



BEHAVIOUR POLICY

Policy Number:	065
Member of Staff Responsible for the Policy:	Headteacher
Date on which this Policy was last reviewed:	July 2026
Date by which this Policy is to be reviewed:	September 2027

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Huntington School

Learn and succeed

At Huntington School, positive behaviour is rooted in our shared core values of **respect, honesty and kindness**. These values underpin everything we do and guide how we treat one another as members of our school community. We believe that when these values are embedded in daily practice, they create a safe, inclusive and supportive environment in which all children and young people can thrive.

Our mission is for every child to **Learn and Succeed**, both academically and personally. We recognise that positive behaviour is essential to effective learning and to the development of the skills, attitudes and character needed for success beyond school. This Behaviour Policy reflects our commitment to promoting high expectations, consistency and fairness, while ensuring that all pupils feel valued, listened to and supported.



Huntington School

Learn and succeed

Our core values: **Respect, Honesty & Kindness**



Our school is a **safe, inclusive and welcoming** community that everyone feels proud to be a part of.



We hold **high ambition, positive relationships** and **mutual respect** at the core of our school culture.



Our school develops **confidence, resilience** and **independence** for all by delivering a high-quality, **evidence-informed education**.

We celebrate our achievements, learn from our mistakes and support each other to be responsible and hardworking citizens.

**EVERY CHILD
LEARNING AND
SUCCEEDING IN
EVERY LESSON.**



HUNTINGTON
SCHOOL



1. AIMS OF THIS POLICY

- 1.1 To help to enable all pupils to *learn and succeed* every day by:
- Ensuring that all pupils are safe, happy, behave well and can learn in disruption-free classrooms.
 - Ensuring that there is a calm and orderly environment in the school and across the school site.
- 1.2 The policy contains details on the systems and procedures which are used to support pupils in making positive behaviour choices, in line with the law and guidance issued by the government.

2. OBJECTIVES OF THIS POLICY

- 2.1 This policy will:
- Be understood by pupils, staff, governors and all other stakeholders.
 - Ensure that all pupils, regardless of ability, age, and sex are treated fairly and consistently and are involved, wherever possible, in the process of praise, recognition and rewards.
 - Ensure that all pupils understand their right to feel safe, valued and respected and learn, free from the disruption of others.
 - Ensure all pupils are supported to take responsibility for their actions.
 - Support parents & carers to be involved in their child's behaviour and encourage them to foster good relationships with the school.

3. LEGISLATIVE AND STATUTORY REFERENCES

- 3.1 Our behaviour policy is developed in accordance with the relevant legislative and statutory requirements to ensure compliance and best practice. The following references provide the legal framework and guidance for our policy:

Department for Education (DfE) Guidance:

- Behaviour in Schools: The DfE provides comprehensive guidance on developing and implementing a behaviour policy. This includes advice on promoting good behaviour, managing behaviour, and responding to incidents of misconduct. The guidance applies to all maintained schools, academies, free schools, non-maintained special schools, and independent schools.
- School Exclusions: The DfE also offers guidance on school suspensions and permanent exclusions, outlining the procedures and considerations for excluding pupils.



- Mobile Phones in Schools: Specific guidance on the use of mobile phones in schools, including searching, screening, and confiscation.
- Use of Reasonable Force: Guidance on the use of reasonable force by school staff to manage pupil behaviour.
- SEND Code of Practice: The Special Educational Needs and Disability (SEND) Code of Practice provides guidance on supporting pupils with SEND in behaviour management.

Legal Considerations:

- Education and Inspections Act 2006: This Act requires certain schools to have a behaviour policy in place. The policy must be published to all school staff, parents, and pupils.
- Keeping Children Safe in Education: This statutory guidance sets out the legal duties relating to safeguarding and promoting the welfare of children.
- Preventing Bullying: Guidance on preventing and responding to bullying, including cyberbullying, to ensure a safe and supportive environment for all pupils.
- Education Act 1996: This Act provides the legal framework for school discipline and the powers of school staff to maintain good order and discipline.

- 3.2 By adhering to these legislative and statutory references, we ensure that our behaviour policy is aligned with national standards and best practices, promoting a safe and positive learning environment for all pupils.

4 LINKS TO OTHER POLICIES

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

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Suspensions and Permanent Exclusion Policy
- Uniform Policy

5 KEY RESPONSIBILITIES

5.1 Governing Body

- Review and approve the behaviour policy, ensuring it is supporting the cultural aims of the school.
- Monitor the incidents of racial, homophobic bullying and sexual harassment.
- Ensure that concerns of pupils and parents/carers are listened to.



5.2 Headteacher

- Devise and implement the policy.
- Set and review targets for behaviour, including rates of suspension, strategic planning and target setting.
- Ensure that the school's behaviour strategy meets statutory requirements.
- Ensure that the school's behaviour strategy supports school improvement.
- Ensure that behaviour protocols are in place to safeguard all pupils.
- Monitor and support the Deputy Headteacher responsible for standards, culture & inclusion.

5.3 Deputy Headteacher and Assistant Headteachers

- Ensure that the school's behaviour strategy strikes the correct balance between rewards, recognition and sanctions.
- Ensure that the school's behaviour strategy strikes a balance between rewarding consistently good behaviour and rewarding improving behaviour.
- Monitor behaviour data including lesson removal data, PAL scores and Reflection Room data.
- Intervene with pupils to support their behaviour and reduce rate of repeat occurrences.
- Monitor, and report to governors, the impact of the behaviour strategy.
- Report to the governing body on incidents of discrimination, bullying, sexual harassment.
- Line-manage, lead and support the pastoral team.
- Liaise with appropriate alternative providers (AP) to ensure pupils are on track and monitored regularly.

5.4 Head of Year

- Monitor the daily, weekly, half-termly, termly data including PAL scores, Reflection Room data and lesson removal data.
- Oversee the celebrations for good effort for their year group by leading a half termly celebration assembly for their year group, termly distributing the relevant certificates for PAL scores, and annually attending the Awards Evening for their year group.
- Ensure consistent application of the behaviour policy.
- Identify patterns and intervene with pupils in the year group.
- Support the Student Support Leader to implement high levels of behaviour.



- Monitor the use of sanctions and rewards within the year group; identify staff who need support with applying the behaviour policy correctly.
- Communicate with the parents and carers of pupils that are causing concern.
- Coordinate support plans for pupils that require additional support with their behaviour e.g. Individual Behaviour Report (IBR).

5.5 Student Support Leader

- Monitor the daily, weekly, half-termly, termly data including PAL scores, Reflection Room data and lesson removal data.
- Communicate with the parents and carers of pupils that are causing concern, including engagement in Early Help.
- Liaise with external agencies to support the behaviour, safeguarding and wellbeing of individual pupils.
- Identify patterns of behaviour and intervene accordingly with pupils.
- Support and deliver interventions for pupils in need of additional help with their behaviour and wellbeing

5.6 Progress Leaders

- Monitor the daily, weekly, half termly PAL scores.
- Work with a select cohort of our most vulnerable students, supporting them to be successful in school and ensuring that any barriers to learning are overcome.
- Monitor 'completion of homework' comments and work with pupils who require additional support.

5.7 Subject Leaders

- Monitor the daily, weekly, half termly and termly behaviour data, including PAL scores, in their respective subjects.
- Ensure consistent application of the behaviour policy.
- Monitor homework completion within their respective subjects.
- Monitor the use of sanctions and rewards within their subject; identify staff who need support with applying the behaviour policy correctly and/or support around behaviour management strategies.

5.8 Teachers and Support staff

- Apply the school's behaviour policy with consistency, predictability and fidelity.
- Apply the PAL score system consistently, fairly and calmly.
- Treat pupils and each other with respect.



- Model the behaviour they wish to see.
- Use verbal praise and encouragement.
- Create and sustain a positive and inclusive environment.
- Ensure lessons are engaging to minimise disengagement and poor behaviour.
- Use classroom management strategies to encourage appropriate behaviour for learning
- Plan and rehearse strategies for dealing with unwanted behaviour
- ALWAYS challenge any inappropriate behaviour on site, regardless of the location and time of day.

5.9 Form Tutor

- Use tutor time to establish routines and prepare pupils to *learn and succeed*.
- Engage with the weekly activity where all students are supported to reflect on their PAL scores, behaviour and attendance data.
- Inform pupils of their weekly PAL score, attendance and reward-points each week.
- Place pupils on IBR when their PAL score is greater than 1.5, and provide monitoring and support.
- Liaise with year team, and parents/carers, when there are concerns about a pupil

5.10 Pupils

- Take responsibility for their own behaviour and their own learning.
- Adhere to the behaviour policy and school expectations of conduct, in line with the school's core values.
- Behave in an acceptable way that supports learning to take place
- Agree to adhere to the home-school agreement

5.11 Parent/Carers

- Support our core values and demonstrate respect to all school staff.
- Ensure their child is prepared for learning; pupils must arrive punctually, correctly equipped, wearing the correct uniform and be ready to *learn and succeed*.
- Uphold the home school agreement and be a true partner in their child's school journey.

