

Ascend Learning Trust

# Behaviour Policy

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|----------------|------------------------------|
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## Contents

|                                                                  |    |
|------------------------------------------------------------------|----|
| Aims and Scope .....                                             | 2  |
| Legislation, Statutory Requirements and Statutory Guidance ..... | 3  |
| Definitions.....                                                 | 3  |
| Bullying.....                                                    | 5  |
| Roles and Responsibilities.....                                  | 7  |
| School Expectations .....                                        | 9  |
| Mobile Phones .....                                              | 9  |
| Responding to Behaviour.....                                     | 11 |
| Serious Interventions.....                                       | 16 |
| Supporting Pupils Following a Sanction.....                      | 21 |
| Pupil Transition .....                                           | 22 |
| Training.....                                                    | 22 |
| Monitoring Arrangements .....                                    | 22 |
| Links with Other Policies .....                                  | 23 |
| APPENDIX 1: Written statement of behaviour principles .....      | 24 |
| APPENDIX 2: Responding to Bullying .....                         | 25 |
| APPENDIX 3: Anti-Bullying Strategy .....                         | 27 |
| APPENDIX 4: Conduct levels and school responses.....             | 1  |
| APPENDIX 5: Useful links.....                                    | 1  |

## Version Control

| Version | Details                                                                                                                                                                                                                                                                   | Author                       | Date       |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------|
| 1.0     | Policy formation                                                                                                                                                                                                                                                          | Secondary Education Director | May 2024   |
| 2.0     | Policy Update – Appendix 2,3 and 5 added.                                                                                                                                                                                                                                 | Secondary Education Director | May 2025   |
| 3.0     | Restrictive Intervention Policy link<br>Use of Mobile Phones<br>Suspension and Permanent Exclusion decisions<br>Student Safety including use of bodycams, wands and knife gates<br>Removal of Searches and Confiscation with links to new Restrictive Intervention Policy | Secondary Education Director | March 2026 |
| 4.0     | Suspension and Permanent Exclusion Guidance link<br>Misbehaviour Levels<br>Use of Mobile Phones<br>Off Site Direction<br>Managed Moves<br>Safeguarding Separation                                                                                                         | Secondary Education Director | June 2026  |

## Aims and Scope

This policy, applicable in all schools across Ascend Learning Trust, aims to:

- Foster a positive environment that encourages exemplary conduct, guaranteeing every student the chance to experience learning in a calm, secure, and encouraging atmosphere.
- Implement a school-wide strategy to uphold elevated standards of behaviour aligned with the school and Trust's values.
- Clearly articulate behaviour expectations and their corresponding consequences.
- Ensure a uniform approach to managing behaviour that is fair and impartial for all students.
- Clearly define unacceptable behaviour, encompassing bullying and discrimination.

# Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Supporting pupils with medical conditions at school](#)
- [Use of reasonable force and other restrictive interventions guidance \(April 2026\)](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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 also complies with our funding agreement and articles of association.

## Definitions

**Headteacher:** In this policy the term Headteacher also includes the Head of School, and any person formally appointed as Acting Headteacher, or Acting Head of School.

**Misbehaviour:** We have five levels of misbehaviour, consistent across the Trust:

| Level 0:<br>Low-Level<br>Disruption<br>(Classroom<br>Managed) | Level 1:<br>Repeated<br>or<br>Disruptive<br>Behaviour | Level 2:<br>Relational<br>or<br>Concerning<br>Conduct<br><i>More</i> | Level 3:<br>Serious<br>Behaviour | Level 4: High-<br>Level /<br>Prejudicial /<br>Safeguarding<br>Concerns | Level 5:<br>Critical<br>Safeguarding<br>/ Child<br>Protection |
|---------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------|
|                                                               |                                                       |                                                                      |                                  |                                                                        |                                                               |

The table in Appendix 4 sets out examples of behaviour which may come under each of the behaviour for learning approaches together with example actions.

**Prohibited Items** which all pupils are banned from taking into or possessing in school are:

- 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 pupil)
- abusive or racially inflammatory images or texts
- acids or toxins
- alcohol
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
- any item which may be being used, or have been used to coerce, groom, bribe or intimidate others
- mobile telephones/electronic devices when used in a way that contravenes the school rules
- smart watches when used for any form of communication, including messaging, calling, or accessing online platforms.
- fireworks
- imitation/replica/toy knives and weapons such as B.B guns
- illegal drugs and associated paraphernalia
- knives and weapons
- laser pens or similar
- legal highs and associated paraphernalia
- literature or images considered to be purporting extremist views
- pornographic or otherwise offensive images
- stolen items
- tobacco and cigarette papers and associated paraphernalia
- vapes and e-cigarettes and associated equipment including liquid and devices

We reserve the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

## Bullying

We define 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.”. (Anti-Bullying Alliance,).

– There are four key elements to this definition: hurtful, repetition, power imbalance, intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking hitting, biting, pinching etc
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books, threatening gestures ridicules, humiliation, intimidating, excluding, manipulation and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposures to inappropriate films etc
- Inline / Cyber – posting on social media, sharing photos, sending nasty messages, social exclusion
- Indirect – can be the exploitation of others

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development. Bullying can happen to anyone.

