


# Behaviour Policy

## Thomas Keble School



<p>This policy sets out the school's approach to promoting positive behaviour, maintaining a calm, safe and supportive learning environment, and responding to misbehaviour in line with statutory guidance. This is a statutory policy and was agreed upon by the Trust Board and supersedes all previous policies relating to this area</p>	<p>July 2026</p>
<p>Signed by The Chair of Trustees Ms. Mia Baker:</p>	
<p>Implemented:</p>	<p>July 2026</p>
<p>Next review date:</p>	<p>July 2027</p>
<p>Author:</p>	<p>C Whitfield S Shaw</p>

## 1.0 Aims

### The aims of the behaviour policy are to:

- Create a calm, safe and supportive learning environment for all pupils
- Establish a consistent, fair and proportionate approach to behaviour
- Promote high expectations through our REACH values
- Define acceptable and unacceptable behaviour
- Ensure pupils understand expectations and consequences
- Support pupils to develop responsible attitudes and positive habits

### Behaviour Culture

Thomas Keble School is committed to maintaining a calm, orderly, safe and supportive environment where all pupils can learn successfully. We believe that positive behaviour is taught, modelled, practised and reinforced. Our approach combines high expectations, clear routines, consistent responses, strong relationships and appropriate support. We seek to develop responsible, respectful and successful young people who embody our REACH values in school and beyond

## 2.0 Linked Policies, Documents and Legislation

This policy aligns with:

- DfE Behaviour in Schools guidance
- Searching, Screening and Confiscation guidance
- Equality Act 2010
- Keeping Children Safe in Education (KCSiE)
- Suspension and Exclusion guidance

This policy should be read alongside:

- Safeguarding Policy
- Anti-Bullying Policy
- Home School Agreement
- Rewards Policy
- Complaints Policy
- Uniform Policy
- Attendance Policy
- REACH Values framework
- Suspension and Permanent Exclusion Policy

### 3.0 Definitions

#### Misbehaviour:

- Disruption in lessons, in corridors between lessons, in toilet areas and at social times;
- Poor attitude;
- Lack of engagement resulting in failure to complete work;
- Non-completion of homework;
- Incorrect uniform or equipment without acceptable reason;
- Persistent lateness.

#### Serious misbehaviour:

- Repeated misbehaviour and defiance;
- Bullying or child-on-child abuse;
- Sexual violence or sexual harassment (including online);
- Vandalism, theft or fighting;
- Possession and/or use of prohibited items, including, but not limited to:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause harm.
- Arranging for another person to hold, conceal or store prohibited items on your behalf
- Racist, sexist, homophobic or discriminatory behaviour.
- Incidents of serious misbehaviour are always referred to the Headteacher in the first instance

### 3A Roles and Responsibilities

The Trust Board approves this policy and holds leaders to account for its implementation. The Headteacher is responsible for operational implementation, routine review and recommending amendments to the Trust Board.

#### 3.1 Clear Expectations

Articulated through our Behaviour Principles, the Home School Agreement and our REACH values; consistently reinforced by all staff. See Appendix 1, 1a & 2

### **3.2 System of Recognition and Reward**

We celebrate achievement via rewards as outlined in the Rewards and Recognition Policy, including:

- Strategic approach to rewards/belonging.
- Termly rewards assembly
- GRIT awards
- House Points related to the REACH Values.

### **3.3 System of Sanctions**

Teachers and all other paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction. Sanctions must be lawful and proportionate.

The Equality Act 2010 consolidates previous anti-discrimination laws, including the Equal Pay Act, Sex Discrimination Act, Race Relations Act, and Disability Discrimination Act, into a single, comprehensive framework making it unlawful to treat someone unfairly because of certain characteristics. The Act identifies nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

For the avoidance of doubt, behavioural expectations and sanctions apply consistently during lessons, the time between lessons, breaktimes and lunchtime, and on school activities off-site. Also to and from school and also digital behaviours which may impact the wider school community/within scope.

