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King's Academy  
**Prospect**

# **Behaviour for Learning Policy and Statement of Behaviour Principles**

**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 (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.**

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## 1. Aims

This policy aims to:

- Create a **positive culture that promotes excellent behaviour**, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a **whole-school approach** to maintaining high standards of behaviour that reflect the values of the school
- Outline the **expectations and consequences of behaviour**
- Provide a **consistent approach** to behaviour management that is applied equally to all students

- Define what we consider to be **unacceptable behaviour**, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [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 a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - High caffeine content/energy drinks
  - Any article 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)

This is not an exhaustive list and there may be other misbehaviours that are deemed unacceptable at any given point in time that are not listed above.

#### **4. Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The local governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

## 5.3 Staff\*

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

\* 'Staff' refers to all adults who work on the school site, whether teaching or support.

#### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

#### 5.5 students

Our core values, which underpin our expectations for students are:

- Ready
- Respectful
- Resilient
- Responsible
- Relationships

**Behaviour for Learning is a shared responsibility between all members of the school community, including senior staff, classroom teachers and support staff, parents and students. Our Home-School Agreement is shared annually with all staff, students and parents.**

**At King's Academy Prospect, we refer to this as 'Culture and Character'.**

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards

- The pastoral support that is available to them to help them meet the behaviour standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate, either through the Well-being curriculum, or through support from Student Services or Kappa.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

## **6. School behaviour curriculum**

Students are expected to:

- 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
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

Mobile phones are not permitted at school. We understand that there are genuine reasons why students may need to bring a mobile phone into school, but this is on the understanding that it is switched off during school hours and placed in their bags.

Where mobile phones are seen, they will be confiscated and not returned to the student until the end of the day (on the first occasion). On subsequent occasions, a parent/carer will be required to collect the phone.

Full details can be found in our mobile phone policy.

\*it may be appropriate for phones to be used with the permission of the teacher in Sixth Form lessons.

## **7. Responding to behaviour**

### 7.1 Classroom management



Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Uphold the school ethos of "Aspire, Believe, Achieve"
- Display the ladders of rewards and sanctions in their classroom
- Consistently follow the behaviour policy and procedures with all students
- Develop a positive relationship with students, which will 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
- Request support from senior staff when this is necessary

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## 7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

At all times, staff will give first attention to best conduct

Positive behaviour will be rewarded with:

- Praise (including names recorded on the board)
- Positive behaviour points recorded via ClassCharts (for behaviour that is 'over and above')
- Postcards and/or phone calls home to parents
- Special responsibilities/privileges
- Rewards in assemblies and end of term celebrations

#### 7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of expectations
- Issuing an after-school detention

When a student fails to respond to these initial measures, further supportive interventions may take place, such as:

- Letters or phone calls home to parents/meetings with parents
- Agreeing a behaviour contract
- Putting a student on report
- Referring the student for additional behaviour support

For serious, or persistent breaches of behaviour, the school will either:

- Remove the student from the lesson/line-up/breaktime, which may result in an internal exclusion.
- Issue an internal exclusion
- Issue a fixed term, or in some circumstances, permanent exclusion (see Exclusions Policy for further details)

- Issue an exclusion for receiving 2 or more C3 incidents in a week
- Exclusion tariff is as follows:

Exclusion	1st	2nd	3rd	4th	5th
Days	1	2	3	4	5

- Refer the student to an alternative provision, either on or offsite
- Where appropriate, the SENCo may be asked to arrange an external assessment of the student.

If their behaviour does not meet expectations, students will be removed from the lesson in accordance with the Ladder of Sanctions and they will be expected to work in isolation for the equivalent of one day.

Two senior members of staff are 'on-call' at all times, to deal with incidents that occur during the school day.

The full Ladders of Rewards and Sanctions can be found in the Appendix, and provide for a more detailed and consistent approach for staff to follow.

This ladder as stated in the appendix below can be scaled up and down as necessary.

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

### 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

#### 7.6 Searching, screening and confiscation

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

##### Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

##### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher (or deputy) or designated safeguarding lead (or deputy), to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school

premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

#### Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

#### Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police

- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

#### Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

#### Screening

In partnership with Thames Valley Police, we periodically screen students on entry to school using magnetic arches.

