



BEHAVIOUR POLICY

Status	Approved	Approval	Full Governing Body
Maintenance	Full Governing Body	Role(s) responsible	Headteacher
Date Effective	September 2022	Date of last review	July 2025
Date of next review	September 2027	Date withdrawn	Not withdrawn.
Lead Professional	Deputy Headteacher	Location of policy	www.coltonhills.co.uk





School Motto: **One Mind, Many Minds**

School Values: **Participation. Respect. Integrity. Diversity and Excellence (P.R.I.D.E)**

School Development Priorities 2026 – 2028:

Know our students / Remove barriers they have / Help them belong

1. Curriculum meets starting points of students including foundational knowledge (reading, writing, oracy and numeracy skills) to enable them to achieve national expectations
2. Teaching and learning adapts to the needs of all learners using data and formative assessment to provide support, stretch and challenge for all to achieve
3. Relationships are warm/ strict and caring with each interaction being an opportunity to support belonging and to model excellent citizenship

Colton Hills Community School ensures students are **Ready, Respectful and Safe.**

We achieve this by fostering belonging, recognising students' efforts and values, and creating safe, engaging learning environments built on high expectations. Strong relationships, empowering classrooms and consistent routines provide psychological safety, enabling every individual to grow, thrive and express their identity. By establishing Colton Hills as a warm, welcoming and well-structured school, students learn without disruption and teachers teach motivated, engaged classes.

We make this possible by building belonging, celebrating students' strengths and creating safe spaces where they participate, take risks and meet high expectations. Clear routines, strong relationships and supportive classrooms give everyone the security to grow, achieve and be themselves. A warm, structured school culture ensures disruption-free learning for students and focused, engaged classrooms for teachers.

Aims:

This policy builds a positive, safe learning culture where behaviour supports ambition and disruption-free lessons. It sets high standards, outlines expectations and consequences, ensures consistency across the school, and defines unacceptable behaviour such as bullying and discrimination. It also upholds our legal duty to make reasonable adjustments for disabled students, those with SEND and those with protected characteristics.

Belonging as the Foundation of Learning

Students learn best when they feel safe, welcomed and able to contribute without fear. Predictable, calm environments and caring, regulated staff create the psychological safety needed for curiosity, risk-taking and growth. This support benefits every learner and is especially crucial for those facing mental-health difficulties, learning barriers or trauma.



Belonging in action: How We Build Safety at Colton Hills

Psychological safety grows from strong relationships, calm routines and clear boundaries. When students feel included and able to take risks, they engage, contribute and learn. At Colton Hills, we build this safety through consistent, positive interactions and predictable environments that help every learner feel seen, valued and secure.

Inclusion Safety: Relationships That Create Belonging

Staff foster belonging through frequent, genuine, respectful interactions that show students they matter. This includes warm greetings, positive attention, recognition of effort, praise linked to behaviour and character, curiosity about students' lives, and restorative conversations when things go wrong. These moments accumulate into trust, acceptance and confidence.

Modelling Safety Through Staff Behaviour

Staff create safety by staying calm, warm and emotionally regulated—listening fully, giving space and avoiding sarcasm. When emotions run high, they model emotional literacy and repair, showing students that mistakes can be acknowledged and relationships strengthened.

High standards remain firm. When expectations aren't met, staff challenge with calm clarity: naming the behaviour, restating the expectation, offering choices and giving take-up time. Continued refusal is recorded and support is sought.

Learner Safety: Courage to Engage

Learner safety means feeling secure enough to ask questions, take risks and make mistakes—because mistakes are part of learning, not a source of shame. This safety fuels curiosity, resilience and independence, especially for students facing anxiety, mental-health challenges or barriers to learning.

Creating learner safety is an active choice: using familiar routines, linking new ideas to prior knowledge, modelling thinking, working together before independent tasks, celebrating effort and risk-taking, and treating errors as progress. Strategies such as low-stakes quizzing, talk-before-writing, whiteboards, think-pair-share and offering support or model answers all help students participate with confidence. When errors occur, teachers explore student thinking rather than correcting immediately.

Consistency: The Structure That Supports Belonging

Belonging grows in predictable environments with clear routines and consistent boundaries. Students—especially those with trauma, anxiety or unstable home lives—feel safest when expectations are steady and fair. When behaviour falls outside these expectations, sanctions are applied proportionately and consistently within a compassionate framework.