### **3.4 Sanctions Escalation**

At Thomas Keble School, sanctions are applied fairly, consistently and proportionately, in line with statutory DfE expectations that schools maintain a predictable, safe and calm environment where pupils clearly understand the consequences of their choices.

Sanctions escalate according to the severity, frequency, and impact of the behaviour, taking into account contextual factors such as SEND, safeguarding needs and pupil vulnerability. The purpose of escalation is to:

- Reinforce clear behavioural expectations
- Support pupils to make improved choices

- Protect learning and safety
- Ensure proportional, lawful and fair responses

Sanctions do not need to follow a fixed sequence; serious incidents may lead to immediate escalation where appropriate.

### 3.4.1 Definitions

- **Reflection** is a supervised, time-limited space where pupils can regulate, complete work and reflect on their behaviour.
- **Isolation** refers to a period of removal from normal lessons whilst remaining on the school site under supervision and continuing academic work.
- **Suspension** refers to a formal suspension from school under DfE statutory guidance.
- **Permanent Exclusion** refers to removal from the school roll in accordance with statutory procedures.

### 3.4.2 Formal Disciplinary Stages (Stages 1–6)

Disciplinary Stages are set out in Appendix 3. They may be applied in response to either a one-off incident or a pattern of repeated behaviour. Students will not necessarily progress through each stage sequentially. In cases of more serious misconduct, a student may move directly to a higher stage, and in exceptional circumstances may be placed immediately at Stage 6.

Where there is clear, consistent and sustained evidence of improved behaviour, the Head of Year (HOY) will review the student's placement and may recommend that they move back one or more stages. This will normally be confirmed through either a review meeting or a letter to parents/carers. Parents/carers will be informed of all such reviews and any resulting changes to a student's behaviour stage.

These stages correspond to the School Disciplinary Code as follows:

- Stage 1–2: Emerging or repeated concerns; early communication with parents/carers
- Stage 3: Serious incidents or persistent concerns; involvement of Head of Year and SLT; My Plan considered
- Stage 4: Very serious incidents; fixed-term sanctions; My Plan+ and possible LA Inclusion involvement
- Stage 5: Persistent or extremely serious behaviour; PSP, timetable modifications, extended internal suspension
- Stage 6: Permanent Exclusion considered in line with statutory guidance and due process

Escalation may be immediate for single, serious incidents.

### 3.4.3 Early, Low-Level Responses

Early interventions are used to correct behaviour quickly and keep pupils engaged in learning:

- Non-verbal prompts
- Verbal reminders or rule restatement

- Reinforcement of expected behaviour, such as a 'class re-set'
- Re-direction to task
- Change of seating or movement within the classroom
- Confiscation of inappropriate items where appropriate (recorded when prohibited items are involved)

Where behaviour persists despite reminders, recorded sanctions are applied.

#### **3.4.4 Recorded Sanctions**

If low-level strategies do not resolve the behaviour, staff implement recorded sanctions:

- Caution / Warning (logged on the school behaviour system)
- Loss of social time (centralised lunchtime detention)
- After-School Detention on Friday (Run by SMT)
- Report card (time limited).

Failure to attend an after-school detention may result in escalation to a day in Reflection.

#### **3.4.5 Reflection**

Reflection is a supervised, time-limited space where pupils can regulate, complete work and reflect on a sanctioned behaviour or series of behaviours.

Reflection is used:

- As a sanction following a missed after-school detention (Friday SMT)

Reflection is always:

- Completed adjacent to staff work areas
- Recorded
- Communicated to parents/carers (by phone or email)
- Time-limited
- Structured to include purposeful work, conversations at the start, during and end of reflection with senior staff to reflect on the quality of work produced.
- Students who do not follow the requirements of Reflection may face further sanction, including suspension.

#### **3.4.6 Isolation**

Isolation refers to a period of removal from normal lessons whilst remaining on the school site under supervision and continuing academic work.

