John Mason School
OPPORTUNITY | RESPECT | DETERMINATION

Behaviour for Learning Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn and thrive in a calm, safe and supportive environment, so that they and develop into well-rounded young adults who are able to succeed in a changing world.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and responses of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all studens and to promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

The maintenance of a purposeful and positive learning environment is fundamental to out Behaviour Policy and building positive relationships. Any action, event or pattern of events which undermines the good order of the school community, also undermines the learning process and comes, therefore, within the scope of this policy. This includes events both in school but also in the community or on the way to or from school, and effects are felt within the school community.

The rights of all individuals will be understood and safeguarded. These are:

- Every student has the right to learn at his or her optimum rate, without being hindered by others.
- Every student has the right to live each day in school without fear. Bullying, threats, name-calling, racial or sexual harassment, interference with property, and any other action designed to frighten, humiliate or embarrass are all unacceptable.
- All staff – teachers and support staff – have the right to go about their work and use their abilites for the benefit of students without unhelpful interference.

2. Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department of Education (DfE). It should be read alongside, and is written with reference to, the following documents:

- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education (2025)
- Suspensions and permanent exclusions guidance.pdf
- Restrictive interventions including using reasonable force April 2026
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- John Mason's School Anti-Bullying Policy

Other documents to read in association with this policy:

- Children Act 1989

- UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association

3. Introduction and principles

At John Mason School, we aspire to create a culture which provides all students and staff with a safe, calm and supportive learning environment to improve the life chances of all those we serve. To achieve this, we expect students to foster positive attitudes to their learning, develop a self-belief that they can achieve in life and to respect others around them in everything they do. All adults are expected to help the students they work with to develop positive learning and behaviour habits. All students are expected to take responsibility for their behaviour and encourage others to do the same. Our Behaviour for Learning Policy echoes our school values of Opportunity, Respect and Determination which are at the heart of John Mason's ethos and vision.

OPPORTUNITY	**RESPECT**	**DETERMINATION**
Is a chance	Is deliberate	Is a habit
Seek out new interests and learn new skills to enrich your school experience	Treat others in our school community how you want to be treated	Do your best in all that you do in every lesson, every day

We expect all students to be Responsible, Safe and Respectful every day in every lesson

At John Mason School We have high expectations of students and communicate them clearly. We emphasise the teaching and re-teaching of positive behaviours and teach good character which lead

to consistently good habits and over time which form part of students' character. This is essential in a secondary school where children are moving between teachers. We do not rely on negative disproportionate punishments which have the potential to damage relationships between staff and students and can lead to tension, resentment, and a revenge mentality.

The schools' responses to unacceptable behaviour are routed in respectful certainty. Certainty which is necessary to ensure a consistent and fair message to all. Showing respect because they are appropriate and morally weighted and help the student to learn and make choices in the future. This leads to the building of stronger connections between staff and students.

While in lessons, students are expected to make the most of every opportunity and show determination and respect by:

- Being Responsible - Arriving on time, equipped and ready to learn.
- Being Safe - Following instructions, first time, every time.
- Showing Respect - Engaging in their learning such as listening to others and waiting their turn.

Our responses are proportionate to the behaviour and consistently applied. Reasonable adjustments are made for those students where the behaviour policy does not meet their needs (for example in the case of students with certain special educational needs). When required, we will manage poor behaviour and choices with appropriate responses, but this is balanced with rewards being consistently used to celebrate the meeting of expectations and improvements in behavioural habits over time. Our aim is to remove the need for the deterrent by instilling our school values in every student's character.

By teaching the behavioural habits we want students to exhibit we expect to see them make progress through their time as a member of the school community. Similarly, we recognise the need for staff to develop their own skills in dealing with challenging or disruptive behaviour. Staff induction and training are essential to ensure that they take a consistent approach to following the school's policy and that all staff continue to develop throughout their careers.

Finally, we recognise that the behaviour for learning policy must be reviewed and adapted to meet emerging needs.

