



WHOLE SCHOOL BEHAVIOUR POLICY

Establishing the climate for high standards and expectations

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| Ratified by Governors on: | 11 th September 2025 |
| Chair of Governors: | Helen Witty |
| Next review due by: | |

The vision for Excellence at Langdon Park School

Langdon Park School is a learning community where our four key principles underpin and drive all that we have a clear vision:

Every student will graduate with the best possible qualifications, a strong sense of purpose, confidence, self-belief and a readiness to play a positive role within the local and wider community.

Our Learning Culture is underpinned by four principles:

Professionalism: Our relentless pursuit of high standards and expectations.

Inclusion: Our commitment to ensure equality of opportunity and celebrate diversity.

Pedagogy: Our commitment to reflect and develop our craft so students succeed.

Curriculum: Our desire for students to acquire powerful knowledge so they become independent critical thinkers able to make informed choices and secure a bright future.

In order to fulfil this vision the school recognises it needs to create the factors known to contribute most strongly to positive behaviour and attitudes. Ofsted has identified these factors as:

- a calm and orderly environment in the school and the classroom, as this is essential for students to be able to learn
- the setting of clear routines and expectations for the behaviour of students across all aspects of school life, not just the classroom
- a strong focus on attendance and punctuality so that disruption is minimised
- clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different students
- Students' motivation and positive attitudes to learning as important predictors of attainment. the development of positive attitudes can also have a longer term impact on how students approach learning tasks in later stages of education
- a positive and respectful school culture in which staff know and care about students
- an environment in which students feel safe, and in which bullying, discrimination and child on child abuse—online and offline—are dealt with quickly, consistently and effectively whenever they occur.
- an emphasis on rewards and positive praise

The most recent meta-analysis of research into effective behaviour strategies by the Education Endowment Foundation made the following recommendations

- know and understand your students and their influences
- teach learning behaviour alongside managing misbehaviour
- use classroom management strategies to support good classroom behaviour
- use simple approaches as part of your regular routines
- use targeted approaches to meet the needs of individual students
- Consistency is key.

| The 4 BEs | As adults at LPS | As a student at LPS |
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| Be Professional | Professionalism: To be proud of myself and my school and strive to be my best self at all times | |
| | <ul style="list-style-type: none"> • We role model the highest standards of professionalism and the behaviours we expect from each other. • We uphold and apply all the school's policies, routines and expectations with absolute consistency. • We are transparent, fair and consistent in all our dealing with students • We will establish and maintain an environment for learning that creates, nurtures and celebrates excellence in all aspects of school life | <ul style="list-style-type: none"> • I take pride in the presentation of my written work, following all guidelines, and engage fully with my virtual learning. • I will have the LP3 with me at all times. • I have excellent manners and speak in standard English • I am in the right place at the right time and am always punctual. • I am an ambassador for the school when in the community. • I will take responsibility for knowing all school expectations and understand that I will be sanctioned if I fail to maintain professional standards. |
| Be Inclusive | Inclusion: To value and be respectful to everyone in the school community and beyond | |
| | <ul style="list-style-type: none"> • We are driven by a sense of empathy, care, collaboration and acceptance of difference. • We will take a personal interest in all students as part of creating a culture where students feel known and cared for • We will ensure that school is a welcoming environment where achievement is celebrated throughout the school • We will place student voice and leadership at the centre of all that we do while also ensuring that parents and the community have a voice in shaping the future of the school We place well-being at the heart of our daily actions | <ul style="list-style-type: none"> • I will ensure that all my words and actions are positive and make others feel safe • I will look out for and look after the well-being of others • I will be honest at all times and say sorry when I make a mistake • I will not graffiti, litter, chew gum or use my phone in school • I will listen to the views of others with care and consideration • I will respond positively and promptly to all instructions |