6 PROMOTING POSITIVE RELATIONSHIPS AND GOOD BEHAVIOUR

- 6.1 A positive, safe and purposeful culture is created in our school by establishing positive relationships with pupils and staff. Excellent behaviour is taught explicitly to ensure that our school has a calm and orderly environment to enable excellent teaching and learning to take place.



- 6.2 It is the responsibility of all staff, not just teaching staff, to ensure high expectations of behaviour for pupils. Staff are role models in this process, and we expect them to demonstrate and model the behaviour we expect from pupils in the way we behave towards both them and our colleagues.
- 6.3 It is the responsibility of staff to:
- Develop an *achievement culture* of praise, rewards and recognition.
 - Be prepared to listen to pupils and show interest in them as individuals.
 - Behave in a calm, yet assertive manner always.
 - Focus on the behaviour, and not the person
 - Rehearse strategies for dealing with low-level disruption so that we become skilled in de-escalating conflict.
 - Continuously reflect and develop our own skills and attitudes when interacting with young people, observing and sharing good practice
 - Avoid stereotyped and pre-conceived judgments about pupils and/or their families.
 - Celebrate cultural diversity within our community.

7 REWARDS AND RECOGNITION

- 7.1 As a school, we will celebrate, recognise and reward achievement specific to the individual child.
- 7.2 We all respond positively to praise, but praise is most effective when it is:
- Spontaneous and credible.
 - Clearly linked to achievement and accomplishment.
 - Personalised to the individual and with what they may have had difficulty.
- 7.3 We will consistently reward pupils who achieve consistently good or improving PAL scores and are positive members of the school community.
- 7.4 By achieving a specific number of positive points, all pupils who conform to the school rules and meet the values RHK and expectations will be rewarded.
- 7.5 Frequency of Rewards:
- Every **lesson**, pupil behaviour is acknowledged and rewarded with a PAL score; positive points are gained by pupils who have demonstrated excellent learning and/or behaviour.



- Every **week**, pupil behaviour is acknowledged and rewarded with a PAL tutor review and subsequent praise. Excellent attendance is also acknowledged and rewarded.
- Every **half term**, pupil behaviour is acknowledged and rewarded in celebration assemblies. We will recognise pupils who consistently meet the school's core values of respect, honesty and kindness and who have met our expectations over a half term period. Pupils are awarded *excellence certificates* based on their aggregate number of merits. Excellent attendance will also be recognised and rewarded too.

7.6 Rewarding pupils during lessons and/or tutor time

In every lesson and form time, positive points will be awarded. These are directly linked to the behaviour and attitude of pupils.

- PAL 1 = 3 positive points
- PAL 2 = 2 positive points
- PAL 3 = 1 positive point
- PAL 4 = 0 positive points

Pupils and parents/carers will be updated regularly on their positive point totals by using the SIMS Parent App.

7.7 Rewarding pupils outside of lessons

In addition to positive points being awarded in lessons, the table below explains the relative tariffs for positive behaviours outside of lessons:

Positive Points	Awarded for	Frequency	Responsible
3	Completing homework to a high standard	Per lesson	Teacher/TA
3	Exceptional engagement in the lesson/form time	Per lesson	Teacher/TA
3	Engagement with the wider community (e.g. clubs or helping at open evening)	Any point	All staff
3	Demonstrating and modelling our school values around the school	Any point	All staff
5	Phone call home to recognise sustained attitude, improvement and attainment.	Any point	All staff
10	Achieving 100% attendance across a week	Per week	Attendance team
100	Achieving Headteacher award	Per half term	Headteacher
100	Achieving a Subject Achievement award	Annual	Subject Leader
100	Achieving Head of Year Achievement award	Annual	Head of Year



7.8 These positive points will then feed into a graduation of *rewards and recognition* as prescribed below:

- Celebration Assemblies: Year group assemblies each half term with certificates, celebration of achievements of the year group, key events and successes, and ad hoc prizes.
- Tiered Awards: Bronze, Silver, Gold, Platinum, Diamond Awards

Pupils receive certificates each term in their year group celebration assembly marking their achievement.

Points required for each Award:

Diamond: ~~2800~~ 4500 (equates to **125 points** per week for 36 weeks)
(~93/week)

Platinum: 4000 ~~2600~~ (equates to **110 points** per week for 36 weeks)(~87/week)

Gold: 325400 (equates to **100 points** per week for 36 weeks)(~80/week)

Silver: 2200 3000 (equates to **83 points** per week for 36 weeks)(~73/week)

Bronze: 2500 (equates to **70 points** per week for 36 weeks)2000(~67/week)

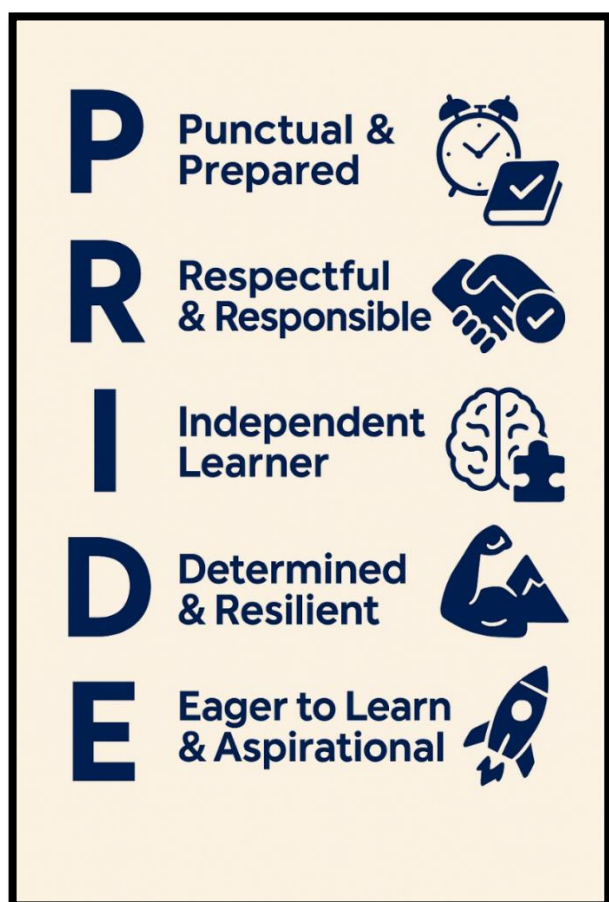
- Honour Roll Displays: Visual recognition to keep pupils motivated and create a culture that celebrates success amongst all.
- Awards Evenings: our end of year Awards Evening will celebrate the successes of pupils and the Year group, reflecting on the highlights of the year.
- End-of-Year Celebration: our end-of-year celebration will bring all our students together to reward pupils for their positive contributions to the school community throughout the year.

7.9 At the end of each academic year, pupils will have their positive points total reset and start each September with a new opportunity to move up the tiers.

8 POSITIVE LEARNING ENVIRONMENT



- 8.1 The relevance of our curriculum, the quality of our teaching, and the opportunities we offer our pupils are crucial to promoting good behaviour and establishing cooperative classrooms.
- 8.2 Our PAL (Positive Attitude to Learning) score system is set-up so that every child receives a PAL score in every single lesson.
- 8.3 Every child will start on a PAL score of 1 if they arrive on time and are *ready to learn*.
- 8.4 This PAL score also indicates their attendance in the lesson through our MIS system.
- 8.5 The highest/best PAL score is a 1, and the lowest PAL score is a 4.
- 8.6 Pupils who receive a PAL 1 will show PRIDE and demonstrate the following learning behaviours:



Punctual & Prepared	Arrives to the lesson on time and is able to take part in the lesson immediately.
Respectful & Responsible	Follows all instructions first time, every time.
Independent Learner	Works independently when appropriate and takes ownership of their learning
Determined & Resilient	Doesn't give up or become frustrated when things get difficult. Keeps going!
Eager & Aspirational	Shows a positive attitude to the subject and is ambitious to achieve well.



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- 8.7 Throughout the lesson, PAL scores can be adjusted in accordance with our escalation system (see page 14). PAL scores can also be affected by poor punctuality to lessons (see section on 'punctuality' on page 13)



8.8 Classroom expectations of teachers:

(In addition to the following expectations, classroom teachers should be utilising the *Huntington Learning Framework* with consistency and fidelity).

