

Behaviour policy

Author:	David James
Approval	Trust board
Date approved:	27/03/2024
Review timescale	Annually
Review date	27/03/2025
Keywords:	Behaviour

Contents

1. Aims	4
2. Legislation and statutory requirements.....	4
3. Definitions.....	4
4. Bullying.....	5
5. Roles and responsibilities	6
5.1 The academy trust	6
5.2 The principal	6
5.3 Staff	6
5.4 Parents/carers.....	6
6. Student code of conduct.....	7
7. Rewards and sanctions	7
7.1 List of rewards and sanctions.....	7
7.2 Off-site behaviour	7
7.3 Malicious allegations.....	8
8. Behaviour management.....	8
8.1 Staff and student routines	8
8.2 Classroom management	10
8.3 Management of students outside lessons.....	10
8.4 Physical restraint.....	10
8.5 Confiscation	10
8.6 Student support.....	11
9. Student transition.....	11
10. Training.....	11
11. Monitoring arrangements	11
12. Links with other policies	11
Appendix 1: Written statement of behaviour principles	12
Appendix 2: Remote learning rules.....	13
Dealing with problems.....	13
Appendix 3: Expectations and consistency	14
All students must:	14
All staff must:	14
Appendix 4: Consequences	16
Primary phase consequences	16
Secondary phase consequences.....	18
Appendix 5: Secondary phase detentions	21

Student expectations	21
Staff expectation.....	21
Issuing a detention	21
Detentions and the law (Behaviour and discipline in schools; DfE 2016)	22
Appendix 6: Secondary phase internal exclusion (IE)	23
Student work whilst in IE.....	23
Informing the academy trust and local authority.....	25
Appendix 8: Secondary phase rules	26
Corridor and “Street” rules.....	26
Ball games	26
Eating	26
Litter	26
Students out of lessons.....	26
Appendix 9: Mobile phones and electronic equipment.....	27
Procedure:	27
Appendix 10: Behaviour management strategies	28
Summary of behaviour management strategies	28
Dealing with more extreme behaviours.....	29
Dealing with incidents outside normal lessons	29
Appendix 11: Guidance on investigating and sanctioning serious incidents.....	31
Level 0-3 issues	31
Level 4/5 – Issues dealt with at the AP/VP level.....	31

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management in all phases of the school
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Poor attendance which is deemed to be behaviour related
- Truancy
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Students selling any goods/services on school grounds
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, the relationship may involve an imbalance of power or perceived imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying and prevention of Bullying policy.

Students can report incidents of bullying by speaking to:

- One of our Anti-Bullying Ambassadors,
- Class teacher (primary), form tutors (secondary) and subject teachers
- Any teacher, LSA or member of the pastoral team or member of staff that the student feels comfortable with.

Students can also e-mail their relevant form tutor or performance leader if they find this easier.

We encourage our students to report any bullying they may witness around the school.

Parents/staff can report incidents of bullying by speaking to the child's form tutor or the relevant progress leader.

Students can also report bullying using an anonymous electronic form which is accessible from the student intranet. There are also several lockable boxes around the school where students can anonymously submit a bullying concern.

The progress team will investigate any allegation of bullying and sanction procedures as per section 7 of this policy.

The pastoral team will support students who have been bullied, and those vulnerable to bullying by monitoring their emotional welfare and by consulting with parents when necessary.

We have whole-school proactive strategies to prevent bullying. The school will also invite parents to attend workshops on bullying delivered by external agencies.

5. Roles and responsibilities

5.1 The academy trust

The academy trust is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

5.2 The principal

The principal is responsible for reviewing and approving this behaviour policy.

The principal 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of students (refer to student's support plan for example).
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The pastoral team, teaching team and leadership team will support staff in responding to behaviour incidents.

5.4 Parents/carers

Parents/carers are expected to:

- Accept the professional judgement of members of staff within the school
- 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 student's class teacher promptly
- Work in collaboration with the school to solve problems in the most effective and sensitive way

6. Student code of conduct

Students are expected to:

- Abide by the agreed school rules
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Adhere to policies relating to the use of electronic devices, including school owned ICT and mobile phones
- Always wear the correct uniform in the correct way
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with an extensive range

- Praise
- Achievement points
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour including bullying:

- A verbal reprimand
- Expecting additional work to be completed at home
- Detention after school (secondary phase)
- Loss of free time (primary phase)
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal exclusion for a fixed period
- Fixed-term external exclusion
- Permanent exclusion from the school for the most serious incidents.

Students may be sent to work in another area/classroom during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Offsite behaviour

Sanctions will be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Sanctions will also be applied where there is poor behaviour of a student, and they are identified as being a member of the school community.

In some cases, sanctions will be applied to support parents where poor behaviour occurs in the family home.

7.3 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.





Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.