4. Roles and Responsibilities

4.1 The Local Academy Committee

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

4.2 The Headteacher

The headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour

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

4.3 Staff

Staff are responsible for exemplifying the school values of Opportunity, Respect and Determination and teach good character by

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy fairly and consistently with any misbehaviour on the part of the student
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and building positive relationships both through the Personal Development curriculum and daily
- Take all opportunities to recognise, praise and celebrate students who meet expectations
- Providing a personalised approach to the specific behavioural needs of particular students, ensuring that reasonable adjustments are made.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations, respecting and celebrating others' background, opinions, and beliefs.
- Recording behaviour incidents promptly on Bromcom
- Respond to students who do not meet the school's expectations with respectful certainty
- Remain calm and allow students 'take up time' to reflect and correct their behaviour

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

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and in upholding the school values of Opportunity, Respect and Determination
- Ensure their child attends school on time every day in the correct uniform and equipment and notify the school at the earliest opportunity for their absence or issues relating to uniform
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Monitor their child's social media activity to ensure safe usage
- Contact us directly if there is an emergency. Do not call or text their child during the school day.
- Engage in a positive manner with the school to resolve any behaviour issues that have arisen with their child
- Respond to and take part in any pastoral work following misbehaviour (for example, attending reintegration meetings to review specific behaviour interventions)
- Be respectful towards school staff. The school will not tolerate any form of abuse towards staff.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. This includes responding to enquiries within 2 working days.

4.5 Students

Students are expected to know, display and promote the school values of Opportunity, Respect and Determination always. Students are also expected to know the consequences of misbehaviour. Students will be expected to:

- Ensure that they arrive at school and lessons on time every day, unless too unwell to do so.
- Ensure that they wear the correct uniform, bring the correct equipment to all lessons, and notify a member of staff when they have an issue with this on arrival to school.
- That they have a duty to follow the behaviour policy which outlines the key rules and routines, which will be taught during the first week in September for all students.
- Behave in a safe manner so that they do not endanger the safety of others or themselves.
- Tell the truth about any incident and be helpful when staff ask for support.
- Not to use any mobile device in school. Phones are to be switched off on arrival to school, keeping it out of sight in their bag throughout the school day.
- Not to use any form of social networking to abuse or cause distress to others within the school or community.
- Show consideration and respect for all members of the school community, celebrate others' backgrounds, opinions, and beliefs and respect their property, including litter.
- Accept rewards and responses where they have been applied in line with this policy

- Join in celebrating the achievements of others who display good character above and beyond expectations.
- Be respectful towards school staff. The school will not tolerate any form of abuse towards staff.

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

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-year arrivals.

4.6 Home School Agreement

At John Mason School, our parents, carers and families fully support the school. We recognise that educating children effectively is a process that involves strong partnerships between parents and carers, staff, and the wider community.

The Home School Agreement reminds all parents and carers, staff and students about the expectations of this relationship. This is so we can ensure all young people can be safe, happy, and successful.

We place great importance on the partnership we enter into when a student joins the John Mason School Community, and we expect all parents and carers to sign and return the Home School agreement as an illustration of their commitment to work together in this partnership.

5. Definitions

Good, acceptable behaviour means being responsible, safe and respectful and can be defined as:

- Students wear the school uniform correctly and with pride
- Students arrive to school and lessons on time ready to learn with the correct equipment
- Students complete work in lessons and at home to the best of their ability
- Students move around the school site safely and respect others around them
- Students take responsibility for their actions and accept any response
- Students use their allocated areas when taking part in physical activities at break and lunch
- Students respect the school building, facilities and equipment and remain on the school site during the school day

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home learning tasks
- Poor attitude

- Incorrect uniform
- Non-compliance
- Poor punctuality to school and lessons

Serious unacceptable behaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, that causes humiliation, pain, fear or intimidation such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes.
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Arson
- Bringing to school, supplying or misusing any illegal drugs or alcohol
- Fighting or any form of physical attack
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour – hate crimes
- Explicit swearing at a member of staff
- Defiance
- Truancy
- Refusal to attend detention
- Possession of any prohibited/banned items. These are:
  - Knives or weapons, including imitation weapons which could cause pain, fear or intimidation.
  - 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 to cause personal injury to, or damage to the property of, any person (including the student)
- Mobile phones, earphones/Airpods and other devices are not permitted on the school site. These devices must be out of sight and on silent or switched off during the School Day. Mobile phones, earphones/Airpods or electronic devices used onsite will be confiscated and stored safely (see 8.5).

