

Behaviour Policy

Inc. Statement of Behaviour Principles & Anti-bullying

St Peter's Church of England Middle School

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Contents

1. Oxford Diocesan Schools Trust Behaviour Statement	2
2. Legislation, statutory requirements and statutory guidance.....	4
3. Definitions.....	4
4. Bullying.....	5
5. Roles and responsibilities	8
6. School behaviour ethos	9
7. Responding to behaviour.....	111
8. Serious sanctions	188
9. Responding to misbehaviour from students with SEND	1919
10. Supporting students following a sanction	200
11. Student transition.....	211
12. Training	222
13. Monitoring arrangements	222
14. Links with other policies.....	222

1. Oxford Diocesan Schools Trust Behaviour Statement

This statement of behaviour principles applies to all schools of the Oxford Diocesan Schools Trust (ODST) as required by statutory guidance issued by the Department for Education.

Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how students are taught and encouraged to behave.

ODST schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which students want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school communities to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened, and people demonstrate empathy, compassion and understanding towards one another. School will instil in students the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working 'with' people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that students' behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help students to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our students, staff, parents and their local community by providing schools with the highest levels of academic rigour and pastoral care. Our schools are places where children and young people develop and thrive

intellectually, socially, culturally and spiritually. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all students.

We value every individual and understand that our sense of “community” and of belonging are vital to well-being. We strive to empower students to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

Schools within the Oxford Diocesan Schools Trust aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of ODST and the individual schools that form the wider ODST community
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a relational approach, that is applied equally to all students while at the same time reflecting the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Build a community that values kindness and empathy for others
- Provide guidance for school staff, parents and carers, members of the local governing body, and other stakeholders on how we support our students to self-regulate and manage their behaviour so that they are ready to learn

Rationale

At ODST, we recognise that wellbeing and behaviour are inextricably linked.

Child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. If a child’s sense of belonging and safety is high, then children have a better chance of reaching their full potential.

As a Trust we recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding of the needs of our students and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the students the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by restorative approaches, we will focus on relational connection and regulation first, putting relationships at the heart of our approach, in order to create and foster a safe and happy environment where all feel secure and respected.

ODST is committed to developing a Trauma and Mental Health Informed Approach to behaviour management. Schools do not operate a ‘zero tolerance’ or ‘one size fits all’ approach to behaviour that may be coming from distress. We have high expectations for the behaviour of all, and rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops and maintains positive mental health and resilience, our aim is to:

- Support students to make sense of their experiences
- Find ways to manage emotions and feelings
- Create an environment of safety, connection and compassion
- Build a school network of strong, positive, supportive relationships through training
- Ensure that children maintain the capacity to learn, despite difficult events that may occur

2. 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 student referral units in England, including student movement](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- 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. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- 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, 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- E-cigarettes, vapes and lighters
- 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)

4. Bullying

4.1 What Bullying is

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4.2 What bullying is not

It is important to distinguish bullying from other behaviours:

One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

4.3 St Peter's Anti-Bullying Strategy

Aims

ODST acknowledges that bullying does happen from time to time in school. It would be unrealistic to claim that it does not. However, it is our aim to ensure that all children, young people and adults within our academies have a common understanding of what bullying is.

We will aim to:

- Reduce all forms of bullying
- Communicate clearly to children and parents the strong response to such events in ODST schools
- Stress that the whole school community acts together on this issue
- Continually work to maintain a warm and harmonious atmosphere within our schools

Objectives

At St Peter's CE Middle School:

- All allegations of bullying will be carefully investigated
- Students, parents and staff will be encouraged to talk openly about the issue
- As part of the curriculum, greater understanding of bullying in all its forms will be developed
- Children will be taught strategies to help them deal with bullying situations which they may encounter
- Staff will respond calmly and consistently to allegations or incidents of bullying
- We will protect and support all parties during school time, extra-curricular time and on school premises whilst issues are resolved
- Implement prevention strategies

The school implements whole-school strategies to minimise bullying:

