential equipment	Using racist language or behaving in a racist way
Student did not meet the expectations of Darwin	Refusing to hand over phone.
Failed Internal Exclusion	Refusal to follow instructions
Not met expectations in reintegration meeting.	Refusal to sit in seating plan
Failure to Attend Darwin	Failure to attend afterschool SLT detention
Physical Assault	Smoking or Vaping
Homework not submitted	Unacceptable language
Disrespectful, rude and inappropriate in discussion with staff.	Theft
Intimidatory/threatening behaviour	Refusing to attend lesson
Refusal to borrow PE kit and engage in PE	Incorrect uniform
Late to school	Unkindness of any type
Late to lesson	Unsafe behaviour
Little or no work attempted despite support being offered.	Vandalism/Damage
Failure to attend lunch detention	Walking out of lesson
Leaving school site without permission	

Positive behaviours are also recorded. Positive behaviour points are linked to our 'show me your best' framework.

Referral to Darwin

If a student has failed to meet the expectations of good behaviour in a lesson and the teacher has moved through the behaviour guidance process (Least Invasive Action first, through to removal). Then a student will be sent to complete the lesson in the Darwin room.

The expectations are:

- The teacher logs the behaviour on BromCom
- The student is sent to the Darwin room with work to complete.
- The student will enter the Darwin room where the supervising teacher will ask them to sit quietly and complete a reflection sheet, and the work provided.
- The student will leave the Darwin room when the supervising teacher is satisfied that the work has been completed to a satisfactory standard. (this includes into breaktime)

IE (Internal Exclusion)

Internal Exclusion is the most serious consequence we have for student actions before we remove a child from the site.

An IE consequence runs from 8.50 am to 3:45pm. Students will remain in the IE for a full day. If a student requires food from the dining hall, they will be given the opportunity during Period 4. This includes the provision of Free School Meals.

The IE is fully staffed by senior staff members. Students will be expected to complete work set by their subject teachers, and the reflection booklet provided.

An IE will be issued for:

- Failing to adhere to the rules in Darwin. (Extraction Room)
- A Senior Member of staff being called to remove a student from a lesson for Level 3 (or above) behaviour.
- Truancy

Parents will be informed of an Internal Exclusion on the previous evening as parents play an important role in preparing students for the day.

If a student is placed in the IE during the school day, a member of staff will contact home as quickly as they are able.

Students will complete a reflection booklet and will then complete work set for them by the supervising teaching.

To support students through the day and avoid distractions students are expected to put their phone in their bag, which will be stored in the IE office.

Should a student fail to meet the expectations in IE a suspension will be the consequence and upon the students return they will be required to complete their session in IE before returning to lessons.

Suspension Referral Process

There are two kinds of suspension:

- Suspension
- Permanent exclusion

Reasons for suspension:

A suspension is a serious consequence for a breach or breaches of the school's Behaviour Policy. Suspensions will/ can be issued for Level Four behaviours.

Types of Suspension:

Suspension

The Headteacher, or delegated members of the Senior leadership team (which will be a Deputy Headteacher), may exclude a pupil for up to 45 days in a single academic year.

The suspension should be regarded as a consequence.

Work will be set during a suspension, this will be accessed on Google Classroom. The school will provide paper copies of work on request of the parent/guardian

From the sixth consecutive day of Suspension the pupil will be educated off-site.

Suspensions should not be extended or converted into a permanent exclusion however may be considered where further evidence has come to light.

Parents/guardians and the pupil will be expected to attend an in person formal reintegration meeting before returning to the Academy. During this meeting, a plan will be agreed to support the pupil's return to school.

A pupil who is suspended, may trigger a Staged Disciplinary Support Plan in order to reintegrate into the school and be supported to address any factors influencing behaviour.

Students who are on a Staged Disciplinary Support Plan will receive an appropriate number of days linked to the stage of the plan.

Permanent Exclusion

In line with The School Standards and Framework Act (1998) and DCFS Guidance on Exclusions (September 2008), the decision to suspend or permanently exclude a student will be taken only:

- In response to serious breaches of discipline such as bringing the school into disrepute, abuse of staff, physical violence between students or being in possession of illegal items. (Please note that all students involved in physical disputes will be dealt with equally where physical contact is made).
- Once a range of strategies have been tried and failed
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school

Managing Students' Behaviour during their Transition to Pyrland School

Pyrland School receives students from a number of primary schools in Year 7. To support the transition of students during Autumn Term of Year 7, any student's first serious breach of the school's Behaviour Policy will be held as an IE, instead of issuing a formal suspension.

Students will serve their isolation by attending the School's IE. We will proactively look at how we can work with the child and their family to ensure they are better able to meet future expectations, however there may be occasions where an incident is so serious that a suspension is warranted.

Suspensions are normally applied as follows:

Suspension Stage	Examples of Use	Length	Follow-Up actions to support readmission
Year 7 Transition Stage	Term One Year 7 Internal Isolation	Usually one/two days	Meeting with Key stage pastoral lead
Stage One	Used to sanction for Level Three type behaviours	Usually, one or two days	Reintegration meeting with Key stage pastoral lead Letter sent home to summarise the meeting Period of Monitoring by Pastoral Coordinator/Achievement Leaders OR commencement of Disciplinary Stage Contact home following first and fifth day after return
Stage Two	Used for those who are responsible for significant acts of indiscipline (Level Three-Four) or for individuals who have already been issued with a Stage Two suspension for similar actions/behaviours	Normally two to five days	Reintegration meeting with Key stage pastoral lead Letter sent home to summarise the meeting Period of Monitoring by Achievement Leader/ Commencement or graduation of Disciplinary Stage Support Plan. Contact home following first and fifth day after return
Stage Three	Used for those who are responsible for a significant act of indiscipline (Level Three-Four) or for students who have already been issued a Stage Three for similar actions and behaviours.	Normally three to five days	Reintegration meeting with Senior Leadership (DHT/HT) with the Key stage pastoral lead. Letter sent home to summarise the meeting Disciplinary Stage Support Plan graduated or initiated Contact home following first and fifth day after return
Stage Four Permanent Exclusion	Used in response to a serious one-off breach or persistent breaches of the school's Behaviour Policy (Level Four) where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others.	Immediate & permanent	No readmission Parents are informed School informs Local Authority with 24 hours of decision From the sixth day onwards, the LEA is responsible for the student's education All Permanent Exclusions are subject to LA and DfE guidelines

In all cases of suspensions, regular reviews of a student's progress and behaviour are carried out by the head of year and the parents/carers will be informed of any concerns.

It is worth noting that:

- Any stage may be used at any time and may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEN Code of Practice.
- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well as informed of their right to make representation to the school governors.
- Other than a permanent exclusion, no student may be suspended for more than 45 days in one Academic Year.
- For any suspension of one to five days, the school has the responsibility to ensure that work is set and reviewed.
- For any suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days. Parents are responsible for working with the school to ensure that their child attends the provision set from the sixth day.

Review of Suspensions

The Headteacher will review every student's suspension record three times each Academic Year. Students who receive no further suspensions or serious incidents during this period may be reverted back to Stage One. In this way, it is possible to remove all levels of suspensions over time with sustained good behaviour.

Disciplinary Stages

When a pupil's behaviour becomes a serious cause for concern the school will use the following disciplinary stages to let the pupil, staff, parents and governors know of its concern.

Placing a pupil on a disciplinary stage is therefore not a consequence in itself, but expresses the seriousness of the school's concern.

The stages form part of the ladder of response where there are challenging behaviours that make a child or young person at risk of suspension or exclusion.

The intention of the system is to promote good behaviour by providing pupils with the chance to improve on their behaviour and consistent good behaviour will result in "stages" being removed.

The process supports a graduated response, and allows students the opportunity to reflect on, and improve their behaviour and choices.

Our support plan follows the principles of ADPR (assess, plan, do and review) to provide a framework for analysing the factors that might be influencing behaviours, so that the approaches used can be based on this assessment.

The support plan is appropriate for those who have been identified as having special educational needs and/or a disability (SEND) and also appropriate for those who have not been identified as having SEND.

		Name	Persons responsible	Typical Length of Suspension
Stage 1		Positive Report Tutor	Tutor	1 – 2
Stage 2		Positive Report PST	Tutor Pastoral Team	2 -3
Stage 3		Positive Report Head of Year	Pastoral Team Head of Year	3-5
Stage 4		Senior Leadership Report	Associate Assistant HT	4- 5
Stage 5		Pastoral Support Plan	Deputy Headteacher Headteacher	
Permanent Exclusion				

Stage 1

- Used where universal systems, structures and consequences are not modifying behaviour or internal isolation has proved insufficient, or for a significant misdemeanour.
- Used when a pupil is displaying poor behaviour choices, and this has been identified through the collection of negative behaviour points in BromCom, the student is in receipt of a number of Behaviour for Learning detentions or has been issued an internal exclusion.
- A plan will be written for the student following the APDR process, including clear specific and sensible targets to tackle the behaviours of concern. This will be implemented over a minimum of a two-week period but may be longer if it is appropriate to do so. This will not exceed six weeks.

- Parents will be contacted at the beginning and the end of the tracking period for feedback. Contact may also be made during the period to discuss progress.

Stage 2

- Used when the student has not been successful in improving their behaviour following Stage One, or if the behaviour is at the level where the student is in danger of suspension. This stage will be accompanied by a meeting between the school and parents.
- The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a minimum of a two-week period.
- The completion of Stage Two will be a minimum of two weeks. However, this may continue for as long as they deem appropriate to support the student's behaviour. This will not exceed six weeks.
- Parents will be expected to attend a minimum of two meetings as part of this process. It may be necessary to have several meetings during this stage in order to support the young person.

Stage 3

- Used for those who are responsible for a significant act of indiscipline, when a pupil's behaviour has significantly deteriorated or has failed earlier stages of the graduated response. The Headteacher will usually consider the need for a short suspension at this stage.
- Parents and students will be expected to attend a collaborative meeting bringing in other relevant persons and external agencies as required. During the meeting, a summary of the key themes from Stages One and Two will be discussed alongside an analysis of the common issues and areas of success. The meeting will last one hour.
- The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a minimum of a two week period.
- Parents will be contacted on a regular basis to update on progress. They will also be asked to attend a meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.
- The completion of Stage Three will be a minimum of two weeks. However, this may continue for as long as deemed appropriate to support the student's behaviour. This will not exceed four weeks.

Stage 4

- Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy. Stage Four is also used for students who have already been issued and have failed earlier stages of the graduated response or who have already been issued with a Stage Three Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.
- Parents and students will be expected to attend a collaborative meeting bringing in other relevant persons and external agencies as required. During the meeting a summary of the key themes from Stages One to Three (if appropriate) will be discussed alongside an analysis of the common issues and areas of success. The meeting will last one hour.
- Parents will be contacted on a regular basis to update on progress. They will also be asked to attend a meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.
- The completion of Stage Three will be a minimum of two weeks. However, this may continue for as long as deemed appropriate to support the student's behaviour. This will not exceed four weeks.

Stage 5

- Used when failure to successfully complete the Stage 4 targets will result in a student being placed on a Pastoral Support programme. This will last six school weeks.
- A collaborative meeting will be held led by a member of staff and bringing in relevant others such as the family/CYP (where appropriate) /other school staff, external agencies as required.
- During the meeting a plan will be put in place, setting the lead person responsible for overseeing that actions are completed. The plan will follow the ADPR process, along with check ins to assess whether actions are taking place and the impact of these. It may be necessary to communicate with external agencies at this point.

- The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a weekly period for the duration of the plan. Targets may be changed and adapted to support the student to be successful.
- Parents will be contacted on a weekly basis to update on progress. They will also be asked to attend a midpoint review meeting, followed by a further meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.
- The completion of Stage Five will be a minimum of three weeks and maximum of six weeks.

Stage 6

- Permanent exclusion will be used when there is a serious incident which leads to the safety of other children being put at risk and/or when there is persistent, continuous misbehaviour which puts the pupil beyond the care and control of the school and prejudices the education and/or safety of other children.
- The Headteacher's decision to permanently exclude will be considered by a panel of three Governors. At this meeting the child and their parents/guardians will hear the school's case for Suspension and be able to put their case forward. If the panel agrees to uphold the Headteacher's decision there is a right of review before an Independent Review Panel.

Clarifications

- A student may progress through each of the disciplinary stages if they are unable to demonstrate sustained improved behaviour through the supportive structures outlined in this policy.
- The school has the right to escalate a child through the stages to reflect the seriousness of the behaviour displayed.
- The reintegration process requires a meeting with parent and child to discuss the behaviours that have broken the behaviour policy. A child may return to school once a suspension period has ended however until the meeting with parent has occurred, they will be placed into IE.
- Should a child fail a reintegration meeting a further suspension will be applied and new meeting arranged.
- Where a child has been suspended for failing IE they will be required to re sit the session upon their return.

Targets

Each disciplinary stage will require three targets to be set. These will be

- Exclusively focused on the student's behaviour and ensuring it meets the Academy expectations.
- Specific, clear and achievable.
- Targets will be focused on the actions and steps that students should take to act in a positive manner.
- Targets should be taken from the menu provided and adapted as required to meet the needs of the pupil.

Targets will be reviewed on a daily basis by the person monitoring the student.

A student may be viewed as "successfully" completing a report only if the following criteria have been met:

- A student has demonstrated they have met the targets set in the vast majority of cases (a staff member may set a numerical target to achieve over the week)
- There are no other behaviours that are a significant concern

Uniform

Pyrland School uniform is integral to our approach. Pupils should wear their uniform with pride, signifying that they are ready to learn. Our uniform approach promotes inclusivity and supports our purposeful learning environment. It is one of the outward signs by which the local community recognises and makes judgments about the pupils. It is important for pupils and the school that the way pupils present themselves is positive and acceptable and supports a well ordered and smart establishment. It is expected that all pupils will come to Pyrland School every day in the correct uniform as we want our students to take pride and belong to the school. The support of parents in ensuring this is expected. These items listed form the regulation School uniform and must be worn on a daily basis.



- Blazers (Black) with the school logo must be worn around the school site at all times including break times. Students can remove these when seated with permission from a teacher.
- School jumper: School grey jumper with purple trim – available from the Uniform Shop.
 - Jumpers are not compulsory. However, non-uniform jumpers are not acceptable.
 - Hoodies and sweatshirts are not acceptable
- Shirt/blouse: white, buttoned up to neck. Any vests or t-shirts worn under the shirt must be plain white and without a logo. They should not be visible.
- School Tie: striped purple tie with silver stripes.
- Skirts: should be black and between 5cm above the knee and 7cm below. They should be suitable. No stretchy material. Skirts should be worn with plain black or neutral tights, or ankle or knee length socks.
- Trousers: School trousers should be plain black. No faded trousers, denim or denim look, chinos, joggers, leggings or hipsters should be worn. Trousers should be full length reaching down to the shoe
- Tailored Shorts: black, knee length tailored shorts
- Socks: Socks should be plain black with no visible logo and cover the ankle, not short trainer socks
- Shoes: flat black leather (or leather style) formal school shoes, not suede or other fabrics, not boots. The wearing of trainers or shoes that resemble or have similar features are not allowed. Typical styles of shoes are- oxford, derby,

brogue or loafer. Please be advised that stores will often provide misleading or incorrect guidance regarding footwear.

- Make up: Only discrete and natural looking makeup is permitted. Natural looking makeup may include a pale shade of eye shadow, black or brown mascara and foundation the same colour as the student's natural skin tone. Glitter makeup, bold and unnatural eyeliner, false eyelashes and lipstick are not permitted.
- Nail extensions, long nails and/or nail varnish are not permitted
- Hair: No extreme haircuts or colours are permitted. Hair should be natural looking. More than one colour is not acceptable. Streaks of colour within the hair that are not the student's natural hair colour are not acceptable. Mohican and undercut styles are not acceptable
- Jewellery/Badges: One studded earring only is permitted in each earlobe. Other sorts of earrings, of any colour, including 'spacers, bars, or spikes' are not permitted. All other body piercings are not acceptable and cannot be covered by a plaster. This includes nose studs, tongue bars and piercings at the top of the ear. One simple ring, no large stones or sovereigns are permitted. Necklaces and bracelets should not be worn; with the exception of one charity band which must be removed for PE.
- Coats- students should wear a sensible, warm and waterproof coat during the winter months. Hoodies or other fabric garments are not permitted. Hoods should only be worn during wet weather and taken down during all other times. Coats do not replace the need to wear a blazer. Coats should always be worn on top of blazers.

Only official Pyrland School badges can be worn on the lapel of the blazer. Pyrland School badges are encouraged to be worn with pride.

Where a student fails to meet this expectation, they will be directed to Student Support where contact with the parents or carers will be made. If possible, it is expected that parents/carers rectify the uniform immediately by bringing the correct item of clothing onto the school site. If they are unable to do this, Student Support will, as far as is possible, loan an alternative item to the student.

Students who persistently arrive onsite dressed inappropriately will complete an IE day and parents will be contacted.

If a student refuses to accept a loan item, they will be isolated until the uniform can be rectified. The uniform policy is clear, and it is our expectation that students take responsibility for ensuring they meet it.

Should a family require support to ensure the student has all items of uniform required, the Student Support Team will be able to support the student. The school will ensure that any familial financial limitations do not cause the student to be unable to meet the uniform standards.

The Headteacher has the final decision on whether a student's uniform complies with this policy.

Further Key Information

Attendance and Punctuality

It is the expectation of Pyrland School that all students attend every school day, unless there is an authorised reason for absence.

Attendance is directly correlated to student achievement and regular attendance ensures a student is able to engage successfully as part of the Academy community.

If a student is late for a lesson, the student will be awarded a negative point on BromCom. If a student continues to be late for lessons during the day on the third occasion they will be placed into IE to prevent any further disruption to learning and the accumulation of any more detentions.

A student late for school will receive a 15 minute detention on the same day, these are set centrally following the tutor's completion of the register. Tutors will be notified of this and will make a phone call home to discuss this after the second occurrence of lateness in close succession. This will normally run on a half termly basis.

A student late for lessons will receive an after-school detention, to be issued by the teacher.

A note about truancy: Students who do not attend lessons will be classed as truants and place themselves outside of our care and control. Where a student is not where they are supposed to be when they are supposed to be there, they will be placed into IE for the duration of a full school day. This is so that we can be sure they are under our care and control. Parents will be contacted by a member of the pastoral support team or a Head of year if this happens.

Equipment (Ready to Learn)

Students are expected to have the following equipment which is checked each and every morning as part of morning registration, and the STARS process every lesson

- Sensible School Bag or backpack. Students must not bring satchels/large handbags where they are unable to carry books and equipment.
- Timetable
- Black/blue, red and green pens
- Pencil
- Ruler
- Rubber
- Calculator
- Full PE kit (on timetabled days only)
-

Tutors carry out daily equipment checks as part of 'standing starts' to ensure students have the correct equipment for learning.

