



The Athelstan Trust

Behaviour Policy

Date of Review	Approved by	Date of Approval	Next Review Date	Website
March 2022 & March 2023	Board	30 March 2023	March 2024	Y

Contents

1. Aims	1
2. Legislation, statutory requirements and statutory guidance	2
3. Definitions	2
4. Bullying	3
5. Roles and responsibilities	4
6. School behaviour curriculum	6
7. Responding to behaviour	6
8. Serious sanctions.....	10
9. Responding to misbehaviour from pupils with SEND	11
10. Supporting pupils following a sanction.....	12
11. Student transition	12
12. Training	12
13. Monitoring arrangements.....	12
14. Links with other policies	13
Appendix 1: written statement of behaviour principles	14
Appendix 2: behaviour log	15
Appendix 3: letters to parents about student behaviour - templates	17

1. Aims

This policy aims 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 the school
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave and consequences of behaviour



2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

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 like interfering with clothes



- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

➤ Vandalism

➤ Theft

➤ Fighting

➤ Smoking

➤ Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers and vapes (searches for these items would not be undertaken without consent)
- 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

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



TYPE OF BULLYING	DEFINITION
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, and gender identity)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

Details of each school's approach to preventing and addressing bullying are set out in each school's anti-bullying strategy which is available on the school website.

5. Roles and responsibilities

5.1 The Local Governing Body

The Local Governing Body 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:

- 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 pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 2 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents

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, whilst 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
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard



- The pastoral support that is available to them to help them meet the behavioural 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 mid-phase arrivals.

6. School behaviour curriculum

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

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

6.1 Mobile phones

Each school's approach to pupils bringing their mobile phones into school is outlined in the school's Mobile Phone Policy and/or ICT Acceptable use policy.

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 the behaviour curriculum or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement



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.

7.3 Responding to 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:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

7.4 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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents



- Agreeing a behaviour contract
- Putting a student 'on report'

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.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. Reasonable force will only be used in line with the DfE's [latest guidance on use of reasonable force In Schools](#).

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Headteachers, Designated Safeguarding Leads, Senior Pastoral Leads and Heads of Year are authorised to conduct searches.

7.7 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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

7.8 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

7.9 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 will authorise the report being made.

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.

7.10 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 external agencies
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information which can be found on [the Athelstan Trust Website](#)

7.11 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 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 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, 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

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

The school will decide whether it is necessary to inform the student's parents.

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 that is 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 who have been removed from the classroom are supervised.

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

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

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

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans



- › Student support units
- › Multi-agency assessment

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

8.3 Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student 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 pupils with SEND

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

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

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.

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.

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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

Following removal from the classroom or suspension the school will consider strategies such as

- Reintegration meetings
- Contact with the pastoral lead
- A report card with personalised behavioural goals

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 pupils 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 related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:



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

The data will be analysed by the board of trustees and school governors.

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 it.

13.2 Monitoring this policy

This behaviour policy will be reviewed and approved by the Board of Trustees annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions policy.
- Child protection and safeguarding policy
- Each school's Anti Bullying Strategy



Appendix 1: written statement of behaviour principles

- Every student understands 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
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Board of Trustees and Local Governing Body also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.



Appendix 2: behaviour log

STUDENT'S NAME:	
STUDENT'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	



STUDENT'S NAME:	
STUDENT'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender, pregnancy/maternity, sexual orientation]
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	



Appendix 3: letters to parents about student behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____



Appendix 4: Bradon Forest School's Approach to Rewards and Sanctions

1. Bradon Forest principles and expectations

1.1 Expectations overview

The school believes that the following expectations apply to all within Bradon Forest School:

- All students have the right to learn to the best of their ability, allowing them to achieve their potential.
- All teachers have the right to teach.

Everyone has the right:

- To feel safe.
- To be listened to and be treated with respect.
- To be treated fairly.
- To be free from discrimination.

We, as a community, agree to the following rights and responsibilities:

- To learn and let others learn.
- To show respect for others and their property.
- To arrive on time, equipped ready to work and dressed correctly.
- To follow instructions straight away.

If a student willingly fails to follow this guidance, appropriate consequences for the student(s) in question will be issued.

(Please see Appendix A on Student Expectations)

1.2 Rewards

A reward scheme will be in place that recognises and promotes:

- Positive attitudes to learning.
- Demonstration of the Bradon Values of CARE (Challenge, Aspiration, Respect, Resilience and Excellence).
- Students' teamwork and independent learning.
- Outstanding achievement and learning.

(Please see Appendix B on Rewards)



1.3 Sanctions overview

Sanctions are in place in order to:

- Deter poor behaviour.
- Ensure consequences for poor behaviour.
- Establish a levelled and proportionate response to poor behaviour.
- Identify clear roles and responsibilities for operation.
- Re-establish appropriate expectations of behaviour and to restore teacher-student relationships.

In order to create an environment conducive to learning, Bradon Forest School uses a consequence system of sanctions for behaviour:

- Consequence 1, 2, 3, 4 and extreme behaviour
- Detention (break, lunch and after school)
- Isolation and Reflection room
- Suspension (Previously known as fixed-term exclusion)
- Permanent Exclusion / Alternative provision

1.4 Detention and Sanctions

It is essential that every teacher responds in exactly the same way using the Warning, C1, C2, C3 system:

Warning = students are issued a warning if their behaviour fails to adhere to the school expectations.

C1 = Consequence is a verbal warning which is logged in SIMS.

C2 = 10–15-minute detention with the class teacher to discuss the incident and agree actions moving forward. This is logged in SIMS and parents/carers are contacted via a telephone call or email.

C3 = Removed from the lesson and placed in the reflection room or another classroom in the faculty / building. Student to serve a 25 min lunch time detention in the reflection room. The member of staff issuing the C3, logs the incident on SIMS and contacts home. The member of staff issuing the C3 has a restorative style conversation with the student prior to their next lesson. Failure to attend the lunch time detention results in a C4 and an afterschool detention.