Isolation is used:

- During the investigation of behaviour concerns

Isolation is always:

- Completed adjacent to staff work areas
- Recorded
- Communicated to parents/carers (by phone or email)
- Time-limited
- Structured to include purposeful work, conversations at the start, during and end of reflection with senior staff to reflect on the quality of work produced.

### **3.4.7 Suspension and Permanent Exclusion**

For the most serious behaviours, or for persistent behaviours that do not improve:

- Suspension may be issued in line with DfE statutory guidance
- Permanent Exclusion is considered only as a last resort

Both are applied in strict accordance with national statutory procedures.

Where appropriate, the school may consider off-site direction or a managed move as preventative interventions to avoid a permanent exclusion. A managed move will only take place with the informed agreement of parents or carers and the receiving school and will be implemented in accordance with relevant statutory guidance and local authority procedures. Off-site direction can be put in place without the consent of parents or carers.

### **3.4.8 Principles Governing All Escalation**

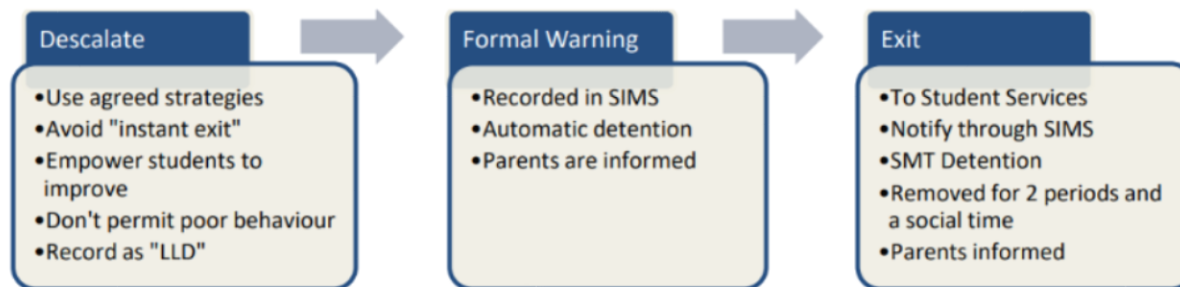
- Sanctions must be reasonable and proportionate, considering age, SEND, vulnerability and context.
- All responses aim to support pupils to re-engage positively with learning.
- Supportive interventions run alongside sanctions whenever appropriate.
- Families are engaged early when concerns escalate.
- Recording and monitoring ensure consistency and identify any disproportionate patterns across pupil groups

## **4.0 Managing behaviour in the classroom and exit from lessons**

We aim to de-escalate and keep children in classrooms. Persistent poor behaviour is recorded on the school's digital platform; serious incidents are reported immediately to the Headteacher/SLT and may result in students being removed from the classroom. Removal from the classroom (Exit) may be used where behaviour seriously disrupts learning or poses a risk to education, welfare or safety. Removal is a serious sanction, will be time-limited wherever possible, and pupils will continue to receive meaningful supervised work during any period of removal.

### Managing Behaviour: Approach in Lessons

- Students are sat in a seating plan which is set out in SIMS to support any covering staff.
- Recognise the **positive** through our REACH values.



- All data is reviewed by SMT weekly and action taken where needed if issues are re-occurring.

If an Exit is given, the student is expected to go to Student Services where a member of Student Support Team will meet them. The student will be given a 'reflection' sheet so that they reflect on the behaviours linking to the REACH values. The student will then spend 2 full lessons in student Services where they will be given written work to complete before returning to their normal timetable. If the work is not complete or completed to a poor standard, then this would escalate to a Reflection or Suspension if the student had been rude or defiant.

### Managing Behaviour: Strong Lesson Starts

- Staff meet students at the door (the threshold) to manage a calm and orderly entry to the room.
- Students line up in silence before entering the teaching space; as the physical layouts differ, staff are asked to decide how this will work best for their teaching areas.
- Teachers insist that students enter in the correct uniform.
- The names of students not in the correct uniform or without equipment are recorded as "Live Data".
- Registers are taken within 10 mins of the lesson start.
- Students arriving **late** (after 09:00, 10:05, 12:30 and 14:15) are marked present with an 'L' code and the number of minutes late on arrival is recorded.
- Students have something purposeful to do on entry to the room.