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| <p>Be a Learner</p> | <p>Learning: To commit to always trying your best, being resilient and working hard</p> | |
| <p>Be Knowledgeable</p> | <p>Knowledge: I will take opportunities to try new things, participate and work without supervision</p> <ul style="list-style-type: none"> • We are lifelong learners. We are committed to continually developing our skills and expertise in order to become the best educators we can be. • We will plan and deliver engaging and challenging lessons, live and virtual, that lead to excellent progress for all students. • We will provide timely and accurate feedback to student. • We will provide a secure and safe environment where all feel comfortable participating • We will strive to remove any barriers or blocks to learning experienced by individuals and groups of students. • | <ul style="list-style-type: none"> • I always rise to the challenge of learning new things. • I always complete my classwork and homework and engage with my virtual lessons. • I recognise that making mistakes is part of learning • I respond to my teacher's feedback and always seek to improve my work. • I contribute positively to all class activities. • I will be supportive of everyone's contribution to learning |

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| | independently, complete their home learning, their virtual learning and revise for their exams. | |
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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](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)
- > [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- > [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 pupils
- > Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils’ property
- > [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Rewards and Celebration of Achievement

At Langdon Park School we believe students thrive on praise and encouragement and that achievement and high standards should be recognised. Every opportunity should be taken to praise students for excellent professionalism, inclusion, learning and knowledge. We recognise students' achievements through their **character, attitude to learning** and their positive contribution to the **community**. Our termly year group celebration assemblies allow Head of Years to publicly recognise those students who have gone above and beyond. The purpose of this policy is to set a framework for rewards within which Langdon Park, sporting, social, and cultural and the personal achievements of pupils can be recognised, rewarded, celebrated and recorded. "Carrots are better than sticks; smiles achieve far more than scowls; rewards succeed where punishments fail". Langdon Park believes in rewarding effort, recognising achievement and encouraging pupils to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A pupil, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the School community. The function of the reward system is to encourage all pupils to aspire to high standards in everything they do. Obviously, it is important that a balance is struck between over generous use of rewards and being too discriminative. The Key Stage Leaders should monitor the progress of the system and liaise with the Senior Leadership Team. It is vital we celebrate, at every opportunity, the successes, progress and improvements of the pupils. A number of assemblies must contain an element of celebration and reward. Competition is an important part of this process. All year groups must embrace this aspect of celebration again at every opportunity. The Langdon Park Newsletter recognises and celebrates individual and team successes and achievements.

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| Achievement Points | Any member of staff can award these electronically on SIMS under achievement points |
| LPS Postcard | Subject staff – 1 postcard should be given to students with the best ATL for your lesson |
| Feel Good Friday Tannoy | A randomised selection is made weekly based on 4Be Postcards and BeInclusive achievement points |
| LPS Certificates | Given by HOY in assembly termly, based on Attendance and Punctuality and ATL in lessons. |
| LPS Badges | Subject to achievement points earned |

Earning a Badge

At Langdon Park we have four badges in total that can be earned by students throughout their time at Langdon Park. These badges will run for a whole academic year and students will be able to earn them each time an academic year begins. Below are the points needed to achieve a Langdon Park Badge:

- **White 4Be's Badge** – This is for any students that earns 50 conduct points (AP-BP=conduct points) for the corresponding 4Be value. *i.e. 50 points earned for Be Professional, will earn a student the White 4Be Badge.*
- **Bronze 4Be's Badge** – will be earned by any student that achieves 100 conduct points as a total.
- **Silver 4Be's Badge** - will be earned by any student that achieves 150 conduct points as a total.

- **Gold 4Be's Badge** - will be earned by any student that achieves 200 conduct points as a total.

Department rewards

- Staff are encouraged to praise verbally all positive achievements whenever opportunities present themselves. Staff should write positive and encouraging comments in planners, exercise books and folders when they are marked with WWW and EBI.
- Displays of work in the classroom and around the school on notice boards and display areas in corridors, reception and the assembly hall.
- Publicly - In front of a class - Recognition by Head of Department/SLT - In a congratulatory letter (via email) to parents for pupils who have shown consistent effort in class work both verbal and written and in homework - Examination performance should also be considered
- 4Be postcards for a sustained period of work throughout the lesson
- Pupils of the Month

Year Team Rewards

- Publicity and praise in assemblies to individuals and groups
- Termly 100% attendance
- Places on trips which are extra-curricular
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End of Term Assemblies

- Reward for individual 100% attendance and punctuality
- Trophy and reward for best form group attendance
- Rewards for individuals who have a positive ATL in their subject areas.
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Whole School Rewards and Single Events