Police sniffer dogs are also occasionally deployed around school grounds.

#### 7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school



Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

#### 7.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

#### 7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a senior leader or the safeguarding team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

#### 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### 7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **8. Serious sanctions**

### 8.1 Detention

School detentions are sat after school for either 30 minutes (School detention) or 60 minutes (SLT detention - Friday).

Parents/carers are notified of detentions via the ClassCharts app.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely

- Interrupt the student's caring responsibilities

## 8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by the Behaviour Support Lead in the Remove Room, and will be removed for a maximum of 2 lessons and a break time. However, if their behaviour does not meet expectations for the Remove Room, they will not be returned to lessons.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Support within Student Services
- Long-term behaviour plans
- Alternative Provision
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the student.

## 8.3 Suspension and permanent exclusion

The school 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 sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **9. Responding to misbehaviour from students with SEND**

### 9.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Staff can anticipate and remove triggers of misbehaviour for SEND students by considering:

- Referring to the guidance in ClassCharts for students with pupil passports.
- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether any reasonable adjustments need to be made to the sanction.

## 9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs.

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/carers to create the plan and review it on a regular basis.

## 9.4 students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting students following a sanction**

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the Head of Progress
- A short-term part-time timetable to support behaviour/timetable review

## **11. student transition**

### 11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

For phase admissions at Year 7 and Year 12, transition days are offered to all students. For students who join in-year, a separate induction programme will take place.

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Standards and expectations
- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Positive behaviour and rewards
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed on an ongoing basis and through regular meetings of the Culture and Character team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors

## **14. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-bullying Policy

## **Appendix 1: written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- students are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

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



## **Appendix 2 – Application of Sanctions**

Very often, poor behaviour is a reflection of an unmet learning need.

We do not assume that our students know, for example, how to read or write; if they cannot, we will teach them. We therefore should not assume that students (especially younger students and those new to the school) know how to behave. These students need also to be taught how to behave. This may be through the application of sanctions, but this should be as a last resort.

The following principles must always be applied:

- Calm, consistent adult behaviour
- First attention for best conduct
- Relentless Routines

In many cases, a quiet verbal reminder of expectations is enough ("I noticed...I need...thank you). Students also need to be shown that attention is given to students demonstrating best conduct, and that rewards are given for behaviour that is 'over and above' these basic expectations.

The school operates a centralised system of afterschool detentions which take place on the day of the misdemeanour. All sanctions are recorded on ClassCharts which provides parents/carers with immediate notification.

Heads of Progress will monitor student attendance. When students do not attend, the Head of Department will be notified, and it should be followed up within the department. If the HOD wishes to set a further sanction, they should do this within their department; however failure to attend a detention will always be automatically escalated in line with the ladder of sanctions.

If behaviour still does not improve, or for one off, very serious breaches, a further range of interventions may be applied, but these can only be authorised by the Deputy Headteacher or Headteacher.



## Ladder of Rewards

Examples of Excellence			
Level	During lessons (including tutor time)	Outside lessons (including to and from school)	Likely/possible Reward
<b>R1</b>	Improved work ethic Excellent work in class Excellent homework Active participation in the lesson Being particularly helpful	Being helpful Being kind and considerate towards others	Verbal praise 1 House point
<b>R2</b>	Any typical R1 behaviour sustained over a period of several lessons	Regular attendance at an extra-curricular activity Form tutor student of the week	Postcard Home 2 House points
<b>R3</b>	Half Termly awards <ul style="list-style-type: none"> <li>Form tutor student award</li> <li>Most R1/2s</li> </ul>		Certificate in assembly 5 House points
<b>R4</b>	Headteacher's breakfast – students nominated by HOP for outstanding contribution or achievement		Certificate and Breakfast 10 House points
<b>R5</b>	End of Term awards <ul style="list-style-type: none"> <li>Form tutor student of the term</li> <li>Outstanding work, effort or achievement in a subject over a sustained period of time</li> <li>100% attendance for a whole term</li> <li>Most R1/2s</li> </ul>		Certificate in assembly House Colours 15 House points
<b>R6</b>	Students who demonstrate consistent school Values #ready #respect #resilience #responsibility #relationships		Values Badge 20 House points
<b>R7</b>	Outstanding effort, achievement and/or service to school across the school year House students of the year		Rewards ceremony Certificate 25 House points Honours board
<b>R8</b>	Exceptional service and/or achievement, going above and beyond to achieve personal goals		Rewards ceremony Headteacher's Commendation Honours Board 30 House points