Bullying can include:

| Type of bullying                                        | Definition                                                                                                          |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Emotional bullying                                      | Being unfriendly, excluding, tormenting                                                                             |
| Physical bullying                                       | Hitting, kicking, pushing, taking another’s belongings, any use of violence                                         |
| Prejudice-based and discriminatory bullying, including: | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality) |
| Bullying related to physical appearance                 | Negative comments or actions based on someone’s looks                                                               |

|                                                                                       |                                                                                                                                                                               |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bullying of young carers, children in care or otherwise related to home circumstances | Discrimination or harassment due to someone's home life or caregiver responsibilities                                                                                         |
| Bullying related to physical/mental health conditions                                 | Bullying or harassment due to someone's health conditions                                                                                                                     |
| Sexual bullying & sexual assault                                                      | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Cyber-bullying                                                                        | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |
| Prejudicial bullying (against people/pupils with protected characteristics) such as:  |                                                                                                                                                                               |
| • Bullying related to race, religion, faith and belief and for those without faith    | Taunts, gestures, graffiti or physical abuse focused on race, religion, faith, or lack thereof                                                                                |
| • Bullying related to ethnicity, nationality or culture                               | Negative actions or comments based on ethnicity, nationality, or culture                                                                                                      |
| • Bullying related to Special Educational Needs or Disability (SEND)                  | Harassment or discrimination due to special educational needs or disabilities                                                                                                 |
| • Bullying related to sexual orientation (homophobic/bi-phobic bullying)              | Taunts, gestures, or physical abuse focused on sexual orientation                                                                                                             |
| • Gender based bullying, including transphobic bullying                               | Discrimination or harassment based on gender or gender identity                                                                                                               |
| • Bullying against teenage parents (pregnancy and maternity under the Equality Act)   | Negative comments or actions based on pregnancy or parenthood                                                                                                                 |

Details of our school's approach to preventing and addressing bullying are set out in Appendix 2. Incidents of bullying will be reported to the school safeguarding team using CPOMS.

## Roles and Responsibilities

### The Directors of Education and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteachers to account for its implementation.

### Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring the promotion of positive behaviour within the school environment
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards, interventions and sanctions are applied consistently to all groups of pupils.
- Ensuring new staff undergo a comprehensive induction into the school's behavioural culture, equipping them with a clear understanding of rules, routines, and effective ways to support all students in their full participation.
- 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 seamlessly aligns with the safeguarding policy, offering a balanced approach of sanctions and support when required.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Implement systems and procedures that identify potential risks and put measures in place to reduce or manage them

### Teachers and staff

Staff are responsible for:

- Cultivating a calm and secure atmosphere conducive to student well-being.
- Establishing and upholding well-defined boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Conveying the school's expectations, routines, values, and standards through instructional practices and all interactions with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Promptly documenting behaviour incidents using the behaviour log.
- Encouraging and guiding students to meet the school's set expectations.

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

## **Parents and carers**

Parents and carers, where possible, should:

- Familiarise yourself with the school's behaviour policy and reinforce it at home where applicable.
- Assist and encourage your child in adhering to the school's behaviour policy.
- Keep the school informed of any changes in circumstances that may impact your child's behaviour.
- Promptly discuss any behavioural concerns with the class teacher.
- Directly address any concerns about behaviour management with the school while maintaining a collaborative partnership.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions and reintegration meetings).
- Engage actively in the school community and contribute to its culture.
- Support systems and procedures that identify potential risks and put measures in place to reduce or manage them.

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 home school agreement and working in collaboration with them to tackle behavioural issues. It is the responsibility of parents to enforce behaviours outside of the school day.

## **Pupils**

Pupils will be made aware of the following:

- The anticipated level of behaviour they are expected to exhibit while at school.
- Their obligation to adhere to the school's behaviour policy.
- The essential rules and routines governing the school environment.
- The potential rewards they can attain for meeting the expected behaviour standard, as well as the consequences for failing to meet this standard.
- The availability of pastoral support designed to assist them in meeting the behavioural expectations.
- Follow support systems and procedures that identify potential risks and put measures in place to reduce or manage them.

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## School Expectations

Pupils are expected to:

- Demonstrate kindness
- Conduct oneself in an orderly and self-controlled manner
- Exhibit respect towards both staff and fellow students
- Contribute to a calm and positive learning environment for all pupils in the classroom
- Move sensibly within the school premises
- Show regard for school buildings and property
- Wear the school uniform consistently
- Acknowledge and actively participate in interventions and sanctions when required
- Avoid engaging in behaviours that could bring disrepute to the school, whether within school premises, outside, or online
- Be familiar with this policy and how misbehaviour is defined (with particular reference to Appendix 4 which sets out examples of all levels of misbehaviour)

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

## Mobile Phones

From September 2026, the Department for Education's guidance on mobile phones in schools is placed on a statutory footing through the Children's Wellbeing and Schools Act 2026. Schools are therefore required to have regard to this guidance when developing and implementing their behaviour policies. In line with this guidance Ascend Learning Trust Schools will operate as mobile phone-free environments throughout the school day, including lessons, transitions, breaktimes and lunchtime,

with any exceptions applied only in limited and justified circumstances. **Use of Mobile Phones during school trips are at the discretion of the school.**

While schools retain discretion over how this is implemented, Ascend Leaders will ensure that the policy is clearly communicated, consistently applied and effectively enforced, with appropriate consideration given to safeguarding and reasonable adjustments where required.