- Regular PSHE programme: A structured programme of Personal, Social, Health and Economic education is delivered to all students
- Teacher-class discussions: Regular discussions take place, dealing with friendship and playtime issues
- Peer support: Strong emphasis on peer support, with children taught how to effectively support a bullied friend/peer and how to resist "joining in" with bullying
- Diary keeping: Children suffering from bullying are encouraged to keep diaries to share with staff/parents
- Anti-Bullying Code: A school Anti-Bullying Code is in use, giving clear advice to children on what to do if they are a witness or a victim of bullying
- Anti-Bullying Week: The school participates annually in Anti-Bullying Week to highlight positive behaviours and attitudes
- Interventions using the Balanced Schools Programme for both victim and for perpetrator
- Reporting procedures

Children will know who to talk to. In the first instance this will usually be their form tutor, but it could also be:

- Another teacher known to them
- A Learning Support Assistant
- A Pastoral Leader
- A member of the admin team

The children should be given every opportunity to report the bullying in the first instance, but it will be the form tutor or pastoral leader who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the form tutor as soon as possible.

Response procedures

When an allegation of bullying is made, the school will respond as follows:

- Initial investigation: The form tutor or pastoral leader will take steps to discuss the problem with all parties involved to establish the situation and talk through any issues. An early resolution is sought using these tactics.
- Monitoring: Both bullied and bullying parties will be informed that the situation is being monitored by the form tutors and pastoral leaders concerned.
- Parental involvement: If there is no improvement, or further bullying occurs, the parents of the bullying child will be contacted in order to come into school to discuss the problem and to make clear that a zero-tolerance approach is being adhered to.
- Escalation: If further bullying takes place, the school's behaviour policy sanctions (as set out in Section 7 and 8 of this policy) will be applied.

Clear expectations: As a result of discussions, clear expectations are laid down as to:

- Expected behaviour and attitudes
- Strategies to support the victim, including who they can turn to and when
- The arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day
- Individual circumstances will determine the precise arrangements to be made.
- Support for perpetrator: Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills, for example: alternative provision at lunch time for a given period to ensure they do not pose a threat.

Recording

All bullying incidents at all stages, together with the action taken, will be recorded on CPOMs and on the school's Behaviour Management Platform (Class Charts). This information is transferred with the child from class to class and may be transferred at transition to the next phase of the child's education.

Roles and responsibilities

All staff at St Peter's have a responsibility for implementing this policy and dealing appropriately with incidents that are brought to their attention.

Designated staff members: The school's designated staff members will:

- Manage bullying in the school
- Provide support for staff
- Provide guidance on curriculum development to ensure bullying is a taught element of the school's work
- Ensure appropriate training is provided for all staff

The Headteacher is responsible for ensuring the approaches are implemented consistently and effectively.

Governors: The impact of this will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to the Local Governing Body and will impact on future development of associated policies and practice.

Entitlement and inclusion

All students, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extra-curricular activities. All students have the right to be listened to and fairly treated if they report or are accused of bullying.

- Raising awareness and staff training
- Information about the school's anti-bullying strategy is made available to parents on the school's website and on request
- The school participates annually in Anti-Bullying Week to highlight positive behaviours and attitudes
- New staff are inducted into the school's safeguarding and anti-bullying procedures on arrival
- This training is refreshed for the whole staff every two years

5. Roles and responsibilities

5.1 The local governing body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- 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 students 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)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging students to meet the school's expectations

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

5.4 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
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines (see section 6)
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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 new to the school.

6. School behaviour ethos

At St Peter's CofE Middle School, our vision is: "You yourselves like living stones are being built up -
Aspire, Believe, Grow, Achieve"

All members of the school community are expected to treat themselves, each other and the school's physical environment with consideration and respect. At all times, members of the school community are expected to be polite, cooperative, and friendly.

The school approaches the behaviour curriculum by being clear and consistent with expectations, providing a calm, safe and supportive environment with routines that support good choices, and managing interactions, incidents, and events firmly, fairly, flexibly and with forgiveness.

Our school values are: Wisdom, Integrity, Trust, Compassion and Fellowship

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

6.1 LEARN Expectations

This is easily remembered by the LEARN Expectations, which form the basis of the school's Behaviour systems and is displayed in every classroom:

Listen carefully to adults when they are talking.

Enter the classroom on time and ready to learn.

Aim to always produce work of the highest standard.

Respect the rights of others by not disturbing learning.