If the C3 is issued outside of a timetabled lesson, for example use of a mobile device or poor behaviour at social times, the student is informed of the consequence, the subsequent detention and the incident is logged on SIMS and communicated with the students' parents/carers.

C4 = Failure to attend C3 detentions, extreme incidents, or repeated C3s in the same subject will result in a Senior Staff detention. These take place after school and parents are informed either through a letter and/or a phone conversation but these do not require parental consent. It is the parent's responsibility to arrange collection once this detention has been completed. These can be evenings and certain non-teaching days (such as 'training days', 'INSET days' or 'non-contact days').



Isolation = A student may be isolated for a fixed period (including social times) for failure to attend Senior Staff detentions, some extreme incidents and persistent accumulation of C3s. Isolation will be communicated with parents/carers via a phone call, email, and/or letter. Students will be provided work and given the opportunity to purchase food if required but will remain out of circulation in school for the day. Failure to adhere to expectations while isolated could result in a further day in isolation or a suspension.

Suspension = A student may be issued a suspension for a fixed period. Failure to adhere to expectations in school or in isolation, an extreme incident or persistent defiance may result in suspension from school. (See Section 5)

(Please Appendix C on Behaviour Management and Appendix D on Isolation procedures)

1.5 Out of Classroom Behaviour

All staff have a responsibility to maintain a calm environment around the school.

At Bradon Forest School, we believe that everyone has a right to learn in a safe and secure environment and in a community where people feel free to be themselves. Behaviour which challenges this, will result in consequences. For incidents at the following times use the procedures laid out below:

- Before school
- Break
- Lunchtime
- Bus Duty and during journey
- Between lessons
- School trips and visits

Consequence 1

Minor incidents e.g. running in corridors, litter, minor inappropriate language.

Action

- **Verbal reprimand, student moved on, incident logged on SIMS as C1.**



Consequence 2

Incidents e.g. pushing, intimidating behaviour, inappropriate language, failure to follow school rules, lack of respect

Action

- **Accompanied to the Head of Year's Office or placed in the Reflection room.**
- **C2 Detention in Head of Year office or reflection room.**
- **C2 Log on SIMS** by the member of staff witnessing or dealing with the incident.
- **Parents/Carers contacted**



Consequence 3

Serious incidents e.g. refusal to follow instructions, threatening behaviour or highly inappropriate language, damage of equipment and property.

Action

- **Escorted to Head of Year Office or Reflection room**
- **C3 Lunch time detention**
- **Email or phone call home**
- **Log on SIMS** by the member of staff dealing with the incident



Extreme Incidents

Serious incidents e.g. refusal to follow instructions, threatening behaviour or violent behaviour, reported persistent bullying/racist behaviour, damage of equipment and property or extreme use of language.

Action

- **Escorted to Reflection room or Isolation pending further investigation**
- **Email or phone call home**
- **Senior staff Detention, day in isolation or Fixed period suspension**
- **Log on SIMS** by the member of staff dealing with the incident

Students' conduct out of school

Our objectives are:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour that does not threaten the health and safety of students, staff or members of the public.

The school will, where necessary, impose sanctions on students where their behaviour has fallen below an expected level off the school site. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events, behaviour on the way to and from the school and behaviour when wearing school uniform, or identifiable as a student of our school in some other way, in a public place.

Any misbehaviour off site which could pose a threat to another student or member of the public, could have repercussions for the orderly running of the school or could adversely affect the reputation of the school and will be dealt with in line with the sanctions spelt out in this policy.

1.7 Bullying

All members of Bradon Forest School community have the right to feel safe. Any form of bullying is treated seriously and followed up as a matter of priority with all incidents of bullying logged securely.

Bullying is defined as: "Any physical, verbal or indirect abuse which is deliberately and repeatedly hurtful causing distress to an individual or group where the relationships involves an imbalance of power". This includes cyber bullying.

(Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.)

1.8 Attendance and Punctuality

Bradon Forest school is required by law to keep a record of student attendance. It is essential that we have an accurate record of who is in school, for safeguarding of students. Good attendance and punctuality are essential for good progress and are skills for later life.

Students whose attendance is below the required standard are discussed and interventions put in place to secure improved attendance. Persistent unauthorised absence may result in penalty



notices being issued. Students who arrive late to lesson will be marked with a L in the register with the minutes late recorded. Students will be issued C2s or C3 for repeated or excessive lateness.

(See Attendance Policy for further guidance.)

1.9 Homework

Research demonstrates that home learning (or homework) significantly improves the chances of a student achieving their potential and therefore work should always be completed to the best of a student's ability and returned on or before the deadline set by the teacher. If a student has difficulty in completing a homework task, they should contact their teacher or tutor to discuss the issue. Failure to submit a homework task will be issued a C1 in the first instance. Further failure to submit homework will result in a C2, followed by a C3 and then C4.

(See Home Learning Policy for further guidance)

1.10 Uniform and Appearance

The government guidance on uniform states that:

We strongly encourage schools to have a uniform as it can play a key role in:

- *promoting the ethos of a school*
- *providing a sense of belonging and identity*
- *setting an appropriate tone for education*

By creating a common identity amongst all pupils, regardless of background, a school uniform can act as a social leveller. It can reduce bullying and peer pressure to wear the latest fashions or other expensive clothes.

At Bradon Forest School all students are expected to wear correct school uniform as it plays an important part in establishing a community spirit and encourages students to take personal pride in their own appearance. They are expected to wear it on the way to and on the way from school each day. The school expects that the appearance of all students will reflect credit on the individual, the family, and the school itself.

A copy of the uniform list is available separately on the website and includes expectations on the amount and type of jewellery that can be worn as well as items that are not permitted.

Students who fail to meet uniform expectations will be treated in line with school behaviour and disciplinary procedures and parents/carers will be contacted to support the school accordingly.