Tutors have additional supplies to provide students with key equipment as part of their work to remove barriers to learning. Tutors are asked to contact parents if there is a concern about equipment or organisation.

If a student does not have appropriate equipment for a lesson, the teacher will take steps to loan equipment where appropriate but will ensure a negative behaviour point is assigned and this is sanctioned as appropriate.

Social Times (Breaktime and Lunch)

Students have allocated areas to use during social times. They should remain in these areas but are welcome to visit the dining hall or toilets on the ground floor, as required.

Grass areas are used as social spaces when the weather permits. (Usually from April to the end of September). To protect them for use for sporting activities, grass areas during winter months are out of bounds as instructed by the Headteacher.

During wet weather, students should find an appropriate shelter or indoor space within the year group zone. They will be directed and supported by members of staff to these spaces.

Areas that are out of bounds are areas beyond the edge of the field into the wooded area, classrooms/corridors (unless going to the toilet or attending an activity supervised by a member of staff).

The Academy holds the same high expectations of all students during the more unstructured social times as it does during lesson time. Defiant or anti-social behaviour will be dealt with in accordance with the Behaviour Policy. The school holds clear expectations of student behaviour whilst in the Refectory/ dining hall.

Failure to meet these expectations will result in consequences, and a potential period of restricted access to the dining hall/seating area.

Mobile Devices/Earphones/Electronic Devices

Students should not use earphones, mobile phones or other electronic devices whilst on school grounds. These must be kept in bags at all times.

The Academy operates a "Not seen and Not heard" policy.

If a student breaches this they will be required to hand the device to a member of staff. The device will be stored until the end of the day.

Should a student refuse to hand over the device they will then be placed into IE for a period the equivalent to one school day. Students are not permitted to use their device to record audio or take photographs or video of other students or members of staff without their permission. Any instances where students are found filming other students or teaching staff without their permission will be treated as a significant misdemeanour and action taken accordingly. Incidents where students upload material, for public viewing, illicitly filmed at Pyrland School will be treated as a significant act of indiscipline and action taken accordingly.

If parents have an emergency and need to contact their child, then they should do this by phoning or emailing the school reception. The school is then responsible for passing the message to the pupil. Similarly, if a pupil needs to contact home, then they can do so by going to Reception before school, during morning break, lunchtime or after school.

Out of the Classroom and Toilet Visits

Unless there are exceptional circumstances (or upon staff request) students should be in the classroom.

If, in an exceptional circumstance, they are required to leave the classroom, the student should be carrying a note or pass. A teacher will direct the student to the nearest toilet and provide a sensible time limit.

Adequate time to use the toilet is provided at break and lunchtime. Students are expected to be in the habit of using the toilet at convenient times. This is a life skill.

Children and adults without diagnosed medical needs should not use the toilet during lesson times. Students with a specific need will be supported by the pastoral support and/ or SEND team in order to access the facilities as needed.

If there are circumstances which may require a child to need the toilet more frequently or at unexpected moments, parents are advised to contact the child's tutor or the pastoral support team. We will endeavour to provide support to children in such circumstances.

All visits to the toilet are logged on BromCom by teachers and staff. This is intended to help support students and make sure that barriers to learning are removed.

Malicious Allegations against Staff by Students

In line with the Child Protection Policy, the Headteacher will investigate all allegations made against a member of staff by a student. Any concerns regarding the safety of a student will be balanced appropriately against the needs of the staff member to be treated fairly. If the accusation made against a member of staff by a student is found to be malicious, their actions will be considered to be a significant misdemeanour and an exclusion will be issued, in line with this Policy. For an innocent person to be subject to a period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career.

Prevention of Bullying

The strict behaviour expectations in place at Pyrland School are used to ensure that all students are free from bullying in our School. The School's Anti-Bullying Policy clarifies the strategies used to prevent bullying and how the school will take action if there are suspected incidents of bullying.

Teachers' Powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have the power to impose detention outside school hours.

Teachers can confiscate students' property.

Conduct outside of school

Pupils are expected to uphold the same high standards when representing the school away from the school site. This includes travelling to and from school and when participating in school trips, visits and sports fixtures. The systems of rewards and sanctions may be applied as appropriate in relation to conduct outside of school.

Where behaviour has caused concern or a student has demonstrated that they may not be able to behave appropriately, students may be banned from representing the school on extra-curricular fixtures or trips until their behaviour improves.

In addition, the school will follow its Behaviour Policy where a pupil's conduct outside of school puts other pupils within the school at risk or makes them feel unsafe. The school will work with the police if there are any serious incidents that take place outside school that affect the wellbeing and behaviour of pupils when in school, to determine suitable sanctions.

Misuse of Social Media

Students must not access or use social media platforms whilst on school site, either through school IT equipment or through their personal devices.

The school does not hold any legal responsibility to act if there is an incident of poor behaviour on social media or online. However, the school will support as far as possible with the reporting of, and investigation into, any incidents of poor behaviour, or bullying using social media. This will include reporting these incidents to the appropriate authorities, including the Police and CEOP.

It is the responsibility of the parent or carer to ensure that their child is using age appropriate platforms and sites. If the behaviour on social media or online contravenes our Behaviour Policy, the school has the right to act to ensure the safety and wellbeing of all members of its community.

SEND

We consistently promote an inclusive culture with high standards of behaviour and provide support to ensure that all students can achieve. Our procedures and processes consider the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

All staff are provided with information and training to support the needs of all pupils as part of quality first teaching. Our expectations create a calm and purposeful environment which benefits all pupils, including those with SEND. We use the graduated approach of assess, plan, deliver and review (APDR) to ensure the appropriate support is provided.

Staff at Pyrland School receive frequent training for managing, identifying, supporting and de-escalating behaviours. Staff have clear and consistent behaviour expectations for all children, including those with SEND. However, we aim to consider the unique needs of each individual pupil and provide appropriate support to help them meet these expectations.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process, this can be accessed through the CPD / Twilight sessions, briefings and or faculty meetings.

Training is planned and delivered in response to specific needs of staff as well as in response to specific challenges or trends.

Our new staff receive additional training, mentoring and support as part of their induction.

Banned Items

The school follows the DfE Guidance on Banned Items, which can be found here: (DFE: Behaviour in schools)

As per the DfE Guidelines, banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products (including vapes)
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules. For Pyrland School these include:
 - Fizzy drinks and energy drinks. (Sparkling/ Flavoured Water is permitted)
 - False nail extensions and/or false eyelashes.
 - Any product containing nicotine
 - Permanent marker pens or correction fluid.
 - Any item which could be considered or is unofficially known as a 'legal high'.



Self-management requires an understanding of self, empathy for others and a growing skill to manage relationships. Inevitably, this is a journey for all young people and staff must have the highest expectations of conduct, attendance and work ethic in order to make it explicit for all with whom they work what is expected of them. These expectations must be upheld consistently, which requires clear information for all stakeholders about the behaviours that will be rewarded and those that will lead to withdrawal of privileges. Such conduct and work ethic will be particularly clear in the dress code and engagement by students in and around school, but also in their understanding of why it is fundamental to their personal development and for that of the community.

The underlying principles behind good behaviour at Mendip Studio School are outlined in the school aims where all members of the school community will display the qualities of being:

Self-Awareness (SA)
Self-Regulation (SR)
Awareness of Others (AoO)
Relationship Management (RM)

This is shared with all members of the school community in order to provide a safe, caring, inclusive and challenging learning environment where all students have the right to learn and all teachers have the right to teach. The school's behaviour policy is based on promoting positive relationships based on mutual respect, with the aim of:

- Promoting desired behaviours and treating all students fairly and consistently;
- Ensuring all students know, understand and follow the school rules;
- Encouraging a shared approach with parents/carers and the community in the development of our students;
- Recognising that behaviour management is the responsibility of all staff in the school, parents and students.

For students to be successful at Mendip Studio School they should:

- Do their best in all lessons and make the most of the opportunities provided by the school's programme of lunchtime and after school enrichment activities
- Attend school regularly and on time
- Follow school rules
- Be a part of the school culture
- Complete all independent to the best of your ability, meeting deadlines
- Bring all necessary equipment
- Adhere to the dress code, look smart and take pride in their appearance
- Keep parents/carers informed of their work at school and ensure all information from school is delivered to them
- Treat the school environment with respect
- Respect and value all members of the school community by:
 - Being polite
 - Listening well
 - Being helpful
 - Not making excuses
 - Being willing to change
 - Choosing their words carefully
 - Using a respectful tone of voice
 - Not teasing others or calling them names
 - Following all staff requests quickly and without complaint

The management of poor conduct begins with the promotion of good behaviour through:

- High quality of education
- Positive relationships in school and with parents and carers
- High quality personal development
- A culture of reward and praise
- Delivery of a high quality PSHE programme and other interventions through links with external agencies

Getting The Basics Right:

Our Dress Code

Why have a dress code?

Schools are required to prepare students for adult life - Sixth, Apprenticeship, Higher Education and Employment. In every one of these routes, there will be expectations of professional presentation and conduct.

In professional life, you will often need to demonstrate your individuality and creativity through your actions and words - not your clothing.



No:

- No:** Hats in class.
- No:** Earphones or Phones.
(Unless your teacher has given you express permission for learning *that lesson*.)
- No:** Logos larger than 20cm² on any clothing item.
- No offensive logos/writing
- No:** Unnatural hair colour/s.
- No:** Joggers.



Yes:

- Equipment:** Pens (black and blue), pencils, ruler, rubber, scientific calculator, digital device for supporting your learning
- Smart, plain clothing.**

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Recommended		Dress Code: Full Checklist
Shirts and Blouses	Smart	
	Undamaged	
	Plain	
	Long or short sleeve	
	Full length	
Smart Trousers, skirt or dress	Undamaged	No
	Smart	Trousers below waist and/or tracksuit/jogger bottoms
	Loose-fitting	Tracksuits or Jogging bottoms
	Waist-high	Logos or graphic over 20cm ² (1 of max per item)
Jumper, Jacket, Coat or Waistcoat	Plain	Skirts/dresses/covering must cover to 1 inch above top of knee
	Undamaged	Leggings or other skin tight clothing (unless worn with dress/skirt)
	Smart	Heels above 3 inch (7cm)
Shoes and Boots	Dark colour	Offensive or political wording
	Sturdy soled	Excessive jewellery or false nails
	Block heel (broad heel)	Large earrings or more than 2 piercings
	Ankle-high boots or lower	Nose or other facial ring (specifically rings)
Hair and One Colour Dyes	Smart	Strappy, sleeveless, crop, vest or other over-revealing top
	Natural	Heavy metal items attached to clothing
	Full face exposed throughout	Non 'fully enclosed' shoes e.g flip flops, sandals
Jewellery and Appearance	Simple, discreet, minimal	Hats in lessons
	Small earrings or studs	Excessive, garish or unnatural coloured makeup
	Up to two earrings	Hair: multi-colour, or unnatural colour dyes
	Natural nails	Obscured face or head in lessons
	Simple, subtle makeup	Rips/patching on any item of clothing

For the fully detailed dress code, please [click here](#).

Items students are not permitted on school premises

- Anything that could be construed harmful to others or self
- Any drug paraphernalia
- Any smoking or vaping materials and equipment

The 4 pillars of our school

SSS behaviour policy is structured around 4 pillars: *Independence, Resilience, Active Participation and Role Modelling*:

The 4 pillars of our school

The following is the language and methodology we use to develop and embed our school culture. We use this with stakeholders to support & challenge the school community so that everybody gets to live and work in an environment in which they can thrive.

What? Attribute	How? Skill	Why? Value	Examples
Independence	Self-Awareness (SA)	Employers, family and friends, even new people, all benefit from developing an understanding of their own strengths (praise) and areas for development (action). It's useful to know more about your personality and career aspirations to know how you can achieve success. When you reflect on your own actions and think about reasons for them, you start to be able to predict how you will feel and behave in different situations. This reduces your anxiety, because you know things before they happen.	<i>Your purple pen work Having your equipment Being on time Appropriate attire Completing Independent Prep Exploring your career options Challenging yourself to be your best</i>
Resilience	Self-Regulation (SR)	When you know more about yourself, you can start to control how you respond to new situations. This helps you to feel in control and to make rational decisions which are better for you and better for getting things done.	<i>Using your phone responsibly Choosing how you conduct yourself Meeting your deadlines Focusing on your work</i>
Active Participation	Awareness of Others (AoO)	When you have a better understanding of yourself and can control your actions because you understand them well, you can start to be more sensitive to how others feel and how to respond to them better.	<i>Successful team or group work Supporting your peers Active listening to others Sensitive to others' views Kindness to others</i>
Role Modelling	Relationship Management (RM)	When you have a good understanding of yourself, self-control and an awareness of other people, you start to be able to lead others - setting a direction for others, making your points clear and listening to feedback. This means that you get to influence all the things that matter to you, developing deep and purposeful relationships in work, family and friendships.	<i>Communicating creative ideas Lead others successfully Evaluating group success Adapting to group needs Ambassador for the school Actively modelling sustainability</i>

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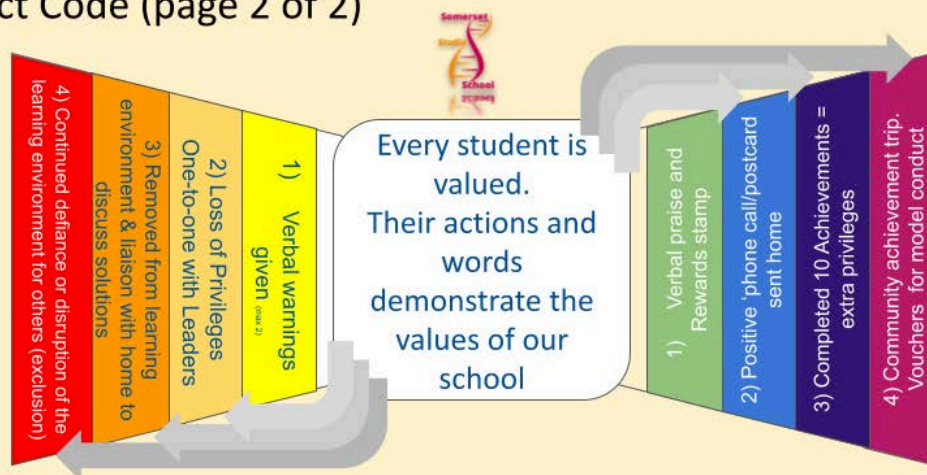
Self-awareness

Self-Regulation

Awareness of Others

Relationship Management

Conduct Code (page 2 of 2)



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Please [click here for a link to our Student View](#) for "Getting Recognised".

Rewards:

A school ethos of encouragement is central to the promotion of desirable behaviour and this policy works alongside the rewards policy. We have high expectations of work ethic, attendance and behaviour.

Reward cards and stamps will be given out by teachers when students display behaviours consistent with our school culture which may lead to community reward trips. Subject based postcards can be sent out to parents and positive phone calls home will further help to encourage positive behaviour.

There are also opportunities for students to be rewarded for 'above and beyond' behaviours in our school, and meeting the aims of being resilient, being independent, being an active participant and being a role model.

Achievement points	Stampers	10 points	Totalled over term	End of Year
Awarded in lesson for each of the 4 pillars	Demonstration of the 4 pillars	Stationery box of goodies, from which students choose one item	Certificate of achievement presented in end of term assembly	For top achieving students in each year: end-of-year-treat
		Tutor	Tutor	Headteacher

The close monitoring of those receiving the rewards can reveal students who need further support and challenge. This means that ALL students will gain, as a direct result of the Rewards system.

Celebration assemblies are held at the end of the Christmas, Easter and Summer terms and subject awards are also distributed at these. Attendance is rewarded in the following way:

- 100% attendance certificate for the year at celebration assemblies.
- 99/100% attendance letter home.

Sanctions:

The sanctions we may use when students do not behave as expected may vary according to the incidence of misbehaviour. We believe that solution-focused strategies should be implemented to support the student.

Before any sanction, a restorative approach is used by staff to try to de-escalate the situation. Where appropriate a restorative justice meeting is used to repair relationships between students or indeed between staff and students. Students will be encouraged and helped to make amends, renew commitments to keep to the school rules, and/or to make suitable reparation.

This Behaviour Management Policy extends beyond the boundary of the school gates and into the community. Students are expected to maintain our expectations of good conduct to and from school, on transport, educational visits and/or other placements (e.g. college placements). Behaviour cannot and will not be allowed to threaten the health and safety of students, staff and/or members of the public. The Headteacher may wish to apply appropriate sanctions for any poor behaviour off site. The sanction will depend on:

- The level of misbehaviour;
- The extent to which the school's reputation has been affected.

All incidents are recorded on the conduct log to ensure communication of the incidents to tutors, Progress Leaders, Subject Leaders and parents.

If, in the opinion of any member of staff, a serious incident has occurred, an immediate referral will be made to the Pastoral and behaviour Leads or Headteacher. This may result in the student being removed from the learning environment, or externally excluded (if agreed by the Headteacher). Should this happen to a student, parents/carers are informed by phone call and letter.

If there is sufficient evidence that a student has committed a serious disciplinary or criminal offence and allowing the student to remain in school would seriously harm the education or welfare of the student, or other students in the school, the student may be suspended for a short period or, in extreme cases, permanently. The Police will also be informed if criminal offences are involved.

Classroom teachers are ultimately responsible for the behaviour management of students in their classrooms. Subject Leaders and our Pastoral Leaders will provide support where needed, once notified.

If a student is creating low level disruption that disrupts a class to a degree that normal activity cannot continue productively, we consider the following approaches:

1. Teachers use of a restorative approach. A warning is given to the student for the action and the student is then guided or prompted back to the work they should be engaged in.
2. If the same disruptive behaviour continues, a second warning is given and again the student is then guided or prompted back to the work they should be engaged in
3. If the same disruptive behaviour continues a third time, teachers will request for a senior member of staff 'on call' to decide the appropriate action in the moment for learning to continue for the class and ideally the student. When a student is 'on called' at the least they will be given a 'LTL' (lunch time loss) for 20 minutes of their lunch break. Action beyond this depends on individual circumstances such as past events or behaviour stage (see behaviour stages below)

If the student refuses to leave the classroom with the on call staff, a leader (Pastoral, Curriculum or Headteacher) will relocate the class itself safely and quickly, in order to resume learning as quickly as possible.

For very serious incidents, students may be supervised in the Mendip Studio School office whilst the incident is investigated, suitable actions are agreed and implemented.

Phones and digital devices

In the modern world, mobile phones are an incredibly important and valuable tool. As such, phones are a key part of many lessons (particularly Engineering), just as they are a key part of many jobs today. However, schools now face the dilemma that data indicates that the most successful schools have banned mobile phones. We feel that, while this may increase average results, it does not prepare them for the world of work where they need to manage themselves and their habits actively.