8. Behaviour management

8.1 Staff and student routines





KS 1-2 Session start

Session start (KS1-2)	Steps	Notes	PhL	AP VP	TLSA	T	Pupils
Prepare 	00:00 - 00:04 <ul style="list-style-type: none"> Teacher arrive at classroom Provide starter activity Stand in the corridor beside the door to greet students 	At the start of the day, after break and after lunch, the teacher is ready at the classroom before the start time of the lesson. For other lessons, teachers should aim to arrive at least one minute before the lesson start time. The starter activity is planned and is either on the table, projected, written on the board or on OneNote.				✓	
Arrive 	00:00 – 00:04 <ul style="list-style-type: none"> Students arrive promptly Wait outside classroom in silence until teacher arrives Welcome students into class Check and correct uniform infringements Enter the classroom when directed by teacher 	Any students arriving after four minutes are recorded as late. Supervise students in the neighbouring classroom if their teacher is late arriving. All uniform infringements must be logged.			✓	✓	✓
Start 	00:04 – 00:07 <ul style="list-style-type: none"> Get ready for the lesson Start the first activity Take and submit the register Log lateness sanctions 	Teacher enters the classroom after four minutes or when the class has arrived (whichever comes first). Teacher must submit the register by 00:07.					✓
Manage 	<ul style="list-style-type: none"> Monitor and challenge where the routine is not happening correctly Regularly monitor the above is taking place correctly 	The process is overseen by all middle leaders in the area. Faculty leaders should: <ul style="list-style-type: none"> Model the routine Remind their teams around two minutes before the end of tutor time, break and lunch to prepare for lesson start Guide teams on relevant starter activities (e.g. reading for English lessons). 	✓	✓			✓





KS 1-2 Sessions end

Session end (KS1-2)	Steps	Notes	PhL	AP	TLSA	T	Pupils
End 	By 00:47 (or 00:27 for short lesson) <ul style="list-style-type: none"> Bring lesson to a purposeful conclusion Remind students to tidy and prepare their equipment Check next lesson details (Edulink) Save work and close Winbook 	-				✓	✓
Prepare 	00:47 – 00:50 (or 00:27-00:30) <ul style="list-style-type: none"> Tidy away work area and clear rubbish Get out equipment for next lesson (except if going to break/lunch) Instruct students to stand Stand behind chair quietly Check the room is tidy Sign out and clear whiteboard 	-				✓	✓
Exit 	00:50 <ul style="list-style-type: none"> Dismiss class for next lesson Move sensibly onto next lesson 	Students should carry their winbooks, books and equipment in their hands and not in their bags.				✓	✓
Manage 	00:00-00:07 <ul style="list-style-type: none"> Monitor and challenge where the routine is not happening correctly Regularly monitor the above is taking place correctly 	The process is overseen by all middle leaders in the area.	✓	✓			✓

KS 3-5 Sessions start

Lesson start (KS3-5)	Steps	Notes	FL	AP	PL	T	Students
Prepare 	00:00 - 00:04 <ul style="list-style-type: none"> Teacher arrive at classroom Provide starter activity Stand in the corridor beside the door to greet students 	At the start of the day, after break and after lunch, the teacher is ready at the classroom before the start time of the lesson. For other lessons, teachers should aim to arrive at least one minute before the lesson start time. The starter activity is planned and is either on the table, projected, written on the board or on OneNote.				✓	
Arrive 	00:00 – 00:04 <ul style="list-style-type: none"> Students arrive promptly Wait outside classroom in silence until teacher arrives <ul style="list-style-type: none"> Welcome students into class Check and correct uniform infringements <ul style="list-style-type: none"> Enter the classroom when directed by teacher 	Any students arriving after four minutes are recorded as late. Supervise students in the neighbouring classroom if their teacher is late arriving. All uniform infringements must be logged.				✓	✓
Start 	00:04 – 00:07 <ul style="list-style-type: none"> Get ready for the lesson Start the first activity <ul style="list-style-type: none"> Take and submit the register Log lateness sanctions 	Teacher enters the classroom after four minutes or when the class has arrived (whichever comes first). Teacher must submit the register by 00:07.				✓	✓
Manage 	<ul style="list-style-type: none"> Monitor and challenge where the routine is not happening correctly Regularly monitor the above is taking place correctly 	The process is overseen by all middle leaders in the area. Faculty leaders should: <ul style="list-style-type: none"> Model the routine Remind their teams around two minutes before the end of tutor time, break and lunch to prepare for lesson start Guide teams on relevant starter activities (e.g. reading for English lessons). 	✓		✓		

KS3-3 Session end

Lesson end (KS3-5)	Steps	Notes	FL	AP	PL	T	Students
End 	By 00:47 (or 00:27 for short lesson) <ul style="list-style-type: none"> Bring lesson to a purposeful conclusion Remind students to tidy and prepare their equipment <ul style="list-style-type: none"> Check next lesson details (Edulink) Save work and close Winbook 	-				✓	✓
Prepare 	00:47 – 00:50 (or 00:27-00:30) <ul style="list-style-type: none"> Tidy away work area and clear rubbish Get out equipment for next lesson (except if going to break/lunch) <ul style="list-style-type: none"> Instruct students to stand Stand behind chair quietly Check the room is tidy Sign out and clear whiteboard 	-				✓	✓
Exit 	00:50 <ul style="list-style-type: none"> Dismiss class for next lesson Move sensibly onto next lesson 	Students should carry their <u>winbooks</u> , books and equipment in their hands and not in their bags.				✓	✓
Manage 	00:00-00:07 <ul style="list-style-type: none"> Monitor and challenge where the routine is not happening correctly Regularly monitor the above is taking place correctly 	The process is overseen by all middle leaders in the area.	✓		✓		