- Langdon Park Awards Evening
- Celebration Assembly for Year 11 leavers post to external exams
- Celebration and Presentation Evening for Year 13 pupils
- Trips organised by staff for pupils who have made significant progress in attitude and behaviour
- Local press publicity
- Langdon Park Newsletter
- Letters home from Attendance Officer/EWO when attendance shows sustained improvement over a term
- Work Experience in Year 10
- Library records for number of books read in a term
- Praise in Reports and at Parents' Evenings
- Community awards –T&W awards, etc
- Leadership (including Lead Learners, Prefects)
- DoE awards
- Competitions – JP Morgan, etc
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Assemblies – Year

- It is vital that rewards and congratulations are celebrated at every opportunity.
- A number of assemblies must have an element of Praise and Reward included.

Displays for Success

- Public displays celebrating success and achievement are extremely powerful.
- The digital display boards must celebrate success and achievement at every opportunity.
- Faculty displays must include as a minimum:
 - Progress, Effort and Attainment displays
 - Exam success displays
 - Further pupil success within and beyond Langdon Park

Staff - Creating the climate for excellence in the 4BEs

Modelling good behaviour will establish all the principles by which we want to be treated. An effective teacher is polite, friendly, approachable, assertive but not confrontational. A teacher should avoid shouting, sarcastic or insulting comments, and aggressive gestures such as pointing. Staff should apply whole school routines and expectations consistently and professionally. This involves;

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Before the lesson:

- we have planned a lesson incorporating the LPS lesson expectations. Our lessons are designed to ensure all students are challenged, engaged and make progress. Lessons are sufficiently challenging for the most able and are appropriately scaffolded to meet the needs of all students.

At the start of every lesson

- we meet and greet students at the door at the start of every lesson (see checklist)
- we have a learning task ready for students as they enter the room
- we expect students to be ready to learn by being in correct uniform, getting their LP3 out and starting their task without prompting
- we have a learning-based, seating plan for every class.
- we take an accurate register of attendance recording any lates and alerting on-call to any anomalies

During the lesson we:

- we are proactive and use the strategies in the behaviour toolkit to maintain positive behaviour for learning
- we only address the class when we have silence and eye contact using agreed strategies to ensure this
- explicitly structure and sequence the learning of all students using the LPS lesson expectations
- promote, maintain and insist upon high expectations for all work and behaviour throughout the lesson
- ensure students are presenting their work in line with school expectations
- focus on positives and stick to the 5/1 rule of positive to negative comments.
- ensure that students have at least 20 minutes of exam conditions practice and application in every lesson
- apply the system of warnings with consistency and in a non-confrontational manner
- explicitly inform students who are issued with a BP and explain they will now have an after-school detention
- do not let students out of lesson for any reason
- during P3 check the register and inform students with a late detention
- during P4 check the register and inform all students with a WSD to remain behind.

At the end of the lesson:

- we award our 4BEs postcard for excellence to one student
- complete reports for students (all students on report are indicated in sims)
- we ensure the classroom is returned to its original state, ready for the next lesson
- teachers dismiss students from the door in a professional fashion ensuring students exit the corridor via the correct door
- at the end of P4 teachers escort students to WSD

At the end of the day:

- staff having given a BP attend the whole school detention for R&R with student
- staff will see all their own report tutees
- TLR staff will supervise WSD as scheduled

LPS staff do not:

- issue sanctions without following the behaviour policy or the behaviour toolkit
- give whole class sanctions and/or detentions
- let students out of lessons under any circumstances. In the event of an emergency or a student absolutely having to leave a lesson on-call is called. Students may be asked to stand outside a lesson for a minute or two if a teacher needs to speak to them to reset.

- prevent a student from leaving a room or any other place. Staff should only restrain a student if failing to do so would place the students or anyone else at risk of harm.

School standards and expectations

Pupils 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 pupils 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 pupils can meet behavioural expectations in the curriculum.

Students' behaviour outside of school on "school business" – for example school trips, sports fixtures or work experience – is subject to school policies and the School's Behaviour Policy. Inappropriate behaviour in these circumstances, including incidents where it is considered that the school has been brought into disrepute, will be dealt with as if it had taken place in school and in accordance with school policies and this policy, where the circumstances warrant it.

Travelling to and from school is classed as being at school and therefore poor behaviour that brings the school into disrepute will be dealt with in accordance to this policy. Students must wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect Langdon Park School's reputation or risk the harmonious atmosphere of the school community.