Staff will not routinely examine the contents of pupils' mobile phones.

Data or files on a confiscated device will only be examined where there is a clear safeguarding, behavioural or disciplinary reason and where staff have good reason to believe the device contains material that may:

- cause harm to another person;
- undermine the safe environment of the school;
- disrupt teaching and learning; or
- be evidence of a criminal offence.

Any concerns regarding indecent images of a child will be immediately referred to the Designated Safeguarding Lead. Staff must not intentionally view, copy, print, share, store or save such images.

Two staff members should be present if it is felt there is good reason to examine the contents of a confiscated phone or device. It is recommended one of them is the DSL.

There is no need to have parental consent to search through a young person's mobile phone. If a school believes there are reasonable grounds the phone contains evidence related to an alleged offence, the member of staff should consider asking the parents to come in but has grounds to call the Police.

When used at a time or in a way which is restricted, a mobile telephone/device will be considered a 'banned item' banned by the Trust/school, and subject to the normal rules on searching, confiscation, retention or destruction.

If an electronic device that is prohibited by the behaviour has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible.

Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

[Mobile phones in schools - GOV.UK](https://www.gov.uk/mobile-phones-in-schools)

## Responding to Behaviour

### Classroom management

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

They will:

- Create and maintain a learning rich environment that encourages pupils to be engaged
- Display the behaviour expectations
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### Safeguarding

The school acknowledges that alterations in behaviour could signal that a student may require assistance or protection.

We will assess whether a pupil's misbehaviour might be connected to them experiencing or being at risk of significant harm.

In such instances, we will adhere to our safeguarding and child protection policy, evaluating whether pastoral support, early intervention, or a referral to children's social care is warranted.

For more detailed information, please consult our safeguarding & child protection policy, accessible on the school website.

The school recognises that, in exceptional circumstances, it may be necessary to separate a pupil from their peers for safeguarding or safety reasons. This is distinct from suspension or permanent exclusion and must not be used as a disciplinary sanction. Any decision to separate a pupil will be proportionate, time-limited, and regularly reviewed, with due regard to the welfare of all pupils and staff. The school will ensure that pupils who are separated continue to be appropriately supervised and have access to suitable education, alongside support to address underlying needs. Where separation is used, the school will consider any safeguarding, SEND or vulnerability factors and will work in partnership with parents, carers and, where appropriate, external agencies. The school will record the rationale for separation, the duration, and the support provided, in line with statutory guidance on suspensions and permanent exclusions, which makes clear that exclusion must only be used for disciplinary reasons and that other arrangements (including separation for safeguarding) must not be treated as an exclusion.

### **Responding to good behaviour**

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

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

Positive behaviour may include:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, rewards, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Reward via Arbor or similar

### **Responding to misbehaviour**

When a pupil's behaviour deviates from the expected standard, staff will take responsive actions to restore a calm and safe learning environment, aiming to prevent the recurrence of misbehaviour.

Staff members are committed to fostering a predictable environment by consistently addressing behaviour that falls below the expected standards in a fair, proportionate, and uniform manner. This ensures that pupils are aware that misbehaviour will consistently be addressed.

To prevent the escalation of behavioural issues, staff may employ de-escalation techniques, including the use of pre-arranged scripts and phrases. The policy is designed to treat all pupils fairly, with careful consideration given to any contributing factors identified in the behavioural incident.

This approach ensures equitable treatment for all students under the policy.

Appendix 4 sets out the school Behaviour for Learning expectations with examples of possible school responses which may be taken. Staff will consider both support to address underlying concerns and help improve future behaviour; assessment to identify any special educational needs or other support required; as well as appropriate sanctions.

Personal circumstances of the pupil will be taken into account when planning appropriate school responses to misbehaviour and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The pupil will be allowed an opportunity to explain their misbehaviour where appropriate. Staff will be aware of a pupil's SEND and/or neurodiversity in considering behaviour responses and will take this into account.

### **Restrictive Interventions Including the Use of Reasonable Force**

Please see Restrictive Interventions, Including the Use of Reasonable Force Policy (April 2026) [Restrictive Interventions Policy](#).

### **Confiscation, searches, screening**

Please see Restrictive Interventions, Including the Use of Reasonable Force Policy (April 2026) [Restrictive Interventions Policy](#).

### **Additional Safety Measures**

To support the safety and wellbeing of all pupils, staff and visitors, the school may use proportionate security measures on its premises, including, but not limited to, handheld metal detection wands, walk-through metal detector arches, and body-worn cameras. These measures may be used as part of the school's wider safeguarding and behaviour strategy to deter and prevent the possession of prohibited items, to manage serious incidents, and to provide an objective record where appropriate. Any such measures will be implemented lawfully, respectfully and sensitively, having regard to pupils' age, SEND, protected characteristics, and rights to privacy and dignity. Their use will be risk-assessed, clearly communicated to pupils and parents/carers, and kept under regular review to ensure they remain necessary, proportionate and in line with

Department for Education guidance on searching, screening and safeguarding [LINK](#)

Please see Body-Worn Cameras Policy and CCTV and Surveillance Policy. [Body Worn Cameras Policy](#).