## 5.0 Managing behaviour outside of the classroom, but inside the school

Abusive or defiant behaviour is not tolerated and must be reported. Specific incidents (e.g., vaping/smoking) are recorded in line with Appendix guidance.

## **5A. School Behaviour Curriculum**

We explicitly teach, model and rehearse key routines aligned to our REACH values (e.g., punctual starts and line-up, transitions, responses to instruction, equipment checks, and end-of-lesson routines). Routines are revisited through the year to ensure a consistent and predictable experience for all pupils.

## **6.0 Managing child-on-child abuse**

Bullying will not be tolerated. Incidents are addressed promptly to support those affected alongside proportionate sanctions per the Anti-Bullying Policy.

## **7.0 Mobile Phones and Smart Devices**

This policy reflects Thomas Keble School's vision of being a place where every individual belongs, is valued, and thrives by supporting a calm, focused, and safe learning environment. By removing mobile phones and smart devices from the school day, we support students' mental health by reducing distraction and social pressures, strengthen safeguarding by limiting opportunities for misuse, and promote positive social development through face-to-face interaction and active participation in school life.

The policy reinforces our REACH values- particularly respect, excellence and compassion- by setting clear expectations that enable all students to succeed. Where needed, reasonable adjustments will be made to support individual needs. Parents and carers can contact students during the day via reception, ensuring communication remains safe, timely and well managed.

Our position is that mobile phones and smart devices must not be seen, heard or used between 08:30 and 15:15. Any breach will result in immediate confiscation and further sanctions for repeated non-compliance, in line with the school behaviour policy.

Devices must remain switched off and stored securely out of sight at all times during the school day. This begins on walking through the school gates at 08:30, until leaving at 15:15.

### **Clarifying language**

For the purposes of this policy, a device is considered "seen", "heard" or "used" as follows:

- A device is considered "seen" if it is visible in any way, including partially visible (for example in blazer or trouser pockets, hoodie pockets, or protruding from a bag), held in a hand whether being used or not, placed on a desk or otherwise out in the open, or handled briefly such as when checking, adjusting or moving it between pockets or bags.
- A device is considered "heard" if it produces any sound, vibration or notification that draws attention.
- A device is considered "used" if it is activated for any purpose, including checking messages, time, notifications, camera or applications.

Devices must remain fully out of sight and not accessible during the school day.

## **Escalating Sanctions**

- **First breach**: immediate confiscation until the end of the school day. The incident will be recorded on the school behaviour system.
- **Second breach** within a six-week period: confiscation and the device must be collected from reception by a parent or carer.
- **Further breach** within a six-week period: the student will be placed on a phone locker system. The device must be handed in on entry to the school site, will be stored securely, and returned at 15:15 by the Head of Year. This will apply for a period of five school days.
- **Any further breach** that academic year: the student will remain on the phone locker system for a period of four weeks.

Refusal to comply at any stage: one day in reflection, a mandatory parent or carer meeting, and the device will be placed in the phone locker system for five school days.

## **Serious Misuse**

Serious misuse includes, but is not limited to, recording others, sharing images or content, bullying (including online bullying), or any safeguarding concern involving a device.

In such cases there will be immediate involvement of the Senior Leadership Team, confiscation of the device, possible suspension, and activation of safeguarding procedures where appropriate.

## **Additional Note**

Refusal to follow staff instructions or repeated breaches of this policy will be treated as a serious breach of the school's behaviour policy and may result in further sanctions.

Mobile phones and smart devices are identified as items which may be searched for where there are reasonable grounds to suspect possession, use or concealment in breach of school rules. Any search will be undertaken in accordance with DfE Searching, Screening and Confiscation guidance. See Appendix 7

## **8.0 Managing behaviour outside of the school**

We regulate behaviour off-site to a reasonable extent (school activities, travel to/from school, in uniform) and where in the Headteacher's view the behaviour has repercussions for the orderly running of the school, poses a threat, or risks the school's reputation.