3. Definitions/Sanctions

Level 1 – Some examples of inappropriate conduct and possible sanctions

Communication with family

30 min whole school detention (WSD)

60 min whole school detention (WSD)

2-hour SLT detention

Be Professional

uniform infringement

no LP3

late

unprofessional language

chewing gum

failed to attend

Be Learner

3 warnings

on call

poor classwork

truanting

Incorrect equipment

no PE kit

Be Inclusive

anti-social behaviour

rude

queue jumping

graffiti

dishonest

not following

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| detention Mobile phone out out of bounds phone out | | instructions disrespecting property | |
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Level 2 – Some examples of inappropriate conduct and possible sanctions

In addition to level 1 sanctions;

Reset

Parent meetings

Tutor report - 2 weeks

HOY report - 2 weeks

SLT report - 2 weeks

PSP - 16 weeks

Governor Panel

Headteachers final warning

Be Professional:

persistent level 1 concerns

unprofessional language to staff

misuse of ICT

persistent uniform infringement

defiance/walking off

vaping/smoking

inappropriate use of online technology

vandalism/damage to property

theft

Rude, defiant or inappropriate language towards staff.

Be a Learner

persistent level 1 concerns

repeated on call

Be Inclusive

physical altercation

use of non-inclusive language

bullying

sexual misconduct

Level 3 – Some examples of inappropriate conduct and possible sanctions

In addition to level 1/2 sanctions;

Home Suspensions

Parent meetings

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| <p>Tutor report - 2 weeks HOY report - 2 weeks SLT report - 2 weeks PSP - 16 weeks Governor Panel Headteachers final warning</p> | | | |
| <p>Be Professional</p> <p>aggressive behaviour towards staff persistent defiance</p> | <p>Be a Learner</p> <p>significant disruption to learning (e.g. setting off fire alarm) entering a class without permission</p> | <p><u>Be Inclusive</u></p> <p>assault of student filming of an incident. endangering the safety/well-being of others bullying sexual misconduct</p> | |

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| <p>Level 4 – Some examples of inappropriate conduct and possible sanctions</p> <p>In addition to level 1-3 sanctions; Home Suspensions Headteachers final warning Permanent exclusion Managed move Alternative provision</p> | | | |
| <p>Be Professional</p> <p>bringing illegal substances into school (i.e. drugs) bringing in a weapon into school any actions that have directly endangered/harmed other pupils Pupils that have failed sanctions linked to level 1-3 behaviours.</p> | <p>Be a Learner</p> <p>persistent disruptive behaviour</p> | <p>Be Inclusive</p> <p>Sharing of clips/images serious assault on student assault towards staff</p> | |

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. Each individual case may be judged differently but within these broad parameters. The Headteacher has the right to suspend students for behaviour beyond the school gates and outside of school hours.

Detention Process:

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| 30-minute WSD after school on the same day (except Tuesdays) | 60-minutes WSD on the same day, after school, except Tuesdays. | 30-minute WSD | 60-minute WSD | 90 minute SLT detention |
| For arriving late to school before 09.00am | For arriving late to school after 09.00am | For getting a behaviour point the previous school day (with the exception of Tuesdays as detentions rollover to Wednesday). Failure to attend WSD30 will lead to 90-minute SLT detention. | For getting a BP with 60 min detention attached (e.g. mobile phone and truancy) the previous day (with the exception of Monday). Failure to attend will lead to 90-minute SLT detention | Failure to attend a WSD30 or WSD60. For inappropriate conduct as agreed by SLT. |

- All centralised detentions are to be sat in the canteen.
- HOY and SLT can set detentions via email on-call during break time and lunchtime.
- Central Support to issue detentions to BPs for the following reasons;

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| BP that will generate WSD | BP that will be logged and may generate further action if required; |
| Bullying-disability | banned food (inc gum) |
| Bullying-emotional | Careers--no HW |
| Bullying-LGBTQAI | Failed Reset |
| Bullying-physical | Failed WSD |
| Bullying-racist comment | L-equipment |
| Bullying-sexual | K-no HW |
| Bullying-social media | L-poor classwork |
| Bullying-verbal | LT - Late |