Colton Hills Community School Learning Routines

- Meet and Greet – Teachers at classroom doors and visible throughout the day to check uniform and welcome students into lesson
- Ready to Learn – Lesson Entry. Students sit in allocated seats, remove coats, put bags on the floor. silent starter ready for students to complete retrieval
- Respectful learners – Students actively engaged all learning tasks within the classroom
- End of Lesson – Students stand behind chairs, uniform checked, leave lesson when dismissed by the class teacher

Positive Points - Rewards

We believe in rewarding effort, recognising achievement, and encouraging students to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A student whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the school community. A clear framework for rewards and praise allows all students to be recognised, rewarded, celebrated, and recorded.

What should we praise? – *The things which encourage a 'growth mindset'.*

- Meeting the Colton Hills Community School standards of being Ready, Respectful and Safe as well as mirroring the P.R.I.D.E. values.
- Kindness and thoughtfulness to other students.
- Service to the school and the community.
- Collective endeavour in order to achieve challenging goals.

We use an extensive range of rewards: e.g., verbal praise, positive points on ClassCharts, certificates, postcards, vouchers, celebration assemblies, class rewards and treats, sports awards and reward activities/trips. Students' achievement points are recorded on ClassCharts. Achievement points are also communicated to Parents/Carers via app (ClassCharts).

Definitions

Misbehaviour is defined as negative behaviour. ClassCharts is used as an IT tool for staff to record behaviours. See below:

- Conduct Support
- Buddied
- Emergency
- Toilet
- Holding events
- Stage 1 classroom behaviour
- Stage 2 classroom behaviour
- Stage 3 classroom behaviour
- Stage 4 classroom behaviour
- Out of class behaviour- break/lunch or corridor behaviour



Colton Hills Community School

Many Minds, One Mission

- Stage 5 (admin use only)
- Stage 6 (admin use only)
- Headteacher Direction Off-Site (HDOS) This is for a significant period of time to be agreed with local school with student voice and parent engagement at all stages. Student returns to Colton Hills after a fixed agreed period of time. Governors are consulted.



Stage 1 Classroom behaviour Defiance/disrespect Disrupting learning Lack of class work Lack of homework Lack of equipment
Stage 2 Classroom behaviour Defiance/disrespect Disrupting learning Lack of class work Lack of homework Lack of equipment Late to lesson (less than 10 minutes). Late to registration (arrive before 8.45am) Dangerous behaviour
Stage 3 Classroom behaviour Defiance/disrespect Disrupting learning Lack of class work Lack of homework Lack of equipment Missing uniform item Late to lesson (more than 10 minutes). Late to registration (after 8.45am) Vandalism Dangerous behaviour
Stage 4 Classroom behaviour Defiance/disrespect Disrupting learning Lack of class work Lack of homework Lack of equipment Missing uniform item (persistent) Truancy (missed whole lesson) Vandalism Dangerous behaviour
Holding events Racism investigation Sexualised actions/comments Homophobic/transphobic investigation Bullying investigation Mobile phone incident Other Truancy
Out of class behaviours Stage 1 Stage 2 Stage 3 Stage 4

Specific examples of behaviours at each stage can be seen the boxes depicted in this table. It is noted that behaviours are recorded starting at Stage 1 with a brief description. A behaviour does not escalate or jump to a higher stage depending on staff interpretation of this policy. A child must be given sufficient opportunities to modify their behaviour, thus choosing to do the right thing.

Support for modifying behaviours:

The role of Form Tutors in behaviour follow-up to include, supporting conversations with students, home



Behaviour Culture at Colton Hills: One Team, One Standard

No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and pupils will have disruption free classrooms in which they can learn.

Conduct in lessons

Class teachers apply a consistent approach to classroom behaviour management which provides students with the opportunity to self-correct their conduct. Appropriate behaviour referral ensures that the majority of well-behaved students continue to be taught effectively by removing individuals who repeatedly disrupt the learning of others. Teachers will log all behaviour incidents on ClassCharts.

All students are expected to:

- Arrive on time to the lesson
- Enter the classroom calmly as directed by a member of staff and complete the silent starter
- Sit silently whilst the register is taken
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Work exceptionally hard without disrupting any other student learning

If a student fails to meet any of these simple expectations, they will receive a reminder of the expectations, logged as a stage 1. The second time during a lesson that a student fails to meet these expectations will result in the student being given a formal reminder logged as a stage 2. Further disruption may result in the student being sent to a Buddy Room for the remainder of the lesson via conduct support. This will be logged as a stage 3 and will result in an after school detention.