- Arrive before your class, meet the class at the door and ensure that pupils engage with the 'Do Now' retrieval task immediately.
- Take the register promptly at the start of the lesson (within the first 5 minutes), awarding all pupils a PAL score of a 1 (unless they are *late*, then award a PAL 2, or 3 – see section on 'punctuality' on page 13).
- Engage appropriately with pupils who arrive late at the end of lesson. Use the scripts on page 13 to challenge lateness. Ensure *latecomers* are *on task* as quickly as possible.
- Use positive language to reinforce expectations and to celebrate success.
- Use PAL scores consistently throughout the lesson (remembering that pupils can only move one-way through the PAL scoring system). Don't negotiate or bargain with pupils (e.g. '*if you work hard from now, I will move you back to a PAL 1*').
- Ensure other professional colleagues attached to the class are properly deployed and involved with supporting learning.
- Be active and vigilant throughout the lesson – move around the classroom and resist the temptation to sit at your desk.
- Establish and maintain a stimulating and tidy classroom environment
- If a pupil needs to leave the classroom during the lesson, sign their pupil planner in the relevant section. This ensures greater pupil accountability for *missed learning*.
- Deal with any inappropriate pupil comments that are considered bullying, racist, sexual harassment, derogatory or make pupils feel unsafe as a matter of urgency.

8.9 Classroom Expectations of pupils:

These expectations should be on prominent display in the classroom and should be referenced where possible:

- Arrive on time, enter the classroom quietly, go to your assigned seat, take out your planner and equipment for the lesson and complete the *Do Now* task.
- Follow instructions from staff, first time, every time.
- Always hand over your planner when asked by a member of staff.
- Complete your work to the best of your ability.
- Always demonstrate excellent listening skills.
- Respect others, yourself and equipment.
- Do not shout at anyone and ensure your use of language is always appropriate.



- No eating, chewing or drinking (except for water) in class.
- Pack away quietly, stand behind your chair when asked and wait for permission to leave.
- Wear the correct school uniform.
- Once pupils have crossed over the blue line, mobile phones/smart devices/air pods should not be seen in school.
- Do not verbally abuse staff.
- Discriminatory abuse will not be tolerated.

8.10 Pupils who fail to meet these expectations will see their PAL scores adjusted.

9 USING THE PAL SCORING SYSTEM IN LESSONS

9.1 If pupils arrive on time (before the late bell), they will receive a PAL 1 on taking the register.

9.2 The table below is indicative of how our PAL escalation system should work. At all times, teachers should utilise agreed strategies for keeping pupils in classrooms, acknowledging that this isn't always possible. Where a child is significantly disrupting the learning of others, they will need to be removed and supported with their behaviour.

PAL1	Arrived on time and demonstrated positive behaviour for learning throughout, aligned with our expectations – see Section 8 on page 10) (They <i>may</i> have needed <i>one</i> reminder, but they responded immediately)
PAL2	Despite a verbal reminder, the pupil continues to demonstrate a lack of respect, honesty or kindness towards their learning or to others' learning. Teacher intervention (first formal warning needed)
PAL3	Pupil needed further teacher intervention due to disrupting learning – e.g. moving seats, temporary removal from classroom etc.
PAL4	Pupil needs On-Call support due to significant disruption and poor attitude. The pupil is likely to be removed from the lesson and taken to work in the Safety Net. They will be issued with an after-school detention.



9.3 **Using the On-Call System:**

If a pupil reaches a PAL 4, despite efforts of staff to help correct the behaviour, they should summon On-Call support by pressing the 'lifeboat icon' on SIMS.

9.4 If a member of staff has a pupil removed from the lesson, they are expected to phone home the same day. They should discuss the behaviour and what support may be necessary for the child to improve in the subject.

9.5 If the same member of staff removes a pupil 3 times, a meeting must be arranged with the subject teacher, pupil and Subject Leader/or Year team to resolve the issue.

9.6 Situations requiring on call support, where PAL escalation is not appropriate or required (you should summon On-Call support immediately):

- Assault of a pupil or member of staff
- Racist, homophobic or sexual harassment
- Verbal abuse to a teacher (swearing)
- Safeguarding, e.g. a pupil walking out of the lesson
- Truancy (if known about), and pupil has marks in other lessons
- Mobile phone out
- Medical emergency

9.7 On-Call/removal data will be available daily for all Subject Leaders and members of the pastoral team and will be shared in the weekly analysis bulletin.

9.8 Appropriate support will be directed to staff with a disproportionate number of lesson removals.

9.9 **Punctuality** to lessons can also affect a pupil's PAL Score:



Type of punctuality issue	Impact on teacher/learning	Teacher instruction	Consequence/Sanction
Pupil arrives before the late bell	None! The pupil is able to get on quickly with the Do Now/retrieval task and is Ready to Learn!	Enter a PAL score 1 when register taken	Pupils who attended all lessons on time, over a given week, would receive recognition for this.
Pupil arrives between 6 – 10 minutes late (after the late bell has sounded)	The pupil will have missed the initial 'Do Now' instructions and their late entrance will be disruptive for pupils who are engaged in their learning	Enter a PAL score 2 when the child enters the classroom. Script <i>"Hello, NAME. You have arrived after the late bell – you need to quickly get started with the 'Do Now' task whilst I enter your PAL 2 on the system."</i>	The intervention/escalation system for PAL scores will be focused on correcting these behaviours. <i>There will be sanctions imposed for when specified thresholds of average/daily PAL scores are reached.</i>
Pupil arrives after 11+ minutes	It is likely the pupil will need a significant amount of teacher support to get settled into the lesson which will disrupt the learning of others. Key information will be missed which will impact on learning.	Enter a PAL score 3 when the child enters the classroom. Script <i>"Hello, NAME. It's good to see you – you have arrived very late though, so take a seat, and get yourself quickly focused, whilst I enter your PAL 3 on the system"</i>	Starting on a PAL 3 will mean that the child is starting high up on the escalation pyramid and should be quietly encouraged to show a positive attitude to their learning. Further transgressions will likely lead to a quick removal from the lesson. <i>There will be sanctions imposed for when specified thresholds of average/daily PAL scores are reached.</i>



9.10 Punctuality to school – arriving to school on time

9.11 Students should be on the school site **by 8.30am** and **MUST** be in their Tutor Bases **by 8.35am**.

Type of punctuality issue	Form Tutor Instruction	Consequence/Sanction
Student arrives to their Tutor Base by 8.35am	Enter a PAL Score 1	No further action needed!
Student arrives to their Tutor Base after 8.35am (after 8.35am)	Enter a PAL Score 2	<i>There will be sanctions imposed for when specified thresholds of average/daily PAL scores are reached.</i>
Student arrives to school after 9am (without an authorised/valid reason)	N/A	• Email communication (template) sent home by Student Reception to notify parents/carers of lateness. • Second late (arrival after 9am) in a week will result in an After-School Detention.

9.12 Lesson Refusal and Internal Truancy

Lesson Refusal:

Lesson/ Form time Refusal	Missing the lesson will create significant gaps in learning for the student. There will also likely be a workload issue for the teacher who will need to get the student caught up at some point.	• The child will be taken to the Reflection Room. • Within the Reflection Room, we would look at how we can 'connect then correct' with the teacher – look to book this conversation in. • Send an email home informing of lesson refusal (using template). • Issue the student with a PAL 4 for the lesson.
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9.13 3 Lesson refusals in one week (Mon – Fri) would trigger a 1/1.5-day suspension. The suspension would be served on the third refusal.

9.14 If students are refusing to attend the same subject (e.g. 2 lessons of one subject refused in a week) or the same lesson each week, proportionate sanctions will be applied, communication will be made with home and restoration work will be set up. It is the responsibility of the Subject Leader to look for these patterns.



Internal Truancy:

Truancy (E.g. deliberate hiding or running around the site) when the student should be in form or a lesson.	The pupil missing the lesson will develop significant gaps in learning. There will also likely be a workload issue for the teacher who will need to get the student caught up at some point.	At least two periods of Reflection Room, social time and an ASD. Refusal = 2 day suspension. Issue the student with a PAL 4 for the lesson.
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10 EXPECTATIONS

10.1 Homework

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Homework has a positive impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams.

Teachers will set homework using ClassCharts. This allows students and parents to see a record of what has been set and what deadlines have been given.