## **9.0 Confiscation of inappropriate items**

Items may be confiscated where appropriate; see Safeguarding Policy and Section 11 for searching, screening and confiscation procedures.

## **10.0 Searching students**

Authorised members of staff may search a pupil or their possessions with the pupil's consent for any item. Authorised members of staff may search a pupil or their possessions without consent where they have reasonable grounds to suspect that the pupil possesses a prohibited item, or an item identified within the school rules as an item which may be searched for. Searching powers will be exercised in accordance with the Education Act and DfE Searching, Screening and Confiscation guidance. Items which may be searched for under school rules include mobile phones, vaping devices, nicotine products, laser pens and any item prohibited by school rules where there are reasonable grounds for suspicion.

**Recording searches:** All searches for prohibited items are recorded, including where no items are found. Where a safeguarding risk is suspected, the Designated Safeguarding Lead (DSL) is informed without delay.

**Informing parents/carers:** Parents/carers are informed of any search for prohibited items, including what was found and any action taken.

**Strip searches:** School staff will not conduct strip searches. Where police attend, any strip search is carried out only by the police under PACE Code C with an appropriate adult; the pupil's wellbeing is prioritised, and appropriate after-care and recording are completed.

**Electronic devices:** Confiscated devices are stored securely. Accessing/viewing content will follow DfE guidance and safeguarding/legal duties, with decisions recorded.

## **11.0 Use of reasonable force**

The law provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline. Any use of force is a last resort, proportionate and for the minimum time necessary; never as punishment.

The school will record and report to parents/carers every significant incident involving the use of force by staff, in line with statutory guidance under section 93A Education and Inspections Act 2006. Records will include: date/time, location, staff/pupil(s) involved, precipitating factors, de-escalation attempted, description and duration of the intervention, outcome/injuries/support, parent notification and follow-up actions.

**Reflection:** The school may direct a pupil to a supervised Reflection space as a sanction following a missed after-school detention, sometimes when investigating behaviour issues, and sometimes as a sanction. Reflection is always time-limited, supervised, recorded, and communicated to parents/carers.

Governance and data: The Trust Board receives regular reports on restrictive interventions (including any Reflection use), monitors for trends/disparities (including SEND and protected characteristics), and assures improvement actions.

### **11A. Training and induction**

All new staff receive induction on our behaviour culture, mobile phone rules, searching/confiscation and restrictive interventions. Annual training includes de-escalation, the impact of SEND and mental health on behaviour, and legal updates.

### **12.0 Malicious allegations**

Deliberately invented or malicious allegations are addressed via appropriate disciplinary action, with consideration of additional support for pupils where allegations are a cry for help. Pastoral needs of staff and pupils are considered in all cases.

### **13.0 Zero-tolerance approach to sexual harassment and sexual violence**

Thomas Keble School adopts a zero-tolerance approach to sexual violence, sexual harassment and child-on-child abuse. Allegations and incidents are always taken seriously and never dismissed as banter, part of growing up, or accepted as normal behaviour.

The school is committed to creating a culture where pupils feel safe to report concerns and are confident that they will be listened to, supported and protected.

Incidents will be responded to in a proportionate, victim-centred and safeguarding-led manner. The school will carefully consider the wishes of the victim alongside its wider safeguarding responsibilities and duties to protect all pupils.

This includes, but is not limited to:

- Sexual violence
- Sexual harassment
- Online sexual harassment
- Child-on-child abuse
- Sexually abusive language or behaviour
- Sharing of nude or semi-nude images
- Sexual exploitation
- Coercive or controlling behaviour
- Harmful sexual behaviour
- Misuse of technology to intimidate, harass or abuse others

All reports will be risk assessed on a case-by-case basis and managed in accordance with Keeping Children Safe in Education, the school's Safeguarding Policy and any relevant statutory guidance. Appropriate referrals will be made to Children's Social Care, the Police, Early Help or other agencies where necessary.