- Inappropriate mobile phone use, including taking videos/pictures of staff or students, distributing videos/pictures of staff or students, upskirting, bullying, spreading malicious rumours, refusal to hand over items to staff when requested

6. Bullying

At John Mason School, we define bullying as behaviour that intentionally hurts, intimidates or undermines another person and involves repeated behaviour alongside a power imbalance.
The Anti-Bullying Alliance defines bullying as:
"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."
Bullying may include:

- name-calling;
- intimidation or threats;
- spreading rumours;
- deliberate exclusion;
- physical aggression;
- online harassment.

Bullying can be linked to protected characteristics including race, religion, disability, sexuality, gender identity or appearance. The school recognises that prejudice-based bullying can have a particularly harmful impact and will always be treated seriously.
Prejudice-based incidents, including those related to protected characteristics, are recorded and monitored separately to ensure compliance with the Equality Act 2010 and to enable the school to identify trends, respond appropriately and evaluate the effectiveness of preventative measures. Where necessary, the police will be informed. Protected characteristics are as follows:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.

- Race, ethnicity or national origin.
- Religion or belief.
- Sex (gender).
- Sexual orientation.

John Mason School recognises that some students may be more vulnerable to bullying or harmful behaviour and may require additional support. Pupils with Special Educational Needs and Disabilities (SEND) or additional needs may be at increased risk of bullying and may require tailored support, monitoring and intervention.

We also recognise that not all incidents between students are bullying. Bullying can often be an emotive subject however, as a matter of principle, all students have the right to be happy, safe, and comfortable, and consequently no student has the right to make anyone else feel unhappy, unsafe, or uncomfortable. Some situations may involve conflict, friendship difficulties or unkind behaviour which still require support and intervention from staff. Serious one-off incidents will still be treated as significant behaviour or safeguarding concerns.

The school is committed to supporting all students involved, preventing future harm and promoting positive relationships. Further details of the school's procedures for preventing, reporting, investigating and responding to bullying can be found in the Anti-Bullying Policy. Details can be found on our website.

7. School behaviour curriculum

7.1 Responses to behaviour expectations

We support our students and staff by ensuring that they understand the school's behavioural expectations, acknowledging and rewarding positive behaviour and using responses when unacceptable behaviour occurs. We aim to work in partnership with parents to support positive behaviour choices.

7.2 Responses to students meeting behaviour expectations – praise and rewards

We have a whole school strategy for ensuring that good behaviour and achievement is promoted. This is through the meet and greet policy on the gate and at Roll Call, through the Tutor Programme and Yar group assemblies. Routine good behaviour should not be taken for granted but recognised regularly and rewarded.

We aim to encourage excellent behaviour for learning by encouraging all students to make positive behaviour choices, we recognise and reward students for demonstrating our core values of Opportunity, Respect and Determination. Some examples of how they could show this are:

- Arriving on time at the start of the school day and for every lesson.
- Being respectful to their peers and to the adults they encounter.
- Showing determination in their learning, working hard to achieve goals.
- Wearing the John Mason School uniform with pride.
- Being properly organised by having all the correct equipment and by meeting deadlines for work.

The main rewards system that runs across the school is our positive house (achievement) points that are recorded on Bromcom and collated throughout the year. Any incidences of poor behaviour will lead to negative points. Every time staff input positive points parents receive a message on My Child At School (MCAS). Some examples are shown below.

School Value	**Positive behaviour for which a positive House Point may be rewarded:**
Opportunity:	• A student has shown commitment to extra-curricular activities. • A student has completed independent research / learning outside of the lesson. • A student has taken on a volunteering role within school e.g. helping at whole school events. • A student has shown sustained leadership in a lesson, in their form or wider school community. • A student has given up their own time to help others.
Respect:	• A student has shown exceptional respect to others or the environment. • A student has acted on feedback given and made progress. • A student has demonstrated an Act of Kindness. • A student has demonstrated being inclusive of others. • Advocating on behalf of others.
Determination:	• A student has demonstrated significant resilience. • A student has sought help and then made significant progress in class. • A student has shown improvement in the quality of their homework. • A student has improved their Reading Age. • A student has a good attitude to learning which has been reflected in an assessment.

When students demonstrate positive behaviour over time, staff will take the opportunity to celebrate excellence through a range of opportunities including the following:

Positive behaviour	School's response
Initial positive behaviour:	**Level 1** • Verbal praise. • House/Achievement point. These may be repeated multiple times in every lesson, every day.