10.2 Consequences for not completing homework:

- If a pupil has not completed their homework by the given deadline, please record a homework comment (on SIMS): 'Non-completion of Homework'. These comments will be visible to students, parents, Subject Leaders and pastoral staff.
- These comments will also transfer to termly reports to parents.
- Homework data will be reviewed and analysed on Friday afternoon. The following sanctions will be imposed on students who meet these thresholds:
 - **2 to 3** incomplete homeworks in a week (Mon – Fri) will see the pupil placed in *Compulsory P6 Homework Support* on the following Wednesday (3.25 – 4.15pm)
 - **4 or more** incomplete homework's in a week (Mon – Fri) will see the pupil placed in *Compulsory P6 Homework Support* on Wednesday & Thursday of the following week.
- Pupils will be supported to catch up on their missed homework during this support session, especially in the core subjects. We will engage parents and seek their support in developing more effective learning habits for their child.



- Subjects at Key Stage 4 are welcome to set their own detentions, if the child is required to catch up with their NEA or other critical course requirements. They should communicate this to the relevant stakeholders.
- If a child does not attend the P6 session or refuses this support, the matter will be escalated. The pupil will be required to attend the Behavioural After-School Detention and further non-attendance will align with the protocols in section 10.21.

10.3 **Mobile Phones**

We recognise the importance of mobile phones for communication and safety. However, to maintain a focused and respectful learning environment, we have established the following rules regarding mobile phone use:

10.4 Rules for Mobile Phone Use

1. **Blue Line Rule:** Once pupils cross the blue line at the gate, they may not use their mobile phones, and their mobile phones must not be visible. This should be the case until they cross the blue line again when leaving the site at the end of the day.
2. **Silent Mode:** Phones must be switched to silent mode or turned off upon entering the school premises before the blue line. This ensures that lessons and other school activities are not disrupted by phone notifications or calls.
3. **Storage:** At all times in the school day, mobile phones should be stored securely in pupils' bags or lockers and not on their person, and not in their pockets. This helps to minimise distractions and maintain a productive learning environment.
4. **Emergencies:** In case of an emergency, pupils may ask a member of staff for permission to use the school landline. Staff members will provide guidance and support as needed.

10.5 Consequences for non-compliance:

- If a pupil is found using their mobile phone, or if they are found with a mobile phone in their possession beyond the blue line or during lessons, the phone will be confiscated and will be returned at the end of the school day. If pupils are found to be using them at the end of the school day (as they are leaving), please ask them to put them away until they cross the blue line.
- Refusal to hand over a mobile phone in these circumstances will be viewed as not following a reasonable request and may result in a suspension from school.



10.6 **Uniform**

We believe that wearing the correct uniform fosters a sense of pride, unity, and discipline among our pupils. To maintain a consistent and professional appearance, we have established the following rules regarding uniform compliance:

10.7 Rules for Uniform

1. **Blue Line Rule:** Once pupils cross the blue line at the gate, they must be in full and correct uniform. This ensures that all pupils present themselves appropriately from the moment they enter the school premises.
2. **Uniform Standards:** Pupils are expected to adhere to the school's uniform standards (See Uniform Policy) at all times. This includes wearing the correct clothing, footwear, and accessories as outlined in the school's uniform policy.
3. **Uniform Checks:** Staff members will conduct regular uniform checks, including every day at the school gate. Any discrepancies or uniform infringements will be addressed promptly.

10.8 Consequences for non-compliance:

- If a pupil is found not adhering to the uniform policy upon crossing the blue line, they may be sent home from the school gate to correct minor uniform infringements. Pupils are expected to return to school promptly in the correct uniform.
- In most instances, pupils will be requested to change into the correct uniform for example, borrowing a tie or the correct shoes.
- Refusal to wear the correct uniform will be viewed as not following a reasonable request and may result in being placed in the Reflection Room.

10.9 **Jewellery**

We maintain a jewellery policy to ensure the safety and well-being of all pupils and to promote a focused and respectful learning environment. The following section outlines our rules regarding the wearing of jewellery:

10.10 Rules for Jewellery

1. **Watches:** Pupils are permitted to wear a standard watch. This allows pupils to keep track of time while ensuring that their appearance remains neat and in line with the school's dress code.
2. **Earrings:** Pupils are permitted to wear a single pair of small earrings (one in each ear). Small, hooped earrings may be worn (suggested diameter 1.5cm)
3. **Rings:** Pupils are permitted to wear one single band ring.



4. No other items of jewellery are permitted. This includes, but is not limited to, large earrings, nose studs, bracelets, necklaces, and other piercings.
5. Blue Line Rule: Once pupils cross the blue line at the gate, they must adhere to the jewellery policy. This means no non-permitted jewellery should be visible beyond the blue line.

10.11 Consequences for wearing jewellery that is not permitted

- First occasion: The pupil will be asked to remove the jewellery immediately. The item will be confiscated and returned at the end of the school day from the Student Reception.
- Repeated occasions: If a pupil is found wearing jewellery repeatedly, the item will be confiscated and must be collected by a parent or guardian.
- If a child refuses to remove the jewellery (e.g. nose stud), they will be removed to work in the Reflection Room.
- Further violations may result in additional sanctions, such as detention or time in the Reflection Room depending on the severity and frequency of the offence.

10.12 **Make up**

All pupils can wear natural make-up.

Pupils may wear neutral coloured nail varnish. Fake nails should not be longer than 2cm from the nail bed.

10.13 **Smoking and vaping**

Smoking and vaping are strictly prohibited on the school site, during the school day, on journeys to and from school, and on any school-organised activity, including trips and visits.

- 10.14 This includes the possession, use, or sharing of cigarettes, vapes, e-cigarettes, tobacco products, vaping devices, liquids, or related paraphernalia. Such behaviour poses serious risks to health and safety and undermines the school's commitment to wellbeing, respect, and positive conduct.

- 10.15 Any breach of this policy will be treated as a serious behaviour incident.

10.16 If a pupil is found to be vaping on the school site, this will result in a two-day suspension from school. If a pupil is found in possession of a vape, this will be a one-day suspension.



10.17 **Detentions**

45-minute detentions will run Tuesday-Friday 3:25-4:10 (Mondays can be used at the year team's discretion)

Whole-school detentions are held in the Dining Hall and are staffed by Senior Leaders, Student Support Leaders and Classroom Teachers on a rota basis.

45-minute after school detentions will be issued for the following:

- Being placed on IBR or escalating to the next level of IBR.
- Lesson removal (PAL 4)
- Lesson refusal
- Internal truancy
- Out of lesson behaviour
- Being placed in the Reflection Room

10.18 Responsibility for issuing the detention lies with the member of staff involved. Staff must add the relevant information onto SIMS when the detention has been booked, to enable lists to be created.

This must be completed by 3:30pm the same day as the incident to ensure 24hours notice is given to the parent/carer for the next day detention. All parents/carers will be notified through SIMS.

10.19 Where possible the member of staff who has issued the detention will be encouraged to speak to the pupil whilst in detention and discuss the problem or take them to their classroom to work

10.20 Pupils will receive ONE verbal warning during a detention after which they will automatically fail and placed into the Reflection Room the following day. Pupils and staff must follow all detention protocols. Pupils will NOT be SENT out of the detention in these cases unless they are disrupting the room in which case they will complete their failed detention elsewhere.

10.21 Failure to attend the 45-minute detention

The detention lead will take the register during the detention. If a pupil has not turned up, the Year Team will contact home and inform them that the pupil will complete a minimum of 2 lessons, 15mins of a break and an additional 45-minute detention the next day.



10.21 Pupil Expectations in detention

- Arrive to the detention room before 3:25pm unless otherwise directed.
- Wait to be seated by a member of staff.
- Wear the full and correct school uniform, you are still in school.
- Heads must not be placed on the desks.
- No talking or turning around.
- Homework may be completed during the detention.
- Pupils are expected to complete the work that is provided.

10.22 Staff Expectations in detention

- Registers must be completed by 3:30pm
- Do not tell any pupil they have failed in the detention; you can move them between rooms or place them in an alternative room. The pupil will then need to serve a full day in the Reflection Room the next day and resit their after-school detention for failing to meet detention expectations.
- Teaching staff should not be completing any work whilst on detention duty; the Year Teams may use a computer to reset detentions whilst they are supervising.
- Pupils should not be visiting the toilet during the detention as there is sufficient time to go prior to the detention starting. In exceptional circumstances, pupils may be permitted to go but will need to get their planner signed as they would do if they were leaving a lesson.

10.23 Leaving a lesson/toilets

It is important that pupils are in lessons for the full duration (60 minutes). Even a few minutes of 'missed learning' can have a negative impact on their understanding of a topic and/or lesson.

10.24 Very rarely, pupils may need to leave a lesson. If this is the case, the teacher will initial the pupil's planner. The pupil should ensure they are back in the lesson as soon as possible.