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# Ladder of Consequences



Examples of Behaviour				
Level		During lessons (including tutor time and assembly)	Outside lessons (including to and from school)	Likely/possible sanction
Level One	C1	<ul style="list-style-type: none"> <li>Off task chatter</li> <li>Lack of equipment</li> <li>Late (&gt;5 minutes)</li> <li>Chewing gum</li> <li>Uniform</li> </ul>	Out of lessons without reason/pass	Verbal warning 1 Consequence point
	C2	<ul style="list-style-type: none"> <li>Lack of response to C1</li> <li>Eating in lesson</li> <li>Dropping litter</li> <li>Late</li> <li>Lack of homework*</li> <li>Lack of progress in lessons</li> <li>Preventing others from learning</li> <li>Rudeness to staff</li> <li>Inappropriate language</li> <li>Arguing with other students</li> <li>Use of mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>Dropping litter</li> <li>Thoughtless behaviour</li> <li>Disrespect towards others / others possessions</li> <li>Rudeness to staff</li> <li>Inappropriate language/behaviour</li> <li>Late to school</li> <li>Use of mobile phone</li> </ul>	30 minute after school detention** 2 Consequence points *homework detentions to be served within the department **missed C2 will result in SLT DT
Level Two	C3	<ul style="list-style-type: none"> <li>Continued C2 behaviour</li> <li>Disrupting the learning of others</li> <li>Disruption of detention</li> <li>Failure to follow instructions</li> <li>Inciting others to fight</li> </ul>	<ul style="list-style-type: none"> <li>Continued C2 behaviour</li> <li>Disruption of detention</li> <li>Failure to follow instructions</li> <li>Inciting others to fight</li> </ul>	Withdrawal from lessons for up to 2 lessons and break Phone call home 3 Consequence points
	C4	Truancy		1 day internal exclusion Phone call home 4 Consequence points
Level Three	C5	<ul style="list-style-type: none"> <li>Failure to comply with the expectations of C3/C4</li> <li>3 or more C2 Detentions</li> <li>Damage to property</li> <li>Bringing the school into disrepute</li> <li>Racist/homophobic/misogynistic behaviour and/or language</li> <li>Inappropriate/threatening physical behaviour</li> <li>Defiance/swearing directly at a member of staff</li> <li>Bullying</li> <li>Inappropriate behaviour towards a member of staff or student</li> <li>Behaviour that compromises the safety of others</li> <li>Theft</li> <li>Behaviour that seriously disrupts the school day</li> </ul>		Internal exclusion Parental meeting 5 Consequence points
	C6	<ul style="list-style-type: none"> <li>Continued C3/4/5 behaviour</li> <li>3 or more C3s</li> <li>Failure to comply with the expectations of an internal exclusion</li> <li>Persistent verbal abuse of a member of staff</li> <li>Compromising the health and safety of school site</li> <li>Dangerous behaviour likely to hurt themselves or others</li> <li>Intimidating or threatening behaviour</li> <li>Violent conduct</li> <li>Bringing banned or inappropriate items onto the school site</li> <li>Wilful damage to school property</li> <li>Extreme defiance</li> <li>Harassment of staff and/or students</li> </ul>		Alternative Provision Fixed Term Transfer Suspension Parental Meeting Governors Disciplinary Panel 6 Consequence Points
	C7	<ul style="list-style-type: none"> <li>Continued C6 behaviour</li> <li>Possession of illegal items on the school site (e.g. weapons/knives/drugs/alcohol)</li> <li>Violence towards a member of staff and/or student</li> <li>Criminal Offences</li> <li>Persistent behaviour that repeatedly flouts the expectations of the school</li> </ul>		Permanent Exclusion Governors Disciplinary Panel