Never call out. Raise a hand to politely get the attention of adults.

Where appropriate and reasonable, adjustments may be made to routines to ensure all students can meet behavioural expectations.

6.2 The Student Contract

To achieve our principles and aims for positive behaviour for learning, all students must follow the code of conduct, classroom rules and school rules, which form part of the home school agreement.

Code of Conduct

I will:

- Follow the school rules
- Treat other students and staff courteously and respectfully
- Demonstrate kindness, helpfulness and forgiveness
- Take responsibility for my own learning, completing all classwork and homework on time and to the best of my ability
- Attend school regularly and arrive punctually to school and all lessons
- Bring all the equipment I need for learning every day
- Be proud of my appearance and wear the school uniform
- Be aware that when wearing school uniform, I represent the school and everything it stands for
- Treat the school's and other people's property with respect and keep the school free from litter and graffiti
- Use the internet and other technology safely

Classroom Rules

I will:

- Arrive at each lesson promptly with all the equipment we need
- Line up quietly and calmly, in single file, outside the classroom
- Always have a reading book and read in silence during the register, unless I am directed otherwise
- Listen carefully and respectfully to anyone speaking, during whole class activities
- Stay in our seat in accordance with the lesson seating plan, unless told otherwise
- Raise my hand and wait to be chosen if I want to say something
- Keep all classrooms tidy and my desk clean and organised
- Be kind and respectful at all times to everyone around me
- Use the toilets and refill my water bottles at break and lunchtimes, and between lessons only if absolutely necessary

School Rules

I will:

- Walk in the corridors
- Eat in the canteen only, unless I am directed otherwise
- Place all litter in the bins provided
- Keep the corridors clear of bags and equipment
- Play nicely in the playground, no play fighting
- Not buy or sell items nor exchange or lend money
- Not bring into school/chew chewing gum
- Hand my Mobile Phone in if I have brought one to school

6.3 Mobile phones

When referring to Mobile Phones in this policy, the definition extends to other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

The school's policy on Mobile Phones aims to achieve a mobile phone-free environment, whilst also supporting parents in their decision regarding the use of mobile phones off the school site both before and after school.

The school has adopted two of the DfE's recommended approaches to achieve this aim:

- Never used, seen or heard; and,
- Mobile phone handed in on arrival.

Both of these approaches are described in more detail below.

Never used, seen or heard

Students are permitted to carry on them mobile phones whilst on the school site before and after the school day. During this time, the school operate a never used, seen or heard approach. Mobile phones should be switched off and kept in a bag or pocket before entry to the school site. Mobile phones should stay off and be kept in a bag or pocket when returned at the end of the school day until the student is off the school site.

Mobile phone handed in on arrival

On entry to the school, when prompted, students should hand their device to school staff when requested to do so. Mobile phones will then be kept in a secure location until the end of the day. The school are aware that some students have access to multiple devices - this policy applies to all devices in the student's possession. Ordinarily, students will be asked to hand in their mobile phones during morning registration and have them returned in the afternoon registration or last period. These are the only times that a student is permitted to remove the device from their bag or pocket.

Sanctions for breach of the school's rules on mobile phones

Mobile phones risk unnecessary distraction, disruption and diversion and the school's approach to mobile phones enables students to be fully present and engaged in the classroom, and safe during the school day: where students can be protected from the risks and dangers associated with social media and cyber-bullying.

Breaches to the school's mobile phone policy will be considered serious misbehaviour and sanctioned according to the school's policy on serious sanctions. In addition, the student's mobile phone will be confiscated and kept in the office for a parent/carer to collect. We reserve the right not to allow a student to bring a smart phone to school if they persistently break the rules around mobile phones on site.

As a school we are a signatory of the Smartphone Free Childhood letter from RBWM Headteachers (July 2025) in which it states that we recommend and support parents in choosing not to allow their children to have a smart phone until they are 14 years old.

7. Responding to behaviour

7.1 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 stimulating environment that encourages students to be engaged
- Display and refer to the LEARN poster when rewarding or giving consequences
- Develop a positive relationship with students, which includes:
 - Greeting students in the morning/at the start of lessons in line with the level 1 routines in the Teaching and Learning Framework
 - Establishing clear routines in line with the Teaching and Learning Framework
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour using positive points, postcards home and verbally praising
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption by using the warning system
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of 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 from the school's website.