8.2 Classroom management

Staff are responsible for setting the tone and context for positive behaviour within the school. This includes teaching staff, classroom-based support staff.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Reinforce the student code of conduct during lessons, assemblies and tutor time
- Develop a positive relationship with students, which may 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 afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement such as Achievement Points

8.3 Management of students outside lessons

It is important that all staff (both student facing and non-student facing) feel empowered to enforce the school behaviour policy and to reward and issue consequences as per this policy.

Staff should develop a positive relationship with students, which may include:

- Greeting students as you walk past them in corridors
- Communicating expectations of behaviour to all students, for example asking students to pick up litter.
- Highlighting and promoting good behaviour
- Using positive reinforcement such as Achievement Points

8.4 Physical restraint

In rare circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.5 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening of students must be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.6 Student support

The school 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.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not 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.

9. Student transition

To ensure a smooth transition to the next year, students may have transition sessions with their new teacher(s).

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 from or to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint for key staff, as part of their induction process.

Key staff are trained in the appropriate use of restraint.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the principal and the academy trust every year. At each review, the policy will be approved by the principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

1. Exclusion policy
2. Safeguarding policy
3. Equality and diversity policy

Appendix 1 : Written statement of behaviour principles

Everyone in the school community must:

- Behave in a way that support the aims, ethos, and values of the school
- Be free from any form of discrimination
- Understand they have the right to feel safe, valued, and respected
- Always set a positive example
- Not bring the school into disrepute either in person, or via any form of written or electronic medial

Every student must:

- Be free to learn from the disruption of others
- Be helped to take responsibility for their actions

Every member of staff or volunteer must:

- Apply rewards and sanctions consistently and in line with the behaviour and rewards policy

Every parent and carer must:

- Foster good relationships between the school and students' home life
- Support the students in meeting the expectations of this policy

The academy trust also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Remote learning rules

If students are not in school (for example because of suspension, enforced isolation), we expect them to follow all the rules set out below.

Parents should contact the class teacher or performance leader for their child's year group if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times e.g., when 'Live lessons' are scheduled on the timetable
- Complete work to the deadline set by teachers and ensure it is turned in correctly through MS Teams/Turnit-in etc.
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Participate constructively in live lessons

Dealing with problems

If there are any problems with students adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Contact parents / carers with our concerns; initially this will be by progress leaders and/or pastoral team and/or by a member of the learning support team where there are identified learning needs.
- If poor or disruptive online behaviour continues a member of the leadership team will contact parents/carers to discuss concerns and reinforce expectations.

Appendix 3: Expectations and consistency

An effective behaviour policy is only as effective as its implementation.

- Staff and students must have extremely high expectations for it to succeed.
- All staff need to feel empowered to deal with all behaviour in a consistent manner.
- All students should react to all staff in the same way, be they the principal or a teaching assistant.
- All staff need to adhere consistently to the agreed behaviour policy.

All students must:

- Behave in a way that makes you proud to be a member of the school. Your behaviour reflects on the school and consistently high levels of behaviour are expected of our students both during school time and outside school.
- Remember that as a "High performance learning school" you should believe that with hard work, good behaviour, and time, **you will** become a high performer.
- Always role model behaviour – especially to younger children. Follow the school behaviour code, classroom, and school rules always.
- Remember that other people have the right to learn and work. Do not disrupt the learning of others whilst on school site.
- Always use "Please," "Thank you", "Excuse me" or "Pardon".
- Always try to address the person you are speaking to by name. (In the case of somebody in a position of authority or someone you do not know, use 'sir' or 'miss').
- Enter any room calmly and quietly. If you are disturbing an activity which is taking place in a room, knock lightly before entering. Always speak to the person who is teaching the activity before you talk to anyone else.
- Apologise if you are late for anything.
- Do not talk when somebody else is, especially if they are talking to a large group or a class. Put your hand up and wait if you wish to ask a question. Hold doors open for others and think about others when walking through swinging doors.
- Always be respectful of others self-esteem and never make comments or statements that demean, demotivate, intimidate, or bully others.