As a result, we have the following school rule:

- Mobile 'phones, and other digital devices, are not to be visible at any time in timetabled lessons (including tutor) *unless the teacher has expressly stated they are to be used as part of the learning process in that specific lesson.*
- If a student has a 'phone or other digital device out in lesson, they are required to hand it in to the teacher - powered off - where it will be locked away safely and handed back to them at the end of the day.
- Parents and carers making contact with students during the school day must be made exclusively through the reception telephone or email, so that students are not interrupted in their learning

School Disciplinary Code:

Students who do not adhere to the behaviour policy will be placed on the School Disciplinary Code:

These stages are not absolutes. All students have individual circumstances and challenges. As a result, the model below is "best fit" and responsive to the needs of the student at the relevant time.

Stage	When	What (examples)	Who	Review
C	May go on this stage as a result of: - Progress meetings - Pastoral lead request - Tutor / Subject teacher request	Inform Pastoral Lead Meet with student Inform parent/carers	PL Tutor/PL Tutor Tutor	At the end of two weeks. Can be extended after review.
1 Isolation (full or part day)/ Risk of Exclusion	May go on this stage as a result of: - No improvement on Stage C - Progress meetings - Pastoral lead request - Suspension - More than two Stage C interventions in one year	Inform Pastoral Lead Meet with student Discussion with parent/carers Behaviour Contract	PL PL PL PL/HT PL	At the end of two weeks. Can be extended after review.

2 Significant Concern / Excluded	<i>May go on this stage as a result of:</i> - No improvement on Stage 1 - Repeated suspension - More than two Stage 1 interventions in one year	Inform Pastoral Lead Meet with student Meeting with parent/carers Target Action Plan (TAP)	PL PL PL PL/HT PL	At the end of four weeks with an interim review at the end of week 2.
A referral is to be made to the Pastoral Lead for students to be placed on Stage 3. The referral will be reviewed with Headteacher will be allocated to oversee the Pastoral Support Programme (PSP) in collaboration with the PL.				
3 Serious Concern/ At risk of PEX	<i>May go on this stage as a result of:</i> - No improvement on Stage 2 - Suspension - More than two Stage 2 interventions in one year	Referral to Pastoral Lead Meet with student Stage 3 Report (Red) Meeting with parent/carers Pastoral Support Programme (PSP)	PL PL/HT PL PL/HT PL	At the end of six weeks with an interim review at the end of week two and week 4.

However, for all serious breaches of the behaviour code or continuing persistent breaches, a student may be at risk of Permanent Exclusion (PEX) without being placed on the stages.

Please see Government Guidance on exclusions from state schools by [clicking here](#).



Ready – Respectful – Safe

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers and will be made available on the school website, is non-discriminatory and the expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures.

Staff, both teachers and support staff, will be responsible for ensuring the policy and procedures are followed, consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents/carers will be expected, encouraged and supported to take responsibility for their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

In order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive, caring learning environment in the school by;

- Promoting good behaviour and attitudes to learning that enable all students to achieve their potential
- Enabling all staff to teach to an appropriate level of challenge that enables the school to raise achievement
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring quality and fairness of treatment for all
- Encouraging consistency of approach to both positive and negative behaviour
- Promoting early intervention and to promote inclusion at all levels
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents/carers which develops a shared approach which involves them in the implementation of the School's policy and associated procedures demonstrating to students how acceptable standards can be achieved
- Promoting a culture of praise and encouragement in which all students can achieve

BEHAVING WELL AT SOMERVALE

Ready – Respectful - Safe

If Somervale School is to be successful in helping you to be successful and to enjoy school there must be a good standard of behaviour. Every student has a part to play. It is important that every student conducts themselves in a way that is READY, RESPECTFUL and SAFE.

WORKING WELL AT SOMERVALE

To be successful at Somervale School all students should be READY to learn, RESPECTFUL of all others, and behave in a way that keeps themselves and others SAFE at all times.

To demonstrate **READINESS**, you should;

1. Arrive on time at every lesson with the right books and equipment
2. Keep all exercise books and folders in good clean condition
3. Complete all written pieces of work in blue or black ink, using the correct headings and titles
4. Read all work carefully and check it before handing it in
5. Think about teachers' comments and try to improve by setting appropriate targets
6. Concentrate in lessons and always do homework on time and to the best of your ability
7. Always carry your Homework Diary for use in all lessons

To demonstrate **RESPECTFULNESS**, you should;

- Have consideration and respect for yourself and other people: there is no excuse for rudeness, disrespect, insolence or offensive language
- Look after your own property and respect the property of others
- Listen carefully to your teachers and follow their instructions
- Work sensibly with your classmates to make the most of learning opportunities
- Litter must be placed in bins
- The rules of conduct in specialist areas such as Science, Technology, PE, etc., must be followed
- Rooms should be left clean and tidy at the end of each lesson
- Uniform is to be worn correctly at all times

Failure to adhere to the schools uniform expectations may result in students going home to get changed, replacement uniform being worn or possibly removed from circulation until the uniform issue is resolved. In the case of incorrect footwear, students will be required to wear the schools replacement shoes ('daps') unless there is a medical reason. Students with extreme haircuts or dyes will be sent home to remedy the situation. Students who wear excess jewellery will have this confiscated and returned following the completion of a detention.

To demonstrate **SAFETY**:

- Move quietly about the school in a sensible and safe manner
- Absence, no matter how short, must be explained by a note from home
- Students arriving late or leaving early must report to Reception
- Food and drink are to be consumed only in designated areas at break and lunchtime
- Fizzy drinks and energy drinks are not permitted due to high sugar content and the associated health concerns
- Harmful or illegal items may not be brought onto the premises. This includes knives, matches, lighters, tobacco, alcohol or drugs
- Behaviour which can be harmful to yourself or others is not permitted
- Chewing gum is not allowed
- Mobile phones must be turned off and out of sight in any classroom
- Students are not to leave the premises during the school day without written permission from their parents and they must sign out at reception
- Movement around the school must be quiet and orderly. Ensure 'up' and 'down' stairs rules are followed.

The following areas are out of bounds:-

- The staff car park
- The area behind the tech block
- The area behind the tennis courts

The following areas should be kept clear (walk through only):-

- The area at the front of the school
- The media area

Failure to comply with any of the above may ultimately result in suspension.

Promoting Good Behaviour

All staff must work together to behaviour effectively to ensure a good and safe learning environment.

- Staff will take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Staff will work to maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students should remember what is asked of them
- Rules are consistent, fair and will be kept

- Rules will be regularly reviewed by staff and students
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter or post card home, parents' evening, or informally via a note in the students diary or a phone call)

Rewards

At Somervale we strongly believe in the importance of encouraging all students to achieve their potential. In all classes, verbal encouragement is used as an essential tool.

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to recognise that good behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on encouragement, both informal and formal to individuals and groups.

Students are rewarded for individual achievement, progress and attainment, demonstrating our core values of being **ready** to Learn, **Respectful** to Others and ensuring a **Safe** Environment for All. Our rewards structure has been developed in consultation with our students using student voice and student surveys, and is regularly reviewed.

We use a variety of rewards to reinforce this encouragement as follows;

- Students who are working well have their name written on the board in recognition.
- Staff send home 'Commendation Postcards' for students who have worked exceptionally well or whose behaviour has been above and beyond expectations.
- Exceptionally positive behaviour is recognised by a letter home from the Headteacher.
- Students who attend every day of a whole term receive a day of mufti, free of charge.
- Students who complete an entire term without a detention receive a day of mufti, free of charge.
- Each department awards a 'Student of the Term' each term for exceptional work and attitude, recognised by certificate.
- 6 students are nominated in every subject to receive awards in the Celebration Evening. Announcement of 2 award winners from every year and every subject to be presented in the Award Assembly in term 6.
- Celebration and Certificate Prize Giving Evening. Award winners invited to attend with parents and family members.

Sanctions

All students should be held to high standards of behaviour.

In a high expectancy culture, school leaders emphasise that all students can learn and communicate that belief to students and staff. Teachers are aware of how often they call on different students and what tasks they give them (Muijs et al, 2004; Creemers & Kyriakides, 2008).

High expectations and a positive climate characterised by respectful interactions are two strongly supported elements of educational effectiveness. Expectations need to be embodied by staff in their day-to-day interactions with students and in the way they conduct themselves in and outside of school. A positive culture also means creating a positive and empathic environment, in which staff know and care about students, and share their vision of the goals of the organisation and of the means of achieving these goals (den Brok et al, 2004).

Time on task is a key predictor of attainment and is maximised by ensuring that lesson time is fully used for teaching, and that during that time students are on task (Muijs et al, 2014). To ensure the former, punctuality is important. Good whole-school behaviour management policies provide a clear framework of policies and procedures that need to be rigorously applied; they include attention to school culture, leadership, and student and teacher behaviours (Nobile et al, 2015).

Consistency across practices is important for students, who benefit from clear expectations of what is typically going to happen in lessons and of what is expected of them behaviourally. One of the reasons for this is that young people, in particular adolescents, are developmentally attuned to concepts of fairness that may be challenged by differential treatment by different teachers or of different students (Crone, 2013; Guroglu et al, 2009).

Guidance on allowing students to use the toilet.

Students are to be encouraged to use the toilet at break and lunchtimes, rather than interrupt lesson time for that purpose.

However, realistically, sometimes students may need the toilet during lesson times. This can be disruptive, particularly if it interrupts delivery of key content or the explanation of tasks. If a student needs to go, the teacher has the following options available at their discretion;

1. Allow the student to go immediately.
2. Explain why it's not a suitable time and let them know roughly how long they will need to wait. This should not exceed 10 minutes.

Students should not be permitted to go to the toilet more than once in a lesson, or more than one student at the same time.

If work is not completed satisfactorily due to time lost for a toilet visit, staff may ask the student to wait at the end of the lesson or return later for a 'catch-up' to complete the work required.

Key Principles

Positive relationships are at the heart of good behaviour management.

Positive and & negative behaviours do not cancel each other out.

Staff aim to maintain a calm authority in dealing with behaviour incidents.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of encouragement and reward
- PSE and other interventions

In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies:

- Professional counselling
- The Educational Psychology Service
- Education Welfare Services – South West
- The School Nurse service
- The Youth service
- Careers guidance
- Police Liaison Officer
- Children's Social Care

Within School the following are examples of strategies that are available to staff when dealing with instances of poor behaviour:

- Verbal warning
- One minute after class (to speak to the teacher about the behaviour and agree what will happen next time)
- Moved seats in the room
- Helping the teacher organise the classroom at break
- Impositions (extra work to be completed at home, counter signed by the parents and brought back before school the next day)
- Reprimand or restorative conversation with the student
- Improvement of work
- Additional work to be completed at home or at school
- Break, lunch or after school detentions (See Detentions Flow Chart)
- Community Service
- Exit followed by an after-school detention, to be used where a student prevents the learning or progress of other class members
- Movement to another class for a set period of time
- Behaviour report
- Internal suspension (Isolation until 5pm)
- Internal suspension at another school/centre
- Suspension (See MNSP Suspension policy)

The school aim is to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and the development of self-worth.

All staff should consider their use of sanctions and whether they are appropriate/fit the crime.

During detentions, staff should conduct 'Reparative Discussions' to ensure future lessons are positive. The remainder of detention time should be spent on a useful and appropriate task, such as improving/completing work or reviewing and revising work.

SLT will be available to cover classes for short periods if staff need time to resolve/develop relationships with students.

Staff aim to treat all students with dignity and respect, and to administer sanctions which are fair, proportionate to the issue and as consistent as possible.

Punishment should be appropriate to the misdemeanour and the individual. The diary should be used as the first method of communication with parents. In certain circumstances a telephone call would be made instead – although this should be recorded for the student's file. Parents will be informed about Exit detentions and all after-school detentions by way of a letter sent by email to the parent. Students will also receive an email reminder on their school email account, brought home by the student, and a copy will be sent in the post. Additionally, detentions can be viewed at any time on the Portal.

Only in the most severe cases would suspension from school be used in accordance with the school policy and local authority guidelines. Copies of this are available on request.

All behaviour logs are recorded using our behaviour management logging system. This system will e-mail tutors, Heads of Department and Heads of Key Stage when an incident occurs. Tutors use this information to mentor their tutees and intervene where necessary as shown below.

DETENTION LEVELS FLOW CHART

Level 1 - Minor incident. Appropriate reparation should be made, such as completing work or apologising for mistakes, or a short imposition of work set.

Level 2 – Exited from class, serious incident, Persistent lateness or missed lunch detention. Will include a Reparative Discussion with the class teacher. Alternatively, staff can set a significant imposition.

Level 3 - Persistent defiance or missed after school detention failure to complete successful Level 2 Detention. Will include a Reparative Discussion with the Head of Department and class teacher. Detention to be held by Head of Department.

Level 4 – Failure to complete successful Level 3 Detention. Will include Reparative Discussion with the Head of Year/Key Stage

Level 5 – Failure to complete successful Level 4 Detention or High Tariff Incident. Isolation until 5pm and Reparative Discussion with HOKS/SLT.

Suspension – Decision to be taken by the Headteacher. To be used to deal with extreme behaviours, particularly those that impact on the safe and respectful running of the school. This may be at another school/centre, temporarily or Permanent.

- **Only give one chance for each detention, unless a student is absent, in which case the detention should be rearranged and not escalated.**
- 24 hour notice (by email) to be given before an after school detention.

IT IS ESSENTIAL THAT INCIDENTS ARE LOGGED AS SOON AS POSSIBLE. If this is not possible, an email should be completed and sent to the HoKS

Persistent or Extreme Poor Behaviour

Poor behaviour in several subjects

Tutors will monitor the behaviour of their students through the incidents logged on our behaviour management system. If they believe that there is a clear pattern they will intervene and one or more of the following strategies:

Behaviour Levels

LEVEL 1: Expression of Concern

Students will be placed on level one when a pattern of sustained poor behaviour gives rise for concern.

Tutors will see the student about the issues and agree targets for improvement. A level 1 letter will be sent to parents and a level 1 report card may be used to monitor behaviour at this point.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.
A review date should be set (around 3 weeks)

LEVEL 2: Significant Concern

Students will be placed on level two when behaviour concerns are significant or where there has been further deterioration of behaviour from level 1.

Parents will be invited in for a meeting with the Tutor to agree strategies for improvement. Parents and students will sign a level 2 agreement.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.
A review date should be set (around 3 weeks)

LEVEL 3: Serious Concern

Students will be placed on this level when their behaviour is at a serious level and the student could be in danger of suspension. A letter warning that a student could be in danger of suspension will be sent.

The Head of Key Stage will meet with parent/carer and the student. The tutor, inclusion support manager, SENCO and Outside Agencies may become involved if appropriate.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.

A review date should be set (around 3 weeks).

Students at Level 3 will also be at a Disciplinary Stage. Students can enter Behaviour Levels or Disciplinary Stages at any Level.

Disciplinary Stage 1 – At risk of suspension

Disciplinary Stage 2 – Recent suspension

Disciplinary Stage 3 – At risk of permanent exclusion

Our behaviour policy has been constructed based on our detailed knowledge of our own school and students, as well as being informed by the work of publications from Ofsted's *'Education Inspection Framework: Overview of Research'*, (2019), and further reading including Tom Bennett, *"Creating a Culture: How school leaders can optimise behaviour"*, (2017), Paul Dix, *'When the adults change, everything changes'*, (2017), Bill Rogers, *'Classroom Behaviour: A Practical Guide To Effective Teaching, Behaviour Management And Colleague Support'*, (2011), Education Endowment Foundation, *'Improving Behaviour in Schools'*, (2019), Nelsen, Lott and Glen, *'Positive discipline in the classroom'*, (2013).

Links to other school policies

In order for the behaviour policy to be effective, a clear relationship with other MNSP policies, particularly Anti-Bullying, Child Protection, Drugs in School, and Suspension and Exclusion policies will be established.



St Dunstan's School and ARC (Autism Resource Centre) - Behaviour Policy and Procedures

Purpose

This policy sets out the measures by which St Dunstan's School ensures:

- Students demonstrate good behaviour, self-discipline and respect of themselves and others
- Students engage with all work, and complete tasks to the best of their ability
- All members of the school community hold sky-high expectations of themselves and others

This policy is underpinned by:

- The MNSP Behaviour Policy, which is available here: [Behaviour Policy - Secondary Schools \(ST\)](#)
- The guidance set out in the DFE document: [Behaviour in Schools - Advice for headteachers and school staff](#)
- The Equality Act 2010 - [Equality Act 2010](#)

This policy should be read in conjunction with the following MNSP policies:

- Alternative Provisions Policy
- Anti-Bullying Policy
- Drugs in School Policy
- Home-School Agreement
- Acceptable Use Policy
- Attendance Policy
- Equality Act Policy
- Mobile Devices Acceptable Use policy
- School Uniform Policy
- Searching, Screening and Confiscation Policy
- Special Educational Needs Policy and Procedures
- Suspension and Exclusion Policy

Introduction

St Dunstan's School seeks to create a culture, climate and ethos of sky high expectations for all, making success inevitable. This is based on mutual respect and the insistence on a positive learning environment. Students must be able to learn in calm and quiet classrooms. Similarly, teachers as the experts in the room, must be able to teach in calm, purposeful and engaged environments.

The role of all adults on site is to support students in developing outstanding behaviours that ensure they will be positive and productive members of adult society. All students have the right to be treated with fairness and consistency, as do staff. Students have a responsibility to themselves, and the rest of the school community, to behave in a way that enables learning and achievement.

Parents and carers are active participants in a student's life, and learning, therefore we must act in partnership with the school. As such, the school expects parents and carers to proactively and positively engage as partners in their child's learning.

Consequences are intended to deter, protect and improve. The ultimate aim of all consequences is to move to a point where they do not need to be used, as the behaviour has been modified to meet the expectations of the school.

Principles

At St Dunstan's School we believe that every child deserves to learn in calm and quiet classrooms. Every teacher is the expert in the room and must be able to teach in a calm and quiet environment. Academic success and achievement begins with sky high expectations and exemplary behaviour at all times.

Our fundamental principle to achieve this, is **100% consistency** across all classrooms in all departments in our **ACTIONS, WORDS** and sky high **EXPECTATIONS** for all. This Policy applies to all members of the school community. Visitors to the school are expected to behave and act within this ethos.

- All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. We reject any behaviour that undermines this right.