7.3 Responding to positive conduct and good behaviour

When a student'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 will be rewarded with:

- Positive Behaviour Points on the school's Behaviour Management Platform (Class Charts)
- Verbal praise
- Communicating praise to parents/carers via a phone call or a postcard home
- Certificates, 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

Examples of positive behaviour that we recognise include:

- Choices exceeding the LEARN expectations or demonstrating exceptional examples of school values
- Asking insightful questions, making thoughtful decisions, and applying learning to life
- Honesty in work and relationships, standing up for what is right and owning mistakes
- Reliability, respecting confidentiality, dignity of others and building positive relationships
- Empathetic listening, supportive actions, and inclusive, caring behaviour
- Teamwork and collaboration, community engagement and promoting a positive school culture
- Other behaviour categorised as demonstrating Wisdom, Integrity, Trust, Compassion, Fellowship, Self-Management, Self-Challenge, Connection Making, Creative Thinking and Problem Solving
- Incidents of Good Behaviour will be recorded on the school's Behaviour Management Platform (Class Charts).

7.4 Responding to Neutral Behaviour

Neutral Behaviour includes any notable activity, incidents or events that support a contextual picture around the behaviour of individuals, groups or cohorts of students. Neutral Behaviour is neither positive nor negative but may be recorded on the school's Behaviour Management Platform for information purposes and to meet our aims under this Behaviour Policy and other duties including Safeguarding.

Neutral Behaviour may include:

- Requesting to or leaving the classroom for any reason
- Borrowing school stationery, uniform or other resources
- Receiving stationery from the school
- Incidents of Neutral Behaviour will be recorded on the school's Behaviour Management Platform (Class Charts).

7.5 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Following two prior warnings, issuing a Negative Behaviour Point on the school's Behaviour Management Platform (Class Charts)
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at breaktime, lunchtime, or after school
- Loss of privileges - for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom or picking litter from the school site
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on Behaviour Report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. To address misbehaviour and identify appropriate stages of behaviour management, we may use the school's Levels of Behaviour guide (Appendix 2: Assessing 'Levels' of Behaviour).

Incidents of Misbehaviour (also referred to as Negative Behaviour) will be recorded on the school's Behaviour Management Platform.

Behaviour Points

Behaviour Points are recorded on the school's Behaviour Management Platform to implement the Behaviour for Learning Policy.

Where behaviour is not meeting expectations and people or property are not at risk, before applying a Negative Behaviour Point, adults will:

Give two positive reminders in relation to LEARN expectations or the school's values; and, if necessary, a clear instruction for change.

Students should be informed of consequences, including Behaviour Points, as they are applied. This might be in the form of a script to the effect of: "Because you have [briefly summarise behaviour], I must now [apply a Behaviour Point]."

7.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. 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 student, including SEND, mental health needs or medical conditions.

7.7 Positive handling

School staff are provided with appropriate Team Teach Training, to enable them to assess the use of positive handling.

Sometimes it may be necessary for staff to use positive handling techniques. All actions taken should be informed by dynamic risk assessment and be in line with government guidelines on restraint and the use of reasonable force. The Trust advocates using Team Teach techniques and guidance. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the child remains safe. School will produce and update appropriate risk assessments and have Individual Positive Handling plans in place for children who require regular handling. All individual plans will be shared with parents and carers.

All incidents of positive handling should be thoroughly recorded using the school’s online system.

7.7 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#). We will also take account of up-to-date advice from the police via www.npcc.police.uk

Offensive weapons

An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories: a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another. See list in section 3.

It is illegal to:

- be in possession of a knife / bladed article on school premises
- be in possession of an offensive weapon without lawful authority or excuse in any public place
- threaten with a blade or sharply pointed article on school premises

Confiscation

Any prohibited items (listed in section 3) found in a student’s possession as a result of a search will be confiscated. 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 students 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.

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 reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 Headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try to determine why the student 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 student 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 isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) 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.

Searching students

In the event of a school requiring to search a child, Headteachers will follow the advice and guidance issued in [Searching, Screening and Confiscation](#) (July 2022, or in the most recent updated guidance).

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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.