Behaviour outside of lessons

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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Use of TEAM Teach – de-escalation strategies will be applied by those who are trained.

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 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class (by their door)
- A verbal reprimand and reminder of the expectations of behaviour



- Detention after school
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract with Head of Subject/Department
- Putting a student 'on report'
- Time spent in Reflection Room – Planned and deliberate following discussion with Head of Key Stage
- Student could receive a suspension (Fixed Term) – Headteacher decision
- Permanent exclusion, in the most serious of circumstances – Headteacher recommendation to Governors

Serious Incidents

Involvement in serious incidents may lead to range of wider sanctions including an extended period in Reflection Room, suspension (Fixed Term), an off-site direction by Headteacher (HDOS), or potentially Permanent Exclusion (PEX).

Serious incidents warrant a parental meeting. We may also need to report the incident to the police following this guidance:

Serious incidents include, but are not limited to:

Persistent Defiance	An ongoing pattern of behaviour where a student repeatedly refuses to follow instructions, challenges staff authority, or consistently breaches the school's behaviour expectations.
Verbal or Physical abuse of staff.	This may include: • Pushing past staff • Swearing at staff • Rudeness and name calling
Verbal or Physical abuse of peers.	This may include: • Swearing at peers • Rudeness and name calling • Inappropriate gestures
Exam misconduct	This is a breach of JCQ exam regulations and could result in being disqualified from exams
Students found in toilet cubicles together	This is a safeguarding risk. Parents/Carers will be alerted by Head of Year and a sanction put in place
Violent, Threatening or dangerous behaviour	This includes, but is not limited to: • Play fighting • Fighting • Threatening behaviour



Possession or use of alcohol or drugs	This is against the law, and may result in permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will usually result in a fixed term suspension.
Absconding from or attempting to abscond from school site	This is a safeguarding risk. If a student absconds from site Parents/carers and Police will be alerted. A parental meeting with the DSL and Senior Team is required where a safety plan will be drawn up.
Deliberate damage to or theft of property	This includes, but is not limited to: • Deliberate vandalism of, display boards, doors and windows. • Deliberate vandalism to the school toilets Sanctions could include time in reflection, a fixed term exclusion and payment for any damage caused
Smoking/Vaping	This is against the law. Smoking/Vaping is not permitted anywhere on the school site. If a student is seen smoking/vaping or has the clear intent to smoke/vape on the school site. Sanctions could include time in reflection or a fixed term suspension.
Bullying or prejudicial language whether it was directed at another person or not	This includes, but is not limited to: • Homophobic, racially motivated abuse or sexist language • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. Sanctions could include time in reflection, fixed term suspension, completion of interventions or in more serious cases Permanent Exclusion and be reported to the Police.



Sexualised behaviours

This includes but is not limited to:

- Sexual harassment
- Sexual violence
- Misogyny

This could be in person or online

Sanctions could include time in reflection, fixed term suspension, completion of interventions or in more serious cases Permanent Exclusion and be reported to the police.



Behaviour outside of school: Bringing the School into Disrepute

Colton Hills Community School has the power to sanction students for their behaviour outside of the school premises and outside of school hours (DfE: Behaviour and discipline in schools (January 2016)). This includes when students:

- Take part in any school-organised or school-related activity
- Are travelling to or from school
- Are wearing school uniform
- or behaviour at any other time that poses a threat to another student or member of the public or that could adversely affect the reputation of the school.

We wish for students to be proud of their belonging to Colton Hills Community School, and to be positive ambassadors for the school.

Whilst wearing their Colton Hills Community School uniform, when travelling to and from school, students will be representatives of the school and will play their part in shaping the perceptions of CHCS within their communities.

Positive behaviours, such as respectful interactions with adults, helpful responses and friendly exchanges with younger students, will all help build positive perceptions and may encourage parents / carers to consider Colton Hills Community School as the right educational environment for their children.

On the other hand, negative behaviours such as anti-social conduct (e.g. malicious knocking on doors), boisterous, threatening and intimidating behaviours to others and / or deliberate damage or graffiti to property all have the opposite effect, and will damage the reputation of the school within the local community.

Negative behaviours in the community that damage the reputation of Colton Hills Community School will be classified under the umbrella term "Bringing the School into Disrepute". These will be treated as serious incidents and will result in sanctions and parent meetings.