### **Off-site misbehaviour**

School's reserve the right to apply interventions and sanctions for off-site misbehaviour.

Interventions, including sanctions, may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

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

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil, member of staff or member of the school community.
- Could adversely affect the reputation of the school.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

### **Online misbehaviour**

The school will also respond to online misbehaviour by pupils when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Parents are encouraged to report any online abuse to the police.

### **Suspected criminal behaviour**

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

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

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

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

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

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

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

The school's response will be:

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

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

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

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

### **Malicious allegations**

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

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

Malicious allegations are usually seen as a very serious level 4 misbehaviour.

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)) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

## Serious Interventions

### Detention

Pupils can be issued with detentions during break, at lunch, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents. Parents will be notified when detentions have been given, usually via email or use of a school specific application such as Arbor.

### Removal from classrooms

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

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

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom will be supervised and will be removed for a maximum of 5 school days.

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

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, which may include:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- On site pupil support groups
- Multi-agency assessment

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

Removal from the classroom as set out above is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

### **On-Site Pupil Support Groups**

An on-site pupil support group is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition will be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit will be aligned to the culture of the whole school and compatible with this policy.

### **Off-site direction**

The school may, where appropriate, direct a pupil off-site to receive educational provision with the explicit aim of improving behaviour and supporting reintegration into mainstream education. This will only be considered after a range of in-school strategies and support have been explored and where there is a clear rationale that such provision is in the pupil's best interests and supports the safety and learning of others. Off-site direction is a time-limited, planned intervention and will not be used as a punitive response to misconduct. Decisions will be made in line with statutory guidance and will

include consultation with parents/carers and, where appropriate, the pupil, alongside consideration of SEND, safeguarding, and equality duties. The school will ensure robust information sharing with the receiving provision and will maintain dual registration, oversight of attendance, safeguarding, and educational quality throughout the placement. A clear review and reintegration plan will be agreed at the outset. Off-site direction will form part of a graduated response to behaviour and may be considered as an alternative to suspension or permanent exclusion where appropriate.

### **Managed move**

A managed move may be considered as a voluntary, planned transfer of a pupil to another school where it is in the best interests of the pupil and supports improved behaviour and engagement. Managed moves will only be pursued following a range of early intervention and supportive strategies and will not be used as a disciplinary sanction or as a means of off-rolling. The informed consent of parents/carers (and the pupil, where appropriate) will always be obtained prior to any managed move being agreed. The school will ensure that all relevant information is shared with the receiving school and that appropriate consideration is given to safeguarding, SEND, and equality duties. A clear plan, including objectives, timescales, and review points, will be agreed to support a successful transition and sustained placement. Managed moves will be used as a preventative strategy to avoid suspension or permanent exclusion where possible and will be implemented in line with statutory guidance and the School Admissions Code.

If the pupil has an EHC Plan, contact will be made with the local authority to ensure all statutory duties can be met.

### **Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. All Suspensions and Permanent Exclusion decisions will be made with the input of a member of staff trained to Level 3 in Safeguarding.

Our priority is to try to prevent pupils being suspended or excluded from school and whilst only ever used as a last resort. The table at Appendix 4 sets out examples whereby suspension or exclusion may be considered, although the lists included are not exhaustive and indicative only.

This list is not exhaustive. There may be other instances of poor behaviour or patterns of persistent lower-level behaviour which are considered to be sufficiently serious in nature

to warrant a suspension. In addition, we consider the harm caused to the education and welfare of others in school. of the

Please refer to the school's Exclusions Policy for further details on suspensions and exclusions, including the school's approach, procedures, and reviews.

## Responding to Misbehaviour from Pupils with SEND and/or Neurodiversity

Recognising the impact of SEND and/or Neurodiversity on behaviour

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

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

When dealing with misbehaviour from pupils with SEND and/or Neurodiversity, especially where their SEND and/or Neurodiversity affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

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

Our approach to anticipating and removing triggers of misbehaviour:

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

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

### **Adapting sanctions for pupils with SEND and/or Neurodiversity**

When considering a behavioural response for a pupil with SEND and/or Neurodiversity, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND and/or Neurodiversity
- Whether the pupil is likely to behave aggressively due to their particular SEND and/or Neurodiversity

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND and/or Neurodiversity

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

Where necessary, support and advice may 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 to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

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

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

## Supporting Pupils Following a Sanction

### Reintegration strategy

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

Following suspension or other time away from the school to improve behaviour, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or other time off site and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support
- Reintegration meeting upon return to school

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

### Reintegration meeting

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, Head of Year, member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend.

This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent, and school. This will include a Support Intervention Programme.