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| I-anti social behaviour | LT-Late (60mins) |
| I-dishonest | P-Late |
| I-Disrespect prop | P-LP3 |
| I-following instructions | P-no PE kit |
| I-graffiti | P-no PE kit repeat |
| I-Phone out (60 mins) | P-no report |
| I-queue jumping | P-uniform infringement |
| I-rude | p-uniform repeat (60min) |
| L-3 warnings | RSHE homework |
| L-OC 60min | school site |
| P-language | P-chewing gum |
| L-truanting (60 mins) | |
| out of bounds | |

All WSD (except late after 9.00am) will be for 30 minutes the next day. If students fail to attend due to absence or a genuine reason, the detention will be deferred to the next date.

Failure to attend a WSD will result in escalation to a 90-minute SLT detention.

Expectation at detentions:

Students are escorted to the canteen for their detention

Detention to be completed in silence in the canteen.

Student to have their Planner/reading book at detention.

Students get 1 warning at a detention. If they fail to meet expectations their detention is escalated, and they are sent home.

If students walk out of detention, their sanction will be escalated.

If students fail a 90-minute leadership detention, they complete 1 day in RESET and must still complete the 90-minute detention.

Monitoring behaviour

Summative data covering all behaviour points issued will be issued on a weekly basis. This data will show all BPs issued in the previous 5 days and rolling totals for the year so far. It will be broken down according to student, behaviour, teacher, and subject. Staff must use this data to analyse patterns and identify students or behaviours that are a cause for concern. The following are triggers and actions:

Weekly:

3&4 BPs in a week

Form tutor phone call home. Record in sims.

5 BPs in a week

HoY detention, phone call home and tutor report.

7+ BPs in a week

1 day in RESET as a sanction.

10+ BPs in a week or students who cause disruption to multiple lessons in a day; students will be placed in 5–10-day Alternative Provision Placement (APP) placement in the school. This is to safeguard learning time for other students and to support individuals to break out of the cycle of poor standards of behaviour.

Termly:

Termly reports and analyses are produced in order to track the incidence of poor behaviour and all forms of bullying and child on child abuse. This tracking also analyses prevalence of PP and SEND students involved in poor behaviour as well as analysing incidents from the point of view of ethnicity, gender and subject. Data will be used to inform the pastoral team of any concerns, as well as to decide on, analyse the impact of support and intervention offered.

On-call Process/ Removal from classrooms

- On-call to be managed centrally by the Main office.
- Urgent: Behaviour and Medical (Use SIMs button)
- Non-Urgent: toilet, non-urgent medical and attendance (On Call shared mailbox)
- Students should be immediately removed for any form of bullying.
- Student is removed from lesson and placed out of circulation until the end of the lesson in holding room.
- 60-minute detention to be sat in addition.
- Staff member to complete restorative conversation with student at the detention.

| Stages | Procedure | Possible Actions/Sanctions |
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| Stage1 non-verbal and verbal 4Bes reminder | Positive 4Bes reminder given to students who are disrupting the learning of themselves or others. This should be a non-verbal cue in the first instance followed by a non-public verbal warning. | A low key conversation with the student emphasising and describing the positive behaviour required. Focus should be on the primary behaviour to be changed and the expectation that the student can meet that expectation |
| Stage 2 warning | Student has failed to respond to stage 1 reminders. Name recorded if the same student resumes behaviour that is disruptive to the learning of themselves and others (we do not record this on the board in order to keep the poor behaviour low key and also to avoid disputes) | As above. Inform student that they are now being warned and that they will receive a BP and a detention if they continue with their disruptive behaviour. |
| Stage 3 | Student will now be given a behaviour point which will result in a detention. | 30-minute WSD |
| Stage 4 On Call | Student continues with poor behaviour that is disruptive to the learning of others. Student sent to withdrawal room with work for the remainder of the lesson. | 60-minute WSD |
| Stage 5 Referral | An R&R meeting should take place with the student so that all issues are resolved prior to | |

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| | <p>the next lesson.</p> <p>If necessary, further support should be sought from the subject leader, other colleagues or through parental engagement.</p> | |
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When a student's behaviour is deemed by the classroom teacher to be of danger to themselves or others, or when a student refuses to co-operate, a referral to the on-call teacher should be made. This is done via the icon on sims homepage.