(See Uniform Policy for further guidance)

1.11 Preparation for School and Organisation

Planning for the school day is essential. Students must ensure homework is complete and necessary equipment is packed ready for their lessons. This includes the correct stationery (Black, Blue and Green pens, pencils, sharpener, eraser, ruler, glue stick and colouring pencils) additionally subject specific equipment such as calculator, PE Kit and food ingredients. Tutor will conduct regular equipment checks. Failure to bring the correct equipment to school will initially result in a C1, followed by a C2, C3 and C4.

1.12 Electronic Devices



The use of mobile telephones, tablets, electronic devices, smart watches, headphones, ear pods is not permitted whilst on the school site, during the school day or in lessons unless requested by a member of staff. It maybe that for safety reasons, students may be required to have access to a phone on the way to or from school. Smart watches may be worn as watches but not as an electronic device for access to social media or internet.

- Phones/Devices/Earphones must be kept away and out of sight during the school day unless instructed otherwise by a member of staff
- Phones/Devices/Earphones - can only be used outside of the school site before and after school and cannot be worn or used whilst on the school grounds

A student seen using a mobile device, smart watch to access messages etc or headphones/ear pods will have them confiscated and receive a C3 and lunchtime detention. Students are permitted to collect devices from student services at the end of the school day. Students who have their devices confiscated on 3 or more occasions will be required to hand their device in at the start of the school day to be securely stored and then collected at the end of the day for an agreed length of time.

1.13 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

2. Extreme behaviour

2.1 Examples of extreme behaviour:

- Repeated breaches of the school rules and repeated defiance to staff
- Any form of bullying/peer on peer abuse such as: racism, sexism & sexual harassment , homophobia or discriminatory behaviour of any sort/type
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) or sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Setting off a fire alarm (hoax) or fire extinguisher
- Serious vandalism
- Theft
- Fighting
- Smoking (cigarette or vape) – repeated/on the way to and from school or being with students who are smoking
- Use of verbally abusive language towards or about staff or within hearing range of staff
- Direct refusal to follow instructions
- Bringing the school into disrepute by posting inappropriate content on social media
- **Possession of any prohibited items. These are:**
 - Knives or Weapons



- Alcohol
- Illegal drugs and any harmful substances or drug related paraphernalia
- Stolen items
- Tobacco, E Cigarette/Vape and any other smoking related paraphernalia
- Fireworks
- Pornographic or Exploitation/Sexually Explicit 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

2.2 Sexism and Sexual Harassment

We want everybody at Bradon Forest school to feel included, respected, and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

At Bradon Forest School we have an inclusive community and one in which we support and encourage all students to speak out about any cases, forms, or incidents of sexual abuse even those that are deemed low level should not be ignored.

We will do the following:

- Take their safety and wellbeing seriously
- Listen to their concerns
- Act upon their concerns
- Not tolerate or accept abuse

By reporting and raising the profile of such incidents this will benefit not only the victim but the community as a whole and will help:

- The victim(s), by stopping the problem and getting the help and support they need
- Other people, by preventing it happening to someone else
- The alleged perpetrator(s), catching problematic behaviour early can help them avoid criminal offences later in life

All staff and pupils are encouraged to call out and/or report this behaviour. If students make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the consequences in proportion to the offence to and involve parents/carers if the student refuses to apologise in the first instance

As well as focusing on what's inappropriate, our GC curriculum will cover what healthy respectful relationships towards one another looks like to support students to understand what good and healthy sexual behaviour means.

2.3 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

At Bradon Forest School if there are any allegations or concerns regarding a child's safety or wellbeing we will respond in a timely manner and in accordance with the schools Safeguarding Policy and Procedures which may include some of the processes below.

The school's response to a report/allegation

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 individual school safeguarding policies and procedures for more information

Consequences

The response to each incident will be proportionate and will be addressed in a range of ways. We will also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The school will apply consequences that are in line with the considerations in the list below

We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these will take place at the same time)

2.4 Staged approach for extreme behaviour and repeated failure to follow school expectations.

Students who repeatedly breach the behaviour policy, or who commit a one-off serious breach of the policy, will be placed on the appropriate behaviour stage. Students can move up, down and off the staged discipline procedure.

Within the stages we may use alternatives to suspension, to support a young person in continuing successfully with their education, whilst also imposing a sanction because they have breached our behaviour policy. Sanctions and alternative provision will, where relevant, be decided in consultation with parents and carers, the student support team, the leadership team, and where appropriate, our partners within the trust, external support agencies and the local authority.

2.5 Staged approach

Students will be placed on an appropriate stage when behaviour concerns arise. Typical indicators and actions of the stage are listed below.



Stage A

Indicators

- Student receives 5 consequences within a term.

Actions:

- Student placed on a tutor target card for a 2-week cycle.
- Parents/ carers notified of the target card and requested to monitor the target card at home.
- Tutor monitors the target card daily and contacts student's teachers.

Stage B

Indicators:

- Student fails to improve on Stage A tutor target card after 2-week cycle.
- Student has received a suspension
- Student receives multiple C3s or C4s in a term.

Actions:

- Student placed on Head of Year (HoY) target card.
- Parents contacted to discuss student behaviour.
- Parent meeting with HoY and/or Assistant Headteacher (AHT).
- Student placed on Individual Behaviour Plan (IBP).
- Team around the child meeting in school (TAC) to discuss and implement strategies. (SENCO, PP Coordinator, HoY, SSA, Tutor, AHT)

Stage C

Indicators:

- Student fails IBP and/or HoY target card.
- Suspension for extreme one-off incident or repeat suspension.

Actions:

- Student placed on Senior Leadership team target card.
- Parental meeting to discuss student behaviour and strategies, HoY and AHT.
- Student placed on Pupil Support Plan (PSP).
- Team around the child (TAC) meeting to discuss potential alternative provision
- Multi Agency assessment and referral.
- Early Help Assessment.