- We acknowledge that discipline is a means to an end and not an end in itself; that first and foremost, we should encourage and develop self-discipline that is most effectively promoted through positive achievement and the development of a sense of self-worth.
- Good behaviour is built and sustained through consistent front-loaded/proactive actions and words. Sanctions are a consequence of poor behaviour, not a solution to it.
- Consistent routines and structures across all classrooms are essential to forming, and reinforcing sky high expectations.
- Published expectations are clear and concise, consistent with ensuring the safety, welfare, good conduct and appropriate appearance of all students.
- Consistent scripts and positive language are used to manage and reinforce the behaviour we want from our students.
- Staff are expected to be warm, welcoming and friendly whilst reinforcing boundaries and expectations.
- Behaviour is taught by staff alongside the academic curriculum. We aim to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all and ensuring high quality teaching & learning within a supportive and responsive pastoral system. The school also plans for opportunities to deliver and teach the positive behaviours we expect from students.
- Parents have a powerful influence on the behaviour and outcomes of their child. Moreover, parents continue to be responsible for the behaviour of their children in school. Engaging with parents is essential to support positive behaviour. It is vital that staff and parents are mutually supportive.
- In exercising discipline, fairness and natural justice should prevail. Consequences should be appropriate to the misdemeanour and the individual.
- Praise and positivity is essential to building self esteem, reinforcing positive behaviour and creating the climate for successful and resilient learners. This is done through common language, simple acts of praise and rewards.
- When exercising their delegated responsibility for discipline the teaching staff are entitled to the full support of the Headteacher and Governors.

The Headteacher demonstrates support for staff by promoting a code of good practice and by arranging appropriate in-service training for the prevention of disciplinary problems.

Vision & Values

High expectations alongside a genuine care and regard for each individual sits at the heart of everything we do. Students reflect these expectations in their work, appearance, attitudes and behaviours. We are shaping the citizens of the future, and encourage our students to be honest, fair and understanding of one another and the world around them. We are ambitious for every child, encouraging students to maximise their academic potential, make a positive contribution to the community and leave prepared ready to make their mark on the world.

Our core values – Truth, Resilience, Ambition, Community and Kindness are woven through all aspects of school life and sit at the heart of our behaviour ethos and approach. Students are encouraged to be ‘On Track’ and in doing so, maximise their potential for future success.

Our Values:

We strive to achieve our vision through our school aims, which are values led:

Truth	Resilience	Ambition	Community	Kindness
Everyone speaks the Truth	Everyone embraces challenges	Everyone does their best	Everyone works together	We are all aware of ourselves
Everyone seeks knowledge	Everyone is grateful	Everyone does the best for others	We all achieve together	We all respect each other
We all critically evaluate and reflect	We all strive to stay positive	We all do the best for the planet	We enjoy our successes together	We all share hope

Uniform / Dress Code

- Students must wear full school uniform. Trainers, leggings, hoodies and branded jumpers are not permitted.
- Blazers must be worn when walking around the school site, in tutor time/assembly and when entering/exiting classrooms. With the permission of the class teacher they may be removed in the classroom and placed on the back of the chair.

- Students may wear coats when moving between lessons; however, coats should not replace blazers. Hats and hoods must remain off while on the school site.
- Extreme hairstyles, tramlines or other shaved patterns or designs are not permitted.
- Top buttons should be done up, ties pulled up and shirts tucked in.
- St Dunstan's School PE kit must be worn for PE lessons.
- Jewellery - Only one small stud is permitted in each earlobe. Students may wear one simple ring, bracelet or band. Necklaces are not permitted.

Equipment

- Students must have a school bag suitable to carry A4 books, a pencil case and water bottle.
- Students must have a pencil case with them with all their equipment (black pens, purple pen, ruler, calculator etc.) with them every day.
- Students must have their planner and reading book with them every day.

Communication and Mobile Devices

- Mobile phones must not be seen or heard whilst on school site. They need to be switched off at 8.25am and only switched on at the end of the school day. They must not be used during school without permission. They must not be taken into an examination room. Students must follow the '**not seen, not heard**' policy.
- If a student needs to contact home, they may do so by going to Student Support or Reception before school, at break time, lunchtime, or after school. Parents or carers should contact the school via phone or email, and the message will be passed to the student.
- Students should not use their own personal devices to contact home unless given explicit permission from a staff member.
- Students are strictly prohibited from using mobile phones in toilet cubicles at any time. Any breach of this rule will be treated as a serious matter.

Punctuality and Lateness

- Students should arrive on site no later than 8:40am and should report to their tutor to be registered at 8:45am.
- Students who are late after 8:55am **MUST** report to Student Support to sign in.
- Students who are late to school will receive a break time detention, unless there are mitigating circumstances.

Around the School

- Students should walk around the school in a sensible, calm and orderly manner. They must keep left when moving along the corridors and staircases, where possible.
- Students must use the designated areas only at break times and lunchtimes. Everywhere else is deemed out of bounds.
- All 'play' at break times and lunchtimes should be carried out in a safe way.
- Students are expected to adopt a 'hands off' approach to each other. (e.g. play fighting is not permitted)
- Students must stay on site during the school day. Students may only leave the school site with staff permission and they must sign out at reception.
- Students look after all property and respect other people's property. They must use the litter bins and recycling bins provided to keep the site clean and tidy.
- Students are not permitted to participate in gambling, or bring articles onto the School site for the purpose of buying and/or selling.
- Students are not permitted to bring dangerous objects or illegal substances (such as cigarettes, vapes and alcohol) into school, please refer to the banned items list. Nor should these items be used or consumed before or during school time.
- No medication should be brought into school without the School's prior knowledge and approval.

In the classroom

- Every second of learning counts- Students should arrive on time for lessons.
- Each day begins with 'Standing starts' where the tutor will check uniform and equipment. Students must be wearing their blazers.
- Students are expected to respond to staff instruction 'First time - every time'. Students should sit up in their seats. When a teacher or peer is talking to the class, the rest of the class is silent and listens attentively.
- Students are expected to sit according to a seating plan provided by the teacher.
- Students should be 'on track' and receive positive reward points.

In the Canteen

- Students should queue quietly and respectfully in a single file wearing the correct uniform.

- Students should eat and drink at the tables and return plates, cutlery and cups to the collection points. Litter should be put in the bin. Tables should be left clean and tidy.
- Packed lunches/snacks can be eaten in the Refectory, picnic sites or designated areas but not in classrooms or corridors.
- When in the refectory students should be sat down at the tables provided.

Conduct Outside of School

- Students behave in line with these school rules when travelling to and from school.
- Students wear the school uniform with pride when travelling to and from school.
- Students are able to cycle to school and use our cycle storage facility. Students must make sure that their bikes are locked properly and that they wear a helmet. Students must not ride bikes or scooters upon entry and exit of the site.
- Students must take extra care when crossing roads or getting on or off buses and always make use of pedestrian crossings.
- Students must not act in a manner that could be considered offensive, dangerous or damaging to the reputation of St Dunstan's School.
- Students are expected to uphold the same high standards when representing the school away from the school site e.g. on a school visit/trip.
- Student conduct will be managed in accordance with this policy when their conduct outside of school puts other students at risk or makes them feel unsafe. The school will work with the police if there are any serious incidents that take place outside school that affect the wellbeing and behaviour of students when in school and will determine suitable sanctions.

School Trips, Visits and Fixtures

- Students jeopardise their opportunity to attend school trips and visits where their behaviour has caused a concern or a student has demonstrated that they may not be able to behave appropriately. Students may also be banned from representing the school on extra-curricular fixtures or trips until their behaviour improves.
 - Students behave in line with these school rules when taking part in school trips, visits or fixtures.
 - Students should represent the school with pride.
 - Students should uphold the school Core Values at all times.
-

Responsibilities

The Governing Body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy and promoting the strategies within to consistently ensure 'sky high expectations' are upheld at all times
- Modelling positive behaviour, creating warm, welcoming and friendly environments where young people flourish
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Ensuring our key consistencies and routines are followed as part of daily routines
- Support colleagues and leaders to create and sustain a positive behaviour culture
- Recording behaviour incidents and issuing praise in line with policy and guidance
- Contact home to discuss behaviour concerns, incidents and offer praise as required
- Heads of Department are expected to oversee, support colleagues and take necessary steps to ensure positive learning environments within their subject area

- Heads of Key Stage oversee the rewards and consequence allocation for both key stages
- The senior leadership team will support staff in responding to behaviour incidents and ensure that positive learning environments are in place across the school. Key post holders will also quality assure and secure accountability to ensure that policy and procedure is consistently applied.

Parents

By sending your child to this school you are agreeing to support and uphold our behaviour policy and expectations. Parents have a crucial role in their child's education and by working together and speaking with one voice, this will enable your child to be successful both academically and socially.

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the staff promptly
- Work in a constructive and supportive manner with staff in order to support their child, including attending meetings as requested by the school
- Model appropriate behaviour in their interactions with the school and the staff both on and off site and online.

Monitoring and Evaluation

This policy is reviewed by the Governing Body on an annual basis. The Senior Leadership undertakes a thorough review and evaluation of the impact of this policy and practice and reports to the Governing Body. Any change to the policy is clearly communicated to all members of staff and to parents and students themselves.

Further details of the procedures used within this policy can be found in the following Appendixes:

- Appendix 1: Our Approach to Teaching and rewarding Good Behaviour
- Appendix 2: Our Approach to Supporting Students
- Appendix 3: Allocation of Consequences to Unacceptable Behaviours
- Appendix 4: Suspension Processes and Stages
- Appendix 5: Our Graduated Approach to Behaviour
- Appendix 6: Uniform
- Appendix 7: Banned Items
- Appendix 8: Further Key Information

Appendix 1: Our Approach to Teaching and rewarding Good Behaviour

Our behaviour curriculum is taught in a number of ways. In order to promote positive behaviour and teach these explicitly, students are taught to be 'On track'. We believe that all students should be the best version of themselves. Staff are encouraged to use positive language to remind students of appropriate learning behaviours. These are rewarded and recognised by staff as part of our rewards and praise procedures. Assembly and form time sessions are also dedicated to teaching these behaviours.



<u>O</u>rganised	Equipped, on time, and completing homework
<u>N</u>eat	Smart, well presented books demonstrating your best work.
<u>T</u>rying hard	Trying your hardest and rising to the challenge.
<u>R</u>esponsible	A role model to others in your appearance, actions and words
<u>A</u>ctive	Listening, responding, and participating in lessons
<u>C</u>ommunity minded	Supporting staff and other students to create a positive learning environment for all.
<u>K</u>nowledgeable	Knowing key information, concepts and terminology for each subject/unit

In order to create a positive learning environment, we recognise and praise good learning behaviours. Recognising and celebrating positive behaviours is an essential part of our behaviour curriculum.

- Positive and negative behaviours are awarded and recorded using ARBOR; we aim to award positive and negative points on a 5:1 ratio or better.
- Weekly positive phone calls to parents/guardians are made and there is an expectation that every teacher makes at least 3 positive phone calls home every week.
- Celebration Assemblies are held at the end of each term and are one of the main ways in which we formally recognise and celebrate success.

- Students collect reward points throughout their time at St Dunstan's School and rewards will be issued as part of a cumulative total over a term, month, year and key stage.
- Rewards are logged on ARBOR, where staff, parents and students are all able to see them, alongside the written comments.
- Rewards are issued when a student demonstrates behaviour that meets and exceeds our 'On Track' framework

	Achievement	Reward	Person Responsible
'On Track' Arbor points	300 positive points- Bronze Award 500 positive points- Silver Award & invitation to celebration carnival 700 positive points- Gold Award 1000 positive points - Platinum 1500 positive points - St Dunstan's Tie	Personal Recognition and bespoke Key stage celebrations Rewards assembly certificates Invitation to the celebration carnival (if reached agreed threshold)	Key Stage Leads and DHT Behaviour Key Stage Lead and Deputy Headteacher Headteacher Governors and Headteacher
Quality of work and performance Reward Card	Teachers will allocate a rewards card to students within their classes that demonstrate: -An exemplary piece of classwork -An exemplary piece of written work -Have an an exemplary lesson -Consistently show their best Teachers will be asked to issue a prescribed number each term.	Students with reward cards will be receive 15 positive points on ARBOR Students will visit the Headteacher or another senior member of staff at allocated times to share and celebrate their work	Class Teacher Head of Faculty
Attendance, punctuality and behaviour End of Term & Year Rewards	All year groups will receive an end of term reward activity (3 activities a year). Students will also receive a half termly celebration assembly Celebration Carnival at the end of the year for all students who have achieved 96% or above and/or 500+ on track points. Allowances will be considered for 'in year' new starters and other circumstances on a case by case basis.	Criteria for invitation to rewards trip: A commitment to achieving 96% attendance in the term.	Key Stage Leads and Deputy Headteacher
Attendance	Students meeting or exceeding 98% Students who demonstrate significant improvement in attendance over a term Students who achieve 100% attendance over a 4-5 week period Weekly tutor group of the week	Letter home to parents Letter home to parents & Key Stage coordinator acknowledgement Entry into 100 club draw and letter home to parents Certificate and prize	Key Stage Lead and Deputy Headteacher
DT, Arts and Sport Sport and Arts Colours tie	Students will be awarded with a colours tie for either -outstanding contribution and commitment -outstanding performance and achievement This will be decided by Heads of Department in consultation with the Headteacher	Colours tie Awarded on a termly basis	Heads of PE, Music, Art and Drama Headteacher

Subject awards	Issued at the end of each half term 3 x per year . One student per subject	Certificate in assembly	Subject teachers and heads of faculty
Tutor awards & Head of key stage awards	Issued at the end of each full term 3 x per year. One student per form and a maximum of 2 students for Key stage award in each year	Certificate in assembly	Key Stage coordinator

The Positive Point System

Year groups are also rewarded at the end of each term with an event or trip as reward for meeting expectations and receiving positive points. Students will be invited to these events based on meeting key thresholds for behaviour, attendance and good overall conduct.

Celebration Carnival is an end of term event designed to recognise students who meet and exceed the school's expectations for behaviour and attendance. Students who meet the thresholds of 500+ positive points and/or 96% attendance will be invited to participate. If a student has accrued more than 25 negative points during the year, they will not be excluded from the event. The school will take into consideration individual students' circumstances (such as an in year applications) when finalising invitations.

Key points thresholds - Everytime the school reaches key positive points threshold (50,000,100,000, 200,000) a whole school celebration event/activity will be organised. This will be informed by student voice and also support good causes.

Appendix 2 Our Approach to Supporting Students

In managing behaviour, we will, in consultation with parents, have recourse to any, or all, of our internal support services and external agencies including:

- SEND and Pastoral Teams in school
- The Educational Psychology Service
- The Education Welfare Service
- Family Intervention Service
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- Adolescent Support Workers

The Behaviour and Support System is designed to ensure that staff identify students who require support needed to be successful in their learning. T

The School provides a positive support package to those students who require additional help. The following list is not exhaustive.

- Forest school
- Counsellor
- Targeted mentoring
- ELSA
- Group therapies
- In class support
- Education welfare officer
- Educational Psychologist
- Inclusion Support (group or individualised support)

Please note that the above provisions are subject to assessment of need, capacity to offer support and waiting times. All provisions are based on need as assessed by the school and other agencies. Key post holders triage according to need.

Tutors

Tutors monitor the logs for daily supportive communication with their tutees. They also communicate with the Pastoral Hub team to help them to intervene as quickly and effectively as possible. They will also have responsibility for logging and tracking Stage 1 support.

Key Stage Coordinators

Each key stage has a designated Key Stage coordinator, who monitors and supports students. The role is to remove barriers to learning and support academic progress. These leaders will discuss the Stage 1 students with the tutors when they may need to progress to Stage 2 and will log intervention strategies to support students with their learning. They work closely with the Heads of Department and the SEND Team to offer support following the APDR (Assess, Plan, Do, Review) process. They are responsible for the Stage 2 support.

Pastoral Hub

The centre is an onsite provision that students can access for all student needs. Students can access this facility during break times, lunchtimes and the end of the school day.

Pre-emptive Strategies

Transition

The school has a clear transition approach in place to induct new pupils into the school so that they are able to meet the school's expectations from day one. During the summer term, the transition lead will visit the primary schools of schools. During these visits staff will discuss with pupils what they can expect at secondary school, give them advice to reassure them about the transition to secondary school and share expectations about lessons, routines and behaviour. Staff will also meet with class teachers to discuss feedback about pupils, alongside written references and academic data. The SENDCo may also visit or arrange a meeting for parents of specific students and personalised plans may be made.

In Term 6, the SENDCo offers after school tours to parents and students where the primary schools have identified the student as vulnerable. Extra transition days may also be offered to specific students. This could include having a Special Educational Need or Disability, low confidence/self esteem or any other reason that their primary school identifies. These are led by the SENDCo and staff from the Learning Hub. These days offer an additional visit to the school before the transition day to help settle initial nerves before transferring to secondary school.

Transition takes place in July. Pupils are placed in their tutor groups and spend time acclimatising to the school. They also spend time in a carousel of lesson activities to give them a taste of lessons at secondary school.

In September pupils in Year 7 are the first to attend in the new academic year. Students will then receive 'launch pad' events to induct them into the key consistencies, routines and expectations before attending lessons.

Students in receipt of Pupil Premium alongside other individuals are also given the opportunity to attend summer school before starting in September. This is led and run by the Learning Hub team, intended to familiarise students with the TAs, school routines and expectations in advance of the new academic year.

Daily Routines

At the start of each day pupils will go to tutor rooms from 8:45- 8:55 am. During this time students will have equipment and uniform carefully checked. This allows key messages to be delivered to all pupils at the start of the day and to ensure a calm and orderly start to the day.

Assemblies

Each year the group has an assembly once per week which focuses on a whole school theme. Senior and pastoral leaders, coupled with guest speakers, will deliver these over the course of an academic year. Once per term there is a celebration assembly which brings together pupils for a celebration of their collective and individual achievements.

The headteacher along with other senior members of staff will also lead an expectations assembly three times a year.

Launch Pad Events

At the start of each academic year, students participate in a launchpad event. This is intended to outline our key consistencies, routines and expectations.

Drop Down Days

Students will receive opportunities to participate in drop down days which are planned to respond to key themes to support student conduct. During these days students will explore key themes and ideas and reflect on their importance to themselves and the community. These days are also planned to be linked to SMSC, PSHE and RSE frameworks and statutory guidelines.

Pupil Premium

St Dunstan's applies a tiered response in order to meet the needs of students and overcome barriers to learning. Heads of Key Stage oversee and review the level of support a student requires allocating to specific tiers linked to need. These tiers ensure funding and support as applied at a suitable level.

The Pupil Premium fund is also used to ensure that students are able to experience opportunities to build cultural capital and have positive experiences in the school that lead to a sense of belonging and purpose.

Training and Induction for staff

St Dunstan's School provides termly training for staff to support the implementation of its policies and procedures. In addition, staff are invited to additional training led by recognised experts and leaders on behaviour, both within the trust and externally.

All new staff receive training on Behaviour Policies and Procedures as part of the induction process.