All staff must:

- Role model behaviour – keep calm and only raise your voice if needed to gain the attention of a group of students.
- Use our HPL philosophy to understand that all students can become high performers and that past behaviour should not prevent any students from achieving high performance.
- Expect students to show high levels of behaviour at all times. Expect all students to impress you and for you to record and recognise students whose behaviour should be rewarded. Acknowledge students who greet you politely or who hold a door open for you – do not ignore them.
- Challenge all incidents of poor behaviour and do not ignore any breaches of the behaviour policy. When challenging students' behaviour, always interact with students positively. Using a calm voice, let them know what they have done wrong and what the consequence will be.
- Always act in a way that diffuses the situation and allows the student to understand that it is their behaviour that you are criticising – not the person.
- Be respectful of students' self-esteem, protected characteristics and never make comments or statements that demean, demotivate, intimidate, or indicate to the student that they are "bad," "stupid," "lazy" or that their behaviour is a result of their upbringing or background. Shouting at students, "Dressing them down," "Bawling them out" or berating a child is never acceptable.

- Adhere rigidly to the rewards and sanctions policy – ensure all students are rewarded appropriately and students are given appropriate sanctions. Please do not be tempted to disproportionately reward/sanction students who have previously been poorly behaved. Likewise, do not set lower consequences or give inappropriate warnings in a desire to not “spoil the relationship with the student.”
- At no times criticise the behaviour policy, other staff’s implementation of the policy or try to relinquish your responsibility to implement the policy consistently to a child or parent.

Appendix 4: Consequences

This appendix set out guidelines for the usual consequences that will be appropriate for types of misbehaviour and serious misbehaviour. Greater or lesser consequences may be implemented at the discretion of the member of staff giving the sanction as appropriate, taking into account the wider context of the behaviour issue or incident. This appendix is not an exhaustive list of behaviour issues and incidents; consequences for behaviour falling outside of those issues listed herein are at the discretion of the member of staff implementing the consequence, giving consideration to the consequences given for similar levels of behaviour in accordance with this appendix.

Primary phase consequences

	Behaviour issue	Consequences	Approval/Action
Level 0	Inappropriate talking Hindering work of others Poor attention Poor effort	First verbal correction and Smart Charter(rule) reminder	Class teacher Support staff
Level 1	Repeat of above misbehaviour	Second verbal correction and Smart Charter(rule) reminder Student moved away from group within class for short period	Class teacher Support staff
Level 2	Disrupting the lesson/ learning of others Failure to follow adult instructions. Rudeness to staff Unkind/thoughtless behaviour towards others Rough behaviour/ play fighting In appropriate phone use in school Y5/6	Time Out /loss of student's free time (break/lunch) KS1/2 students remain in classroom or KS1/2 hub at am break/lunch 5-20 mins with PLs	Class teacher Support staff CT inform Phase Leader who will speak to student Behaviour Log Entry
Level 3	Persistence of above behaviour/failure to improve Aggressive behaviour or fighting, causing minor injury to others, accidental or otherwise Bullying behaviour Minor damage to property/equipment Temper tantrum Inappropriate use of social media	Internal exclusion – removal from class Student to work in partner class as appropriate. 30 mins - 1 hr YR-Y3 Y1-Y4 Y2-Y5 Y6-Y3	Phase Leader informs parent and Assistant Principal Behaviour log entry Behaviour review Student placed on behaviour support plan - monitor
Level 4	Persistence of above, Aggressive behaviour/fighting causing injury to others, accidental or otherwise Persistent bullying behaviour Serious inappropriate use of social media Racist, sexist, homophobic remarks	Internal Exclusion Removal from class/playground for breaks/lessons ½ - 5-day period Inclusion base /LT office	Assistant Principal/Vice Principal informs parent Red card alert support Behaviour log entry Behaviour review Student placed on behaviour support plan - monitor

	Damage to school property Absconding from school Incident damaging school's reputation Truancy		
Level 5	Persistent disruptive behaviour Persistent poor attitude /behaviour inconsistent with school ethos Physical assault against student Physical assault against staff Extreme defiance Extreme rudeness/verbal abuse Threatening/intimidating behaviour Serious persistent bullying/cyber bullying Severe damage to property, vandalism, graffiti Serious sexist, racist or homophobic abuse Misconduct of a sexual nature Persistent truancy Any use or possession of drugs or alcohol	Suspension Referral to alternative provision	Principal informs parent (Consult with VP-primary)
Level 6	Refer to Level 6 secondary consequences	Trustee hearing Permanent Exclusion	Principal

Secondary phase consequences

	Issues	Sanctions	Approval/Action
Level 0	Uniform infringement Missing equipment	Correct behaviour and log	All staff
Level 1	Multiple repeats of Level 0 Inappropriate talking Persistently not paying attention/concentrating Sloppy written work Inappropriate use of win-book locker	Behaviour point	All staff
Level 2	Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions, or silent work) Disobeying a member of staff No homework Note-passing in class Hesitating in handing over confiscated items Eating/drinking in banned areas Chewing gum phone is confiscated If headphones are confiscated Failure to bring win-book to lesson Inappropriate use of win-book Failure to charge win-book overnight Loss of win-book locker key/No locker key Lateness to lesson Wearing prohibited items Note passing in class Damage/loss Winbook pen/charger	Level 2 Detention (30 minutes)	Classroom teacher Form tutor Support staff
Level 3	Lateness to school Continued disruption in a lesson Failure to improve behaviour Serious behaviour outside lessons Missed detention Sharing Login Details / Passwords Installing software /browser extensions on Winbook Lost Winbook & Careless damage to Winbook	On-call removal Level 3 detention (1 hour)	Leadership team Faculty/Performance leader
Level 4	Internal/external truancy Vaping/Smoking on school site Serious misconduct Severe refusal to follow instructions Major corridor disruption Major incident, or damaging the school's reputation Disrespectful behaviour towards a member of staff	Internal exclusion (IE)	Assistant principal Vice Principals