Where appropriate, sanctions will be applied in line with this Behaviour Policy. However, safeguarding considerations, support for those affected and prevention of further harm will remain the overriding priority.

Support will be provided to victims, alleged perpetrators where appropriate, and any other pupils affected by an incident. The school will take reasonable steps to reduce the risk of recurrence and ensure that all pupils can continue learning in a safe environment.

#### **14.0 Responding to misbehaviour from pupils with SEND**

We recognise behaviour may be impacted by SEND; we anticipate triggers, make reasonable adjustments, and personalise responses. Decisions are case-by-case and consider whether the pupil could understand rules, act differently, or was likely to behave aggressively due to their SEND.

#### **15.0 Monitoring and Review**

Behaviour data (incidents, removals, detentions, suspensions/exclusions, searches, confiscations, and restrictive interventions/Reflection) is reviewed regularly by leaders and reported to the Trust Board. Analysis considers potential disproportionate impact across protected characteristics and SEND in line with the Equality Act 2010. This policy is reviewed annually (or sooner if guidance changes).

## Appendix 1: Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- The trust board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



# REACH Values in Action

**R**

## RESPECT

- I wear my uniform correctly and with pride
- I move around the Academy in a calm and orderly way
- I act appropriately with my peers, including not touching or being physical with them

**E**

## EXCELLENCE

- I attend school every day and I arrive on time
- I take responsibility to arrive to lessons on time
- Having the right equipment is my responsibility

**A**

## AMBITION

- I value my own learning by paying attention in lessons
- I value the learning of others by not disrupting lessons
- Homework is completed well and on time

**C**

## COMPASSION

- I never call others names
- I show consideration to the most vulnerable
- I am polite, courteous and helpful to visitors

**H**

## HONESTY

- I call out bullying behaviours
- I use the litter bins and call out others who don't
- My phone is not seen, heard or used between 08:30 and 15:15.

## Appendix 2: Home–School Agreement

We believe that every child has the potential to succeed. A strong partnership between school, student and family is an essential foundation for this success. Our aim is to provide a rigorous and broad education so as to help develop well-qualified, self-confident, responsible, healthy and happy citizens, who can make a valuable contribution to their world. In order to achieve this:

The School will:	Students should:	• Parents should:
<ul style="list-style-type: none"> <li>• Provide a safe, disciplined, caring, and stimulating environment.</li> <li>• Provide the best possible education for every student, based on a broad and balanced curriculum and a varied extra-curricular programme.</li> <li>• Treat everyone in the school community appropriately, fostering courtesy, responsibility, tolerance and self-confidence.</li> <li>• Make parents and visitors feel welcome in the school.</li> <li>• Inform pupils and parents about pupil progress, through mentoring, reporting and parents’ evenings.</li> <li>• Monitor attendance, encouraging 100% attendance.</li> <li>• Set appropriate homework with realistic deadlines and regular planner monitoring.</li> <li>• Set clear uniform expectations.</li> <li>• Establish an effective system of rewards and sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make full use of the opportunities provided by working hard and participating in selected activities.</li> <li>• Treat everyone in the school community appropriately, being polite, tolerant, responsible and self-confident.</li> <li>• Help visitors feel welcome in our school.</li> <li>• Listen to teachers and others to understand their own progress.</li> <li>• Put their best effort into homework, meeting deadlines and using the planner properly.</li> <li>• Strive for 100% attendance.</li> <li>• Keep to the Behaviour Policy and IT Acceptable Use Policy.</li> <li>• Keep to the uniform expectations.</li> <li>• Behave well and accept the school’s rewards and sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and support their child’s learning both at school and at home.</li> <li>• Feel welcome in the school, helping us by making appointments if they wish to speak to a member of staff.</li> <li>• Treat everyone in the school community appropriately, encouraging courtesy, tolerance, responsibility and self-confidence.</li> <li>• Provide a good working environment at home for homework.</li> <li>• Expect their child to behave well and support the school’s rewards and sanctions.</li> <li>• Respond to reports on progress, attend parents’ evenings and communicate any cause of concern to the school.</li> <li>• Ensure that their child attends school every day, and whenever absent notify the school promptly of any absence.</li> <li>• Support the school’s Behaviour Policy and Discipline Codes.</li> <li>• Support the maintenance of high standards of uniform.</li> </ul>