Breakfast Club

The Learning Hub is open from 8am until 8.30am for students who need to access breakfast before learning.

Appendix 3 Allocation of Consequences to Unacceptable Behaviours

- Every second of learning counts.
- Teachers should be able to teach in calm quiet classrooms and students as the experts in the room. Students should be able to learn in calm, quiet classrooms supported and taught by expert teachers.
- Each day begins with tutor time, where the tutor will complete uniform and equipment checks
- At the start of the lesson, students are expected to enter and complete the Do Now task in silence
- At the end of the lesson students will follow our TRACK finish routine. Teacher focused, Ready Responsible, All equipment away, Clean & tidy spaces, Keeping calm and stood in silence.
- Students are expected to respond to staff instruction 'First time - every time'.

- Students are expected to sit according to a seating plan provided by the teacher.
- Teachers apply common scripts and language to signal and direct students to meet our expectations.
- Students should leave the classroom clean and tidy at the end of each lesson and with chairs up at the end of the day.

Expected behaviours

We have identified some behaviours which are unacceptable in school and have divided these into three areas; Ready, Respectful, Responsible. Children will learn about these behaviours and understand the expectations at St Dunstan's school through the examples shown below. These are displayed around the school and referred to in tutor times, assemblies and lessons.

Ready Students are expected to demonstrate their readiness to learn through their appearance, equipment and completion of homework	
Expected behaviours Students are wearing the correct uniform Students have the necessary pens, rulers, etc for the lesson. Students have completed homework and have handed it in on time and have their book for the lesson.	Unacceptable behaviours Poor organisation & dressed incorrectly Lack of equipment or not handing in homework Not dressed according to the uniform policy and expectations
Respectful Students are expected to act and speak in a kind and respectful manner, upholding our strong community values	
Expected behaviours Students are listening to the teacher and each other Students will speak politely to one another and staff Those students who require a fiddle toy are using them discreetly and out of sight so that their attention is still on the class learning.	Unacceptable behaviours Rudeness Talking whilst a teacher or member of the class is doing so Playing/fiddling and not paying attention Shouting out Interrupting Non-verbal gesturing eg 'rolling eyes' Lack of basic manners 'please' 'thankyou' 'good morning'
Expected behaviours Students speak kindly to one another respecting personal boundaries (Physical and Psychological) Students respect each other's belongings and the school property.	Unacceptable behaviours Unkind Sniggering or laughing at someone else Over aggressive physical or non physical behaviour towards staff or peers Damaging property
Expected behaviours Students do as asked first time, remain in their seats (unless there is an agreed movement break) and complete the learning, asking for help when needed. Students only leave the class with permission from the teacher. Students are wearing the agreed uniform.	Unacceptable behaviours Defiance Answering back Non verbal gestures or expressions that show disrespect and disregard Ignoring requests Leaving seat or class without permissions Refusing to complete tasks or work Refusing instructions or routines Persistent uniform transgressions
Expected behaviours Students are civil and respectful to all members of the school community. Students treat everyone equally (words and actions)	Unacceptable behaviours Expressing discriminatory or derogatory language or views Making inappropriate or comments of a discriminatory nature Using terminology and language that would be perceived as discriminatory by other individuals
Responsible Students are expected to act in manner that supports their learning and that of others at all times	
Expected behaviours	Unacceptable behaviours Disruptive behaviour in lessons and around the site

Students are completing learning as requested by the adults in the room and asking for assistance by putting their hand up. Students are punctual at all times	Poor punctuality and lateness Truancy Making noise to distract others Turning around Laughing at others Attempting to distract others Off task Boisterous and anti social behaviour Use of mobile phones or earphones
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These lists are not exhaustive and there may be other behaviours that would be seen as appropriate and would be positively commented on or are inappropriate and contravene our policy.

Allocation of Consequences

Unacceptable behaviours are broken down into the following categories. These are used to inform consequences and teacher responses.

Consequences and responses to behaviour are intended to deter, protect and improve. Where appropriate staff also take into account any contributing factors that are identified after the incident occurred.

	Types of behaviour	Consequence	Retracking & Resetting
Level One	Communicating during an assessment Disrupting the teaching and learning in the classroom Failure to follow instructions ICT misuse Inadequate work Inappropriate language/use of swear words Incorrect uniform Lack of coursework Lack of equipment (including PE kit) Lack of homework Lack of ingredients (DT Food) Lack of uniform Lateness to lesson Litter Mobile phone misuse Not ready to learn Plagiarism Poor attitude to learning Poor presentation of work Refusal to follow instructions Truancy internal Unkind behaviour	Verbal warning Explanation of impact on in class learning Change of seat within the classroom Arbor Log with 15 minute after school detention	Discussion with teacher or tutor
Level Two	Defiance of school authority Failed to attend after school detention Failure to attend a lunchtime detention Minor vandalism, damage of equipment/property Persistent defiance Persistent disrupting the teaching and learning in the classroom Persistent disruptive behaviour Persistent failure to follow instructions Persistent ICT misuse Persistent inadequate work Persistent lack of coursework Persistent lack of effort Persistent lack of equipment Persistent lack of homework Persistent Mobile phone misuse Persistent poor behaviour around the school site Persistent truancy Persistent unkind behaviour	Removed from the classroom to complete learning in the agreed 'parking' classroom Arbor Log with 15 or 30 minute after school detention	Discussion with teacher and HoF / Pastoral Lead
Level Three	Bringing the school into disrepute Damage / Vandalism Damaging the school's reputation in the community Exit/removal from lesson (to Internal Suspension) Failure/refusal to complete Internal Suspension Physical assault against a pupil Refusal to allow confiscation Refusal to exit / removal from lesson	Extended detentions (SLT/Head of Faculty or SLT detention) Parents are informed and may be invited into school to discuss strategies further	Discussion with HoF / Pastoral Lead and Deputy Head

	Severe defiance Severe ICT misuse Severe truancy, greater than 2 more more occasions Smoking or vaping related incident (including possession of related items) Threat to Health and Safety of others Threatening or confrontational behaviour towards peers Truancy or absconding from school	with class teacher / HoF / Pastoral Lead Internal suspension External Suspension	
Level Four	Alcohol related incident Bullying (cyber) Bullying (homophobic / transphobic) Bullying (other) Bullying (Sexist bullying) Carrying a weapon or a bladed instrument Discriminatory behaviour (Misogyny) Discriminatory behaviour (Disability) Discriminatory behaviour (Gender) Discriminatory behaviour (Racist) Discriminatory behaviour (Religion) Discriminatory behaviour (Sexism) Drug &/or alcohol related behaviour Physical assault against an adult Racist incident Refusing a search Selling or gambling Serious defiance Serious Physical assault of another student Sexual misconduct Theft Threatening or confrontational behaviour towards an adult Verbal abuse towards an adult	Internal suspension External Suspension Permanent Exclusion Parents are informed and will be expected to work with the school to discuss strategies further with Pastoral Lead, Assistant Head (safeguarding) and Deputy Head &/or Head.	Discussion with Pastoral Lead, Assistant Head (safeguarding) and Deputy Head.

*the list above is not exhaustive and there may be other behaviour which the school deem to fit into the categories above

**Late for the start of the school day will be sanctioned differently

Lesson Removal and Isolation

Removal from a lesson should be an **unusual event**. A student can be removed-

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

All removals should result in detention and contact with the parent to discuss the behaviour. Any student removed more than twice from a subject over a short period of time will require a parental meeting with the teacher and head of department.

Students will usually be directed to work in another classroom. However, on other occasions it may be necessary to request for the student to be removed by another member of staff. If a student does not follow reasonable requests to work in a different space decided by the teacher, they will be at risk of receiving either an internal or external suspension based on the degree and nature of the defiance.

Students who continue to fail to meet expectations after removal will be internally suspended immediately or receive further consequences in line with our policy.

Allocation of Detentions

All detentions are set and recorded through Arbor. All teaching and support staff may set detentions as a consequence for poor behaviour and not meeting academy expectations.

Students can receive a detention for behaviour in their lessons, at break or lunchtime and around the school site.

Detentions Set include:

Type	Length	Issued For	Venue	Time
Detention	15 minutes on day after the event	Level 1 & 2 behaviours	Canteen (Internal suspension if lunchtime)	3.15pm
Extended detention	30 minutes	Level 2 & 3 behaviours	Canteen	Wednesday 3:15-3:45 Other days may be allocated as required
Escalated detention	45 minutes	Level 3 behaviours	Canteen - Deputy Head will reallocate as necessary.	Friday 3:15-4:00pm

An alternative lunchtime detention will be used for students where there are significant transport implications and an agreement has been obtained from parents/carer. Lunchtime detentions are planned and implemented to allow reasonable time for the pupil to eat, drink and use the toilet.

Attendance to Detentions:

All detention attendance is logged on Arbor. Failure to attend a 15 minute detention will result in an expectation that the student completes an Internal Suspension for half a day. Staff supervising detention must take an accurate record of student attendance and ensure this is passed to the Behaviour Leads.

Escalated detentions will be at the discretion of the Head of Key Stage in discussion with the Behaviour Leads. These are issued for Level Three and Four behaviours.

A note on late to school detentions:

Late to school detentions are to ensure students develop strong attendance and punctuality habits to prepare them for later life, but also to ensure they are ready and prepared for a day of learning. Whilst we are sympathetic to the occasional factor that might be outside of a student's control (for example a broken down bus, road closure or significant home event), we will not accept habitual lateness due to travel methods that are within parental control. Students are expected to arrive at school by 8:40. Any student arriving after this point will be considered to be late. Tutor time begins at 8:45 promptly, students who are on site and arrive late to tutor time will also be classified as late. Please refer to appendix 12 for further information.

Internal Suspension Referral Process

The Internal Suspension is the most serious consequence we have for student actions before we remove a child from the site.

An Internal Suspension consequence could be recommended for Level Three or Four behaviours.

An Internal Suspension consequence runs from 8:55 am to 3:15. Students will remain in the internal suspension hub for the full day. If a student requires food from the canteen, they will be escorted to collect this at 10.45am & 12.15pm. This includes the provision of Free School Meals. They will eat away from the school body.

The Internal Suspension is fully staffed by senior staff members. Students will be expected to complete work set by their subject teachers, and the reflection booklets provided.

It may sometimes be necessary to escalate an internal exclusion

Behaviour Records

St Dunstan's School uses Arbor to record all behaviour information. All stakeholders have access to this via an online app or website.

Students and parents are encouraged to check this regularly to gain notifications of positive and negative behaviour.

Positive behaviours are also recorded. Positive behaviour points are linked to our 'On Track' framework.

Appendix 4 Suspension Processes and Stages

There are two kinds of suspension beyond the Internal Suspension:

- External Suspension
- Permanent Exclusion

Reasons for suspension:

A suspension is a serious consequence for a breach or breaches of the school's behaviour policy. Suspensions will be issued for Level Three or Four behaviours.

Types of Suspension:

Suspension

The Headteacher, or delegated members of the Senior leadership team (which will be the Deputy Headteacher), may exclude a pupil for up to 45 days in a single academic year.

The suspension should be regarded as a consequence.

Work will be set during a suspension, this will be accessed on Google Classroom. The school will provide paper copies of work on request of the parent/guardian.

From the sixth consecutive day of suspension the pupil will be educated off-site.

Suspensions should not be extended or converted into a permanent exclusion, however, may be considered where further evidence has come to light.

Parents/guardians and the pupil will be expected to attend a formal reintegration meeting before returning to the school. During this meeting, a plan will be agreed to support the pupil's return to school.

A pupil who is suspended, may trigger a Staged Disciplinary Support Plan in order to reintegrate into the school and support to address any factors influencing behaviour.

Students who are on a Staged Disciplinary Support Plan will receive an appropriate number of days linked to the Stage of the plan.

Permanent Exclusion

In-line with The School Standards and Framework Act (1998) and DFE Guidance on Exclusions (September 2008), the decision to suspend or permanently exclude a student will be taken only:

- In response to serious breaches of discipline such as bringing the school into disrepute, abuse of staff, physical violence between students or being in possession of illegal items. (Please note that all students involved in physical disputes will be dealt with equally where physical contact is made).
- Once a range of strategies have been tried and failed
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school.

Managing Students' Behaviour during their transition to St Dunstan's School

St Dunstan's School receives students from a number of primary schools in Year 7. To support the transition of students during Autumn Term of Year 7, any student's first serious breach of the school's behaviour policy will be held as an internal suspension, instead of issuing a formal external suspension. Students will serve their isolation by attending the School's Internal Suspension Hub. We will proactively look at how we can work with the child and their family to ensure they are better able to meet future expectations, however there may be occasions where an incident is so serious that a suspension is warranted.

Suspensions are normally applied as follows:

Suspension Stage	Examples of Use	Length	Follow-Up actions to support readmission
Year 7 Transition Stage	Term One Year 7 Internal Isolation	Usually one/two days	Meeting with Key Stage Leader and Tutor
Phase 1 Suspension	Used to sanction for Level Three type behaviours	Usually one or two days	Reintegration meeting with Head of Key Stage Letter sent home summarise the meeting Period of Monitoring by Pastoral Team Key Stage Leads OR commencement of Disciplinary Stage Contact home following first and fifth day after return
Phase 2 Suspension	Used for those who are responsible for significant acts of indiscipline (Level Three-Four) or for individuals who have already been issued with a suspension for similar actions/behaviours	Normally two to five days	Reintegration meeting with Head of Key Stage Letter sent home summarise the meeting Period of Monitoring by Head of Key Stage/ Commencement or graduated of Disciplinary Stage Support Plan Contact home following first and fifth day after return
Phase 3 Suspension	Used for those who are responsible for a significant act of indiscipline (Level Three-Four) or for students who have already been issued a Stage Three for similar actions and behaviours.	Normally three to five days	Reintegration meeting with Senior Leadership (DHT/HT) and Head of Key Stage Letter sent home summarise the meeting Disciplinary Stage Support Plan graduated or initiated Contact home following first and fifth day after return
Permanent Exclusion	Used in response to a serious one off breach or persistent breaches of the school's behaviour policy (Level Four) where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or other members of the school community.	Immediate & permanent	No readmission Parent are informed School inform Local Authority with 24 hours or decision From the sixth day onwards, the LA is responsible for the student's education All Permanent Exclusions are subject to LA and DfE guidelines

In all cases of suspensions, regular reviews of a student's progress and behaviour is carried out by the Key Stage Lead and the parents/carers will be informed of any concerns.

It is worth noting that:

- Any stage may be used at any time and may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEND Code of Practice, June 2015.
- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well as informed of their right to make representation to the school governors.
- Other than a permanent exclusion, no student may be suspended for more than 45 days in one Academic Year.
- For any suspension of one to five days, the school has the responsibility to ensure that work is set and reviewed.

- For any suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days. Parents are responsible for working with the school to ensure that their child attends the provision set from the sixth day.

Review of Suspensions

The Headteacher will review every student's suspension record three times each Academic Year. Students who receive no further suspensions or serious incidents during this period may be reverted back to Stage One. In this way, it is possible to remove all levels of suspensions over time with sustained good behaviour.

Appendix 5: Our Graduated Approach to Behaviour

When a pupil's behaviour becomes a serious cause for concern the school will use the following disciplinary stages to let the pupil, staff, parents and governors know of its concern.

Placing a pupil on a disciplinary stage is not therefore a consequence in itself but expresses the seriousness of the school's concern.

The stages form part of the ladder of response where there are challenging behaviours that make a child or young person at risk of suspension or exclusion.

The intention of the system is to promote good behaviour by providing pupils with the chance to improve on their behaviour and consistent good behaviour will result in "stages" being removed.

The process supports a graduated response, and allows students the opportunity to reflect on, and improve their behaviour and choices.

Our support plan follows the principles of APDR (assess, plan, do and review) to provide a framework for analysing the factors that might be influencing behaviours so that the approaches used can be based on this assessment.

The support plan is appropriate for those who have been identified as having special educational needs and/or a disability (SEND) and also appropriate for those who have not been identified as having SEND.

		Name	Persons responsible	Suspension
Stage 1		Monitoring	Led by the Tutor & Key Stage Leader	None
Stage 2		Informal Support Plan	Key Stage Leader	Phase 1
Stage 3		Formal Support Plan	Key Stage Leader	Phase 2
Stage 4		Enhanced Support Plan	Key Stage & Senior Leadership	Phase 3
Stage 5		Pupil Support Plan	Senior Leadership & Headteacher	Phase 3
Stage 6		Permanent Exclusion	Headteacher and Governors	NA

Stage 1

Monitoring

Used where universal systems, structures and consequences are not modifying behaviour or internal isolation has proved insufficient or for a significant misdemeanour.

Used when a pupil is displaying poor behaviour choices, and this has been identified through the collection of negative behaviour points, the student is in receipt of a number of behaviour for learning detentions or has been issued an internal exclusion.

Parents will be contacted and informed that their child will begin a support program to improve their behaviour and engagement. The student's behaviour will be monitored on a weekly basis by the Key Stage coordinator and tutor. Contact will be made home each week to feedback on the student's progress

Stage 2

Support Plan

Used when the student has not been successful in improving their behaviour following Stage 1, or if the behaviour is at the level where the student is in danger of suspension. This stage will be accompanied by a meeting between the school and parents.

Parents will be contacted and asked to attend a meeting. During the meeting a discussion will be held about the students behaviour, causes and barriers to learning. A plan will be put in place to support improved engagement and conduct. The school will continue to monitor on a daily basis and contact home each week. At the end of the period (typically 4-6 weeks) a follow up meeting will be held to agree on next steps.

Stage 3

Formal Support Plan

Used for those who are responsible for a significant act of indiscipline, when a pupil's behaviour has significantly deteriorated or has failed earlier stages of the graduated response. The Headteacher will usually consider the need for a short suspension at this stage.

Parents and students will be expected to attend a collaborative meeting bringing in other relevant persons and external agencies as required. During the meeting a summary of the key themes from Stages 1 and 2 will be discussed alongside an analysis of the common issues and areas of success. The meeting will last up to one hour.

The student will be given three targets linked to areas of improvement and a plan will be put in place using the APDR approach. This will be implemented over a minimum of a two week period.

Parents will be contacted on a regular basis to update on progress. They will also be asked to attend a meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.

The completion of Stage 3 will be a minimum of two weeks. However, this may continue for as long as they deem appropriate to support the student's behaviour. This will not exceed four weeks.

Stage 4

Enhanced support plan

Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy. Stage 4 is also used for students who have already been issued and have failed earlier stages of the graduated response or who have already been issued with a Stage 3 Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.

Parents and students will be expected to attend a collaborative meeting bringing in other relevant persons and external agencies as required. During the meeting a summary of the key themes from Stages 1 to 3 (if appropriate) will be discussed alongside an analysis of the common issues and areas of success. The meeting will last one hour.