	Issues	Sanctions	Approval/Action
	Play fighting Absconding from after school detention Receiving 5 or more detentions in one week Multiple on-calls in one day Failing to attend compulsory homework club Extremely bad reactions Swearing- verbally or in writing		
Level 5	Verbal abuse to staff Physical assault against a student Persistent disruptive behaviour Persistent attitudes or behaviour which are inconsistent with the ethos of the school Extreme defiance Extreme rudeness Theft, blackmail, physical violence Threatening behaviour Drug abuse, alcohol abuse Intimidation, racism; bullying, including cyber bullying Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images Inappropriate use of social media and/or technology, including serious cases of bullying, deliberate targeting of a victim(s) Damage to property, vandalism, graffiti Use of discriminatory language Cheating, including plagiarism Sexual harassment Sexist, racist or homophobic abuse	Suspension Referral to alternative provision	Principal
Level 6	Threat of physical assault against a member of staff Physical assault against a member of staff. Possession of an offensive weapon Persistent refusal to follow the school rules Persistent disruptive behaviour Persistent attitudes or behaviour which are inconsistent with the ethos of the school Extreme defiance and lack of co-operation and engagement with the school. Extreme rudeness Extreme violence. Deliberate and gratuitous violence Sustained repeated assault even though the victim did not engage, verbally and physically.	Trustee hearing Permanent exclusion	Principal

	Issues	Sanctions	Approval/Action
	Degradation Possession or use of weapons Malicious accusations against a member of staff Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises Gang affiliation/Gang like group behaviour Incidents that occur on and off site.		

Appendix 5: Secondary phase detentions

Secondary detentions are centralised and take place in the secondary lecture theatre in C block.

- Level 2 detentions last for 30 minutes
- Level 3 detentions last for 60 minutes.

A member LT will attend the detention along with a member of the teaching staff on a rota basis.

The attendance officer will also attend to support. A member of the admin staff will attend the first 10 minutes of the detention to ensure that the attendance register is completed.

On completion of the attendance register – the admin member of staff will make phone calls to parents of any student who has not attended detention.

Any student who does not attend a Level 2 detention without an adequate excuse will be issued with an automatic Level 3 detention the next day. Failure to attend a Level 3 detention will result in the student receiving a 1-day internal exclusion.

Student expectations

- Arrive on time
- Bring Win-book with sufficient charge.
- Hand in mobile phone as they arrive.
- Wear full uniform and remove coats.
- Face towards the front.
- Not to communicate with any students once within the lecture theatre.

Staff expectation

- Arrive on time
- Supervise pro-actively and ensure that all students are engaged in positive work.
- Complete the attendance record within 5 minutes of the start of the detention.
- Ensure the attendance record is shared with admin staff and that phone calls are made.
- Insist that students do not speak or communicate

Poor behaviour during a detention will result in the student failing a detention. The LT member in attendance will determine if a student has failed a detention. Reason for failure can include:

- Arriving late to the detention.
- Not completing sufficient work during the detention.
- Communicating with other students in the detention.
- Deliberately failing to bring their win-book to detention.

Issuing a detention

Staff will issue a detention after a clear breach of the behaviour policy. Detentions must be issued fairly and consistently to students. As with all sanctions, adjustments should be made for students with identified SEND.

Students should be explicitly told that their behaviour has resulted in a detention and given the exact reasons for the detention. Staff should not specify the exact date of the detention as students may receive multiple detentions.

Staff must log the detention on the central system in sufficient time for a member of the admin staff to ring parents to inform the student of the detention.

Detentions and the law (Behaviour and discipline in schools; DfE 2016)

What the law allows:

Teachers have a power to issue detention to students (aged under 18).

Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'

The principal can decide which members of staff can put students in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

School staff should not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents' ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Appendix 6: Secondary phase internal exclusion (IE)

Internal exclusion is used as a Level 4 sanction.

It is also used in situations where an external exclusion is not appropriate for the individual student due to safeguarding concerns.

Internal exclusion starts at 8:15am in the morning and ends at 4:15pm. Students have a 15-minute break at 10:45am and 3:00pm and a 50-minute break at 12:40pm. Students must arrive at 8:15 with their Win-book fully charged. Students leave IE at 4:15. They will then return their win books to their locker after this time.

The expectation is that students use the toilets only at the start of break times (10:30 and 12:00 and 3pm). Students can access the toilets only at the discretion of the member of staff supporting the area. This will be.