7.8 Off-site misbehaviour

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

Sanctions may also be applied where a student 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 student

- Could adversely affect the reputation of the school

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

7.9 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 student is under the lawful control of a staff member.

7.10 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, the Headteacher / member of the senior leadership team / pastoral lead 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.

7.11 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.

7.12 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 student in accordance with this policy and with reference to the allegations against staff and volunteers' policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student 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 and with reference to the child protection and safeguarding 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.

8. Serious sanctions

8.1 Detention

The behaviour system (Class Charts) will trigger detentions following the issuing of behaviour points. Students can be issued with detentions during breaktime, lunchtime or after school.

The school will decide whether it is necessary to inform the student's parents/carers in addition to their alert via the Class Charts App.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space
- Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class.

Staff will record all incidents of removal from the classroom in the school's Behaviour Management Platform, along with details of the incident that led to the removal. This data will be reviewed by the Senior Leadership Team and reported to the Local Governing Board, including analysis referencing protected characteristics of the students.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistently 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.

Please refer to our suspensions and exclusions policy for more information available on the school's website.

9. Responding to misbehaviour from students with SEND

9.1 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](#))
- If a student 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 student concerned.

9.2 Adapting sanctions for students 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
- The student has an unidentified SEND that may have impacted their 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. Please see the school's SEN policy and information report available on the school's website.

9.3 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. The school's SEND Team will monitor school sanctions and students receiving school sanctions to consider whether reasonable adjustments should be made.

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 student, 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.

9.4 Students 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 student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

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

Through a reflective process, students are encouraged to:

- Reflect upon the events that led to a Consequence or Sanction
- The thoughts they were having at the time of the misbehaviour
- The thoughts that they have had since an incident of misbehaviour
- How their actions have made others feel
- Who was affected by their choices
- How they have been affected by their choices
- What actions might be needed to put things right
- How they can do things differently in future

10.1 Behaviour Points

Form Tutors will monitor their form group's positive and negative behaviour activity on the school's Behaviour Management Platform. Positive behaviour will be recognised, and negative behaviour discussed when concerns arise. Students are encouraged to talk through (reflect upon) their behaviour with an emphasis on personal responsibility and choices from a position of understanding the perceptions of others.

Parents are informed via the school's Behaviour Management Platform.

10.2 Breaktime Detention

Form Tutors will inform a student when they have received and are due to attend a Breaktime Detention on the day it is scheduled. The Form Tutor will discuss with the student the reasons for the detention.

During a breaktime detention, students are asked to reflect upon their behaviour, choices and the perceptions of their behaviour by others. To support this process, students are expected to sit in silence. Students are encouraged to attend detention with a book available for silent reading.

Parents are informed via the school's Behaviour Management Platform.

10.3 Behaviour Report Card

Form Tutors, and Pastoral Leads or the SENCO where appropriate, will issue and monitor Behaviour Report Cards to students, who take full responsibility for the management of the report. Behaviour Report Cards support the development of organisational skills, enhance home-to-school connections and encourage students to:

- Reflect upon their behaviour and choices
- Compare their own perceptions to those of their teachers
- Identify 'triggers', times or places in their school day that they are struggling with
- Discuss their behaviour at home
- Develop a greater understanding of accountability
- Take personal responsibility for their choices, actions and behaviour
- Parents are informed via the school's Behaviour Management Platform.

10.4 After-School Detention

The school will inform a student's parent/carer when they have received and are due to attend an After-School Detention. Where possible at least 48-hours' notice will be given. When less notice is given, the school will accept requests from the parent/carer to reschedule the detention.

The Form Tutor will discuss with the student the reasons for the detention on the day of the detention.

During an after-school detention, students will be asked to reflect upon their behaviour, choices and the perceptions of their behaviour by others. To support this process, students are expected to:

- Work in silence, completing a written reflection sheet, with support where appropriate
- Read silently during the detention; or,
- Participate in school-based community service, such as tidying a classroom or picking litter from the school site

10.5 The Hub

The Hub is the school's internal exclusion provision, which operates as an internal alternative provision responding to the needs of the students it serves; other arrangements for supporting students removed from the classroom may be made from time to time where internal exclusion (or isolation) is identified as a suitable consequence, or necessary action, to maintain a supportive, calm and safe environment for all students.