Stage D

Indicators

- Student fails PSP and SLT target card.
- Suspension for extreme one-off incident or repeat suspension.
- Student at risk of permanent exclusion.

Actions can include:

- Parental meeting to discuss student behaviour and strategies with AHT, Head Teacher (HT) and governor present.
- Governor panel if repeated suspensions



- Review of Pupil Support Plan (PSP)
- Short-term placement within the trust or other local school
- Reduced timetable for fixed period of time
- Alternative Provision
- Permanent managed move
- Permanent exclusion

3. Suspensions (previously known as Fixed-term exclusions)

3.1 Suspension overview

The school follows DfE statutory guidance on exclusion ([School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)). Key points from this guidance:

- Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education.
- The Government supports headteachers in using exclusion as a sanction where it is warranted.
- Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to suspend or permanently exclude a student must be lawful, reasonable and fair and schools must not discriminate against students on the basis of protected characteristics, such as disability or race.
- Disruptive behaviour may be an indication of unmet needs.
- All children have a right to education and schools should take reasonable steps to set and mark work during the first five days of exclusion.

The Headteacher (or a member of the Senior Leadership team in the Headteacher's absence) will decide if a serious incident is worthy of a suspension following a thorough investigation, including speaking with the student. Any suspension from school is reserved for a serious offence, exceptional circumstances or persistent breaches of the school's behaviour policy.

Exceptional Circumstances could be the following 'One Off' offences:

- Serious actual or threatened violence against another student or a member of staff
- Swearing at a member of staff
- Sexual abuse or assault
- Peer on peer abuse (including bullying)
- Possession or supply of an illegal substance on the school site
- Bringing an illegal substance onto the school site
- Carrying an offensive weapon
- Possession of a prohibited item

Length of suspension:

- Students may be suspended for a fixed number of days from the school or excluded permanently. A suspension can also be for parts of the day e.g. the lunchtime period.
- A suspension does not have to be for a continuous period.



- A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- Student behaviour outside of the school can and will be considered grounds for a suspension.

The school makes every effort to investigate serious matters which may lead to suspension, taking into account at all stages our statutory duties in relation to the SEND Code of Practice, functions under the Equality Act 2010 (to not discriminate against, harass or victimise students because of; sex: race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment). For disabled students this includes our duty to make reasonable adjustments to policies and practices. This also involves direct discussion with students who were involved in incidents either as witnesses, bystanders or victims.

All students at risk of suspension will be asked to write a written statement. Students who require an adult to help them with this statement will receive such assistance. Any decision to suspend a student from the school will be made in line with the principles of administrative law i.e. that it is a lawful, rational, reasonable, fair and proportionate response. When establishing the facts in relation to a suspension decision the Headteacher will apply the civil standard of proof; i.e. "on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt".

In the case of incidents involving drugs, knives and serious assaults the school will act upon local and national guidelines to use either long suspensions and/or permanent exclusions as deemed most suitable according to the context and circumstances of the incident.

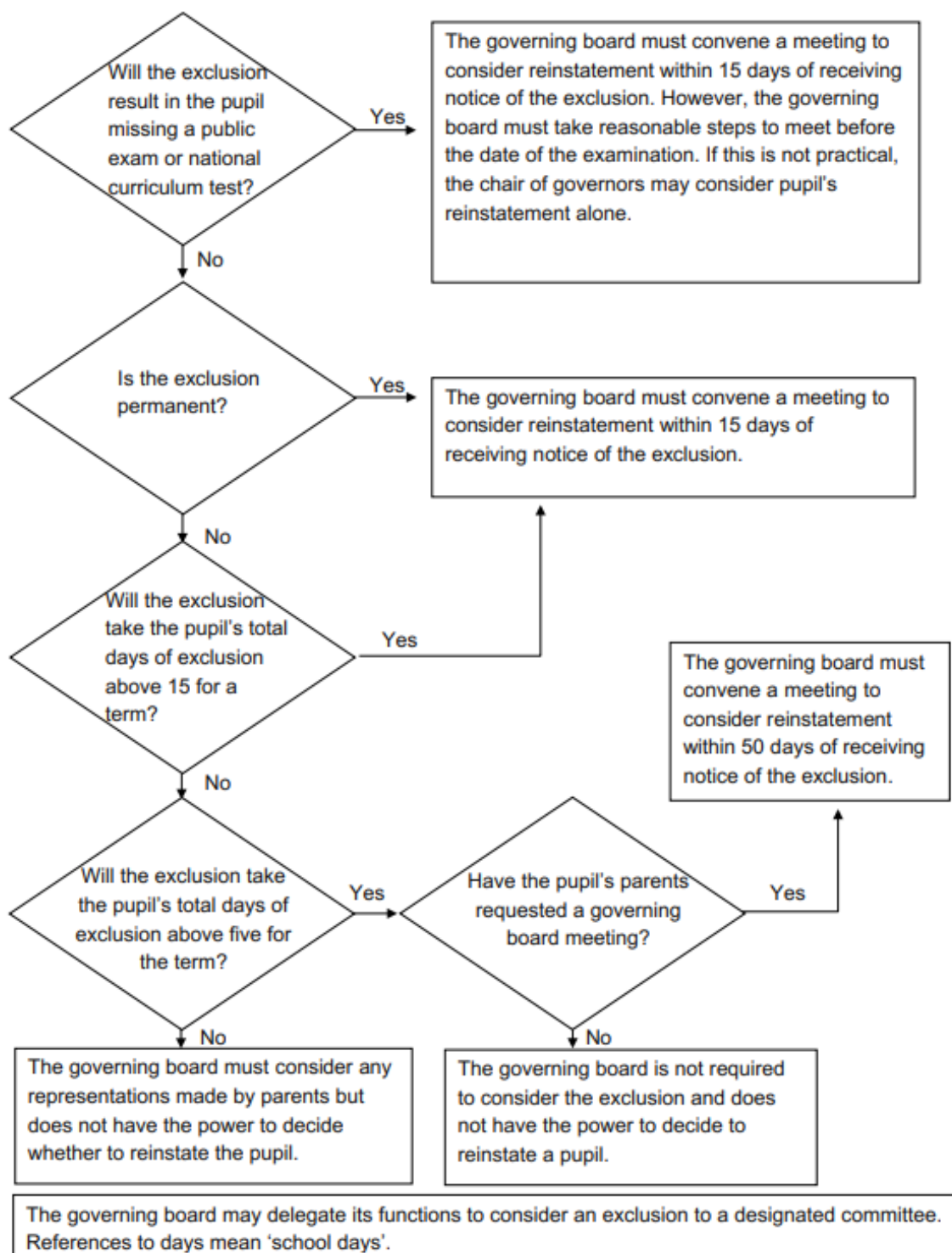
Parents/carers will always be aware of the reasons for these sanctions and there are legal guidelines which will be followed (these include the right of appeal.)