- Internal exclusion operates on 30-minute report slots. Students are expected to “Pass” every session to complete the day. This will be recorded by supervising staff on a ½ hourly basis.
- There is no talking or communicating with other students whilst in IE.
- Students must be engaged with their work during all non-break times whilst in the IE.
- Students must hand over their mobile phone before the start of IE. Failure to do this or to bring more than 1 phone into school will result in a further sanction.
- Uniform expectations are as the rest of the school – no coats, no hoods up or headphones (unless related to work).

If a student fails a session in IE, the normal sanction would be to repeat the whole day.

Student work whilst in IE

Unless agreed individually with Lisa West or David James, all students will be allocated work with “Century Tech” for core subjects for the first day of IE.

Key stage 4 students who have multiple days of IE will have work requested from classroom teachers. In the event that a student does not have sufficient work, students will then undertake work on Century Tech.

The pastoral team will monitor individual student effort on Century Tech during IE. If students fail to complete work, it will constitute a fail.

Appendix 7: Suspension and permanent exclusion

Only the principal, or acting principal, can exclude a student from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a student, either permanently or for a fixed period, the principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEN)

The principal will provide the following information, in writing, to the parents of an excluded student:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the academy trust and how the student may be involved in this

Where there is a legal requirement for the academy trust to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The principal will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day

Where this information on alternative provision is not ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the academy trust and local authority

The principal will immediately notify the academy trust and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the student missing a public examination

For a permanent exclusion, if the student lives outside the LA in which the school is located, the principal will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the principal will notify the academy trust and LA once a term.

Appendix 8: Secondary phase rules

- Treat every member of the school community with respect
- Do not disturb the learning of other students
- Arrive to school and to lessons on time
- Adhere to the school ICT acceptable use policy
- Put your hand up if you have a question
- Do not eat in classrooms/labs/workshops
- Adhere to the appropriate dress and uniform code
- Adhere to the mobile phone/device policy – “See it, Hear it, Take it”.
- Bring the correct equipment and any additional items such as PE kit and/or food ingredients

Corridor and “Street” rules

- Line up quietly outside your classroom
- Clear corridors quickly and safely at the start of break and lunchtime
- Do not run within buildings or along the street
- Do not play ball games, kick, or bounce balls in buildings or along the street
- Do not raise your voice or shout within the building
- Students are not permitted in “curriculum areas” during break or lunch.

Ball games

Students are only allowed to play ball games:

- On the school field
- MUGA area
- Tennis court area

Students must not play ball games on the external wedge areas between blocks.

Eating

Eating, is only permitted during break and lunchtimes in the following areas:

- Canteen and main hall
- Secondary link corridors and in the vicinity of “stair-well” areas of each block
- Outside on external wedge areas whilst sitting on benches
- Outside on grassed areas on the rear of the school

Please note:

- Hot food is to be eaten only in the canteen or main hall
- Do not take food or eat on the school field
- Chewing gum is banned from the site.

Litter

- Ensure that you do not leave litter inside or outside of school buildings
- Pick up any litter they may come across through the school

Students out of lessons

- Students who leave a class during lessons must be issued with a student pass lanyard
- Students are not permitted to fetch bin-books or chargers during lesson time

Appendix 9: Mobile phones and electronic equipment

Any student who uses a mobile phone or electronic device (including an iPad and earphones) without permission or whose mobile phone goes off in school will have it confiscated by the member of staff.

The school follows the principle of **'See it, Hear it, Take it'**.

Procedure

We will operate a 'See it, Hear it, Take it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds*.

- For a first offence in a term (5–6-week period), the phone will be confiscated and returned at the end of the school day.
- For a second plus offence, phones that are confiscated will only be returned to parents/carers. A text will be sent to the parent/carer to notify them of the confiscation. The phone will be stored in a secure place until it is collected. The parent/carer must arrange an arranged time to collect the phone.
- The restriction from the student arriving on site at the start of the school day until the end of school. It is also in place until enrichment activities, revision or clubs have finished.
- Phones should be put away before students enter the school gates and not accessed until they have finished for the day.
- Students will be able to contact home by approaching reception/staff on duty/staff running clubs if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in internal exclusion for the rest of the day until 4.15pm and the phone will still be confiscated until parent/carer collects.

Please note that if a member of staff does not physically see the phone, then this can still be confiscated if they are sure the student has been using it i.e., text has been sent to parents.

Appendix 10 Behaviour management strategies

This document contains the systems and procedures used to address unacceptable behaviour

- Summary of behaviour management strategies.
- Dealing with more extreme behaviours
- Dealing with incidents outside normal lessons

Summary of behaviour management strategies

We all recognise that often, students just need a bit of cajoling or a friendly reminder that their behaviour is not appropriate, and these approaches should be used judiciously as the first actions that a member of staff takes in dealing with issues of inappropriate behaviour in the classroom.

Outlined below are behaviour management strategies that can be used to minimise disruptive behaviour.