# Pupil Transition

## Inducting incoming pupils

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

## Preparing outgoing pupils for transition

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

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

# Training

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

- The needs of the pupils at the school
- How SEND, neurodiversity and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

# Monitoring Arrangements

## Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of on-site pupil support groups, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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

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

- By protected characteristic

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

### **Monitoring this policy**

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

## **Links with Other Policies**

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Whole school equality

## APPENDIX 1: Written statement of 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, behaviour interventions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Violence or threatening behaviour will not be tolerated in any circumstances.

## APPENDIX 2: Responding to Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. Please note that this may mean them passing it on to a more appropriate member of staff (e.g. Tutor, Year Leader, Safeguarding Officer etc.), rather than investigating the allegation themselves.

Responding to bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- The school will provide appropriate support for the person being bullied (the target), making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- One or more members of staff will meet with all relevant parties, as they see appropriate.
- The Safeguarding Team will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate, and in line with Safeguarding and confidentiality policies.
- Consequences, as identified within the school's Behaviour Policy, and support, will be implemented in consultation with parties concerned. It is not Ascend Learning Trust's policy to discuss sanctions.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed or to support with Restorative approaches, or other local services including Early Help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of, or by, pupils takes place off-site, or outside of normal school hours (including cyberbullying), the school will endeavour to ensure that the concern is fully investigated, if appropriate or relevant. If required, staff will collaborate with other education providers. Parents/carers will be encouraged to seek support from agencies outside of school e.g. the Police.
- Responsibility for supervising behaviour and interaction with others (in person or online) falls to parents and carers outside of school hours.
- A clear and precise account of bullying incidents will be recorded and retained by school staff.

When responding to cyberbullying concerns, the school will:

- Act as soon as possible after an incident has been reported or identified

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying (the Ringleader) to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible (the Ringleader). This may include:
  - Looking at use of the school systems and resources
  - Identifying and discussing with possible witnesses
  - Contacting the police, if necessary
- The school will take steps to identify the role of others in any incident, including: the Assistant, the Reinforcer, the Bystander, the Defender. The school will help pupils understand their role in the bullying that has occurred.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating mobile phones in accordance with the school's Mobile Phone guidance, as detailed above.
  - Requesting the deletion of locally-held content and content posted online if they contravene the Behaviour Policy.
  - Ensure that consequences are applied to the person responsible for the cyberbullying; we will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed, or support parents to do this.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply;
  - Providing advice on blocking or removing people from contact lists;
  - Helping those involved to think carefully about what private information they may have in the public domain.

## APPENDIX 3: Anti-Bullying Strategy

### Anti-bullying Strategy Statement

The Wellington Academy (TWA) is committed to providing a safe, inclusive and respectful environment where every pupil feels valued, supported and able to achieve their very best. Bullying of any kind is unacceptable and will not be tolerated. In our anti-bullying approach, TWA is committed to embedding 3 key values, which underpin our work to ensure a sense of belonging amongst our school community:

- ◆ Independent
- ◆ Ambitious
- ◆ Inquisitive

We are also guided by the ALT values of:

- ◆ Compassion
- ◆ Aspiration
- ◆ Respect
- ◆ Dedication
- ◆ Integrity

We recognise that bullying can have a significant impact on a pupil's wellbeing, attendance, engagement, achievement and sense of belonging. Through a proactive and preventative strategy, we aim to implement a whole school approach that involves leaders, staff, pupils and parents in preventing and addressing bullying. In addition, our TWA approach is aligned with the Diana award where our anti-bullying work encourages change in attitudes and behaviours for young people by young people

### Definition of Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally causes physical or emotional harm to another person or group.

Bullying can take many forms, including: Physical bullying, Verbal bullying, Emotional or relational bullying, Cyberbullying and online harassment, Prejudice-related bullying, including racism, faith-based bullying, homophobic, biphobic, transphobic and disablist bullying, Sexual harassment and harmful sexual behaviour, Child-on-child abuse.

### Reporting Concerns

Pupils, parents, carers and staff are encouraged to report concerns as early as possible. Concerns may be reported to:

- ◆ Tutors and teachers
- ◆ Pastoral staff, Learning Support Staff
- ◆ Designated Safeguarding Leads
- ◆ Senior Leaders

- ◆ Any trusted member of staff
- ◆ Student council or anti-bullying ambassador
- ◆ Worry box via the school website
- ◆ Worry box via student services

In addition, we ensure poster campaigns signpost to internal hubs and external services such as Childline and the NSPCC 0800 1111 helpline. All concerns will be listened to and acted upon appropriately.

### **Responding to Bullying**

Where bullying is reported or suspected, The Wellington Academy will:

1. Act promptly and proportionately.
2. Prioritise the safety and wellbeing of all pupils involved.
3. Gather information from relevant parties through student statements.
4. Investigate concerns thoroughly and sensitively.
5. Record concerns and actions taken in line with school practices.
6. Inform parents or carers where appropriate.
7. Consider safeguarding referrals where necessary.
8. Apply consequences in line with the Behaviour Policy.
9. Provide support and intervention for all pupils involved.
10. Monitor the situation to ensure the behaviour has stopped. Support will be tailored to the needs of individual pupils
11. Provide education and reintegration support
12. Restorative and mediation
13. Support both students, we are not judge and jury, we are impartial, focus on education moving forward

### **Recording and Monitoring**

All bullying concerns, investigations and outcomes will be recorded in accordance with school procedures.