3.2 SEND, Looked after children, children with disability and other vulnerable students

The school will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy. We are committed to working in partnership with parents/carers, the local authority and other services where it is recognised that a child's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of students with a statement of SEND, the school will always consider requesting an early annual review or interim/emergency review.



3.3 A summary of the governing board's duties to review the headteacher's exclusion decision





Pastoral support and early intervention

4.1 Tutors

All students are in tutor groups and see their tutors five times a week. Tutors communicate with home on a regular basis. The tutor programme promotes good behaviour and tutors conduct regular checks of uniform and equipment. Tutors follow a schedule of activities during tutor time, such as wellbeing, assemblies, a whole school reading programme and current affairs activities. Tutors will place tutees on target card if they receive 5 or more consequences in a half term.

4.2 Subject Teachers

Teachers are encouraged to use positive behaviour strategies in their teaching and use praise to reprimand in a ratio of 4:1. The consequence system has been established within the school and the vast majority of students respond to a C1 and C2 without further levels needed to be used. Students who exhibit challenging behaviour within a subject will face a number of strategies including, withdrawal from lessons, subject report, afterschool detention and if necessary, a change to another teaching group.

4.3 Heads of Year and Student Support Assistants

Heads of Year and SSAs work with students who are referred to them by either their Tutors or Faculty Leaders. They will implement strategies for intervention such as the writing of IBPs (Individual Behaviour Plans) and PSPs (Pastoral Support Plans). They will discuss the need for intervention of outside agencies such as CAMHS or an early help referral to Wiltshire or Swindon council with their teams and the Assistant Headteacher in charge of KS3 and KS4.

4.4 Attendance

Meetings are held regularly with the Educational Welfare Officer and with the Assistant Headteacher in charge of attendance. Students whose attendance is below the required standard are discussed and interventions put in place to secure improved attendance.

4.5 Isolation in the Inclusion Centre

If a student is not responding effectively to strategies and has received 2 or more C3s in a subject in a term, then a C4 is issued. The student will then spend the next lesson for that subject in isolation in the Inclusion Centre. The Inclusion Centre is also used for isolating students from lessons when serious incidents are being investigated or as a consequence for a serious incident. Isolation is considered by the school to be its most serious consequence other than suspension of a student for a fixed period

5. Reports: Examples and expectations

5.1 Tutor report

A student who receives 5 or more Consequences in a half term will be placed on report by the tutor.

- This should last for a period of at least two weeks.
- The student should have two-three daily targets based on the reasons for the consequences.
- Parents/Carers should be contacted regarding the target card and agreed targets.
- Students should remain on the target card for a two-week cycle of the timetable.
- If a student performs well on target card, consequences are reduced and very few crosses are issued, the student comes off target card and contact is made with home to communicate this.



- If a student performs poorly on target card, consequences are still accumulated and numerous crosses are issued, the student progresses to a Head of Year target card and this is communicated with home.
- While on target card if a student receives crosses an agreed sanction is put in place by the tutor, for example a 10 min detention with the tutor per cross. It is recommended that C1s, C2s and C3s are not issued by the tutor for crosses.

As the name of the report suggests, the tutor should be monitoring and reviewing this report in tutor sessions and contacting the student's home to discuss progress and achievement each week of the report period. Parents have the opportunity to see the target card on a daily basis, they should sign the card and are welcome to add comments to be seen by the tutor and teachers. Failure to get a target card signed or loss of card will result in further sanctions.

5.2 Head of Year report

A student who does not respond to the Tutor report, who receives a high number of consequences or is returning from a fixed period exclusion should be placed on a Head of Year Report card.

- This should last for a period of at least two weeks.
- The student should have two-three daily targets.
- The Year Leader will discuss the targets with the student and arrange contact with home outlining these.
- If a student performs well on target card, consequences are reduced and very few crosses are issued, the student comes off target card and contact is made with home to communicate this.
- If a student performs poorly on target card, consequences are still accumulated and numerous crosses are issued, the student remain on a Head of Year target card for a further 2 weeks, a meeting is arranged with parents/carers and an IBP is put in place. Further failure on target cards results in a PSP and a target card to a member of SLT.
- While on target card if a student receives crosses an agreed sanction is put in place by the Head of Year/ SSA, for example a 10 min detention with the per cross. It is recommended that C1s, C2s and C3s are not issued for crosses.

The report will be checked daily by the Head of Year or SSA. The Tutor should continue to review and discuss the students' progress as part of the learning conversation between Tutor and student during mentoring sessions. Parents have the opportunity to see the target card on a daily basis, they should sign the card and are welcome to add comments to be seen by the tutor and teachers. Failure to get a target card signed or loss of card will result in further sanctions. Failure to improve behaviour on a HoY report will result in progression to a Senior Leadership Team report. The same principles will apply as above.

6. Roles and responsibilities

6.1 Parents

Parents are expected to:

- Support the school by ensuring that their child adheres to the student expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend in school meetings to support both academic and behaviour related progress of their child



7. Behaviour management

7.1 Confiscation

Any prohibited items (listed in section 4.1) found in students' possession will be confiscated. These items will not be returned to students.