Classroom teachers must note that this measure is meant to defuse the situation, rather than permanently solve or punish the misbehaviour, and should be followed up in the normal way as outlined in this policy.

It is **not appropriate** to send for the on-call teacher:

- without first following stages 1-3 and without first attempting to resolve a situation by other means
- if a faculty-based alternative is available
- because a previous situation has not yet been resolved

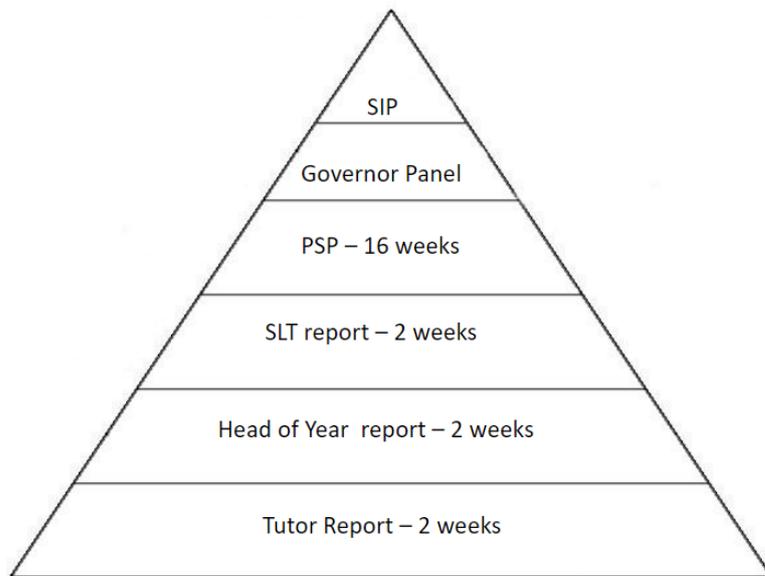
The on-call teacher will take the student to the faculty referral room (published with daily bulletin) room. Students will remain in the referral room for the remainder of the lesson and complete the work from the lesson (provided by the teacher).

Reports

Students are put on form tutor (green) report for two weeks. This is a level 1 strategy to improve behaviour. If students move to level 2 or 3 they will be put on a yellow (HoY) report or a red (SLT) report.

The two weeks may be extended if the reports have not been fully completed within this time period due to absences, loss of report or if it shows some progress though not enough to remove off report, or to escalate to the next level.

Heads of year, along with SSOs, are responsible for ongoing tracking and analysing of behaviour data for their year groups. Similarly, Heads of Faculty/Department are responsible for monitoring the application of the behaviour policy in their areas and ensuring a consistency of approach.



In some cases, the school may decide to fast track a student to the Governor Warning Panel, depending on the situation.

The use of Reset (internal suspension) and Home Suspension

A suspension either to home or to the internal exclusion room (Reset) is a very serious but at times appropriate action to take. Whilst a suspension will mean a student will miss their “normal” education it is also an important message to other students.

It is essential that before a suspension is referred to the headteacher all procedures have been followed.

A suspension should not be an immediate reaction and must allow a student to give a full account in response to an allegation/breach of expectations.

Incidents that happen on the way to or from school may result in a suspension. Equally, conduct over social media which impacts on the school day can also lead to suspension.

All matters of potential suspension will be considered in accordance with this policy, the Inclusion Charter and the school 4BEs ethos.

Reset (internal suspension)

Reset is reserved for serious one-off incidents or when all other levels of the behaviour system have been applied and a student continues to fail to meet school expectations. Internal suspensions must be approved by the Leadership Team and are treated effectively as the same as an external suspension.

In the event of a serious, one-off incident, the following process will be followed;

- a student statement taken (if required)
- staff statements completed (if required)
- statements collated and summarised by lead teacher (HoY or SLT)
- sims entry completed by lead teacher with recommendation to the HT
- Reset referral agreed with HT/SLT

- student booked into Reset
- parents informed and reintegration meeting booked
- students return to lessons on report to their HoY

Staff are responsible for setting appropriate and meaningful work for students in Reset. Staff will be informed of Reset referrals in advance. Staff are responsible for ensuring students receive feedback on the work they complete in Reset. Students are expected to work constantly and in silence when in Reset. Students failing to meet this expectation can be kept behind at the end of the day or have to repeat their day in Reset. Staff in Reset have to sign off each session's work.