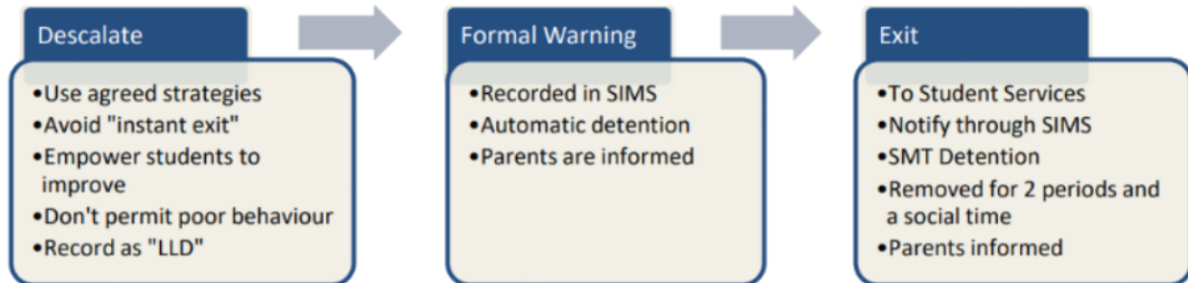
### Appendix 3: Disciplinary Code of Practice

<p>Name of pupil..... has now been placed at Stage ..... This will be reviewed periodically by the Headteacher and parents will be informed of the outcome.</p> <p>Signed..... Date .....</p>	
Stage 1	Parents notified of disciplinary incidents by form tutor or HOY. Tutor to discuss with HOY and take prime responsibility for monitoring/guidance. Parents could be invited to meet/communicate to discuss problems and strategies with tutor. Strategies could include the pupil reporting to a nominated member of staff on a daily basis.
Stage 2	Serious disciplinary incident or continued/general problem. Parents contacted by HOY and letter sent. Pupil placed on Tutor report if deemed appropriate. Parental meeting could be requested.
Stage 3	Very serious incident or persistent problems (must be reported to the Head Teacher). HOY contacts parents and could place a pupil on report to them (HOY). Parental meeting organised. Pupil likely to be involved in a series of detentions and/or isolation from some lessons. A MyPlan could be arranged as concern is mounting
Stage 4	Extremely serious incident or failure to respond to above. Reported to the Head Teacher and contact is made with parents by appropriate staff member, a report card could be used. Parental meeting can be organised. Pupil likely to be involved in fixed term exclusion and/or extended isolation from lessons. Parents warned of risk to pupil's place within school. My Plan + meeting is arranged and L.A Inclusion Team notified.
Stage 5	Repeated extremely serious incidents and/or failure to respond to above. Reported to the Head Teacher and an SMT member (likely to be Associate or Assistant Head) contacts parents and organises meeting. Pupil can be on report to SMT and/or Headteacher. Alternative strategies to be employed might include (but not exclusive of) long term alteration of timetable, P.S.P, extended isolation, extend fixed term exclusion etc. Parents given final warning of Permanent exclusion. PSP meeting booked by HOY and HOY with support from SMT.
Stage 6	Permanent Exclusion from School. Parents informed by Headteacher (or in their absence, Deputy). Case reviewed by Trustees' (Governors') Disciplinary Committee. Re-Integration service involved.
<p>I. At every stage our approach will be preventative and remedial, striving to motivate/engage the pupil in positive behaviour. The pupil will have the opportunity to contribute to the review.</p> <p>II. Referral to SENCO, EWO, Ed Psych. will take place at the earliest stage necessary, depending upon the pupil's circumstances. The Graduated Pathway details this.</p> <p>III. Students do not necessarily pass through each stage in turn. For serious incidents a student may jump several stages and in exceptional circumstances move directly to Stage 6.</p> <p>IV. As soon as there is clear, consistent and sustained evidence of a pupil's improved behaviour there will be either a review meeting or letter written by the HOY with the intent of moving him/her/they back one or more stages. Parents will be informed of all such reviews.</p>	

## Appendix 4: Classroom Behaviour Flowchart

### Managing Behaviour: Approach in Lessons

- Students are sat in a seating plan which is set out in SIMS to support any covering staff.
- Recognise the **positive** through our REACH values.