This list is not exhaustive, but is a collation of ideas, which can be added to:

Explicit instructions	"The instruction is...." Or "This is an instruction...." Don't assume / expect students to know how you want something to be done, explain it to them very specifically. In addition to the task or action that they need to complete, focus on the expected behaviour during that task.
Praising positive behaviours/Catching them being good	"Well done Sarah and Robert for facing the front." "Lucy, turning round and facing the front now, thanks." Proximity praise – Robert does not have his equipment ready; Lucy sits next to him so she is praised for having her equipment out.
Peer repetition	Billy is doing as has been asked. "Billy, can you please explain the last instruction."
Non-verbal communication	We communicate: 55% through body language, 38% through tone of voice and 7% through words! A 'look', hand gestures (!), silence, physical movement around classroom, positioning in classroom, thumbs up can often be more effective than speaking.
Broken record	Continually and calmly repeating the instruction, with the same wording, until it is carried out.
Partial recognition	Can be used in conjunction with broken record, when a student is challenging an instruction: "I understand what you are saying, and the instruction is..."
Take up time	Deliver an instruction and walk away to allow student time to carry it out.
Quiet word	For some students, a quiet word in their ear is more effective than being admonished in front of the whole class.
Tactical ignoring	This is not actually ignoring poor behaviour but is keeping the response low level. Not responding to a student's poor reaction to being admonished such as sighing, rolling eyes etc. avoids escalation where it is unnecessary.
Pausing	If students are speaking when the teacher is, pause and wait for silence before continuing, rather than asking for silence.
Rule reminders	"John, the rule is....", or "John what is the rule about...."
Acknowledgement	When a student responds to your instructions, recognise this. A quiet thank you should be effective.
Use of rewards	Using the school's reward system appropriately gives out a positive message to students.

Pre-emptive actions.	Signposting changes to seating plan the lesson before to prevent it becoming an issue.
----------------------	----------------------------------------------------------------------------------------

Dealing with more extreme behaviours

On occasions, students exhibit behaviour that is more serious than low level disruption.

A student should be **instantly removed** from the classroom if they choose to behave in one or more of the ways listed below:

- exhibit aggressive behaviour towards a member of staff, either verbally or physically
- exhibit aggressive behaviour towards a student, either verbally or physically
- use racist/sexist/homophobic language towards another member of the Academy community
- bully another student

Whilst refusal to comply is unacceptable, to support the student in modifying their behaviour and to prevent the escalation of the incident, the following phrase should be used initially as a prompt/reminder to bring about appropriate behaviour:

"David, are you refusing to comply with a member of staff's instructions? If you choose to do this, it will lead to serious consequences."

If this does not bring about a change in behaviour and the refusal to comply persists, then the student should be removed from the classroom.

"David, I have reminded you about the consequences of refusing to comply with my instructions. You have chosen to ignore my instruction, I will now need to remove you from the classroom."

Verbal Aggression: Whilst using inappropriate language in the classroom is unacceptable, where a student uses inappropriate language without malicious intent, for example, they may use an inappropriate word by accident when they make a mistake or when talking to a friend, one of the following strategies should be used:

the 'tactical ignore' strategy

the "look"

A reminder - "Sophie that is not an appropriate way to speak in the classroom!"

In this situation a student will often automatically apologise.

However, where a student uses inappropriate language with malicious intent, this should be dealt with by instant removal.

Dealing with incidents outside normal lessons

Truancy

Truancy is classed as any action that takes a student out of a normal lesson without permission.

Truancy can range from failure to attend school, absconding from the school site during the day, missing whole or multiple lessons or to arriving significantly late to lessons.

The sanction for truancy will typically be IE – external exclusion is not used as it rewards the student's non-attendance with more time out of lessons.

When a student is **found to be truanting on school site**. For example, a student is found in the school toilets or out on the school field, please follow the routine below:

- Identify the students and record their names and the time and location that the student was found.

- Please ensure that the student is escorted to an available member of the leadership team or the pastoral team. If you are unable to do this yourself, please escort the student to the nearest staff base and request that another member of staff is able to escort them. Please do not ask the students to return to lessons or direct them to an office. If the student absconds – please ensure that a member of leadership team is called immediately. Please then give them the student names to allow them to investigate. (Students who abscond when caught in such situations will be given an additional consequence).
- Email the incident to pastoral@ and ensure that the incident is logged as soon as you can on the school system. If possible, please discuss the issue in person with a member of the pastoral support team.

Any student found out of lesson without an “Student pass lanyard” will be suspected of truancy, so please ensure that you use this consistently.

Fighting and bullying

Incidents of fighting need to be immediately referred to the pastoral team or an available member of the leadership team.

- Please try to stop the fight immediately – without putting yourself or other members of staff at risk.
- Identify the students and **record their names and the time and exact location where the fight occurred.**
- **Where appropriate, please ensure that the students are escorted to an available member of the leadership team or the pastoral team as quickly as possible.** For a significant altercation, please separate the students involved and keep them in a safe place until assistance arrives.
- **If you are not able to escort students directly,** please escort the student to the **nearest staff base** and request that another member of staff is able to escort them. Best practice would be to separate the students and to escort them separately. **Please do not ask the students to return to lesson or direct them to the pastoral office.**
- **Email the incident to pastoral** and ensure that the incident is logged as soon as you can on the school system. If at all possible, please discuss the issue in person with a member of the pastoral support team.