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

7.2 Searching and screening

Searching and Screening students is conducted in line with: *DfE's Searching Screening & Confiscation Advice (January 2018)*. The Department for Education advice links this aspect to the following legislation:

- Education Act 1996
- Education and Inspections Act 2006
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work etc. Act 1974

7.3 Searching a student

- Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- School staff can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

7.4 Informing Parents and dealing with concerns

- Bradon School is not required to inform parents before a search takes place or to seek their consent to search their child.
- The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspects a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Authorised school staff can view CCTV footage to support decision-making as to whether to conduct a search for an item.
- There is no legal requirement to make or keep a record of a search.



- Schools should inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Concerns about searching should be dealt with through the normal school complaints procedure.

8. School and Teachers' powers

8.1 Students' conduct outside the school gates – Teachers' powers

What the law allows:

A teacher may discipline a student for:

- Any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a student at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school.

8.2 Detention

What the law allows:

Teachers have legal power to put students (aged under 18) in detention.

Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction. Where detention is outside school hours they will give parents 24 hours' notice, in writing. They do not have to give 24 hours notice for a lunchtime detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the student does not have permission to be absent.
- Weekends - except the weekend preceding or following the half term break.
- Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

8.3 Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient.



With lunchtime detentions, schools should allow reasonable time for the student to eat, drink and use the toilet.

8.4 What about other physical contact with students?

- (i) It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
- (ii) Examples of where touching a student might be proper or necessary:
 - When comforting a distressed student.
 - When a student is being congratulated or praised.
 - To demonstrate how to use a musical instrument.
 - To demonstrate exercises or techniques during PE lessons or sports coaching.
 - To give first aid.



Appendix A: Student Expectations

Challenge

- ✓ Complete all work in lessons as instructed.
- ✓ Aim for excellence in all that you do
- ✓ Complete homework on time to a high standard.

Aspiration

- ✓ Complete work to the best of your ability.
- ✓ Take as many opportunities as you can to join in with activities and WHOOSH sessions
- ✓ Reflect on your goals and aspirations and take steps to work towards them

Respect

- ✓ Show respect to students and staff at all times.
- ✓ Follow school instructions and school rules
- ✓ Focus in lessons without off task talking and disruptive behaviour.
- ✓ Use appropriate language that is not offensive or disrespectful.
- ✓ Respect the school site and other people's belongings.

Resilience

- ✓ Be punctual to lessons – arrive on time.
- ✓ Adhere to school rules on the use of devices like phones and headphones.
- ✓ Attend sanctions when issued.

Excellence

- ✓ Bring the correct equipment to lessons and school.
- ✓ Wear the correct school uniform.
- ✓ Present your work as neatly as you can



Appendix B: Rewards at Bradon Forest School

Rewards include:

- Verbal praise
- House points
- Certificates (various levels for house points and other achievements)
- Reward trips
- Fast passes for food queue
- Draw for vouchers
- Postcard home
- Student of the term/year for individual subjects
- Headteacher awards



Appendix C: Bradon Forest Behaviour Management

Scale	Behaviour	Intervention/Sanction
Warning	<ul style="list-style-type: none"> Talking Lack of work Minor Disruption Slow to settle. Lack of attention 	<ul style="list-style-type: none"> Student spoken to get back on track. Use of positive behaviour management strategies. Name on the board/teacher look/values reminder.
C1	<ul style="list-style-type: none"> Lack of equipment Uniform infringement Lack of homework Lack of respect Talking Lack of work Minor disruption Minor inappropriate language Failure to follow school rules or instructions 	<ul style="list-style-type: none"> Clearly issue a C1 and give take up time. C1 Logged on SIMS. For uniform letter home. For bus incidents, bus warning letter. 5 Cs result in Tutor target card and letter home. If in one lesson/faculty, Faculty Target card with HoF.
C2	<ul style="list-style-type: none"> Repeated lack of equipment 2nd Uniform infringement Lack of homework after extension Repeated lack of respect Repeated talking. Persistent lack of work Repeated disruption Inappropriate language Repeated failure to follow school rules or instructions- e.g. One way system, bus infringement. Minor vandalism or damage of equipment/property. Lateness to lesson – 20 min+ in a week or repeated lateness. 	<ul style="list-style-type: none"> Issue a C2, explain reason and state when detention to take place. C2 Logged on SIMS. Student serves a detention at lunch or break with member of staff issuing the sanction or within the faculty/department. Member of staff issuing C2 contacts home. For bus incident arrange bus letter. Vandalism or damage – detention to involve community service if appropriate. 5 Cs results in Tutor target card and letter home. If in one lesson/faculty, Faculty Target card with HoF.
C3	<ul style="list-style-type: none"> Repeated lack of equipment - 3 lessons in a half term 3rd Uniform infringement Failure to submit homework after 2 extensions. Extreme lack of respect Continuous talking and disruption. Refusal to complete work after warnings Persistent disruption despite warnings. Repeated inappropriate language. Defiance towards school rules or instructions - e.g. leaving without permission. Vandalism or damage of equipment/property Use of Mobile phone/headphones without permission. Repeated lateness to lesson – 30min+ or repeated lateness. Failure to attend a C2 	<ul style="list-style-type: none"> Call out requested to remove from lesson and escorted to isolation for the remainder of the lesson. Student to serve a 25 min lunch time detention in isolation. Member of staff issuing the C3 logs on SIMS and contacts home. Member of staff issuing the C3 has a conversation with the student prior to their next lesson. Vandalism or damage – detention to involve community service as appropriate. C3 issued at social time – student accompanied to the isolation room immediately. Call out requested if necessary. Remain in isolation for