### **Partnership Working**

The Academy will work collaboratively with parents, carers and external agencies, including safeguarding partners, health services, Children's Social Care, Early Help and the police, where appropriate.

In working with a range of stakeholders in our approach to anti-bullying, we expect that:

#### **Students will:**

Not be unkind to others.

Not tolerate bullying.

Not stand by and watch someone else being bullied.

Not retaliate, as this will only make things worse.

Immediately inform a teacher or other adult of any bullying known to them.

Not condone an 'anti-snitch' culture and actively report incidents.  
Give support to victims of bullying whenever they can.

**Staff will:**

Be positive role models in their words and action at all times.  
Report any incidents of bullying to the appropriate members of staff.  
Make detailed records of all incidents and log these on CPOMS.  
Have a zero-tolerance approach to bullying.  
Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.  
Seek help for victims and remove sources of distress without placing the victim at further risk.

**Parents will:**

Promote zero tolerance to bullying with their children.  
Encourage their children to be open and honest with staff and report any concerns that they might have.  
Tackle any notion of an 'anti-snitch' attitude and always encourage reporting incidents.  
Report any incidents of bullying or information which could help the school deal with incidents of bullying, always explaining to the child the importance of bringing school into the picture.  
Work collaboratively with the school when dealing with any incidents of bullying.

Key Principles at a glance:

- Zero tolerance of bullying, in line with KCSIE and the Education and Inspections Act.
- Whole-school strategy incorporating staff, students, parents and ethos
- Multi-channel reporting, including confidential routes.
- Prevention via education on relationships, rights and online safety.
- Comprehensive response: investigation, logging, sanctions, and support for both victims and perpetrators.
- Ongoing monitoring and review to ensure effectiveness and adapt to emerging trends.

This approach aligns directly with the school's safeguarding policy, ensuring that pupils feel safe, supported and empowered to speak out, while prioritising the welfare of all involved.

This strategy should be read alongside the Behaviour Policy, Child Protection and Safeguarding Policy, Online Safety Policy and Equality Information and Objectives.

## APPENDIX 4: Conduct levels and school responses

### Behaviour for Learning 2026 'Choose to Learn'

|               | <b>Level 0</b><br><b>Remind &amp; Reward</b><br><b>Conduct Card</b>                                                                                                                                                                                                                                                                                                                                | <b>Level 1</b><br><b>Relocate</b><br><b>Repeated Disruptive Conduct</b>                                                                                                                                                                                                                                                                                                                                                             | <b>Level 2</b><br><b>Remove</b><br><b>Relational / Emerging Behaviour Concern</b>                                                                                                                                                                                                                      | <b>Level 3</b><br><b>Medium Level</b><br><b>Significant Behaviour Concerns</b>                                                                                     | <b>L4</b><br><b>High Level</b><br><b>Major Behaviour Incidents</b>                                                                                                                                                 | <b>L5</b><br><b>Serious Behaviour Incidents</b>                                                                                                                     | <b>Safeguarding Incidents</b><br><b>High-Level / Severe / Prejudicial</b>                                                                                                                                                                                                                                                                         |
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| <b>System</b> | <p>Logged as L0 behaviour incident and on conduct cards.</p> <p>2 reminders in lesson – 1-1 conversation to address behaviour on conduct card</p> <p>*Please Note: For out-of-lesson behaviours, staff should verbally reprimand the pupil and ensure the behaviour is corrected. For incidents that they deem to be more serious, possibly requiring an escalation, they need to log on Arbor</p> | <p>Logged as a L1 Relocation on Arbor.</p> <p>Staff will use scripts such as: "Due to your behaviour not improving you are now being relocated to ... and if you do not make the right choices you will be asked to leave your relocation for Reflection" in a 1-1 conversation with the students.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>- Take up time</li> <li>- Staff member to remain in a calm</li> </ul> | <p>Logged as a L2 Removal on Arbor.</p> <p>Pupil will be asked to leave the classroom via the 'Reflection Room' system.</p> <p>Parent/Carer text sent automatically upon student arrival at reflection.</p> <p>Staff member who sent student to reflection must call home to discuss the same day.</p> | <p>Logged as a L3 Incident on Arbor.</p> <p>Parent/Carer emailed or phoned by teacher or tutor or Year leader where possible, to confirm reason for detention.</p> | <p>Logged as a L4 Incident on Arbor.</p> <p>Parent/Carer will be emailed or phoned by Year Leader or Head of Key Stage, where possible, to inform the reason for sanction and which Friday has been scheduled.</p> | <p>Logged as a L5 Incident on Arbor.</p> <p>Parent / Carer phoned by Year Leader or IER manager to confirm time and reason for placement in Internal Exclusion.</p> | <p>Child-on-child abuse will be logged on CPOMS and will be handled in line with our safeguarding policy.</p> <p>Suspensions are at the discretion of the Headteacher.</p> <p>Consideration of short-term offsite direction placement in another Ascend Learning trust school.</p> <p>School will work alongside any involvement of Police or</p> |