Continued positive behaviour:	**Level 2**
	• Postcards, phone calls and emails home.
	• Weekly Celebration Assemblies – tutee of the week, nominated by Tutors.
	• Certificates of recognition.
	  ○ 250 AP's = Bronze Achievement Certificate
	  ○ 350 AP's = Silver Achievement Certificate
	  ○ 500 AP's = Gold Achievement Certificate
	  ○ 1000 AP's = Platinum Achievement Certificate

Ongoing positive behaviour:	**Level 3** • Trophies at the end of Autumn, Spring and Summer Term against the school values. • Big Reveal Assembly at the end of every term • Whole School Assembly • Celebration Evenings such as disco, pizza and movie night or trip outside the school community • Rewards Evenings

7.3 Responses to students not meeting behaviour expectations:

We recognise that there are times at John Mason when students make the wrong choices about their behaviour. We view these moments as opportunities for learning how to make better choices in the future and we respond accordingly.

All students have a right to receive an education, free from unnecessary disruption. Where disruption to learning occurs, appropriate responses will be applied using the response ladder.

The aims of the staff response system are:

- To give students the opportunity to develop positive attitudes.
- To do everything we can to keep students in the classroom, where they can learn.
- To foster better relationships between staff, students, and parents for the benefit of all.
- To ensure a respectful and proportionate response for negative behaviours.
- To ensure certainty and consistency in our responses to negative behaviours.

Our response ladder has multiple stages. We follow the principle of connect to correct with the students and restorative practice is a key approach to managing conflict, repairing relationships and taking accountability. Students can expect the following types of responses from staff for misbehaviour.



For minor, day to day misbehaviour a student may be:

- Warned verbally
- Given a response (R1, R2)
- Moved to another seat
- Asked to leave a social area at break or lunch
- Spoken to in private towards the end of the lesson
- Given a lunch time detention (R3) and have a restorative conversation.
- Phone call / contact home / parental meeting

Where repeated or low-level disruption persists, or it is across multiple subjects the student may be:

- Put on departmental report for that subject for 2 weeks
- Spend a lesson completing work with the Head of Faculty
- Put on punctuality, Tutor, Positive, Progress Leader or SLT report. Parents will be informed and it will be reviewed at the end of two weeks.

At the end of the two weeks a student might come off report and receive a phone call home to confirm this, need to stay on a report for a further two weeks and receive a phone call home or if the behaviour has not improved a parental meeting will be required.

For something more serious, if the behaviour disrupts or impacts the learning of others in the class and the teacher cannot continue delivering the lesson, students may be:

- Room Swapped to another classroom in the same block / area and subject to an R3 detention and a restorative conversation. The teacher will inform the student of the room to go to with their work to complete for the rest of the lesson.
- Removed by OnCall and they could be walked to an alternative Room Swap (R3) or to CORE (R5) for the rest of the session.
- Required to attend a session in CORE (R5) the following day if three or more R3's are issued in a day or if the student refuses to comply with the instructions from OnCall.

Please note: Staff reserve the right to escalate through stages for very serious incidents. Persistent non-cooperation will result in an escalation of the response such as students being placed in CORE (R5), an Alternative to Suspension (R6) or a fixed term suspension (R7). Persistent disruptive behaviour can lead to permanent exclusion.

7.4 Restorative Practice and Detentions

John Mason operates the following detentions which staff log on Bromcom by 3.30pm daily so that parents are informed:

- R3 = 30-minute lunchtime detention the following day, if missed escalated to an R4.
- R4 = 1 hour detention after school the following day.
- R5 = Missed Afterschool Detention, Reintegration session C the following day including completing the missed afterschool detention. If missed this could escalates to an R7 for 0.5 days when they repeat the session in CORE and the Afterschool Detention.

Students are expected to go to detention by themselves once they are informed of the sanction. If the detention is after school, staff on call during lesson 5 may pick up the student during the last 15 minutes and deliver to A02 for 1 hour.

We follow the principle of connect to correct with the students and restorative practice is a key approach to managing conflict, repairing relationships and taking accountability. Restorative conversations can be used both to prevent relationship-damaging incidents from happening, to resolve them if they do happen and subsequently build and maintain positive relationships. This helps to resolve issues at its lowest level and educate students in their conduct so that they are reflective of their actions.

7.5 Centre of Reflective Education (CORE)

The school operates an internal exclusion/removal room facility, which is a sanction the school can give short of suspension. There are three sessions in a day, and the student will be provided with work and expected to complete this to the best of their ability. This room is for students who have disrupted the learning of others, received three or more R3's in a day or for breaches of the school's behaviour policy. This will be recorded as R5.