10.25 Form tutors will monitor how much time pupils are missing from lessons as this will impact the pupils' learning over time. They will report any concerns to the pastoral team.

10.26 Toilets should always be used at the start of the day, break time and lunch time. No pupils should be using the toilet in the first 10 minutes and the last 10 minutes of the lesson. It should be very rare that pupils need to use the toilet in lesson time. However, if a child asks to leave the classroom to go to the toilet, they should have their planner



signed by the teacher and should take their planner with them (there is a desk outside the toilet where planners can be placed and then collected after).

11 BEHAVIOUR OUTSIDE OF LESSONS

All staff are expected to be vigilant and address any behaviours around the school which do not meet our school values and expectations.

11.1 The sanctions for this can range from (1) a verbal warning, (2) recording the behaviour on SIMS or (3) setting a detention. It is the member of staff's responsibility to record correctly on SIMS and the pastoral team to monitor the number of around school behaviours added.

1. Verbal Warning

- No formal log required.
- Staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing.

2. Log the behaviour on SIMS

- If a child's behaviour warrants communication with wider stakeholders, please record the comment on SIMS. This must be sufficiently informative for parents/carers and the form tutor/pastoral team. Do not use other student names in your narrative.

3. Detention

- If a pupil's behaviour is deemed serious enough to require a sanction, a 45-minute detention should be issued for *out of lesson behaviour* and a comment recorded in SIMS.

11.2 Staff will be given scenario-based training on differentiating between *levels of seriousness* and responding appropriately.

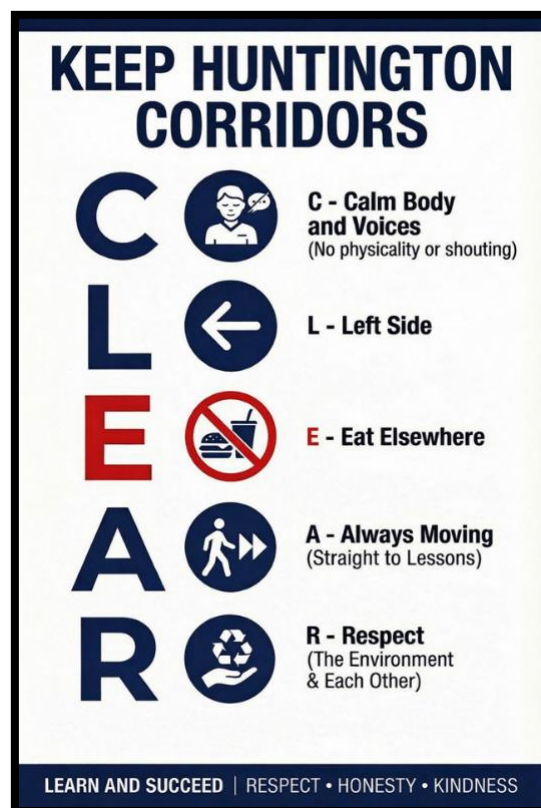
11.3 The guidelines below clarify our school expectations around the school site:

- Do not swear or shout around school. Swearing around the school site will always carry a sanction.
- Do not ignore or refuse to follow staff instructions.
- Do not make physical threats towards pupils or staff.
- No aggressive behaviour towards other pupils or staff.
- Do not verbally abuse staff.
- We have a *no touch* policy (keep your hands and feet to yourself).
- Put all litter in the bin.
- No chewing gum.



- Always have your planner with you when out of class during lesson time.
- Mobile phones/smart devices/air pods should not be seen around or in school during the school day.
- No illegal substances to be brought onto the school site (including cigarettes, vapes and alcohol).
- Respect the surrounding community before and after the school day.

11.4 We will also align our approach with how we expect students to conduct themselves as they travel around the school site, especially at lesson changeovers.



12 THE USE OF SANCTIONS

12.1 We must not be surprised when problems occur. We are working with young people who are learning and testing the boundaries of acceptable behaviour. In dealing with undesirable behaviour, we need to promote good behaviour. This means developing skills and strategies that do not merely rely on sanctions. Sanctions do not, in themselves, change behaviour but simply apply the limits to behaviour to enable us to reward and reinforce.



12.2 Do all you can to:

- Remind pupils of which core value (respect, honesty and kindness) or expectation they are not demonstrating.
- Reprimand privately, it encourages cooperation.
- Keep calm, it shows higher authority, reduces tension and models desired behaviour.
- Listen, it earns respect. *Connect and correct* behaviour.
- Use first names.
- Focus on positive aspects of pupils' work and behaviour.
- Be fair and consistent – do not negotiate or give-in to demands.
- Use the minimum sanction necessary to achieve your desired outcome.
- Keep sanctions appropriate.
- Use humour appropriately.
- When appropriate, reintegrate the pupil back into the class with warmth and empathy.
- Seek *closure and repair* after the sanction – it is important to start again and demonstrate a willingness to re-build relationships.

12.3 Do all you can to avoid:

- Humiliation.
- Public confrontations, they promote retaliation through peer pressure.
- Sarcasm.
- Shouting.
- Over punishing, it reduces options later.
- Blanket punishments, the innocent do not deserve them.
- Jumping to conclusions with little evidence.
- Overreacting, the problems will grow.

12.4 The sanctions outlined in our behaviour policy are designed with the following principles in mind:

1. **Consistency and Fairness:** Implementing a structured and predictable approach to behaviour management ensures that all pupils understand the consequences of their actions. By applying the same standards to everyone, we promote a sense of fairness and equality within the school community.



2. **Promoting Positive Behaviour:** The use of staged warnings and incremental sanctions encourages pupils to reflect on their behaviour and make positive changes. This approach provides multiple opportunities for pupils to correct their actions before more serious consequences are applied
3. **Supporting Learning and Well-Being:** Disruptive behaviour in the classroom can significantly impact the learning experience for all pupils. Our policy aims to minimise disruptions, allowing teachers to deliver high-quality instruction and pupils to engage fully in their education.
4. **Encouraging Responsibility and Accountability:** By clearly outlining the consequences of inappropriate behaviour, we encourage pupils to take responsibility for their actions. This fosters a culture of accountability, where pupils learn to understand the impact of their behaviour on themselves and others.
5. **Providing Opportunities for Reflection and Growth:** The use of the Safety Net and Reflection Room are designed to give pupils the space and time to reflect on their behaviour. These interventions are not simply punitive but provide opportunities for personal growth and development.
6. **Addressing Serious Misconduct:** In cases of serious misconduct, our policy provides clear and decisive actions to protect the safety and well-being of the entire school community. By addressing serious incidents promptly and appropriately, we maintain a secure environment conducive to learning.
7. **Promoting a Positive School Culture:** A well-managed behaviour policy contributes to a positive school culture where respect, responsibility, and positive relationships are valued. This, in turn, supports the overall development and success of our pupils.

12.5 Our behaviour sanctions are aligned with our commitment to fostering a respectful and supportive school environment. By implementing these sanctions, we aim to guide pupils towards making better choices and developing the social and emotional skills necessary for their future success.

12.6 It is expected that if a pupil is issued with a sanction, they complete it. This is about pupils being responsible for their own behaviour, actions and learning. If a pupil fails to complete a sanction, then further support and/or sanctions will be issued at the discretion of Senior Leaders or Pastoral Leaders. This usually means moving to the next stage of the policy.



- 12.7 All sanctions quickly lose their effectiveness if frequently used. Avoid constantly punishing pupils. Only the pupil can change their behaviour, and repeated concerns will require you to enlist support from others who might be able to influence the pupil (e.g. parent/carers, Subject Leaders, Form Tutors, Pupil Support Leaders, Heads of Year and the Senior Leadership Team).
- 12.8 It is crucial to remain calm, assertive and in control. Raising your voice may be necessary, such as in a potentially dangerous situation, but never lose control and never scream or shout; we do not want pupils to model this behaviour.
- 12.9 **LEVEL 1 – Falling short of expectations in the classroom/form room**
Using the PAL scoring system (section 8 of policy):
- First warning: A verbal warning will be given to the pupil, highlighting the inappropriate behaviour and the expectation for improvement (**PAL 2**).
 - Second warning: A further warning will be given and may be accompanied by a teacher intervention strategy (e.g. moving of seats) (**PAL 3**).
 - Third warning: Should a child escalate to **PAL 4**, On-Call support will need to be requested. This is likely to result in the child being removed from the lesson. The child will be placed in the Safety Net for the remainder of the lesson, and an after-school detention will be issued (by the Safety Net supervisor).
- 12.10 PAL scores will be monitored throughout the day and will also be reviewed on a weekly basis. If a child receives a daily PAL total of **11 or more**, they will be placed in the Reflection Room on the next school day.
- 12.11 **LEVEL 2: taking an overarching approach to behaviour in classrooms by using IBRs (individual behaviour reports)**
- 12.12 IBRs are triggered by a pupil's weekly PAL score at 1.5 or above. In the first instance, Pupils who have a PAL score of 1.5 or above will be on report to their tutor.
- 12.13 **Form Tutor Report – BLUE Report**
Form tutors will be provided with the weekly PAL score – this will be the tutor focus every Friday during registration time.
It is the form tutor's responsibility to monitor the PAL score; the tutor will contact home to let parents/carers know that their child is on Form Report.
The IBR will be available to view on SIMS.