The reintegration teacher will inform a student when they have been referred to the Hub. The reintegration teacher will discuss with the student the reasons for the referral and a restorative conversation will commence the reflection process. The student will be required to complete a written reflection. Parents are informed via the school's Behaviour Management Platform.

The Hub's curriculum aims to support the student's reintegration back to the mainstream classroom or SEND provision where appropriate. This will include:

- A timetable of provision including self-directed or guided activities, or an internal alternative provision
- Interventions from the Wellbeing or SEND Team when identified as appropriate
- Participation in school-based community service, such as tidying a classroom or picking litter from the school site
- The expectation is that students are to approach their time in the Hub:
- Under close supervision, including with a high level of support
- Without interacting with other students unless on a designated break
- Interacting quietly and respectfully with adults

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.

11.2 Preparing outgoing students for transition

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

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour and operating the school's Behaviour Management Platform, including training on:

- De-escalation strategies
- The proper use of restraint and physical interventions
- The needs of the students at the school
- Building a positive behaviour culture
- How SEND and mental health needs can impact behaviour
- Specific training in response to identified student, group or cohort needs
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reported to the LGB and ODST safeguarding.

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

- **13.2 Monitoring this policy**

- This behaviour policy will be reviewed by the EQSI committee of the Trust Board, the Headteacher and the LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved at school level by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Dealing with allegations against staff, volunteers and professionals from other agencies
- Acceptable use of ICT policy
- Online safety policy
- Attendance Policy

Appendix 1: Written Statement of Behaviour Principles

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are set out in a range of school policies including the Behaviour Policies.

The Governors believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At our school, we value everyone as an individual, capable of aspiration, growth and achievement. Our relationships are underpinned by our ethos, vision and values.

We have high expectations that support the development of our students. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

- The School will focus on the fostering of positive and effective relationships, underpinned by mutual respect and an understanding that we are all equal but different.
- All students understand they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- All of our policy and practice should be underpinned by our school values: Wisdom, Integrity, Trust Fellowship and Compassion.
- Staff and volunteers set an excellent example to students at all times.
- A range of rewards and appropriate sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff and parents and includes reference to non-criminal behaviour which occurs off of the school's premises and which is reported or witnessed.
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- Students are helped to take responsibility for their actions.
- Students and Parents are expected to cooperate to maintain a safe and orderly climate for learning.
- The behaviour policy sets out guidance for the use of reasonable force, searching and screening and identifies which items are banned.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The governing board also emphasises that violence or threatening behaviour by students or parents towards staff will not be tolerated in any circumstances.

Appendix 2: Assessing 'Levels' of Behaviour

Misbehaviour

Level 1

- Behaviour falling short of LEARN expectations;
- Presentation (uniform) and appearance;
- Disruption or disorderly conduct;
- Unauthorised absence from lessons; and,
- Unauthorised access to areas of the school grounds.

Level 2

- Anything exceeding Level 1 thresholds;
- Repetition or continuation of Level 1 behaviour;
- Failure to accept Stage 1 consequences;
- Disrespectful approach to interactions with adults;
- Failure to follow explicit instruction from an adult;
- Uncooperative or defiant behaviours;
- Some limited instances of fighting and damage to property; and,
- Any incident giving cause for the adult to request immediate removal of the student from lessons.

Level 3

- Anything exceeding Level 2 thresholds;
- Repetition or continuation of Level 2 behaviour;
- Failure to accept Stage 2 consequences;
- Damage to property or physical environment;
- Verbal abuse towards students or staff; and,
- Physical violence towards students or staff.

**Serious
Misbehaviour**

Appendix 3: Assessing Behaviour Management 'Stage'

Sanctions and Consequences



Stage 1

- Breaktime Detention; and,
- Behaviour Report Card for persistent accumulation

Stage 2

- Lunchtime Detention, After-School Detention; and,
- Strategy Meeting / Parental Contact.

Stage 3

- The Hub (internal exclusion or alternative provision);
- Suspension (fixed-term exclusion);
- Alternative provisions (external) including offsite directions, managed moves and offsite internal exclusion; and,
- Permanent Exclusion.

Serious Sanctions and Consequences