	Timings
Session A	8.35am - 10.55am
Session B	11.05am - 1.25pm
Session C	2.10pm - 4.10pm

We recognise that students need time and a safe space to regulate their behaviour. CORE will be used for two or more lessons including some social time and is an opportunity for students to re-set and to get ready to learn again in the classroom with their peers. This could involve completing a reflection sheet of their behaviour, setting targets for improvement, a letter of apology to a staff member and completing work that they would have been doing in their lessons.

Students who fail to follow instructions on arrival or disturb other students in CORE could be escalated to an Alternative to Suspension (R6) or receive an automatic Fixed Term Suspension (R7).

7.6 Mobile Phones, Earphones, smart watches and other Electronic Devices.

See also ALT Mobile Phone Policy 6.1

Mobile phones, earphones/Airpods and other devices are not permitted on the school site for students in Years 7 - 11. If a student brings a phone into school, they must be switched off on arrival to school and handed in for safekeeping for the day.

If a student is found with their Mobile phones, earphones/Airpods or electronic devices because they have refused to comply with the school policy. It will be confiscated, stored securely and a parent will be required to come to school to collect the phone from a member of SLT.

At no point should a student ever take a picture of a member of staff, this could result in a fixed term suspension. The length of the suspension will be determined by the extent of the issue.

The return of confiscated items will take the following pattern: returned only to a parent or carer. Every day the student must enter school through reception to hand in their phone every day following this confiscation.

If a student refuses to hand over a phone on arrival to school, the student will be placed in CORE, parents notified, if they persistently fail to comply, they may be suspended.

Year 12 and 13 students may only use their mobile phones in the Sixth Form Common Room.

Students who refuse to follow instructions to hand over their device to staff after a breach of the school's behaviour policy will receive an appropriate sanction.

7.7 School uniform:

If a student arrives to school wearing incorrect school uniform, they will be directed to the uniform store at the front of the school to hand in the item.

7.8 Safeguarding:

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

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

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

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

7.9 Alternative to Suspension (A2S)

It may be necessary to give a student an Alternative to Suspension (A2S), where the student is placed with a member(s) of SLT for the day or in sixth form lessons with senior staff rather than placing them in CORE. Work will be provided by the class teachers, and a process of reflection will be carried out, and the student will receive support with their work where needed. This will be recorded as R6 on Bromcom. Provision is made for break and lunch with their Progress Leader and Progress Manager.

7.10 Fixed Term Suspension

Fixed term suspensions are used for a serious breach or breaches of the school's behaviour policy. Students will be suspended from school for between 1 and 45 days in an academic year. Parents and carers will be informed the day before with the reasons for the fixed term suspension by the Progress Leader or a member of the Senior Leadership Team. This will be followed up with a letter to parents and carers with a copy held on the student's file. The Local Authority will also be informed of the suspension. This is recorded on Bromcom with R7

Students will remain at home for the duration of a fixed term suspension and will be provided with work from the school to complete and return upon a reintegration meeting. Parents or carers whose children are outside of the home during school hours will be subject to a penalty notice.
A reintegration meeting will take place as soon as possible after the fixed term suspension. This must be attended by the student and parents or carers to ensure that the school and parents or carers are able to support the student. Conditions for reintegration and support strategies will be agreed at this meeting and all parties must attend. This could involve time in CORE to complete reflection activities. A date will be set to review progress against these conditions four weeks later. The decision to suspend a student for a fixed term rests with the Headteacher, or, in their absence, the Deputy Headteacher.

When a student receives a fixed term suspension, the school will follow the statutory requirements as stated in the Department for Education, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' document.

7.11 Senior Leadership Team Panel

Students failing to meet the school's expectations may be invited to attend a Senior Leadership Panel consisting of the Senior Leadership Link, Progress Lead, Progress Manager along with their parents or carers to discuss their child's behaviour, the impact on others and how parents and the school can work together to support the child further in being successful and meeting School expectations. The outcome of this meeting will be an 8-week Pastoral Support Plan.

7.12 Governors' Panel

Students persistently failing to meet the school's expectations, despite the measures outlined above may be invited to attend a Governors' Panel along with their parents or carers to discuss their child's behaviour, the ongoing impact on others and how parents and the school can further work together to support the child in being successful and meeting the school's expectations. At this stage, the school will alert the Local Authority of the risk of Permanent exclusion.