Pupils will receive a 45-minute detention for starting an IBR.

Pupils remain on IBR for 5 days and this will be reviewed by the tutor.

To succeed (and to be taken off IBR), the pupil needs to complete a 5-day period with a PAL score of less than 1.5. If a child does not succeed, they will escalate to a Head of Year report.

12.14 **Head of Year – GREEN Report**

Head of Year will ensure pupils on report are logged on SIMS so all staff are aware of the pupils on report. It is the pupil's responsibility to visit the appropriate key worker to review their PAL score each day. Failure to check in with the pastoral team will mean further escalation of sanctions.

- The pastoral team will oversee the report system and start/review the pupil's Behaviour Support Plan.
- Pupils will be required to speak with a member of the pastoral team daily to monitor their score.
- Pupils will fail a report if they have a total PAL score of more than 10 per day. Pupils will serve a minimum of 2 lessons and break/0.5 days in Reflection if this is the case.
- Pupils who complete 5 consecutive days with successful reports will be taken off report and parents/carers informed.

To succeed (and to be taken off IBR), the pupil needs to complete a 5-day period with a PAL score of less than 1.5. If a child does not succeed, they will escalate to a Senior Leadership report.

12.15 **Assistant Headteacher (AHT) Report – RED Report**

The AHT will ensure pupils on report are logged on SIMS so all staff are aware of the pupils on report. It is the pupil's responsibility to visit the appropriate key worker to review their PAL score each day. Failure to check-in with the AHT will mean further escalation of sanctions.

- The AHT member will oversee the report system and review the pupil's Behaviour Support Plan.
- Pupils will be required to speak with the AHT daily to monitor their score.
- Pupils will fail a report if they have a total PAL score of more than 11 per day. Pupils will serve a full day in Reflection plus an afterschool detention in this case.
- Pupils who complete 5 consecutive days with successful reports will be taken off report and parents/carers informed.



To succeed (and to be taken off IBR), the pupil needs to complete a 5-day period with a PAL average score of less than 1.5. If a child does not succeed, they will escalate to a Deputy Headteacher report.

Deputy Headteacher (DHT) Report – PURPLE Report

The DHT will ensure pupils on report are logged on SIMS so all staff are aware of the pupils on report. It is the pupil's responsibility to visit the appropriate key worker to review their PAL score each day. Failure to check-in with the DHT will mean further escalation of sanctions.

- The DHT member will oversee the report system and review the pupil's Behaviour Support Plan.
- Pupils will be required to speak with the DHT daily to monitor their score.
- Pupils will fail a report if they have a total PAL score of more than 11 per day. Pupils will serve a full day in the Reflection Room plus an afterschool detention in this case.
- Pupils who complete 5 consecutive days with successful reports will be taken off report and parents/carers informed

To succeed (and to be taken off IBR), the pupil needs to complete a 5-day period with a PAL average score of less than 1.5. If a child does not succeed, then we will review the support in place and look to the next layer of the graduated response, which may be an Off-Site Direction (see section 21 of this policy).

12.16 LEVEL 3: Reflection Room

If a pupil fails to attend or comply with the detention(s) issued at level 2, they will usually be placed in the Reflection Room for a designated period. During this time, they will complete academic work and participate in activities designed to promote positive behaviour and reflection.

In some instances, and at the discretion of senior leaders, the school reserves the right to place a pupil directly into the Reflection Room. Examples of these behaviours include, but are not limited to:

- Persistent defiance or refusal to follow instructions from adults.
- Acts of bullying or intimidation, including physical, verbal, or cyberbullying.
- Vandalism or deliberate damage to school property.
- Disruptive behaviour that significantly impacts the learning environment.
- Inappropriate or disrespectful language towards staff or peers.
- Theft or possession of stolen property.
- Engaging in unsafe or reckless behaviour that endangers themselves or others.



- Repeated breaches of the school's mobile phone, uniform, jewellery or make-up policies.
- Any behaviour that poses a risk to the safety and well-being of the school community.
- In some circumstances, where it is deemed appropriate, pupils may be placed in the Reflection Room whilst an incident is being investigated.

12.17 Being placed in the Reflection Room is a serious sanction.

- Reflection room is a minimum of 2 lessons and a break/0.5 day; and a 45-minute afterschool detention is also given, this may carry over to the following day.
- Anything less than full cooperation in following the rules and high expectations demanded in the Reflection Room will result in ether extra time being served or the child's parents/carer being asked to accompany their child to the school to discuss the situation; the pupil will then need to restart their time in the Reflection Room. A failed 'period of time' spent in the Reflection Room will result in a letter being emailed to the parents/carers; the pupil will not access mainstream education until the Reflection Room sanction has been satisfactorily completed.
- It is the responsibility of the Year Team to ensure this sanction is recorded on SIMS.
- For staff and parent/carer awareness, a 5 for the first lesson and * code thereafter will indicate a pupil is working in the Reflection Room.
- Parents/carers will be informed daily if their child has been working in the Reflection Room via an email message or phone call home.

12.18 When a pupil is placed in Reflection, they will have access to the toilet and they will complete work.

Reasonable adjustments will be made for pupils with SEND or mental health concerns where needed.

12.19 **LEVEL 4: Suspension**

Only the Headteacher or Senior Leader deputising for the Headteacher may suspend a pupil. If a pupil fails to meet the expectations of the Reflection Room or continues to display inappropriate behaviour, they may be suspended from school. The duration of the suspension will depend on the severity and frequency of the behaviour.



12.20 The Headteacher may suspend a pupil from school for a fixed period of time for poor behaviour. Examples of these behaviours include, but are not limited to:

- Persistent defiance or refusal to follow instructions from adults.
- Acts of bullying or intimidation, including physical, verbal, or cyberbullying.
- Vandalism or deliberate damage to school property.
- Physical violence or aggression towards other pupils, staff, or visitors.
- Inappropriate or disrespectful language towards staff or peers.
- Theft or possession of stolen property.
- Possession of prohibited items, such as weapons, illegal drugs, or alcohol.
- Engaging in unsafe or reckless behaviour that endangers themselves or others.
- Repeated breaches of the school's mobile phone, uniform, or jewellery policies.
- Any behaviour that poses a significant risk to the safety and well-being of the school community.
- Malicious allegations made with the intent to harm or disrupt.

12.21 **LEVEL 5: Serious misconduct leading to permanent exclusion**

The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

12.22 This policy is in line with the guidance provided in "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024."

12.23 Permanent exclusion is the most severe disciplinary action. It is a last resort and is used only in cases of serious misconduct. The following behaviours may result in a pupil being permanently excluded from school:

- Persistent defiance or refusal to follow instructions from adults, despite multiple interventions.
- Acts of severe bullying or intimidation, including physical, verbal, or cyberbullying, causing significant harm to others.
- Vandalism or deliberate damage to school property, resulting in substantial costs or safety hazards.



- Physical violence or aggression towards other pupils, staff, or visitors, causing serious injury.
- Repeated or serious incidents of inappropriate or disrespectful language towards staff or peers.
- Theft or possession of stolen property, especially if involving significant value or repeated incidents.
- Possession, use, or distribution of prohibited items, such as weapons, illegal drugs, or alcohol.
- Engaging in extremely unsafe or reckless behaviour that endangers themselves or others.
- Repeated and serious breaches of the school's mobile phone, uniform, or jewellery policies, despite multiple warnings and interventions.
- Any behaviour that poses an ongoing and significant risk to the safety and wellbeing of the school community, including deliberate activation of the fire alarm.
- Malicious allegations made with the intent to seriously harm or disrupt, causing substantial impact.

12.24 This is not an exhaustive list and the Headteacher may issue a permanent exclusion for misconduct of similar severity to the above examples. For example, for an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have detrimental effect on the discipline and well-being of the school community.

12.25 **Offensive Weapons and Serious Incidents Leading to Permanent Exclusion**

The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school. Other types of offensive weapons include, but are not limited to, lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to inflict injury on another individual.