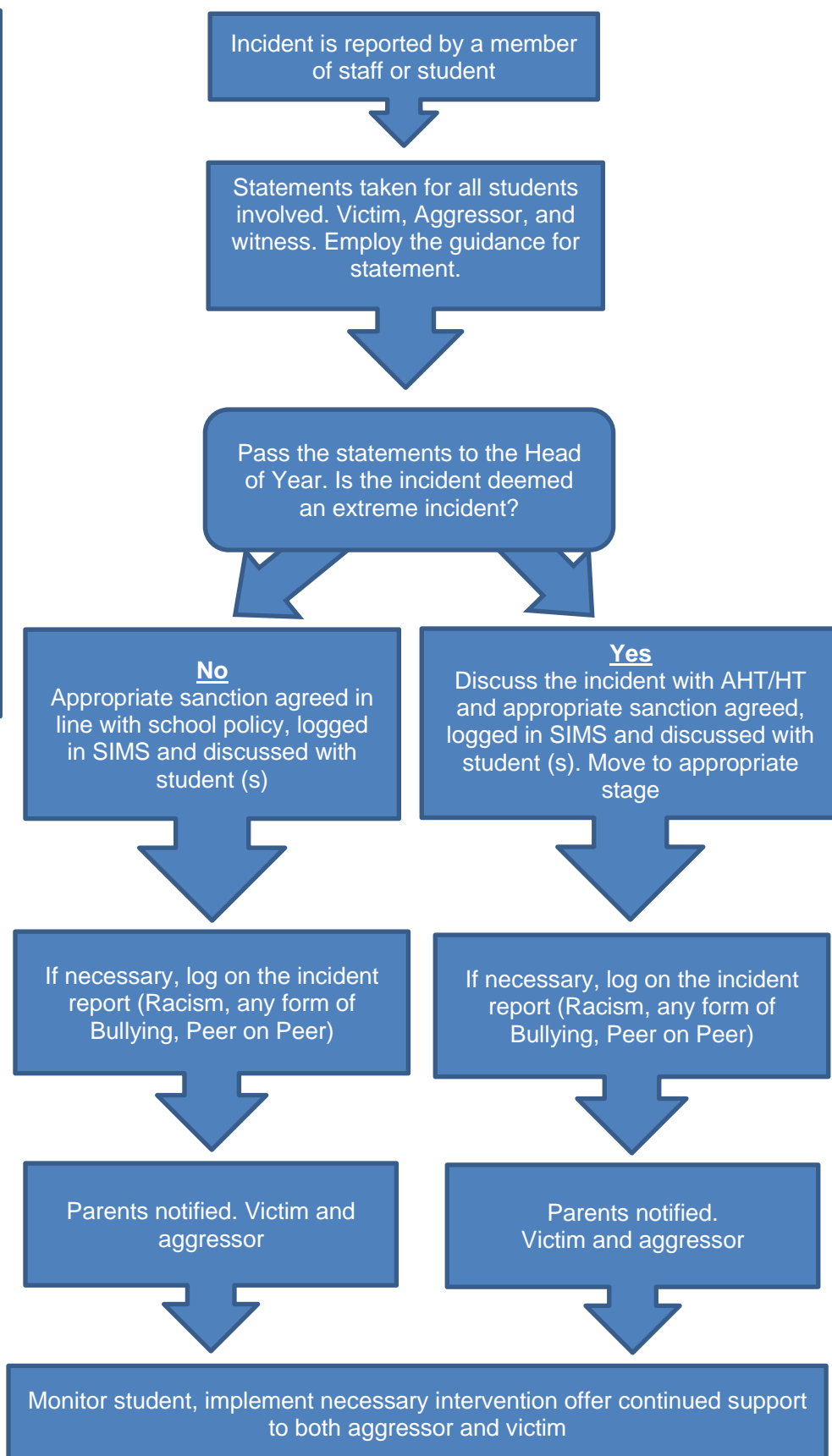
		remainder of break and serve a C3 detention.
C4	<ul style="list-style-type: none"> • Repeated lack of Equipment - 4 lessons • 4th Uniform Infringement • Failure to submit homework after 3 extensions. • Failure to attend a C3. • Student receives more than 2 C3s in a single subject per term. 	<ul style="list-style-type: none"> • If C4 issued in lesson sent to the Isolation room for the lesson and serves a SSD. • C4 for accumulation of C3s go straight to isolation for the lesson placed on HoF TC.
Extreme Incident	<ul style="list-style-type: none"> • 5th Uniform Infringement • Threatening behaviour • Extreme disruptive behaviour • Swearing at a member of staff • Serious vandalism or damage of equipment/property • Defiance towards a range of staff including the pastoral and leadership team 	<ul style="list-style-type: none"> • Immediate removal to the isolation room for the day. • Exclusion if appropriate



Appendix D: Incident Investigation Procedures

Guidance for completing statements

1. Make sure every statement has a full name, date and Tutor Group
2. Follow the when, where and what approach. Include a list of students who witnessed the event.
3. Be prepared to annotate or scribe for students (SEND//Injured/special circumstances)
4. Students need to sign all statements as do you.
5. If a student refuses to write a statement – write this on the statement sheet and sign. You may need to write down any information they give you





Isolation procedures

Student placed in isolation

As a consequence for extreme behaviour following investigation, repeated C3s / C4s or multiple acts of defiance

1. Contact parents to inform of sanction and reason

2. Log contact with parents in initiatives in SIMS

3. Inform Isolation staff of student isolation and reason for sanction

4. Contact staff to request work. Make use of student runner to collect work.

5. Contact student services to notify student is in isolation

6. Have conversation with student regarding behaviour/ incident and agree action moving forward – TC, monitoring, intervention session.

Following a report of extreme behaviour e.g. swearing or violence.

1. Contact parents to inform of incident and isolation pending investigation

2. Log contact with parents in initiatives in SIMS

3. Inform Isolation staff of student isolation and reason for sanction.

4. Contact staff to request work. Make use of student runner to collect work.

5. Contact student services to notify student is in isolation

6. Gather statements from the student, witnesses and staff. **Ensure completed in full with what, when, where and who.**

7. Statements passed to HoY or HoF for sanctions to be issued – conversation with SLT if necessary for exclusion or isolation. Contact with parents to inform outcome.