In most cases internal suspensions will be no more than 1-5 school days. It is the expectation that the HoY would recommend an internal suspension or higher order sanctions according to frequency, severity and individual circumstance.

Suspension to home

If the school's interventions fail to have a significant effect, then the school may need to consider a suspension. Suspension from school refers to the temporary removal of a student from school as a sanction for unacceptable behaviour. (It is distinct from internal suspension where a student works in Reset under supervision).

Students who persistently behave inappropriately or who have been involved in "one-off" serious incidents may be at risk of being suspended. This can be either for a fixed term period or, in very serious situations, a student can be recommended for permanent exclusion.

Whilst the Headteacher has the power to suspend a student for one or more fixed periods not exceeding 45 days in any one school year, in practice, most suspensions are of a fixed nature and are of a short duration (usually between one and five days).

The decision to suspend can only be taken by the head. A student can be suspended in the following circumstances:

- in response to a serious breach of the school's behaviour policy
- for persistent and wilful poor behaviour or conduct despite intervention by the school
- if allowing the student to remain in school would seriously harm the education and welfare of the student or others in the school.

Suspension, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Student Behaviour Policy:

Governors' Warning Panels

Governors' warning panels meet on a termly basis. Students are referred to the panel when they are at risk of losing their place in school. These students will have failed to respond to all the school's available sanctions including internal and external fixed term suspensions. On occasion a student may be referred for a governors' warning for a one-off incident that could have led to a permanent exclusion but has on the occasion not. The purpose of the governors' warning is to act as a marker. The school is making explicit to the student and his/her family that they are likely to lose their place at school if they continue to behave as they have been.

The governors warning panel is made up of HoY, the SLT line-manager and a minimum of one governor. Paperwork for the panel needs to be submitted to the sitting governor 5 school days in advance of the hearing. The papers should include a cover sheet summarising the school's concerns, an account of sanctions so far imposed and a summary of support the student has received. Incident sheets for incidents that have led to previous exclusions should also be included.

The scheduling of the meeting should ensure that the family of the student are able to attend.

The meeting should start with a summary outlining concerns to the panel. The panel then can ask questions of the student and family and seek to secure agreement for targets for improvement. The student should then be placed on report.

Failure to make sufficient improvements following attendance at a Governor Panel may result in a Permanent Exclusion from school.

Pastoral Support Plan

If it is felt that a student is at risk of exclusion due to the inappropriate behaviour being displayed, the school will put a Pastoral Support Plan (PSP) into place in order to support the student and try to prevent this occurring. This is a 16-week plan that will usually involve the student, school staff, other professionals involved as well as parents working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these.

Transitional Placements and Managed Moves

The local authority operates a protocol for students who would benefit from a fresh start in another school. The school will consider all students whose behaviour warrants a permanent exclusion for a transitional placement or a direct transfer, subject to the structures laid down by the Fair Access Protocol.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

There are two categories of permanent exclusions:

1) Cumulative

- Students can be permanently excluded for a series of serious breaches, incidents or other concerns
- Following a final warning meeting the required improvement is not achieved or further misconduct takes place whether or not it involves a repetition of conduct which was the subject of a previous warning

2) First or 'one-off' offence

Students can also be permanently excluded for a first or 'one-off' offence. The list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the whole community. It includes:

- serious actual or threatened violence against another student or a member of staff

- sexual abuse or assault
- supplying or use of an illegal drug
- carrying an offensive weapon
- serious bullying (verbal, physical, psychological, cyber), including extortion and multimedia abuse. For example, this could include sexting and uploading malicious videos etc.
- making a malicious serious false allegation against a member of staff
- tampering with health and safety equipment, including the fire alarm, in a way that endangers others
- hacking or other activities that compromise the integrity or the computer network

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school. In reaching a decision, the Head will always look at each case on its own merits.

Bullying (See Anti-Bullying Policy)

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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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) |
|----------------|--|

The school takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including staff training, assemblies, RSHE tutorials, student bulletin, student and staff forums student leadership and high staff presence and visibility during lessons change over, break, lunch time and after school.