12.26 **Serious Incidents Resulting in Permanent Exclusion**

The following would be considered serious incidents which may result in the permanent exclusion of a pupil:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent disruption and defiance that may or may not be directly linked to or outlined in our behaviour system.



12.27 When a pupil is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the school is located. The Clerk to the Local Governing Board will liaise with parents/carers and convene a Behaviour Committee to review the Permanent Exclusion on or before the 15th day of the exclusion.

13 PARTIAL/REDUCED TIMETABLES

We recognise that in certain circumstances, a partial timetable may be necessary to support a child's individual needs. Partial timetables are carefully considered and implemented to ensure that the child's educational and welfare needs are met.

13.1 The following guidelines outline our approach to partial timetables:

1. Purpose and Justification:

- Partial timetables may be used to support pupils with specific needs, including those related to special educational needs and disabilities (SEND), medical conditions, or significant behavioural challenges.
- The decision to implement a partial timetable will be based on a thorough assessment of the pupil's needs, in consultation with parents or guardians, and relevant professionals.

2. Authorisation

- All partial timetables must be authorised by the SENDCO and DSL. This ensures that the decision is made with the highest level of oversight and in the best interest of the child. Appropriate risk assessments will be used in line with City of York Council guidelines.

3. Implementation:

- The partial timetable will be designed to provide a balance between academic learning and other support measures. This may include time for therapeutic interventions, medical appointments, or additional pastoral support.
- The timetable will be regularly reviewed and adjusted as needed to ensure that it continues to meet the pupil's needs and supports their progress towards a full timetable.

4. Monitoring and Review:

- The child's progress and well-being will be closely monitored throughout the duration of the partial timetable. Regular meetings will be held with parents or carers, and relevant professionals, to review the effectiveness of the arrangement.



- Clear targets and goals will be set to support the pupil's transition back to a full timetable as soon as it is appropriate and feasible.
5. Parental Involvement:
- Parents or guardians will be fully involved in the decision-making process and will be kept informed of their child's progress and any changes to the timetable.

14 SEARCHING, SCREENING AND CONFISCATION

We are committed to ensuring the safety and well-being of all our children and staff. The following section outlines our procedures for searching, screening, and confiscation, in accordance with relevant legislation and statutory guidance.

14.1 Searching

1. *Authority to Search:* School staff have the authority to search pupils for prohibited items if there are reasonable grounds for suspecting that a pupil possesses such items.
2. *Prohibited Items:* Prohibited items include, but are not limited to:
 - Weapons or dangerous items
 - Illegal drugs or substances
 - Alcohol
 - **Vapes**
 - Stolen property
 - Tobacco and vaping products
 - Fireworks
 - Pornographic material
 - Any item that could cause harm or disruption
3. *Conducting Searches:* Searches will be conducted in a respectful and non-intrusive manner, with due regard for the dignity and privacy of the pupil. The extent of the search will be proportionate to the suspected risk.
4. *Parental Notification:* Parents will be informed if their child has been searched and the outcome of the process.

14.2 Screening

1. *Screening Process:* To maintain a safe school environment, we may use screening methods such as metal detectors or other non-intrusive devices. All pupils may be required to undergo screening as a condition of entry to the school premises.
2. *Random Screening:* Random screening may be conducted periodically to ensure compliance with school policies and to deter the possession of prohibited items.
3. *Parental Notification:* Parents will be informed if their child has been selected for screening and the outcome of the process.



14.3 Confiscation

1. *Confiscation of Prohibited Items:* If a prohibited item is found during a search or screening, it will be confiscated by the staff member. Confiscated items will be stored securely and may be handed over to the police or disposed of, depending on the nature of the item.
2. *Return of Confiscated Items:* Items that are not illegal or dangerous may be returned to the pupil or their parents at the end of the school day or at an appropriate time, as determined by the school.
3. *Record Keeping:* A record of all searches, screenings, and confiscations will be maintained, including details of the pupil involved, the reason for the search, the items found, and any actions taken.

15 **DISCRETION**

No behaviour policy can cover every possible scenario. Therefore, the Headteacher reserves the right to use their discretion, in alignment with this policy, to assist pupils in making better choices and learning valuable lessons to achieve their full potential. By allowing for discretion, we ensure that each pupil receives fair and tailored support, promoting a positive and respectful school environment.

16 **REASONABLE ADJUSTMENTS**

We are committed to ensuring that every pupil can meet our high expectations. To this end, we make reasonable adjustments for pupils, including those with special educational needs and/or disabilities, who may find it challenging to meet these expectations due to their specific needs.

- 16.1 **Reasonable adjustments are not about lowering our standards.** Instead, they involve providing additional support to help these pupils achieve the same high standards that we set for all our pupils. Our goal is to ensure that every pupil has the opportunity to succeed and reach their full potential.
- 16.2 The SENDCO or Deputy Headteacher i/c Pastoral & Safeguarding is able to provide advice where needed to Senior Leaders responsible for making reasonable adjustments. The final decision, where relevant, as to whether adjustments should be made and what is considered reasonable rests with the Headteacher.



17 PHYSICAL RESTRAINT AND REASONABLE FORCE

We are committed to ensuring the safety and well-being of all pupils and staff. All school staff have a legal power to use reasonable force. Reasonable force and physical restraint are used only as a last resort and in situations where it is necessary to prevent harm to the pupil themselves, other pupils, staff, or property. The following guidelines outline our approach to the use of physical restraint:

17.1 Guidelines for Physical Restraint

1. When to Use Physical Restraint:

- Physical restraint may be used when a pupil's behaviour poses a significant risk of harm to themselves or others, or when there is a risk of serious damage to property.
- Restraint is employed only when other de-escalation strategies have been attempted and proven ineffective.

2. Who Can Use Physical Restraint:

- It is intended that, except in extraordinary circumstances where safety is compromised, only trained staff members who have received appropriate training in the use of physical restraint are authorised to restrain pupils. This ensures that restraint is applied safely and effectively.
- Staff members must follow the approved techniques and guidelines provided during their training.

3. Procedure for Physical Restraint:

- Staff members should use the minimum amount of force necessary to manage the situation and for the shortest duration possible.
- Restraint should be carried out with sensitivity, respect, and a focus on de-escalation.
- The pupil's safety and dignity must be maintained at all times during the restraint.

4. Post-Restraint Actions:

- Once the situation is under control, the restraint should be released immediately.
- The pupil should be monitored for any signs of distress or injury, and appropriate medical attention should be provided if necessary.



- The incident should be recorded on the school's Safeguarding log. Details of the reasons for the restraint, the methods used, and the duration of the restraint should be recorded.

5. Reporting and Review:

- Parents or carers will be informed of the incident as soon as possible.
- The incident will be reviewed by the school's leadership team to ensure that the use of restraint was appropriate and to identify any additional support needed for the pupil involved.
- Staff involved in the restraint will receive support and debriefing to address any emotional impact.

6. Training and Professional Development:

- Staff members authorised to use physical restraint will receive regular training and updates on safe restraint techniques, de-escalation strategies, and relevant legal and policy frameworks.
- Training will also include understanding the signs of distress and how to respond appropriately to ensure the well-being of all pupils.

18 MALICIOUS ALLEGATIONS

We take all allegations seriously and ensure that they are investigated thoroughly and fairly. However, it is important to address the issue of malicious allegations, where false claims are made with the intent to cause harm or disrupt the school environment.

The following guidelines outline our approach to dealing with malicious allegations:

18.1 Considering Malicious Allegations

1 Definition:

- A malicious allegation is a false statement made with the intention to deceive or cause harm to another individual, including pupils, staff, or any member of the school community.

2. Investigation:

- All allegations, whether malicious or not, will be investigated promptly and impartially. The investigation will be conducted in accordance with the school's safeguarding and disciplinary procedures.
- If an allegation is found to be malicious, appropriate actions will be taken to address the behaviour of the individual who made the false claim.



3 Consequences for Malicious Allegations:

- Pupils who make malicious allegations may face disciplinary actions, which can include detention, time in the Reflection Room, suspension or permanent exclusion, depending on the severity and impact of the allegation.

4 Support for Affected Individuals:

- Individuals who are falsely accused will be provided with appropriate support and guidance to help them recover from the impact of the malicious allegation. This may include counselling, mediation, or other forms of support.

5 Preventative Measures:

- Education and awareness programs will be conducted to inform pupils and staff about the seriousness of making false allegations and the potential consequences.
- The school will promote a culture of honesty, integrity, and accountability, encouraging individuals to report genuine concerns and incidents appropriately.

19 BEHAVIOUR BEYOND THE SCHOOL SITE/GATE

We expect our pupils to uphold the highest standards of behaviour both within and outside the school premises.