8. Contact the parents of other students involved if the student is a victim or a witness to extreme behaviour

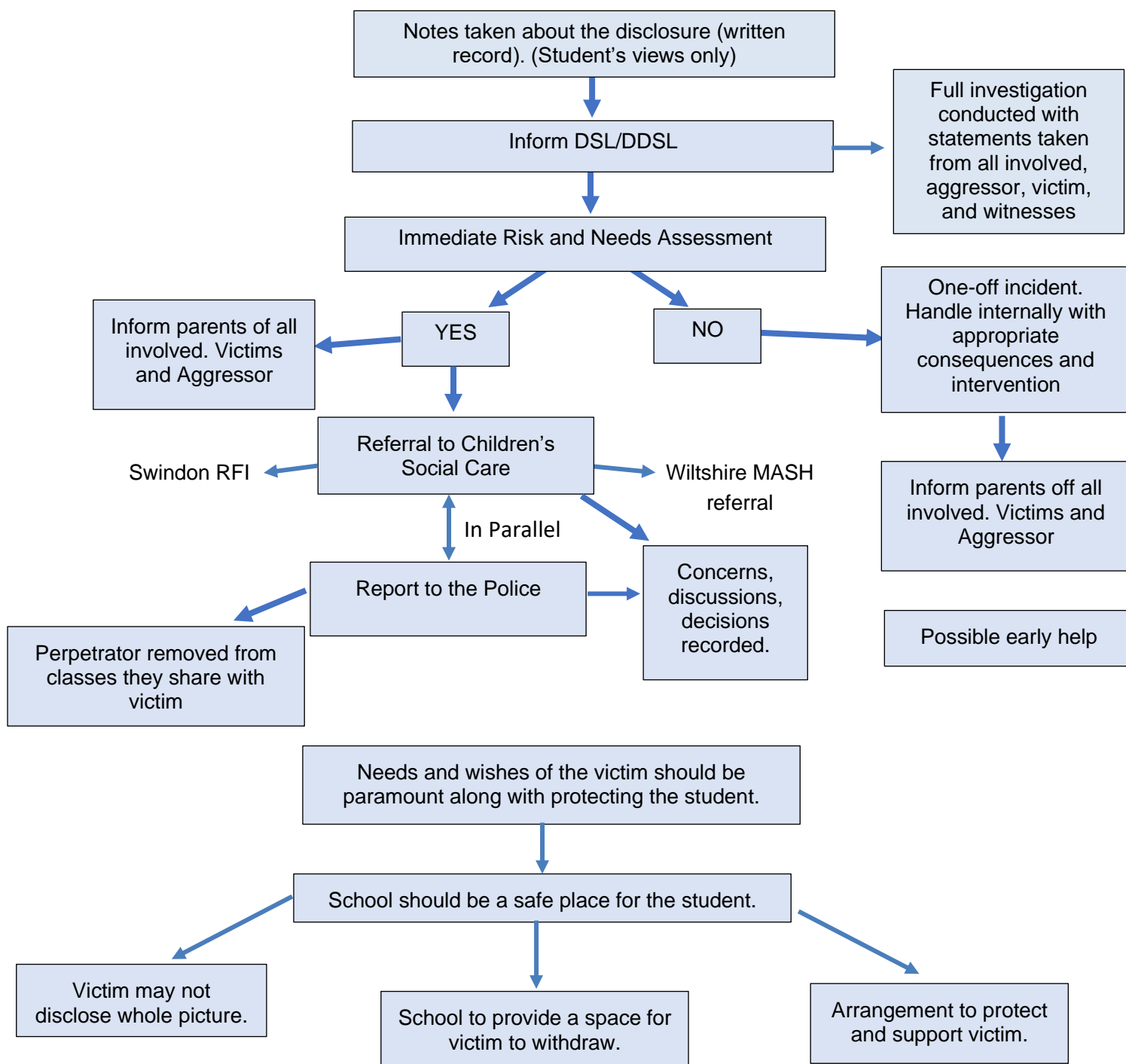


Appendix F: Checklist: peer on peer sexual violence and sexual harassment

Responding to reports

The principle is that sexual violence / harassment is NEVER acceptable

- ▶ Reporting of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.
- ▶ Decisions are to be made on a case-by-case basis.
- ▶ It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.





Appendix G

UNIFORM PROCEDURE

The school reserves the right to place any student who is judged to have an extreme uniform infringement or a student being defiant regarding their uniform in isolation whilst the uniform issue is resolved.

The Tutor discusses uniform infringements with their tutees. If a parent/carer has contacted the school/tutor regarding a uniform issue and there is a valid reason for incorrect uniform the Tutor issues a red card.

Any classroom teacher who sees a student with a uniform infringement who is not carrying a red card. Should inform the tutor.



If no contact from parent/carer, tutor to issue a C1 for uniform. Contact made with home regarding the uniform infringement outlined.



A further infringement without contact from parents/carers in the same term leads to the Tutor issuing a C2. Tutors to use their judgement in giving time for students to resolve uniform infringements and the purchase of new items if necessary. The Tutor phones or emails parents/carers and a break time detention is issued to be served with the tutor preferably on the same day as the infringement.



A student receives a C3 for a 3rd infringement in the same term and will be placed in a lunch time detention for 30 minutes. Tutor communicates with the parent/carer.



A student receives a C4 for a 4th infringement in the same term and will be placed in a Senior Staff detention. Head of Year to contact parents to discuss concerns.



A 5th uniform infringement will result in a days isolation. A Parental meeting within school with the Tutor, Year Leader and/or Assistant headteacher to be arranged as appropriate. Further infringements will lead to an additional C4 sanction and either isolation or fixed term exclusion