Parents will be contacted on a regular basis to update on progress. They will also be asked to attend a meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.

The completion of Stage 3 will be a minimum of two weeks. However, this may continue for as long as they deem appropriate to support the student's behaviour. This will not exceed four weeks.

Stage 5

Pupil Support Plan

Used when failure to successfully complete the Stage 4 targets will result in a student being placed on a Pastoral Support programme. This will last six school weeks.

A collaborative meeting will be held led by a member of staff and bringing in relevant others such as the family/CYP (where appropriate) /other school staff, external agencies as required.

During the meeting a plan will be put in place, setting the lead person responsible for overseeing the actions are completed. The plan will follow the APDR process, along with check-ins to assess whether actions are taking place and the impact of these. It may be necessary to communicate with external agencies at this point.

The student will be given three targets linked to areas of improvement and a plan will be put in place using the APDR approach. This will be implemented over a weekly period for the duration of the plan. Targets may be changed and adapted to support the student to be successful.

Parents will be contacted on a weekly basis to update on progress. They will also be asked to attend a midpoint review meeting, followed by an end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than 1 hour and be held face to face.

The completion of Stage 5 will be a minimum of three weeks and maximum of six weeks.

Stage 6

Permanent exclusion will be used when there is a serious incident which leads to the safety of other children being put at risk and/or when there is persistent continuous misbehaviour which puts the pupil beyond the care and control of the school and prejudices the education and/or safety of other children.

The Headteacher's decision to permanently exclude will be considered by a panel of three Governors. At this meeting the child and their parents/guardians will hear the school's case for suspension and be able to put their case. If the panel agrees to uphold the Headteacher's decision there is a right of review before an Independent Review Panel.

Clarifications

A student may progress through each of the disciplinary stages if they are unable to demonstrate sustained improved behaviour through successful completion of the graduated response process.

The school has the right to escalate a child through the stages to reflect the seriousness of the behaviour displayed.

Targets

Each disciplinary stage will require three targets to be set. These will be

- Exclusively focused on the student's behaviour and ensuring it meets the school's expectations.
- Specific, clear and achievable.
- Targets will be focused on the actions and steps that students should take to act in a positive manner.
- Targets should be taken from the menu provided and adapted as required to meet the needs of the pupil.

Targets will be reviewed on predetermined regular basis, by the person monitoring the student and scored as follows

2= target has been achieved for the day as indicated by the behaviour logs on ARBOR.

1= target has been partially achieved (1 behaviour log has been recorded indicating there was an issue)

0= target has not been met (more than 1 behaviour log has been recorded indicating that there were multiple issues.

Students must attend daily and weekly review meetings in order for their targets to be met. Failure to attend these meetings will result in a 0.

A student may be viewed as "successfully" completing a report only if the following criteria have been met:

- A student has demonstrated they have met the targets set in the vast majority of cases (a staff member may set a numerical target to achieve over the week)
- There are no other behaviours that are a significant concern

Appendix 6: Uniform

St Dunstan's School uniform is integral to our 'sky high' expectations. Pupils should wear their uniform with pride, signifying that they are ready to learn. Our uniform approach promotes inclusivity and supports our purposeful learning environment. It is one of the outward signs by which the local community recognises and makes judgments about the pupils.

Item of Uniform	Acceptable 	Not Acceptable 
School blazer	Navy blue with logo (from supplier)	Any other type of Blazer
White school shirt	Long or short-sleeved. Suitable to be tucked in, with a collar stand which will support the tie.	A polo shirt
Jumper (Optional)	Navy blue V-neck to fit under the blazer. This can be worn in addition to a blazer but not instead.	Any other type of jumper
School trousers/Tailored Shorts	Plain smart black full length touching the shoe Summer Term - knee length tailored black shorts (boy or girl)	No faded trousers, denim or denim look, chinos, joggers, leggings or hipsters should be worn
School skirt 	Black, knee length (5cm above the knee and 7cm below), Charlton drop waist pleated skirt, approved by the school.	Extreme length, tight or clingy Must not be rolled up Must not be stretchy fabric material
School tie	Burgundy with a white stripe. Worn full length. (Only Year 11 Prefects/Student Leaders will wear a blue or a maroon tie).	Frayed ends
School Shoes	Flat black leather (or leather style) formal school shoes Typical styles of shoes are- oxford, derby, brogue or loafer Please refer to the guidance carefully and contact the school if you are unsure before purchasing	Black Nike Air force 1s or similar style branded shoes Trainer branded shoes E.g. Converse/Vans/Nike/Adidas Leather and canvas trainers or shoes that would be classed as skater shoe or resemble a trainer style shoe Boots or Chelsea boots Please be advised that stores may provide misleading or incorrect guidance regarding footwear. Parents are always advised to seek advice if they are unsure before purchase.
Socks/Tights	Socks - plain grey or black. Tights - plain black	No other colour
Coat/Jacket	Sensible, warm and waterproof coat. Must fit over the blazer.	No Sweatshirt tops, hoodies or other fabric garments
General appearance	Smart with correct uniform. Natural coloured hair Neutral, discreet make-up.	Extreme hair styles and unnatural hair colouring
Jewellery	Watch, one band or bracelet only, one ring only, one plain simple stud or small earring touching the bottom of the earlobe (no larger than 6mm in diameter)	No other sorts of ear piercings, including 'spacers, bars, or spikes' Multiple bracelets, bands or bangle No facial piercings or jewellery including tongue studs. Clear nose studs /retainers are not permitted Inappropriate jewellery will be confiscated.

PE Kit Summary for all seasons

Black shorts (Boys), sports leggings or skort (Girls)
Black and Maroon PE polo with St Dunstan's logo
White trainer socks
Trainers (Indoor and hardcourts)

Items for Seasonal Sports

Boots with moulded studs (Boys/Girls for winter sports on grass)
Gum shield (Boys/Girls for Hockey/Rugby)
Shin pads (Boys/Girls for Hockey/Rugby/Football)
Plain black long socks for shin pads

Optional

- Navy track top (long-sleeved) with logo
- Black rain jacket with logo
- Black sports leggings with logo (Girls)
- Logoed sports hoodie
- Black track pants with logo (Boys)
- Turquoise PE Hoodie with logo
- Maroon reversible rugby shirt (Boys/Girls)
- Maroon knee length socks (Boys/Girls)
- Boot bag (optional)

It is important for pupils and the school that the way pupils present themselves is positive and acceptable and supports a well ordered and smart establishment. It is expected that all pupils will come to St Dunstan's School every day in the

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correct uniform as we want our students to take pride and belong to the school. The support of parents in ensuring this is expected. These items listed form the regulation school uniform and must be worn on a daily basis.

Where a student fails to meet this expectation, they will be directed to the Uniform Hub where contact with the parents or carers will be made. If possible, it is expected that parents/carers rectify the uniform immediately by bringing the correct item of clothing onto the school site. If they are unable to do this, the Uniform Hub, as far as is possible, loans an alternative item to the student. The Uniform Hub will exchange items of uniform and equipment for personal items that can be returned at the end of the day.

Students who persistently arrive onsite dressed inappropriately will be internally suspended and parents will be contacted to correct the issue. Once the matter has been resolved the student will be able to return to lessons if it is necessary to do so.

If a student refuses to accept a loan item, they will be internally suspended until the uniform can be rectified. The uniform policy is clear, and it is our expectation that students take responsibility for ensuring they meet it.

Should a family require support to ensure the student has all items of uniform required, the Uniform Hub will be able to support the student. The school will ensure that any familial financial limitations do not cause the student to be unable to meet the uniform standards. In this case, parents should ensure they have contacted the school so we do not inappropriately challenge a student and cause any embarrassment.

Students who require reasonable adjustments due to specific needs identified in an EHCP or medical paperwork which request that the school make reasonable adjustments to their uniform should contact the SENDCo. It is only with this paperwork that reasonable adjustments can be made on a long term basis. These will be reviewed annually. Students who need uniform concessions for short term medical issues, eg, broken limb, should speak with the SENDCo to discuss the needs and the length of time they need to carry a uniform pass.

Appendix 7 : Banned Items

The School follows the DfE Guidance on Banned Items, which can be found here: ([DFE: Behaviour in schools](#))

The following items are strictly prohibited on school premises, during school hours, and during any school-related activity, including trips and transport to/from school. Possession of any banned item will lead to confiscation, disciplinary action, and potentially involvement of external agencies, including the police where appropriate.

Illegal and Controlled Substances

- Drugs (including any Class A, B, or C drugs)
- Alcohol
- Tobacco, rolling papers, filters, Vapes/e-cigarettes and vape liquids (including nicotine-free products)
- Any items intended to mimic drugs or alcohol
- Any item which could be considered, or is unofficially known as a 'legal high'.

Weapons and Dangerous Objects

- Knives (including penknives or pocketknives)
- Firearms (real, replica, or toy guns)
- BB guns, airsoft guns, or pellet guns
- Fireworks, sparklers, Lighters, matches
- Sharp objects (including razor blades, scissors other than school safety scissors, or broken glass)
- Laser pointers
- Any item that could be used to cause harm or intimidate others

Offensive or Inappropriate Material

- Pornographic material (digital or printed)
- Hate literature or material that promotes discrimination, racism, homophobia, transphobia, sexism, or extremism
- Images, videos, or messages that are violent, abusive, or sexually explicit

Electronic Devices

- Gaming devices or consoles
- Devices used to record staff or students without permission

Clothing, Accessories and Cosmetics

- Items promoting gangs, violence, drugs, or offensive slogans

Other Prohibited Items

- Energy drinks / Fizzy drinks
- Chewing gum
- Tippex or correction fluid
- Permanent marker pens
- Fidget toys (unless approved as part of SEND support)
- Large sums of cash
- Any item not required for learning that causes disruption or is used inappropriately

Please note that this list is not exhaustive; the school reserves the right to confiscate any item deemed dangerous or likely to impact the safety, welfare, or education of students.

Appendix 8: Further Key Information

Attendance and Punctuality

It is the expectation of the school that all students attend every school day, unless there is an authorised reason for absence.

Attendance is directly correlated to student achievement and regular attendance ensures a student is able to engage successfully as part of the Academy community.

Students are responsible for being punctual. Punctuality is a life skill you will need for personal and professional responsibilities. Arriving late is irresponsible, disrupts sharp starts to lessons and leads to lost learning time.

In order to ensure a prompt start to the school day the following arrangements are in place

- The gates will be closed at 8:40. Arriving after 8:40 is late
- Students are expected to go straight to tutor rooms
- Students are expected present in tutor rooms at 8:45 for an equipment and uniform check

If a student is late for a lesson, the student will be awarded a negative point on ARBOR.

A student late for school will receive a 15 minute detention, these are set centrally following the tutor's completion of the register.

Students are expected to move swiftly between classrooms during changeover and are given a 3 minute time limit. A student arriving after 3 minutes will be considered to be late for lessons and will receive an after school detention, issued by the teacher.

Consequences for lates

The following consequences will be in place for lateness (to school) at the start of the day. This will take place over a half term and be reviewed at the start of each new term.

First late- verbal warning and discussion with tutor

Second late- 15 minute detention

Third late- extended detention. Letter home

Fourth late- internal suspension half day. Letter home

Fifth late- internal suspension full day. Letter home

Equipment (Ready to Learn)

Students are expected to have the following equipment which is checked every morning as part of morning registration and every lesson.

Blue or black pen

Purple pen

Pencil

Mini whiteboard

Wipeable marker

Ruler

Scientific calculator

Tutors carry out daily equipment checks as part of morning registration to ensure students have the correct equipment for the day ahead.

Tutors have additional equipment to supply students with key equipment as part of their work to remove barriers to learning. Tutors are asked to contact parents if there is a concern about equipment or organisation.

If a student does not have appropriate equipment for a lesson, the teacher will take steps to loan equipment where appropriate but will ensure a negative behaviour point is assigned and this is sanctioned as appropriate.

Students will be expected to replace any items that are lost or damaged.

Social Times (Breaktime and Lunch)

Students have allocated areas to use during social times. They should remain in these areas, but are welcome to visit the canteen or toilets as required.

All grass areas during winter months and/or when declared out of bounds by the Headteacher.

During wet weather, students should find an appropriate shelter or indoor space within the year group zone. They will be directed and supported by members of staff to these spaces.

The following areas are out of bounds:-

- The staff car park
- The area behind the sports hall (except to leave school at the end of the day and to get to PE lessons)
- The area behind the Lucas Block
- The sports area except when accompanied by a member of staff

The following areas should be kept clear (walk through only):-

- Behind the technology rooms
- The area around the Mendip Block

Litter must be placed in bins and students are responsible for ensuring that the site is tidy and looked after.

The school holds the same high expectations of all students during the more unstructured social times as it does during lesson time. Defiant or anti-social behaviour will be dealt with in accordance with the behaviour policy. The school holds clear expectations of student behaviour whilst in the canteen and around the site.

Failure to meet these expectations will result in consequences, and a potential period of restricted access to the canteen seating area.

Mobile Devices/Earphones/Electronic Devices

Students should not use earphones, mobile phones or other electronic devices whilst on school grounds. These must be kept in bags at all times.

The school operates a “not seen and not heard” policy. This means the following-

- Mobile Phones and Earphones are not allowed to be visible or used in the school from the moment you set foot onto site.
- Phones should be switched off or kept on silent with vibration notifications disabled and kept safely in a place where it is not visible. This ideally should be a school bag.
- Students can use phones in the canteen to purchase food only. Phones must remain away until the point of purchase. Our preference is that students use alternative methods to purchase food where possible
- Phones and earphones should not be used during break, in the morning or while exiting the site at the end of the day.

If a student breaches this they will be required to hand the device to a member of staff. The device will be stored in a secure place until the end of the school day.

If a student is caught using a mobile device/earphones/electronic device during a period in isolation, it will be confiscated and parents/carers will be expected to collect from reception at the end of the day.

In cases where students who are persistently caught using their phones or earphones a parent or carer will be contacted and asked to collect the phone. The student will not be allowed to collect the device at the end of the day. The school defines ‘persistent’ as three or more occasions over a 6 week period. All incidents of confiscations are logged to determine persistent and repetitive occurrences.

Students are not permitted to use their device to record audio or take photographs or video of other students or members of staff without their permission. Any instances where students are found filming other students or teaching staff without

their permission will be treated as a significant misdemeanour and action taken accordingly. Incidents where students upload material, for public viewing, illicitly filmed at St Dunstan's School will be treated as a significant act of indiscipline and action taken accordingly.

If parents have an emergency and need to contact their child, then they should do this by phoning or emailing the school reception. The school is then responsible for passing the message to the pupil. Similarly, if a pupil needs to contact home, then they can do so by going to reception before school, during morning break, lunchtime or after school.

Out of the Classroom and Toilet Visits

Unless there are exceptional circumstances (or upon staff request) students should be in the classroom.

If, in an exceptional circumstance they are required to leave the classroom, the student should be carrying a note or pass. A teacher will direct the student to the nearest toilet and provide a sensible time limit.

Adequate time to use the toilet is provided at break and lunchtime. Students are expected to be in the habit of using the toilet at convenient times. This is a life skill.

Children and adults without diagnosed medical needs should not use the toilet during lesson times. Students with a specific need will be supported by our Pastoral and SEND staff in order to access the facilities as needed. Parents should inform school of any medical need, short or long term so that their child can use the facilities as needed.

If there are circumstances which may require a child to need the toilet more frequently or at unexpected moments, parents are advised to contact the child's tutor. We will endeavour to provide support to children in such circumstances.

All visits to the toilet are logged on Arbor by teachers and staff. This is intended to help support students and make sure that barriers to learning are removed.

Malicious Allegations against Staff by Students

In line with the Child Protection Policy, the Headteacher will investigate all allegations made against a member of staff by a student. Any concerns regarding the safety of a student will be balanced appropriately against the needs of the staff member to be treated fairly.

If the accusation made against a member of staff by a student is found to be malicious, their actions will be considered to be a significant misdemeanour and an exclusion will be issued, in line with this policy. For an innocent person to be subject to a period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career.

Prevention of Bullying

The strict behaviour expectations in place at St Dunstan's are used to ensure that all students are free from bullying in our School. The School's Anti-Bullying Policy clarifies the strategies used to prevent bullying and how the School will take action if there are suspected incidents of bullying.

Teachers' Powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have the power to impose detention outside school hours.

Teachers can confiscate students' property.

In line with DFE guidance, it may be necessary to search students' property. In such instances, St Dunstan's School will follow the MNSP trust policy.

Conduct outside of school

Pupils are expected to uphold the same high standards when representing the school away from the school site. This includes travelling to and from school and when participating in school trips, visits and sports fixtures. The systems of rewards and sanctions may be applied as appropriate in relation to conduct outside of school. This is in line with the statement on Page 1 of the Midsomer Norton Partnership Trust (MNSP) Behaviour Policy.

Where behaviour has caused concern or a student has demonstrated that they may not be able to behave appropriately, students may be banned from representing the school on extra-curricular fixtures or trips.

In addition, the school will follow its Behaviour Policy where a pupil's conduct outside of school puts other pupils within the school at risk or feel unsafe. The school will work with the police if there are any serious incidents that take place outside school that affect the wellbeing and behaviour of pupils when in school to determine suitable sanctions.

Conduct outside the school premises, including online conduct, that the school may consider a sanction for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

Misuse of Social Media

Please refer to paragraph two of the MNSP Behaviour Policy regarding teacher's statutory power to discipline students for misbehaving outside of school.

Students must not access or use social media platforms whilst on school site, either through school IT equipment or through their personal devices.

The school does not hold any legal responsibility to act if there is an incident of poor behaviour on social media or online. However, the school will support as far as possible with the reporting of, and investigation into, any incidents of poor behaviour, or bullying using social media. This will include reporting these incidents to the appropriate authorities, including the Police and CEOP.

It is the responsibility of the parent or carer to ensure that their child is using age appropriate platforms and sites. If the behaviour on Social Media or online contravenes our behaviour policy, the school has the right to act to ensure the safety and wellbeing of all members of its community.

Vaping & Nicotine Products

All nicotine products are banned.

Students must not be in possession or consume any Nicotine or Tobacco Products on the premises. These products include; cigarettes, cigars, pipe tobacco, vapes, e-cigarettes, snus or chew (please note that this list is not exhaustive and there may be other products that fall into this category).

Any students found in possession of or using these products will receive a Level Four sanction. The product will also be confiscated. Repeated transgressions will result in a suspension or further escalation in line with our policy.

If the school has a reasonable suspicion that a student is in possession of such an item, a bag search will be conducted. This will be in accordance with the MNSP Search and Confiscation Policy- [MNSP Search & Confiscation Policy](#)



SEND

We consistently promote an inclusive culture with high standards of behaviour and provide support to ensure that all students can achieve. Our procedures and processes consider the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

All staff are provided with information and training to support the needs of all pupils as part of quality first teaching.