7.13 Off-site Direction & Managed move

A managed move is designed to give a student a fresh start at another school, hopefully to avoid a permanent exclusion or further deterioration in behaviour at their registered school. The Local Authority (Exclusion and Reintegration Team) is kept informed of such cases.

An Offsite Direction provides a student to be educated in a different local school for a period - usually between 6 and 12 weeks. In exceptional circumstances, it may be extended. During this time there will be three interim reviews to assess progress toward pre-agreed targets. If successful, at the end of the 12-week period, the student will either return to school or could be enrolled fully at their new school.

At any point, based on a cumulative or significant single incident, the receiving school may terminate the Off-Site Direction. If the Off-site direction is terminated, the student will return to their original school immediately.

7.14 Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend the school (unless the student is reinstated by the governing board). The decision to exclude a student permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy, and if by allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'Beyond reasonable doubt.'

This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Before a student is permanently excluded, appropriate interventions and sanctions will have been put in place (unless it is a one-off serious incident which warrants permanent exclusion). When making the decision to permanently exclude a student, the impact on the education and safety of the student and staff body will be of utmost importance, therefore there will be times when a permanent exclusion is the only solution.

When a student is permanently excluded, the school will follow the statutory requirements as stated in the Department for Education, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' document.

In implementing this policy, staff will have regard to the school's safeguarding procedures, Child Protection Policy and procedures and the Academy's ICT safety procedures. The overriding principle always will be the safety, security, progress, and achievement of the students.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

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

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

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

Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

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

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

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

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

We have a number of reasonable adjustments for students with SEND, these include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Seating plans that allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting the uniform for a student with sensory issues or severe skin conditions, this could also include the use of noise cancelling earphones

8.2 Adapting sanctions for pupils with SEND

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

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

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

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

8.3 Restorative Practice and Responsibility

We follow the principle of connect to correct with the student and restorative practice is a key approach to managing conflict, repairing relationships and taking accountability. For students with SEN, restorative conversations are adapted and cognitively appropriate. This may involve pre-teaching the language of repair and empathy, facilitating structured restorative conversations with trusted adults and providing preparation and follow-up to ensure full understanding and reflection.

8.4 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9. Serious Incidents and Malicious allegations

This section of the policy is supported through staff training, the tutor programme, PSHE and assemblies ensuring that knowledge and understanding remains current and both staff and students alike remain vigilant.

9.1 Verbal Abuse, Physical Assault, Intimidation and Threats towards Staff

Our staff have the right to work and support students in an environment free from verbal abuse, intimidation, aggressive behaviour and threats. Verbal Abuse, Physical Assault, Intimidation and threats directly or indirectly aimed at a member of staff, will not be tolerated. Students who Verbally Abuse, Physical Assault, Intimidate or threaten a member of staff will receive a fixed term suspension or could face a permanent exclusion.

9.2 Fighting, Violence, Assault and Offensive Weapons

Physical contact of any kind will not be tolerated. Students caught fighting will be isolated in the reintegration room, suspended for a fixed term, or permanently excluded, as appropriate for the behaviour, age and stage of the child.

Students caught carrying offensive weapons, including items of sporting equipment for no good reason, may be placed in the reintegration room, suspended for a fixed term, or permanently excluded.
We reserve the right to contact external agencies such as the police and social care for guidance and support in such instances.

In some instances, it may be appropriate to refer students to the community police officer where fighting, violence or discrimination have been raised as a concern. The purpose of this is educational.

9.3 Drugs and Other Illegal Substances and Alcohol

Possession, use, supply or distribution of illegal substances or alcohol is strictly forbidden. Students caught violating this rule on School property, to and from the school, or when representing the school will face serious consequences, as appropriate to the age and stage of the child. These could include, but are not limited to:

- Permanent exclusion
- Fixed term suspension
- Internal removal
- Police involvement
- Social Care involvement
- Support from external agencies
- Undergoing a drugs test
- Preventative measures such as well-being checks and searches are employed when deemed necessary.

9.4 Smoking/Vaping

The school is a non-smoking/non vaping site and is illegal under the age of 18. Students caught smoking or vaping on the grounds will receive a fixed term suspension. Students caught with smoking/vaping paraphernalia on them, will be isolated in the CORE and parents/carers will also be informed and this could result in a fixed term suspension.