Minor incidents or disagreements should be addressed by the class teacher, however any suspicions of bullying must always be reported on SIMS and Safeguard as soon as possible. All allegations of bullying by students must be referred to on SIMS and Safeguard as soon as possible. The Head of Year will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victims and witnesses Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will in the vast majority of cases involve parents/carers of both alleged bully and victim being informed at the earliest opportunity. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate. All parties involved will be interviewed. The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns using the online ‘safeguard’ reporting system. The school will inform other staff members, and parents/ carers, where appropriate. Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.

If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children’s social care (if a child is felt to be at risk of significant harm). Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school’s behaviour policy.

Support will be offered to the perpetrator also in order for them to change their behaviour as well as appropriate sanctions being put into place. The adult could offer mentoring/coaching and problem-solving strategies to enable the victim to tackle what has happened; this builds their resilience and confidence, nurturing lifelong learning in resolving problems. This approach is suitable for lower level problems and where the victim wants to regain some control. Students have the responsibility to ensure that victims of bullying are not isolated and to intervene when someone is being bullied and making it clear to the bully that their actions are disapproved of. Students should inform a member of staff if they suspect bullying is taking place. Racial, homophobic and sexual incidents are recorded in a central log. Workshops to educate perpetrators and conflict resolution. Serious or persistent cases of bullying will be referred to Senior Staff and could lead to fixed term exclusion or ultimately permanent exclusion.

Mobile phones (see school Mobile Phone Policy)

Pupils can keep their mobile phones with them, on the condition they are never used, seen or heard.

Pupils must turn off their phones when they arrive at school i.e. at the school gate. We expect all pupils to follow the policy but if a phone is not out of sight or if heard the student will be given a behaviour point which will result in a 60-minute detention the next day.

In addition, the device will be confiscated, and placed in the school office safe. The phone will only be returned to an adult family member of the student.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

Sanctions may also be applied where a pupil 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 pupil

Could adversely affect the reputation of the school

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

Online misbehaviour

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

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

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

Suspected criminal behaviour

If a pupil 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 member of the Senior Leadership 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.

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.

Pupils 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.

Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil 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 pupils 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 pupils.

Safeguarding

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

We will consider whether a pupil'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.

Reasonable force

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

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

Searching and confiscation

Searching 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 pupil's possession as a result of a

search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

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 pupil, 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 pupil 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 pupil; **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 pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil 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 pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil 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 deputy headteacher, headteacher or DSLR, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil 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 pupil'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 pupils' possessions

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

Desks

Lockers

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items as identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil 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 pupil was in possession of a prohibited item.

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, 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. 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 pupil 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.

Rights of Staff to Confiscate Items

| Items banned in the school rules | Procedure after confiscation |
|--|--|
| Mobile phones and earphones | Placed in the school safe and parents must collect |
| Cigarettes, E-Cigarettes tobacco, skins, filters etc | Disposed of responsibly |
| Chewing gum | Disposed of responsibly |

| | |
|--|---|
| Knives and other weapons | Handed over to police |
| Alcohol | Poured down a sink |
| Controlled drugs | Handed over to police |
| Other substances not believed to be controlled drugs | Handed over to police or disposed of |
| Stolen items | Handed to police if of high value Returned to the owner where of small value |
| An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school | Returned to parents/disposed of Handed to police if offence committed |

Roles and responsibilities

The governing board

The Governing Body is responsible for:

Reviewing and approving the written statement of behaviour principles (appendix 1)

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the Governing Body.

Giving due consideration to the school's statement of behaviour principles (appendix 1)

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of pupils

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 pupils 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 pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

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.

Pupils

Pupils 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

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils 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 pupils who are mid-phase arrivals.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils 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 pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil 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 pupil concerned.

The school will try and reduce triggers with adjustments such as those below;

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil 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 pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction

- › The pupil was unable to act differently at the time as a result of their SEND
- › The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, 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.

Pupils 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 pupil 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.

Supporting pupils following a sanction

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

Strategies for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension. This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

Inducting incoming pupils

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

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

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

- The proper use of restraint
 - The needs of the pupils at the school
 - How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusions and suspensions

Use of pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by Ayesha Miah, Deputy Headteacher

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 pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

The written statement of behaviour principles will be reviewed and approved by the Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies

Exclusions policy

Child protection and safeguarding policy

Mobile phone policy

Anti-Bullying Policy