Our expectations create a calm and purposeful environment which benefits all pupils, including those with SEND. We use the graduated approach of assess, plan, deliver and review (APDR) to ensure the appropriate support is provided.

Staff at St Dunstan's School receive frequent training for managing, identifying, supporting and de-escalating behaviours. Staff have clear and consistent behaviour expectations for all children, including those with SEND. However, we aim to consider the unique needs of each individual pupil and provide appropriate support to help them meet these expectations.

Training

Training Our staff are provided with training on managing behaviour, as part of their induction process, this can be accessed through the CPD / Twilight sessions, briefings and or faculty meetings.

Training is planned and delivered in response to specific needs of staff as well as in response to specific challenges or trends.

Our new staff receive additional training, mentoring and support as part of their induction.

St Mark's Secondary School – Behaviour Policy

We want St Mark's to be a happy and safe environment with students who know the importance of exhibiting good behaviour and attending well. Our students are supported to be the best they can be in a community that works together to achieve positive outcomes in all aspects of school life.

Our behaviour principles are:

- All students receive an excellent education that is not hampered by poor behaviour within the classroom or school site so that they can achieve their goals
- All students are rewarded for good behaviour, efforts and engagement
- Sanctions are used effectively so that behaviour is good or better, all of the time

The school's behaviour policy is based on promoting positive relationships based on mutual respect with the aim of:

- Promoting desired behaviours and treating all pupils fairly and consistently;
- Ensuring all pupils know, understand and follow the school rules;
- Encouraging a shared approach with parents/carers and the community in the development of our pupils;
- Recognising that behaviour management is the responsibility of all staff in the school, parents and pupils.

School Rules

In order to promote good behaviour and attitudes at St Mark's there is an agreed set of rules. These rules aim to provide a safe, caring, inclusive and challenging learning environment where all pupils have the right to learn and all teachers have the right to teach. These school rules are displayed in classrooms and around the school.

The school rules and expectations apply to students when they are in school and while they are representing the school in the community. The school will have the authority to apply rewards and sanctions at the following times:

- Before school
- Break
- Lunchtime
- Between lessons
- During lessons

- During journeys to and from school
- School trips and visits
- At any other time where the school is being represented by the students (ie wearing the school uniform or identifiable as a student of St Mark's)

School Rules

Be Ready

- Students will follow instructions on the first time of asking
- Students will wear the correct school uniform, smartly
- Students will attend school all day, every day, whenever possible
- Students will be punctual to school and to all lessons
- Students will bring the correct equipment to lesson
- Students will try their best in all lessons
- Complete all homework set to a good standard and hand it in on time
- Headphones will not be worn around school or in lessons unless agreed otherwise
- No mobile phones to be seen or used in school without specific permission from a teacher
- Coats, jackets and hoodies should not be worn in the dining room or in classrooms
- Students should use the toilets before school, and at break and lunch times.

Be Respectful

- Students will follow instructions on the first time of asking
- Students are polite and respectful to all members of our community at all times
- Students will not use foul or discriminatory language
- Students will listen and remain quiet while staff are talking
- Students will not damage school property or the property of others
- Students will not leave litter around the building or on school grounds
- Food will only be consumed in the dining room or outside school buildings

Be Safe

- Students will follow instructions on the first time of asking
- Students follow procedures that have been put in place to safeguard them at all times
- Students will not smoke or vape on the school site
- Students will not bring illegal substances or weapons onto the school site
- Students will not leave lessons or the school site without permission
- Students will not engage in bullying and physical behaviour
- Students will keep left in corridors and on stairs

The Use of Rewards to Promote Good Behaviour and Attitudes

A school ethos of encouragement is central to the promotion of desirable behaviour. We have high expectations of work ethic, attendance, behaviour and participation in school life.

Staff model positive behaviour to show students what is expected and consistently praise positive behaviour, effort and attitude using the following rewards:

- Book of excellence
- Teacher praise
- House points issued for demonstration of school values
- House points issued for demonstration of excellent behaviour and attendance
- Parental contact
- Work displayed in the school's Book of Excellence
- Student of the week
- Celebration assemblies
- Sports awards
- Subject awards
- Certificates

- Prize draws
- Celebratory events

The House with the highest house point total will be rewarded with a non-uniform day, 3 times a year.

Rewards for Academic Effort, Attainment and Demonstrating School Values

Type of Reward	Awarded For	Outcome(s)
Teacher Recognition	Issued for students demonstrating St Mark's values of Aspiration, Resilience and Community.	• Logged on Arbor • Worth: 1 House Point
Head of Subject or Head of Key Stage Recognition	Heads of Subject or Head of Key stage issue a praise for consistent demonstration of the St Mark's Values	• Logged on Arbor • Worth: 2 House points
Student of the Week Award	Student recognised as student of the week in collective worship	• Logged on Arbor • Named on the newsletter • Worth: 2 House Points
Contribution to Book of excellence	For an excellent piece of work	• Letter sent home • Image taken for the newsletter/website • Worth: 2 House Points
No behaviour consequences T1&2, T3&4 and T5&6	Opportunity to attend a rewards event in the hall at end of T2, T4 and T6	• Letter home • Worth: 5 House Points
Leadership Recognition Award (SLT)	For consistent demonstration of St Mark's values over a term or an outstanding example of St Mark's values	• Logged on Arbor • Worth: 5 House Points
Subject Recognition Award	Excellent work, progress and attitude to learning in a subject over 2 terms	• Celebration Assemblies at the end of Term 2, 4 and 6 • Social media • Worth: 5 house points
No behaviour consequences in a year	Excellent behaviour	• Letter home in Term 6 • Worth: 10 House Points
Headteacher Award	For exceptional contribution to the school and demonstration of the St Mark's Values	• Logged on Arbor • Certificate • Named in the newsletter. • Worth: 10 House Points
Student of the Year Award for each subject.	Exceptional and consistent work, progress and attitude to learning in a subject over a year	• Awarded at Celebration assembly Term 6 • Celebration evening • Social media • Images in reception • Worth: 10 House Points

Rewards for Attendance:

Type of Reward	Awarded For	Outcome(s)
Termly certificates for students with biggest improvement in attendance	Improved attendance	• Names read out in Achievement Assemblies. • Students take Certificates Home • Worth: 2 house points
100% attendance in a term	100% attendance in a term	• Names read out in Achievement Assemblies. • Students take Certificates Home

		Worth: 5 House Points
100% attendance over entire year	100% attendance over the entire year	- Letter home head teacher - Entered for prize draw - Worth: 10 House Points

Cumulative House Point Rewards

Reward Type	Reward	Outcome
25 House Points	Bronze Certificate	- Awarded by Tutor or in Assembly. - Communication through Arbor.
50 House Points	Silver Certificate	- Awarded in Celebration Assembly. - Communication through Arbor.
100 House Points	Gold Certificate A free meal deal token for the canteen Name in draw for £10 voucher	- Awarded in Celebration Assembly. - Student takes home letter from Headteacher
150 House Points	Platinum Certificate 2 free meal deal token for the canteen Name in draw for £10 voucher	Awarded in Celebration Assembly. Student takes home letter from Headteacher
200 House Points	Exosphere Certificate £10 voucher	Awarded in Celebration Assembly. Student takes home letter from Headteacher

The Use of Sanctions to Deter Poor Behaviour and Attitudes

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of reward and praise
- Delivery of a quality PSHE program
- Other interventions through links with external agencies

We believe that:

- It is the inevitability of the sanction that is more important than the type of sanction;
- Where appropriate, solution focused strategies will be implemented to support the pupil.

Where appropriate, a restorative justice approach is used to repair relationships between pupils or indeed between staff and pupils. Pupils will be encouraged and helped to make apologies, show they can keep to the school rules, or make suitable reparation.

The Headteacher may wish to apply appropriate sanctions for any poor behaviour off site or out of school hours where the school is brought into disrepute. The sanction will depend on:

- The level of misbehaviour;
- The extent to which the school's reputation has been affected.

All incidents are recorded on Arbor to ensure communication of the incidents to tutors, Pastoral Leaders, Subject Leaders and parents.

The Behaviour Consequence System

To monitor behaviour of students at St Mark's, a consequence system is used and the following sanctions are logged on Arbor:

Scale	Behaviour	Possible Sanctions
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L1-	• Communicating during assessment • Failure to follow instructions • Disrupting the teaching and learning in the classroom • ICT misuse • Inadequate work • Inappropriate language/use of swear words • Incorrect uniform • Lack of equipment including PE kit • Lack of coursework • Lack of homework • Lack of ingredients (DT Food) • Lack of uniform • Late to school • Lateness to lesson • Litter • Mobile phone misuse • Not ready to learn • Plagiarism • Refusal to follow instructions • Poor attitude to learning • Poor presentation of work • Truancy internal • Underperformance in assessment (6th Form) • Unkind behaviour	• Student spoken to, to get back on track. • Use of positive behaviour management strategies. • Log incident on Arbor • Parents informed • Name on the board/teacher conversation/expectation reminder/seat move/teacher or TA support/timeout • Lunchtime Detention • Confiscation
L2-	• Defiance of school authority • Failure to attend a lunchtime detention • Failed to attend after school detention • Minor vandalism, damage of equipment/property • Persistent Mobile phone misuse • Persistent defiance • Persistent disrupting the teaching and learning in the classroom • Persistent disruptive behaviour • Persistent failure to follow instructions • Persistent ICT misuse • Persistent inadequate work • Persistent lack of coursework • Persistent lack of effort • Persistent lack of equipment • Persistent lack of homework • Persistent poor behaviour around school site • Persistent truancy • Persistent unkind behaviour	• Teacher conversation • L2- Logged on Arbor. • Parental contact • Lunchtime or Afterschool Detention • For bus incidents, bus warning letter. • Report Card • Isolation

L3-	• Truancy/Absconding from school • Bringing the school into disrepute • Damage/Vandalism • Damaging the school's reputation in the community • Exit/removal from lesson • Failure/refusal to complete isolation • Physical assault against pupil • Refusal to allow confiscation • Refusal to exit/ removal • Severe defiance • Severe ICT misuse • Severe truancy greater than 2 or more occasions • Smoking or vaping related incident (Including possession of) • Threat to Health & Safety of others • Threatening or confrontational behaviour towards peer	• For disruption or defiance in lessons, students are sent to the Reset room (exit). • L3- Logged on Arbor. • Afterschool detention • Isolation (internal Exclusion) • Suspension (Fixed term exclusions)
L4-	• Alcohol related incident • Bullying - Cyber-Bullying • Bullying - Homophobic/Transphobic Bullying • Bullying - Other • Bullying - Sexist bullying • Carrying a weapon or bladed instrument • Drug and alcohol related behaviour • Discriminatory behaviour - Misogyny • Discriminatory behaviour : Sexism • Discriminatory behaviour : Racism • Discriminatory behaviour : Religion • discriminatory behaviour : Disability • discriminatory behaviour : Gender • Physical assault against adult • Serious Physical assault of another student • Racist incident • Refusing a search • Selling or gambling • Serious defiance • Sexual misconduct • Theft • Threatening or confrontational behaviour towards adult • Verbal abuse towards adult	• Roaming requested to escort a student to the reset room for extreme disruption. • L4- Logged on Arbor. • Isolation (internal Exclusion) • Suspension (Fixed term exclusions) • Permanent Exclusion

Classroom teachers / tutors are responsible for the behaviour management in their classroom. Heads of subject and pastoral leads will provide support where needed once notified through the Arbor reporting system.

If, in the opinion of any member of staff, a serious incident has occurred, an immediate referral will be made to a member of SLT. This may result in the pupil spending the remaining part of the day in isolation, or being suspended (in consultation with the Headteacher). Should this happen to a pupil, parents/carers are informed by phone call and/or letter.

If there is sufficient evidence that a pupil has committed a serious disciplinary or criminal offence the pupil may be suspended for a fixed period or, in extreme cases, permanently excluded. The Police may also be informed of criminal offences.

School staff may make reasonable adjustments for students who, due to their additional needs, are unable to manage some of the consequences outlined in this policy. Reasonable adjustments will be made at the advice of the SENCO in collaboration with the SEND Lead Team (Learning Support Lead, Communications Lead, Literacy Lead) and the Senior Leadership team.

Exiting the Classroom

Students will be exited from the classroom in the following circumstances:

- If a student is disrupting a class to a degree that the learning of others, or indeed their own learning, cannot continue unhindered following warnings.
- If a student refuses to complete work despite support and repeated warnings.
- If a student's behaviour endangers themselves or other learners.
- If a student displays offensive language or serious defiance.

If issued an exit, the student must go immediately to the Reset Room where they will stay for the rest of that lesson. A detention will be set automatically if a student is sent to the Reset Room. Failure to go to the Reset Room as instructed will result in the student being taken to the Isolation Room for the rest of the day.

The number of Exits that a student accrues will be closely monitored and sanctions will apply if multiple Exits are recorded. Sanctions will be stepped up and include meetings with parents for persistent offenders.

Isolation:

Isolation will be used to prevent suspensions and will be actioned by a member of SLT following an investigation or as a result of an escalation of a missed sanction. Isolations also afford us the opportunity to work with the student to resolve issues that may have occurred and also to initiate interventions that will reduce the possibility of future isolations or other sanctions. For very serious incidents, the pupil will be taken to the isolation room whilst the incident is investigated and a suitable sanction is decided upon.

Behaviour Stages

Pupils who do not adhere to the behaviour policy will be placed on the School Disciplinary stages. Interventions will be implemented at key points on the disciplinary stages to support students to improve their behaviour and conduct.

Stage	When	What	Who	Review
A Concern	• Receiving multiple Consequences in a term • Repeated pattern of poor behaviour • Following a pastoral review meeting • Tutor, Head of Key stage or SLT request • Reaching 5 Exits	• Placed on report card to tutor • Parental communication • Letter sent to parents/carers • Log on Arbor and behaviour tracker • Tutor check ins to monitor report card daily	Tutor	• After 2 weeks on the report card. • If successful finish report card, if unsuccessful move to stage B
B Significant concern	• Reaching 10 exits • New significant behaviour concerns • Suspension • No improvement on Stage A following interventions	• Report card to Head of Key stage • Parental meeting • Behaviour contract • Letter sent to parents/carers • Log on Arbor and behaviour tracker • Pastoral intervention sessions internally • SEND investigation • Round robin	Head of Key stage	• After 2 weeks on report card • If successful, move down a stage. If not successful move to stage C
C High concern	• Reaching 15 Exits • Repeated suspensions • No improvement on Stage B following interventions	• Report card to SLT • Parental meeting • Target action plan • Letter sent to parents/carers • Referral to external agencies for support • Log on Arbor and behaviour tracker	SLT	• Review fortnightly • Final review after 4 weeks. Either move down or up a stage

D Serious concern - risk of PEX	● Reaching 20 Exits ● Persistent disruptive and defiant behaviour ● Repeated suspensions ● No improvement on Stage C ● Student is at risk of a permanent exclusion	● Report card to DHT/HT ● Parental meeting ● Pastoral Support Plan PSP ● Named key worker ● Letter sent to parents/carers to share at risk of PEX ● Referral to agency for support and AP provision ● Log on Arbor and behaviour tracker ● Governor meeting	AHT/DHT/HT	● Review fortnightly ● Final review after 4 weeks
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The Headteacher and the Deputy Headteacher (Pastoral) will review every student's behaviour stage at the end of each term throughout the year. Where there have been improvements, students will be moved down the Behaviour Stages.

Suspensions

When a student's behaviour becomes a serious cause for concern the school will use the following disciplinary levels to let the student, staff, parents and Governors know how the behaviour is moving towards a possible permanent exclusion from the school.

The levels become progressively more serious and can result in a permanent exclusion. Students can enter the suspension levels at any level. For a serious breach of the behaviour policy, a student may be at risk of PEX without being placed on any prior levels.

Suspension Level	Examples of Use	Length	Follow-Up Actions taken to support the student's readmission
Fixed Term: Level One	Used for an extreme infringement of the school expectations. Examples include repeated failure to adhere to school rules, poor behaviour in the reset room, swearing at staff, violence, or threats of violence to others, defiance, bringing the school into disrepute and cyber abuse	Usually one or two days. Work is provided for completion at home.	A readmission meeting with HoKS or a member of SLT. A Post Suspension Report Card is issued, setting and monitoring targets. Meeting notes sent home summarising the agreed actions. Failure to complete the Report shows lack of cooperation with the school and risks further fixed period suspensions.
Fixed Term: Level Two	Used in any instance where a longer suspension is thought appropriate, for example for extreme incidents, on-going defiance, or for students who have already been issued a Stage 1 Suspension and repeat the similar undesired behaviour or actions.	Normally two to five days. Work is provided for completion at home.	At the re-admission meeting with a member of SLT. A Post Suspension Report Card is issued, setting and monitoring targets. Meeting notes sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of cooperation with the school and risks further fixed period suspensions

Fixed Term: Level Three	Used for those who are responsible for a significant act of indiscipline or for students who have already been issued a Level 2 Exclusion and repeat the similar undesired behaviour or actions. Examples include: an act of extreme vandalism to or theft of School property, significant bodily harm to another student, continued on-going defiance, intimidating and threatening behaviour to staff.	Normally three to five days, but can be longer if appropriate. Work is provided for completion at home.	At the re-admission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Parents are informed of the opportunity for a Direction off Site through the BAP. Failure to complete the Report shows lack of cooperation with the school and places the student at risk of Permanent Exclusion.
Permanent: Level Four	Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy, or for activities such as personal illegal drug use or suspected drug dealing. Also used for students who have already been issued a Stage 3 Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.	Immediate and permanent.	No re-admission. Parents are informed. School informs the Local Authority within 24 hours of our decision to PEX. From the 6 th day onward, the Local Authority is responsible for student's education. All Permanent Exclusions are subject to LA and DfE guidelines.

It is worth noting that:

- Any level may be used at any time.
- A level may be repeated a number of times if appropriate with a longer suspension applied at each repeat.
- This policy operates in conjunction with the SEN Code of Practice.
- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well; and informed of their right to make representation to the school governors, where appropriate.

Suspensions will be followed by:

- A Reintegration Meeting with the student and Parent
- In some circumstances a day in the Reset Room until 4pm will be implemented following a suspension. For example where there is concern raised regarding student behaviour during the reintegration meeting, or there is a need for a restorative conversation before full reintegration into the school community

The Headteacher and the Deputy Headteacher (Pastoral) will review every student's suspension record three times each Academic Year.

There are 3 possible outcomes for the suspension review:

Outcome 1: There have been no serious breaches of the school's behaviour policy and/or a significant reduction in the number of negative behaviour logs. In recognition of the student's improved behaviour, their Suspension Level will be lowered.