Those caught in the company of smokers/vapers will receive an appropriate response from the school.

9.5 Malicious Allegations

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

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

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

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

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

9.6 Malicious use of the Fire Alarm

Malicious use of the fire alarm is a serious breach of the School's Behaviour Policy and is a threat to the safety and wellbeing of the community, both inside and outside of the school. Students who have caused the fire alarm to sound with malicious intent will receive a fixed term suspension. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

9.7 Vandalism/Misuse of School equipment (including ICT)

Students who are found to have vandalised or misused school equipment (including ICT) will be appropriately sanctioned according to the offence, age, and stage of the child. This behaviour will accrue at least an internal isolation in reintegration but could warrant fixed term suspension or permanent exclusion. We reserve the right to withdraw internet access. The police will be informed if there are grounds for believing a criminal offence may have been committed.

9.8 Physical Contact

We do not permit physical contact of any kind with other students unless appropriate to the learning such as PE or Drama lessons. Unnecessary physical contact anywhere in the school will result in a sanction determined by the circumstances.

9.9 Behaviour Outside of the School

Sanctions for behaviour outside of the school will be put in place in the following circumstances:

- Students taking part in any school-organised or school-related activity.
- When students are travelling to or from the school.
- When students are wearing school uniform or when identifiable as a student at the school.
- Students disrupting the orderly running of the school.
- When a student poses a threat to another student or member of the public.
- Students demonstrating behaviour which could adversely affect the reputation of the school.
- Any incident which prevents School students from feeling safe and comfortable whilst at school, this includes behaviours already covered.
- Use of social media with the intent to cause harm to others.

Students who fail to meet expectations outside of the school may be prevented from attending future trips and visits.

9.10 Online misbehaviour

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

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

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

9.11 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of the SLT, designated safeguarding lead or headteacher will make the report.

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

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

9.12 Zero tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

9.13 Reasonable force

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

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

Incidents of reasonable force must:

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

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

A number of lower-level behaviour support strategies will be used to support students in improving their behaviour according to the age and stage and SEND needs of the child, generally prior to internal isolation or fixed term suspensions. The following is not an exhaustive list nor is it a sequence of strategies.

Please refer to our Restrictive Interventions, including the use of reasonable force policy.

10. Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation of inappropriate items

A member of staff may confiscate, retain or dispose of a student's property any prohibited items found in a pupil's possession and includes any item that is harmful or detrimental to school discipline. These items will not be returned to the student.

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

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves where there is reason to believe they have one or more of the following Prohibited items in their possession including (but not a definitive list)

- Knives, razors, and weapons (catapults/guns including BB and piercing guns)
- Scissors and pencil sharpeners
- Alcohol
- Illegal drugs
- Stolen items
- Phones
- Tobacco and cigarette papers
- Nicotine products (gum/patches/pouches or 'snuss')
- Lighters/matches
- Vape Pens and vape cartridges
- Fireworks/explosives
- Laser pens/LED torches
- Water pistols
- Pornographic images
- Chemicals (bleach/hair dye/gas cannisters)

Any article that has been or is likely to be used to commit an offence, cause personal injury, put someone at risk of harm, damage to property or disrupt learning.

A response from the school will be applied if any of the above items are found.
Staff will confiscate the following items if they are brought into school:

- Energy/fizzy drinks
- Sweets
- Chewing gum
- Toys

Searches will be undertaken by a member of senior staff and support staff. The staff member who carried out the search should inform the DSL without delay:

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

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

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

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

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

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

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

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

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

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

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

- Give the student the opportunity to ask questions
- Seek the student's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Assistant Head, designated safeguarding lead, Deputy Head or Headteacher to try to determine why the pupil is refusing to comply.

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

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

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

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

'Outer clothing' includes:

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

Searching students' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing parents/carers

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

- What happened

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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

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

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

11. Student transition

11.1 Inducting incoming students

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

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

Number of Achievement points, R3's, R4's (attendance at dentionsR5, and Attitude to Learning in class

Behavioural incidents, including truancy, Alternative to Suspensions, fixed term suspensions and permanent exclusions.

Use of Alternative Provision, off-site direction, and managed moves

Incidents of searching and confiscation

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

The data will be analysed every term by the SLT.

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

- At school level
- By age group and student group (PP, SEND, EAL)
- By department
- At the level of individual members of staff
- By term
- By protected characteristic

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