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|                   | <p>and inform the Year Team by email.</p> <p>** Lateness is defined as 5 minutes after the teacher has begun their lesson. Anything after 5 minutes is classified as truancy.</p>                                                                                                                   | <p>warm strict demeanour</p> <ul style="list-style-type: none"> <li>- Ensure pupil passport has been followed</li> </ul> <p>Arbor alert to inform Pastoral &amp; Leadership of the behaviour.</p>                                                                                                                                                   | <p>Pupils will remain in Reflection for a minimum of 30 minutes* depending on which period they are removed from.</p>                                                                             |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                   | <p>other agencies as appropriate to investigate incidents outside of school and will place a student in IER if appropriate.</p>                                                                                                                                                                                               |
| <b>Behaviours</b> | <ul style="list-style-type: none"> <li>• Calling out / interrupting; Not following instructions first time; Off-task behaviour / inattention; Low-level refusal (e.g. delaying work); Distracting others; Silly behaviour / noise making; Minor disrespect (e.g. eye-rolling, muttering)</li> </ul> | <ul style="list-style-type: none"> <li>• Repeated Level 0 behaviours despite reminders</li> <li>• Defiance / refusal to comply</li> <li>• Disrupting learning of others (ongoing)</li> <li>• Walking around classroom without permission</li> <li>• Answering back / argumentative behaviour</li> <li>• Minor rudeness to peers or staff</li> </ul> | <p>Remainder of Period 1, Period 2 (plus 30 minute detention)</p> <p>Remainder of Period 2, break (plus 30 minute detention)</p> <p>Remainder of Period 3, Period 4 (plus 30minute detention)</p> | <p>Behaviours that exhibit an escalation in sanction;</p> <ul style="list-style-type: none"> <li>• Not having correct equipment, including PE/Dance Kit for 3 or more consecutive occasions</li> <li>• Being in a toilet cubicle with another pupil*</li> <li>• Failure to attend relocation or reflection</li> </ul> | <p>Additional behaviours at Year Leader/SLT discretion such as;</p> <ul style="list-style-type: none"> <li>• Refusal to leave a classroom</li> <li>• Indirect verbal abuse towards a member of staff</li> <li>• Truancy of an entire lesson</li> <li>• Defiance</li> <li>• Disruption of an internal assessment</li> </ul> | <p>Failed Reflection because of behaviour in the room or leaving Reflection without permission in the school day. Or a student sent to Reflection more than 3x in a week as part of a circuit breaker.</p> <p>'Pending further investigation,' or to minimise contact between</p> | <p>Child on Child Abuse Incidents considered on severity* and frequency, to include:</p> <ul style="list-style-type: none"> <li>• Physical assault/fighting causing injury/harm</li> <li>• Bullying (verified &amp; sustained)</li> <li>• Sexual harassment, including sexualised behaviour, sexual image sharing,</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Conduct e.g. running in corridors or dropping litter*</li> <li>Uniform issue – unbranded school jumper, non-white polo coat indoors, incorrect trainers/school shoes, or old-style uniform incomplete.</li> <li>Not having the correct equipment for school inclusive of pens, ruler, calculator, phone pouch, conduct card etc.</li> <li>Lateness to lessons or detention**</li> </ul> | <ul style="list-style-type: none"> <li>Social time behaviour issues (minor conflict)</li> </ul> | <p>Remainder of Period 4, lunch (plus 30 minute detention)</p> <p>Remainder of Period 5 and after school for 30 minutes</p> <p>Additionally:</p> <ul style="list-style-type: none"> <li>Failure to complete a lunch detention</li> <li>Truancy of more than 10 mins to a lesson</li> <li>Inappropriate language in the presence of a member of staff</li> <li>Minor rudeness to peers or staff</li> <li>Argumentative behaviour</li> <li>Failure to complete and sign report card (Issued by Tutor/Subject Lead/YL/SLT)</li> <li>Unkind or hurtful comments (non-prejudicial) Low-level bullying behaviours (emerging patterns)</li> <li>Falling out / friendship conflict requiring adult support</li> <li>Intentional exclusion of peers</li> <li>Minor dishonesty (e.g. lying about incident)</li> <li>Leaving class without permission</li> </ul> | <p>*Any student caught in the same cubicle as another student will be required to participate in a search to ensure students do not have prohibited items in school.</p> | <ul style="list-style-type: none"> <li>Abusive/discriminatory language towards another pupil.</li> <li>Inappropriate use of the school's IT system</li> <li>Vandalism to school property**</li> </ul> | <p>pupils as a preventive measure.</p> <p>Child on Child Abuse</p> <p>Damage to school property</p> <p>Failed L4 Detention</p> <p>Inappropriate use of IT</p> <p>Investigation</p> <p>Multiple Relocations/Reflections</p> <p>Persistent Defiance</p> <p>Theft</p> <p>The above list is not an exhaustive and will be reviewed case by case and the severity of the behaviours exhibited.</p> | <p>sexual name-calling, and sexual assault.</p> <ul style="list-style-type: none"> <li>Personal circumstances abuse e.g. LAC/home circumstances</li> <li>Against protected characteristics: SEND, Sexual Orientation, Race, Religion, Faith or Culture, Gender, Mental health condition.</li> </ul> <p>Pupil to staff abuse:</p> <p>Incidents considered on severity, to include:</p> <ul style="list-style-type: none"> <li>Physical assault</li> <li>Directed verbal abuse of a member of staff</li> <li>Sexual harassment, including sexualised behaviour, sexual image sharing, sexual name-calling and sexual touching</li> <li>Personal circumstances or against protected characteristics: SEND, Sexual Orientation, Race, Religion, Faith or Culture, Gender, Mental health condition</li> </ul> |
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|                    |                                                                                                                           |                                                                                                                                                                                        | <p>The above list is not an exhaustive list to result in a 30 minute reflection. Additional behaviours may result in a 30 minute reflection at a teacher/subject lead/year team discretion.</p> |                                                                                                                                                   |                                                                                                                                                                   |                                                                                                          | <p>Other behaviours include:</p> <ul style="list-style-type: none"> <li>• Theft</li> <li>• Damage of school property beyond repair</li> <li>• Bringing the school into disrepute in the community</li> <li>• Persistent disruptive behaviour throughout the day/week.</li> <li>• Any other serious/continual breaches of the school's code of conduct compromising the good order and discipline in the school to be considered on an individual basis.</li> </ul> |
| <b>Consequence</b> | <p>5 scores will automatically assign a <b>same day lunch detention</b>.</p> <p>Tutor informed to monitor student and</p> | <p><b>L1 Same Day 20 minute Lunch Detention</b></p> <p>If a student is relocated to another classroom, the teacher will send an Arbor alert to inform Pastoral &amp; Leadership of</p> | <p><b>L2 Same Day 30 min detention</b></p> <p><b>Mon-Fri</b></p>                                                                                                                                | <p><b>L3 Same day 45 min detention Mon-Fri</b></p> <p>Parent/Carer emailed or phoned by member of staff who set the detention where possible,</p> | <p><b>L4 SLT Detention 1hr Thursday/Friday</b></p> <p><b>**Any damage caused by a student to school property will automatically incur a minimum 1hour SLT</b></p> | <p><b>0.5+ days in IER</b></p> <p>Same day - Internal Exclusion and/or Internal Exclusion Room (IER)</p> | <p><b>Fixed Term Suspension (Full-day or half-day)</b></p> <p>Up to 5 days suspension depending on the severity of the incident or decision to Permanent Exclusion.</p>                                                                                                                                                                                                                                                                                            |