Outcome 2: There has been at least one or more serious breaches of the school's behaviour policy and/or no significant reduction in the number of negative behaviour logs. Thus, the student's Suspension Level will not be changed.

Outcome 3: There has not yet been a full term since the suspension was held and so we cannot change the suspension level at this time. However, it is worth recognising that, should the student maintain a good record of behaviour for the remainder of this term, they can look forward to a positive review next term.



The underlying principles behind good behaviour at Writhlington School is outlined in the school aims where all members of the school community will:

- Be Ready
- Be Respectful
- Be Safe

This is shared with all members of the school community in order to provide a safe, caring, inclusive and challenging learning environment where all pupils have the right to learn and all teachers have the right to teach. The schools behaviour policy is based on promoting positive relationships based on mutual respect with the aim of:

- Promoting desired behaviours and treating all pupils fairly and consistently;
- Ensuring all pupils know, understand and follow the school rules;
- Encouraging a shared approach with parents/carers and the community in the development of our pupils;
- Recognising that behaviour management is the responsibility of all staff in the school, parents and pupils.

For students to be successful at Writhlington School they should:-

- Do their best in all lessons and make the most of the opportunities provided by the school's programme of lunchtime and after school enrichment activities
- Attend school regularly and on time
- 'Be ready, be respectful, be safe' and work within the school's disciplinary code
- Complete all homework set to a good standard and hand it in on time
- Bring all necessary equipment
- Wear the school uniform smartly and take pride in their appearance
- Keep parents/carers informed of their work at school and ensure all information from school is delivered to them
- Treat the school environment with respect
- Respect and value all members of the school community by:
 - o Being polite
 - o Listening well
 - o Being helpful
 - o Not making excuses
 - o Being willing to change
 - o Choosing their words carefully
 - o Using a respectful tone of voice
 - o Not teasing others or calling them names
 - o Following adult requests quickly and without complaint

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of reward and praise
- Delivery of a quality PSHE program and other interventions through links with external agencies

Attitude to learning

The statements below are based on the schools' high expectations and should be used to assess a student's attitude to learning in each subject and the level to which a student is READY, RESPECTFUL and SAFE.

Excellent - our definition:

Behaviour - Shows leadership and always actively participates, is positive and resilient; seeks out opportunities and challenges

Effort - Completes tasks independently; overcomes barriers to learning, is resilient

Homework - Completes all tasks independently; often beyond expectations

Equipment - Is always ready to learn, role-modelling; effective self-management

Good - our definition:

Behaviour - Developing leadership skills, usually actively participating, engages well in learning

Effort - Overcomes most barriers to learning, developing resilience, rarely gives up

Homework - Completes tasks as instructed at all times

Equipment - Is fully equipped - a good role-model

Concerns:

Behaviour Concern - Is disengaged; falling below our expectations

Effort Concern - Completes tasks with support, but often gives up too easily

Homework Concern - Not all homework is complete; not enough independence or initiative shown

Equipment Concern - Poorly organised; is not equipped

School rules

Be Ready

- **Students will follow instructions on the first time of asking**
- Students will be punctual to school and to all lessons.
- Students should use the toilets before school, and at break and lunch times.
- Students must not wear makeup.
- Students will not wear a nose stud
- Students should not wear rings or bracelets
- Headphones should not be worn around school or in lessons unless directed by a member of staff
- No mobile phones to be seen or used in school without specific permission from a teacher for learning purposes
- Coats should not be worn in the dining room or in classrooms

Be Respectful

- **Students will follow instructions on the first time of asking**
- Foul language will not be tolerated.
- Students are polite and respectful to all members of our community
- Students will not damage school property or the property of others
- Students will not leave litter around the building or on school grounds
- Food will only be consumed in the dining room or outside.

Be Safe

- **Students will follow instructions on the first time of asking**
- Boisterous behaviour on the school site will not be accepted
- Students will not smoke on the school site
- Students will not bring illegal substances or weapons onto the school site
- Students will not leave the school site without permission
- Bullying and fighting are not tolerated
- Keep Left in corridors
- Food and drink MUST not be consumed in Science labs

Rewards:

A school ethos of encouragement is central to the promotion of desirable behaviour and this policy works alongside the rewards policy. We have high expectations of work ethic, attendance, behaviour and participation in school life. Throughout lessons, staff aim to employ a 'positive attention first' approach, meaning they try to recognise when students get things right.

We aim to recognise students who meet our expectations and represent our school values through their behaviour. We do this in the following ways;

Attendance and Behaviour non-uniform days

Every term (6 times/year) students can qualify for a non-uniform day.

Attendance - 100% = Termly non-uniform

Behaviour - Zero detentions = Termly non-uniform

The 5-Star Review

Each old term, students can earn a reward for gaining a '5-star review' by achieving all 5 of the areas;

The '5-Star Review'



- ★ Attendance - >96% Attendance and Zero Unauthorised Absence
- ★ Behaviour - No more than 1 detention
- ★ Effort - Merits - 50 merits
- ★ Participation - Taking part in a club that term (2+ appearances!)
- ★ Punctuality - No more than 1 late session

All students who meet all 5 areas of the '5-Star Review' will qualify for a treat at the end of term (typically a food van) free of charge.

Celebration assemblies are held at the end of the Christmas, Easter and Summer terms and pupils are presented with the relevant awards. Attendance is also rewarded in the following way:

- 100% attendance certificate for the year at celebration assemblies.
- 99/100% attendance letter home at the end of the year.
- Year group competition - tutor groups with highest attendance weekly and termly will receive Head of Year rewards eg - non-uniform day or sports activity.
- Year group competition - Year group with the highest attendance at the end of the year rewarded with non-uniform day or a specifically targeted activity.

Sanctions:

The sanctions we may use when students do not behave as expected may vary according to the incidence of misbehaviour. We believe that:

- It is the inevitability of the sanction that is more important than the type of sanction;
- Where appropriate, solution focused strategies will be implemented to support the pupil.

Where appropriate, a restorative justice approach is used to repair relationships between pupils or indeed between staff and pupils. Pupils will be encouraged and helped to make apologies, show they can keep to the school rules, or make suitable reparation.

The Behaviour Management Policy extends beyond the boundary of the school gates and into the community. Students are expected to maintain good behaviour to and from school, on transport, educational visits or other placements (e.g. college placements). Behaviour should not threaten the health and safety of pupils, staff and/or members of the public. The Headteacher may wish to apply appropriate sanctions for any poor behaviour off site. The sanction will depend on:

- The level of misbehaviour;
- The extent to which the school's reputation has been affected.

All incidents are recorded on Talaxy to ensure communication of the incidents to tutors, Pastoral Leaders, Subject Leaders and parents.

If, in the opinion of any member of staff, a serious incident has occurred, an immediate referral will be made to a member of SLT. This may result in the pupil spending the remaining part of the day in isolation, or being suspended (in consultation with the Headteacher). Should this happen to a pupil, parents/carers are informed by phone call and/or letter.

If there is sufficient evidence that a pupil has committed a serious disciplinary or criminal offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, or other pupils in the school, the pupil may be suspended for a fixed period or, in extreme cases, permanently excluded. The Police may also be informed of criminal offences.

Classroom teachers / tutors: are ultimately responsible for the behaviour management in their classroom. Heads of subject and pastoral leads will provide support where needed once notified through the Arbor reporting system.

Writhlington School operates a detention system across the school in order that there is consistency and inevitability of sanctions. Detentions can be set for the following (although this is not an exhaustive list):

- Incomplete work in a lesson
- Incomplete homework and no homework
- No equipment
- Disrupting their own learning
- Disrupting the learning of others
- Poor language
- Disrespectful behaviour towards students or staff
- Failure to do as you are asked to do
- An Exit

If a student is disrupting a class to a degree that the learning of others, or indeed their own learning, cannot continue unhindered, then the following strategies will be used:

1. Use of a restorative approach (e.g. time out period where appropriate OR student given 1 warning for disrupting learning)
2. Further disruption or a significant disruption to learning will result in the student being 'Exited'. The student must go immediately to the Exit Room where they will stay for the rest of that lesson.
3. A detention will be set automatically if a student is sent to the Exit Room.
4. Failure to go to the Exit Room as instructed will result in the Exit staff alerting SLT to collect the student and take them to the Isolation room for the rest of the day.

Students given 1 warning for disrupting learning. Further disruption or a significant disruption to learning will result in the student being 'Exited'



The student will be asked to go to the Exit room (HU28) and they must take themselves there immediately. They MUST take work with them from the lesson.



The teacher will send an emergency alert on Talaxy with details of the student name and incident. This will send an alert to the supervising member of staff in the exit room so that they expect the student



Students in the exit room will complete a reflection sheet and also the work for that lesson. They will then return to their next lesson



If a student is exited, they will automatically be placed into a hub by the Exit room supervisor



If the student does not arrive to the exit room, SLT to be alerted to determine their whereabouts. Failure to go to the exit room will result in isolation or suspension for the rest of the day

Serial Exit Room Process

Fortunately the vast majority of students are never Exited, and those who are, learn from this and do not repeat this behaviour. Where Exits are not leading to improved behaviour or there is a pattern of repeated exits, the Pastoral Team will make use of the following additional strategies;

Action	Additional Comments
Letter to go home warning that any further exits may lead to Level 3 Disciplinary Stage 1	Tutor holds Level 2 meeting with parents
Meeting with Head of Year (Level 3 – disciplinary Stage 1)	If all exits are from one department – pastoral team to work with faculty but remains a faculty responsibility
HOY detention & letter to warn that the next stage is referral to SLT	HOY detention to follow on from subject Exit detention. (1 ½ hrs)
SLT to see parent and child	Level 3 Review – disciplinary stage 1
Isolation and letter from SLT that suspension may follow if any more exits	
Referral to SLT to consider exclusion	Level 3 – disciplinary stage 2 - PSP required
Further exits will be considered by SLT for further action .	

Any part of this process may be skipped depending on the situation.
INSET days may be used instead of isolations or detentions.

The Detention system: One system for all sanctions

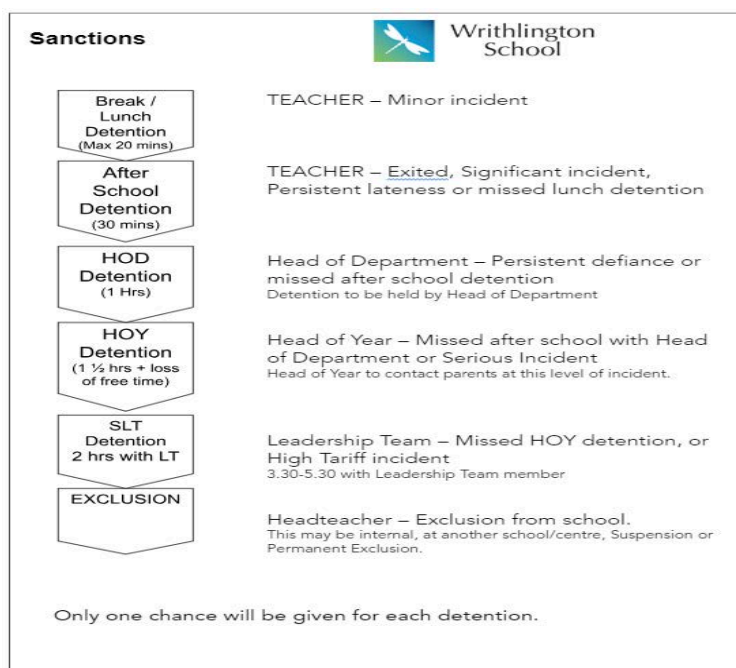
- Pastoral Detentions will be run at lunchtimes and students who have a number of logged behaviour incidents the day before will be told to attend.
- Afterschool Detentions will be run on days chosen by staff as per the system below
- Detentions will be set by the teacher for the next available Detention and logged on Arbor.
- Contact with home will be made to say the Detention has been set.
- If the student does not attend, an email will be sent home to inform parents and the detention will be escalated.
- Failure to attend a Double/SLT Detention will result in an Isolation the next day.

Isolation:

Isolation will be used to prevent suspensions and will be actioned by a member of SLT following an investigation or following a missed SLT Detention. Isolations also afford us the opportunity to work with the student to resolve issues that may have occurred and also to initiate interventions that will reduce the possibility of future isolations or other sanctions.

School Disciplinary Code - BEHAVIOUR Levels

Pupils who do not adhere to the behaviour policy will be placed on the School Disciplinary Code*:



Behaviour Levels

Rationale

To support students as early as possible when patterns of behaviour are seen we have the behaviour levels system. These levels will be used by the tutor and pastoral team to monitor and intervene in patterns of poor behaviour swiftly and effectively. The system involves parents and tutors working together to improve a student's behaviour.

LEVEL 1: Expression of Concern

Students will be placed on level one when a pattern of emerging poor behaviour gives rise for concern.

Tutors will see the student about the issues and agree targets for improvement. A level 1 letter will be sent to parents and a level 1 report card may be used to monitor behaviour at this point.

A review date should be set (around 3 weeks)

LEVEL 2: Significant Concern

Students will be placed on level two when behaviour concerns are significant or where there has been further deterioration of behaviour from level 1.

Parents will be invited in for a meeting with the Tutor to agree strategies for improvement. Parents and pupils will sign a level 2 agreement.

A review date should be set (around 3 weeks)

LEVEL 3: Serious Concern

Students will be placed on this level when their behaviour is at a serious level and the student could be in danger of suspension. A letter warning that a student could be in danger of suspension will be sent.

The Head of Year and Tutor will meet with parent/guardian and the student. The inclusion support manager, SENCO and Outside Agencies may become involved if appropriate.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Students will be on daily report and where appropriate meetings with outside agencies/support staff will take place.

A review date should be set (around 3 weeks)

Students at Level 3 will also be at a Disciplinary Stage.

Disciplinary 1 – At risk of suspension

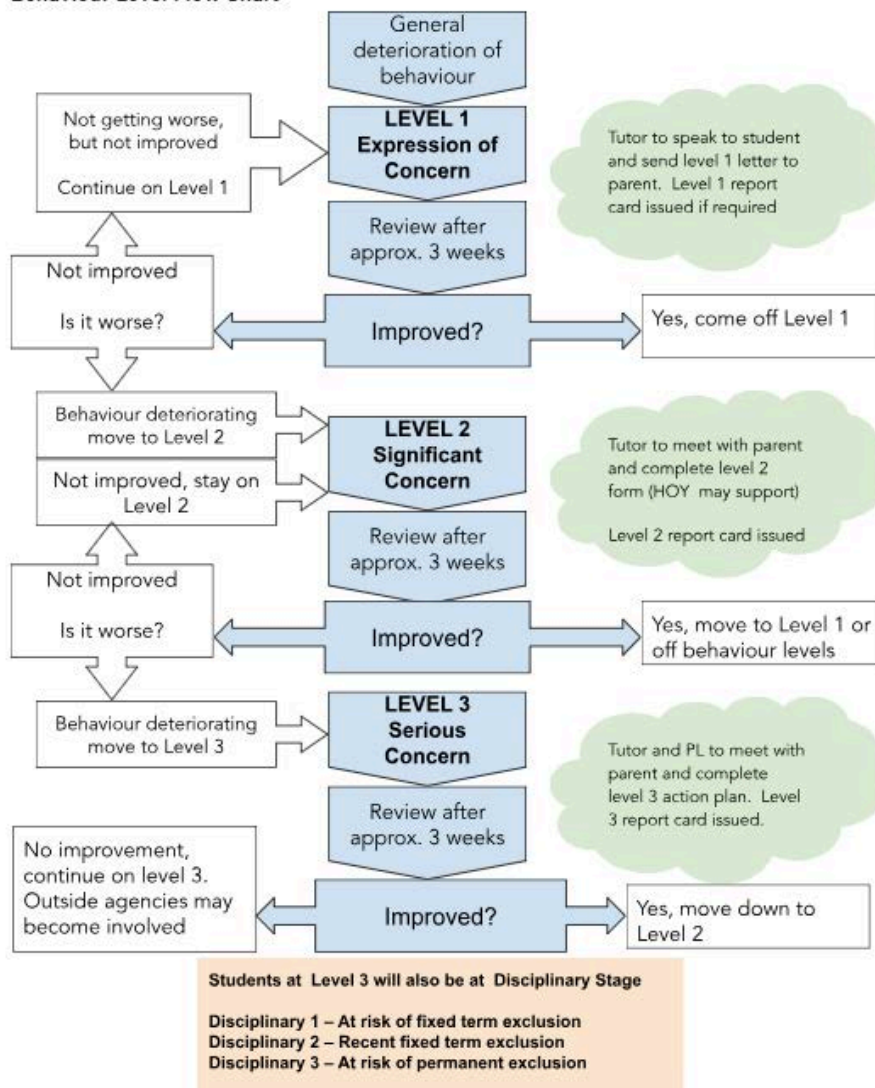
- Pupils can enter the Behaviour Levels or Disciplinary Stages at any level.
- In all cases of suspensions, regular reviews of a student's progress and behaviour is carried out by the HOY and the parents/carers will be informed of any concerns.

The Headteacher and the Assistant Headteacher (Pastoral) will review every student's suspension record three times each Academic Year. We will reward students who receive no further suspensions or serious incidents during this period by reverting the Disciplinary level by one level.

It is worth noting that:

- Any level may be used at any time.
- A level may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEN Code of Practice.
- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well and informed of their right to make representation to the school governors.
- Other than a permanent exclusion, no student may be suspended for more than 45 days in one Academic Year.
- For any suspension of one to five days, the school has the responsibility to ensure that work is set and marked.
- For any suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days.
- From the sixth day, the school may make provision for students to receive their education at an alternative education provider as a Direction Off Site for the remainder of their suspension.

Behaviour Level Flow Chart



- Pastoral team will have involvement throughout the process.
- Following any suspension or isolation, pupil will move to level 3
- Pupils can enter the Behaviour Levels or Disciplinary Stages at any level



Department
for Education

Use of reasonable force

**Advice for Headteachers, staff and governing
bodies**

July 2013

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Summary

About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

Expiry or review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

- School leaders and school staff in **all schools**¹ in England.

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

22. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
23. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
24. 'Reasonable in the circumstances' means using no more force than is needed.
25. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
26. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
27. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force².
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

¹ "All schools" include Academies, Free Schools, independent schools and all types of maintained schools

² Section 93, Education and Inspections Act 2006

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

³ Section 550ZB(5) of the Education Act 1996

- 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.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Communicating the school’s approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

- A panel of experts⁴ identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;

⁴ Physical Control in Care Medical Panel - 2008

- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

Staff training

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents⁵.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil’s behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child’s age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive

⁵ References to parent or parents are to fathers as well as mothers, unless otherwise stated.

force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired

result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Further sources of information

Other departmental advice and guidance you may be interested in

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

Associated resources (external links)

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)