Serious disruptive behaviour and/or failure to follow staff instructions

Outside of normal lessons, if a student causes significant disruption and/or fails to follow instructions it is important that you feel empowered to deal with the issue in the first instance.

Typically, incidents of this type will result in either a 1-hour (Level 3) detention, an internal exclusion (IE) or a suspension. Although these sanctions will need to be authorised by a middle/senior leader – please explain to students involved that their actions are likely to result in a 1-hour detention or an exclusion, so it is important that students stop what their action as quickly as possible.

Where appropriate, please ensure that the students are escorted to an available member of the leadership team or the pastoral team as quickly as possible. For a significant altercation, please separate the students involved and keep them in a safe place until assistance arrives.

If you are not able to escort students directly, please escort the student to the **nearest staff base** and request that another member of staff is able to escort them. Best practice would be to separate the students and to escort them separately. **Please do not ask the students to return to lesson or direct them to the pastoral office.**

Email the incident to pastoral and ensure that the incident is logged as soon as you can on the school system. If possible, please discuss the issue in person with a member of the pastoral support team.

Appendix 11: Guidance on investigating and sanctioning serious incidents

Level 0-3 issues

In a normal working day, most behaviour issues will be dealt directly by the member of teaching or support staff who has witnessed the poor behaviour. This will normally result in a Level 0-2 consequence.

Staff must record the issues in full on the system to provide sufficient information for the form tutor/class teacher or pastoral support staff to follow up the issue with parents. Where a level 2 or level 3 detention is given – this must be logged on the appropriate system as quickly as possible. If you are not sure of the appropriate sanction, please discuss this directly with your relevant line manager or consult the behaviour policy directly.

It is good practice if the member of staff involved can discuss issues directly with parents, but often this is difficult due to teaching and other fixed commitments. Any parental communication that does take place will need to be recorded in detail using the relevant school system. Any agreed actions must also be recorded.

Where a more serious issue takes place, staff should refer the issue immediately to a more senior member of staff as soon as they can. For Level 3 issues – these should be referred to the relevant middle leader in the first instance (phase, faculty, or performance leader). **When a relevant middle leader is not available** or in cases where an immediate response is needed staff should then request a 'Call out' by using the behaviour on-call system.

If there is no response from the member of staff who is on-call, please send a Teams message or call to reception to ask if a member of the leadership team can support.

Level 4/5 – Issues dealt with at the AP/VP level

Where a student issue is expected to result in a Level 4 sanction this will be coordinated by a member of the leadership team in liaison with a member of the pastoral team.

For on-call related issues, the **on-call member of staff will instigate the investigation** and decide any sanctions and if relevant pass this on to the LT link member for the key stage to complete.

The member of the leadership team should collaborate with the pastoral team to ensure that an adequate investigation takes place and relevant procedures are carried through. It is the responsibility of the leadership team member to ensure all relevant DfE and school guidance is adhered to.

During the investigation period, it is important that parents are kept informed of the investigation at the earliest stage. This is normally done by the member of the pastoral support team.

Once the sanction has been "signed off" – the pastoral support team will ensure that the agreed sanction takes place and that parents are clear about the reason for the sanction and the format and time of any re-admission meeting.

Readmission meetings would normally take place with the LT member who investigated the incident except at times when there is serious safeguarding or SEND issues, where LW should also be invited to the meeting.

Until September

EYFS	Y6	Nicky Cairns
Y7	Y9	Liz Husband
Y10	Y11	Kat Wittich
Y12	Y13	Adrian Colman

From September

EYFS	Y4	Nicky Cairns
Y5	Y7	Liz Husband
Y8	Y9	Adrian Colman
Y10	Y11	Kat Wittich
Y12	Y13	Porsha McTaggart

Assistant/Vice principal to:

- Coordinate scope and detail of investigation
- If needed consult relevant DfE guidance
- Decide on the appropriate sanction after investigation is completed
- Speak to staff/students involved and ensure statements are consistent before decisions are made
- Liaise with LW if the student is CWCF or has an EHCP
- Liaise with DJ or a VP if the sanction needs to be moved to Level 5+
- Check past behaviour of child to be sanctioned – for example Intervention plans
- Attend the readmission meeting
- Ensure promised follow-on action takes place and are recorded

Performance leader to:

- Support the AP/VP in the investigation if required
- Give the AP additional information on students as required
- Work with the pastoral team to ensure that all information is collated and allows the AP/VP to make the decision.
- Ensure any follow up action relating to the student takes place.

Pastoral team to:

- Organise collection of statements from students and staff
- Communicate incident to parents of both instigators and victims
- Communicate with the teaching team and other professionals involved
- Advise LT member on sanction based upon similar incidents
- Complete internal exclusion form
- Ask for work to be collected
- Records to be made on (OneNote/SIMS/CURA/CPOMS)
- Make arrangements for external exclusion
- Ensure all paperwork is filled and actions from the readmission meeting have taken place.