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|  | ensure detention was attended. | the behaviour. The student will then incur a <u>same day lunch</u> reflection | <p>Parent/Carer text automatically upon student sent to reflection.</p> <p>Recorded on Arbor to set same day 30 minute detention. Classroom teacher will call/email parent/carers to discuss the behaviour displayed in the lesson following a restorative conversation.</p> | to confirm time and reason for detention. | detention and an invoice for the cost to repair. |  |  |
|--|--------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------|--|--|

- *Mobile phones are prohibited items. Having a mobile phone out of the magnetic pouch without permission, or mobile phone being used/heard and therefore disrupting learning, and refusing to hand this over to the member of staff as requested will be an immediate Friday detention. Should a pupil refuse to hand in their phone or lock in their magnetic pouch, parents will be contacted to come and collect the phone from the student as part of the updated DFE guidance (Feb 2026) prohibiting mobile phones in schools.*
- *Consequences must be reasonable and proportionate to the circumstances of the case, and account must be taken of a range of individual pupil needs in determining the appropriate use of such consequences, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil. The school should also consider impact on lost-learning or absence from internal or external exams. All staff should also consider safeguarding arrangements in all decisions related to behaviour.*
- *The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our policy makes clear that child on child is not acceptable, will never be tolerated and is not an inevitable part of growing up.*

\*Please note this list is not exhaustive and that such behaviours could result in permanent exclusion depending on the severity of the incident and previous behaviour and sanctions

## APPENDIX 5: Useful links

### Bullying

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: '[SEND code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years) - GOV.UK'

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [UK Council for Child Internet Safety \(UKCCIS\)](https://www.gov.uk/government/organisations/uk-council-for-child-internet-safety) - GOV.UK
- DfE '[Cyber bullying: advice for headteachers and school staff](https://www.gov.uk/government/publications/cyber-bullying-advice-for-headteachers-and-school-staff)'
- DfE '[Advice for parents and carers on cyberbullying](https://www.gov.uk/government/publications/advice-for-parents-and-carers-on-cyberbullying)'

### Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: <https://www.theredcard.org/education>

### LGBT

- Barnardo's LGBT Hub: <https://www.barnardos.org.uk/get-support/support-for-young-people>

- EACH: <https://each.education/>
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

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<sup>i</sup> The responsible officer must keep the policy or procedure current between formal reviews. Minor or technical changes to a policy or procedure that do not affect its substance may be made by the responsible officer without requiring approval from the approving body. Examples include updating staff names, contact details, or making technical adjustments required by legislation or guidance that do not alter how the policy or procedure works. If a proposed change is substantial and does not qualify as a minor or technical drafting amendment, the revised policy or procedure must be submitted to the next available meeting of the approving body for consideration and approval.