The behaviour of our pupils beyond the school gate is a reflection of our school community and values. Therefore, we have established the following rules to ensure that pupils demonstrate responsible and respectful behaviour in all settings:

19.1 Expectations for Behaviour Beyond the School Gate

1. Respect and Responsibility: pupils are expected to conduct themselves with respect and responsibility in the wider community. This includes showing courtesy to others, adhering to laws and regulations, and being mindful of their actions and their impact on others.
2. Positive Representation: pupils should represent the school positively at all times. This includes wearing the school uniform with pride, behaving in a manner that reflects the school's values, and being ambassadors of the school's ethos in public spaces. #
3. Social Media Conduct: pupils must use social media responsibly and respectfully. Any form of bullying, harassment, or inappropriate behaviour online will be addressed in accordance with this policy.



4. Travel and Public Transport: When travelling to and from school, whether by public transport, walking, or cycling, pupils must behave in a safe and considerate manner. This includes respecting transport staff, following traffic rules, and being aware of their own safety and that of others.
5. School-Sponsored Activities: Behaviour expectations extend to all school sponsored activities, including trips, events, and extracurricular activities. Pupils are expected to follow the same standards of behaviour as they would on school premises.

19.2 **Consequences for Misconduct Beyond the School Gate**

1. Investigation and Action: Any incidents of misconduct beyond the school gate will be investigated thoroughly. Appropriate actions will be taken to address the behaviour, which may include the usual sanctions such as detentions, time in the Reflection Room, suspension or permanent exclusion. External agencies may also be utilised.
2. Parental Involvement: Parents and guardians will be informed of any incidents involving their child beyond the school gate. Collaboration with families is essential to address behaviour concerns and support positive behaviour.
3. Support and Guidance: Pupils involved in misconduct will receive support and guidance to help them understand the impact of their actions and make better choices in the future. This may include counselling, mentorship, or participation in behaviour improvement programs.

20 **USE OF ALTERNATIVE PROVISION (AP)**

We understand that each pupil has unique needs and may require additional support to reach their full potential. We are committed to providing a range of additional provisions to support our pupils' academic, social, emotional, and behavioural development.

The following guidelines outline the various types of additional provision available:

20.1 **SEND Provision**

Special Educational Needs and Disabilities (SEND) Support:

- We offer tailored support for pupils with SEND through individual plans, targeted interventions, and specialist resources.
- Our SEND team works closely with teachers, parents, and external professionals to ensure that pupils receive the necessary accommodations and support to succeed in their learning.



20.2 In-House Provision

Social, Emotional, and Mental Health (SEMH) Support:

- We provide in-house SEMH support for pupils who may be experiencing social, emotional, or mental health challenges or challenges in regulating their behaviour.
- This includes access to counselling services, therapeutic interventions, and pastoral care to help pupils manage their emotions and behaviour effectively.
- Some pupils will have access to our own internal Alternative Provision: *Connect*. These pupils will typically require support with their behaviour and may be at risk of permanent exclusion. Pupils will typically access this provision for 6 – 8 weeks and will be supported to reintegrate into main school.

20.3 Referral to another Provision

External Referrals:

- In some cases, pupils may benefit from specialised support available through external provisions. This could include alternative education settings, specialist schools, or therapeutic programs.
- We work collaboratively with parents, external agencies, and professionals to arrange appropriate referrals and ensure a smooth transition for the pupil.

20.4 Managed Moves

Managed Moves:

- A managed move may be considered for pupils who require a fresh start in a new school environment. This process is carried out in consultation with the pupil, parents, and relevant professionals.
- Managed moves aim to support the pupil's educational and behavioural needs while providing an opportunity for a positive change in their school experience.

20.5 Other Additional Provision

Additional Support Measures:

- Each individual school may use other additional provision, depending on the resources available, to support a pupil's ability to reach their potential. This includes, but isn't limited to:
 - Small group work
 - Additional adult support
 - Support from external agencies and programmes
 - Specialised interventions and enrichment activities



21 OFF-SITE DIRECTION

We are committed to providing a supportive and inclusive learning environment for all pupils. In certain circumstances, directing a pupil to be educated off-site may be necessary to address specific educational, behavioural, or welfare needs.

The following guidelines outline our approach to off-site direction:

21.1 Guidelines for Off-Site Direction:

1. Purpose:

- Off-site direction is used to provide alternative educational arrangements for pupils who may benefit from a different learning environment. This can include pupils with significant behavioural challenges, those in need of specialised support, or those who require a fresh start.

2. Decision-Making Process:

- The decision to direct a pupil to be educated off-site will be made in consultation with the pupil, parents/carers, relevant professionals, and the SENDCO and DSL. This ensures that the decision is made with the highest level of oversight and in the best interest of the pupil.
- All decisions must be made in line with the scheme of delegation and the relevant DfE guidance, ensuring a consistent and transparent approach.
- Factors considered in the decision-making process include the pupil's academic needs, behavioural history, and overall well-being.

3. Monitoring and Review:

- The pupil's progress and well-being will be closely monitored while they are educated off-site. Regular reviews will be conducted to assess the effectiveness of the provision and to ensure that the pupil's needs are being met.
- Clear targets and goals will be set to support the pupil's reintegration to the school when appropriate.

4. Reintegration:

- When the pupil is ready to return to the school, a reintegration strategy meeting will be held with the pupil and parents/carers to plan the transition. The aim is to ensure a smooth and successful reintegration.



22 REINTEGRATION MEETINGS

We prioritise the successful reintegration of pupils who have been suspended or directed to be educated off-site.

Upon their return to school, both the pupil and their parents/carers will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- Offer the pupil a fresh start.
- Help them understand the impact of their behaviour on themselves and others.
- Teach them how to meet the high expectations of behaviour in line with the school culture.
- Foster a renewed sense of belonging within the school community.
- Build engagement with learning.

22.1 Process

1. Purpose and Support:

- School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours.
- Previous behaviour is not seen as an obstacle to future success.

2. Implementation of Support Pathways:

- Following a reintegration meeting, it is likely that one or more of the support pathways will be put into place immediately to support the pupil's transition back to school.

3. Parental Engagement:

- Should a parent/carer not be able to attend, then a member of staff will call to rearrange the meeting or conduct the meeting with the pupil.
- We encourage parents/carers to engage in reintegration meetings as suspension is a serious sanction and parental support is crucial for the pupil's successful reintegration.



23 DUE REGARD FOR THE PUBLIC SECTOR EQUALITY DUTY AND THE EQUALITY ACT 2010

We are committed to fostering an inclusive and equitable learning environment for all pupils, staff, and members of our school community. We uphold the principles of the Public Sector Equality Duty (PSED) and the Equality Act 2010 to ensure that our policies, practices, and actions promote equality and prevent discrimination.

23.1 Public Sector Equality Duty (PSED)

Under the PSED, we have a legal obligation to:

- **Eliminate Unlawful Discrimination:** We actively work to eliminate any form of unlawful discrimination, harassment, and victimisation within our school community.
- **Advance Equality of Opportunity:** We strive to remove or minimise disadvantages, meet the diverse needs of individuals, and encourage participation in all aspects of school life, particularly for those who share protected characteristics.
- **Foster Good Relations:** We promote understanding, respect, and positive relationships between different groups. This includes tackling prejudice and promoting understanding.

23.2 Equality Act 2010

The Equality Act 2010 protects individuals from discrimination based on the following protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

23.3 Commitment to Equality and Inclusion

To ensure compliance with the PSED and the Equality Act 2010, we are committed to:

- **Policy Review and Development:** Regularly reviewing and updating our policies to ensure they reflect our commitment to equality and inclusion.
- **Training and Awareness:** Providing training and raising awareness among staff and pupils about their rights and responsibilities under the Equality Act 2010 and the PSED.
- **Inclusive Practices:** Implementing inclusive practices that accommodate the diverse needs of our school community. This includes making reasonable adjustments for individuals with disabilities and ensuring equal access to educational opportunities and resources.
- **Monitoring and Evaluation:** Monitoring the impact of our policies and practices on different groups to identify and address any inequalities. We use data and feedback to inform our decision-making and drive continuous improvement.

24 COMPLAINTS REGARDING THE USE OF THIS POLICY

Complaints related to any aspect of this policy should be addressed in accordance with our Complaints Procedure. Copies of the procedure are available on the school's website or can be obtained from the school reception.

In cases where a suspension or permanent exclusion is issued to a pupil, parents have the right to make representations about the suspension or permanent exclusion in line with the legal framework governing the suspension or permanent exclusion. Details regarding this process will be provided in all letters for suspension or permanent exclusion.