1. Student Support

At Colton Hills Community School we will embed compassionate culture where we support students in building the skills to make positive choices. Where we have ongoing concerns about student behaviours, both within and outside of the school, we will follow a staged process of increasing levels of support (Graduated Response). This will include initial assessments of need. Identified need may then be addressed through additional academic intervention, pastoral support, access to our Reset provision, internal and external mentoring, access to programmes to build self-confidence and resilience, mental health support and placement within other schools.

2. Physical Restraint

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from



guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances

means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

3. Searching and Screening

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Headteachers, and staff they authorise, have a statutory power to search a student or their possessions, including electronic devices, where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs, including paraphernalia;
- stolen items;
- any article, including electronic devices, that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause harm or personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers, including vapes;
 - fireworks; and
 - pornographic images.

Under common law, school staff have the power to search a pupil for any item and will always seek co-operation of the student before. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. If the pupil does not co-operate, further sanctions may be applied. A record of the search will be put in MyConcern and parents will be informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services. See Keeping Children Safe in Education and Working Together to Safeguard Children.

The school's behaviour policy should be communicated to all members of the school community to ensure expectations are transparent to all students, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy. When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.



Support after a search

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

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

Strip searches

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

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

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

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.



Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

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.

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/Deputy Headteacher will make the report.

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

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

Sexualised Behaviours

Sexualised behaviours at Colton Hills Community School are considered behaviours of a sexual nature that cause upset and / or harm to another person. Sexualised behaviours are considered either to be sexual harassment, sexual assault or sexual violence. They can occur in person or online and are not acceptable or tolerated at Colton Hills Community School.

All incidents of sexualised behaviours are taken seriously and are investigated fully with the appropriate agencies to ensure all children are kept safe and that appropriate sanctions and support are put in place quickly and effectively.



Reporting serious incidents to the police

The Brook traffic light system will be used as a tool to support appropriate sanction and support when dealing with sexualised behaviours and incidents at Colton Hills Community School. In some cases, this may mean reporting the incident to the Police.

Malicious allegations

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

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 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 students accused of misconduct.

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

Serious sanctions

Detention

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

The school will decide whether it is necessary to inform the students's parents/carers.

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

Fixed term exclusion and permanent exclusion

The school can use fixed term exclusion 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. Please refer to our Fixed term exclusion and permanent exclusions policy for more information.



Responding to misbehaviour from pupils with SEND 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 pupil'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 balance their legal duties 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.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

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

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

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCo) 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 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.

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 early review of the EHC plan.

Supporting students following a sanction

Following a sanction including a fixed term fixed term exclusion, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school, to include:

- Reintegration meetings with Head of Key Stage or member of the Senior Leadership Team
- Daily contact with the Head of Year and/or Assistant Year Leads
- A report card with personalised behaviour goals via ClassCharts

Training

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

- The proper use of restraint to include deescalation training via TEAM TEACH
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development throughout the academic year

Monitoring arrangements Monitoring and evaluating behaviour:

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and fixed term exclusions
- Use of Headteacher Off-Site Directions
- Incidents of searching, screening and confiscation

The data will be analysed every term by Assistant Headteacher for Attendance and Behaviour. 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.

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

- Anti-Bullying Policy
- Safeguarding Policy
- Exclusions Policy
- Uniform Policy
- E-Safety
- SEND Policy
- Equality Policy





APPENDIX 1



We are:



READY
RESPECTFUL
SAFE

Track the
teacher



Listen to
the
teacher

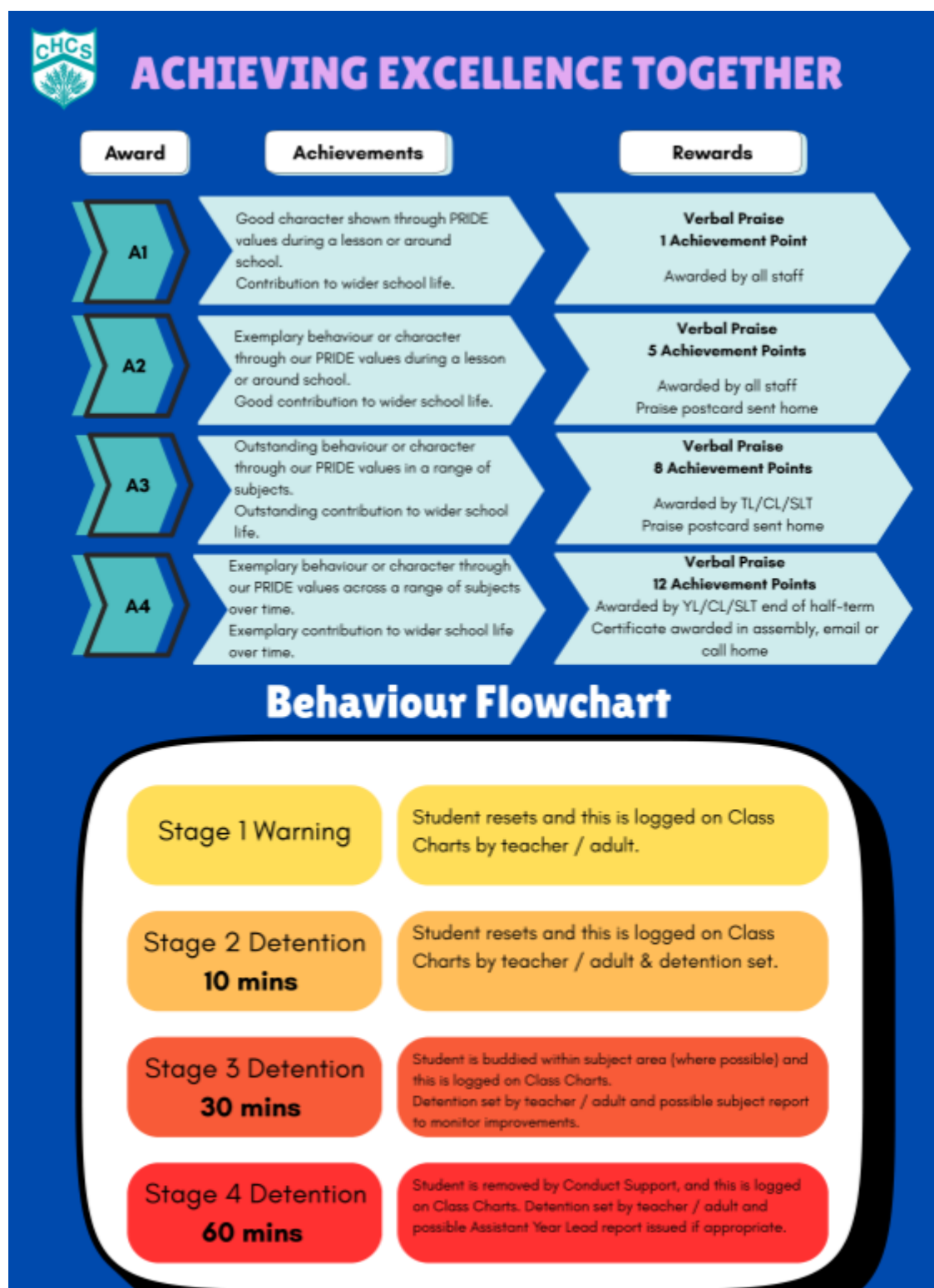


Sit up
straight





APPENDIX 2





APPENDIX 3

Values and phrases

We are a values driven school and take **PRIDE** in all that we do. We believe that our core values of **Participation, Respect, Integrity, Diversity and Excellence** empower every member of our community to be the best version of themselves.



Participation



Respect



Integrity



Diversity



Excellence

- **Participation:** Playing an active role in lessons, school life, and extracurricular activities.
- **Respect:** Showing respect for staff, peers, and the school environment.
- **Integrity:** Acting with honesty, being punctual, and arriving ready to learn.
- **Diversity:** Valuing, celebrating, and respecting different backgrounds, cultures, and perspectives.
- **Excellence:** Striving to achieve one's best, taking personal responsibility, and pursuing continuous improvement.

To ensure consistency and nurture a positive school culture, we use a shared set of phrases with our students. These help to promote good behaviour, encourage positive interactions and reinforce our values and expectations each and every day.

"First time every time."

(To demonstrate high expectations.)

"This is what we do here."

(To build consistency/ excellence.)

"No physical contact / no hands."

(To maintain safety/ respect.)

"Pace and purpose."

(To ensure calm, swift and safe transitions.)

"Good morning, Good afternoon."

(To promote positive interactions/ respect.)

"Every second counts."

(To remind students to be punctual/ focus.)

"Louder and prouder. Say it again, better"

(To foster excellent oracy.)

"I'm polite to you, you're polite to me."

(To encourage mutual respect.)

"Do the right thing at the right time when nobody is watching."

(To promote integrity/ character.)

"We walk on the left, quietly."

(To ensure calm and safe transitions.)

"Active learners."

(To prompt student to meet our excellent standards of participation in class.)