- All data is reviewed by SMT weekly and action taken where needed if issues are re-occurring.

## Appendix 5: Smoking or vaping flowchart

Stage A	<ul style="list-style-type: none"> <li>Any pupil found smoking/vaping.</li> <li>Any pupil found with smokers/vapers.</li> <li>Lunch time detention issued, letter sent home and Stage A is recorded on the students record.</li> </ul>
Stage B	<ul style="list-style-type: none"> <li>Any pupil reported for a second offence within a 3-month period.</li> <li>After school SMT detention set</li> <li>Letter home expressing concern. Health Education and Stage B recorded on the students record.</li> </ul>
Stage C	<ul style="list-style-type: none"> <li>Any pupil reported for a third offence within a 3-month period.</li> <li>Isolation for 1 day.</li> <li>Letter home expressing concern and Parental meeting.</li> <li>Health support offered and Stage C recorded on the students record.</li> </ul>
Stage D	<ul style="list-style-type: none"> <li>Any pupil reported for a fourth offence within a 3-month period.</li> <li>Suspension from school.</li> <li>Further Parental re-admittance meeting.</li> <li>Health support offered and Stage D recorded on the students record.</li> </ul>
Stage E	<ul style="list-style-type: none"> <li>Any pupil reported for a fifth offence within a 3-month period.</li> <li>Further suspension from school.</li> <li>Further Parental re-admittance meeting.</li> <li>Health support offered and Stage E recorded on the students record.</li> </ul>
<ul style="list-style-type: none"> <li>At the start of each academic year all pupils at Stages A and B have a “fresh start”.</li> <li>All pupils at Stages C and D begin at Stage B.</li> <li>Any pupil at Stage E begins at Stage C.</li> <li>If a child is on the Discipline Code already, for other reasons, then these offences will be cumulative, increasing the stage as appropriate.</li> <li>Alongside sanctions, the school will offer education, pastoral support and signposting to smoking and vaping cessation services where appropriate.</li> </ul>	

## Appendix 6: Uniform Guidance

The vast majority of pupils, with the support of their parents or carers, conform to our uniform expectations. Standards across the school are high. Choosing not to wear uniform as set out in the Uniform Policy is considered to be a behaviour and if persistent, as an act of defiance.

Form tutors are required to check uniform each morning and to log any uniform issues on the school platform. If this log shows a pattern, then the Head of Year will speak to the student and contact home to determine the context and to see if support is needed.

The school may ask that a student:

- Borrows a pair of school shoes for the day from the school, with the students own non-uniform footwear given in exchange for the school pair, and returned at the end of the day;
- Borrows a school jumper for the day, with an inappropriate jumper provided in exchange, which is given back at the end of the day;
- Removes false nails or false eye lashes;
- Removes piercings which are not permitted.
- Continued refusal to follow reasonable staff instructions regarding uniform expectations may be treated as defiance and sanctioned accordingly. Any sanction applied will be reasonable, proportionate and take account of individual circumstances, including SEND, safeguarding needs and vulnerability.

## **Appendix 7: Mobile Phone Guidance**

- First breach: immediate confiscation until the end of the school day. The incident will be recorded on the school behaviour system.
- Second breach within a six-week period: confiscation and the device must be collected from reception by a parent or carer.
- Further breach within a six-week period: the student will be placed on a phone locker system. The device must be handed in on entry to the school site, will be stored securely, and returned at 15:15 by the Head of Year. This will apply for a period of five school days.
- Any further breach that academic year: the student will remain on the phone locker system for a period of four weeks.