Learning Community Trust

Behaviour and Standards Policy

Date	Sept 2026
Version	2
Circulation	BBS, HLC, NRA
Owner	R.Gummery
Date approved	Sept 2026
Approved by	P.Roberts
Review date	Sept 2027
Status	Approved by LGB 16 September 2026

Contents

LCT Vision for School Behaviour 3
LCT Behavioural Intent: 3
LCT behavioural Implementation & Principles: 3
Principle 1 – Know our children and create belonging 3
Principle 2 – Teach behaviour as part of the wider curriculum 3
Principle 3 – Create consistency through a codified behaviour culture 4
Principle 4 – Secure good behaviour through adaptive classroom practice 4
Principle 5 – Provide targeted and flexible support when pupils need more 4
LCT Behaviour Impact: 5
Academy Behaviour Intent 5
Academy Behaviour Implementation 6
All staff play a role in developing a positive culture 7
Proactive Behaviour Management 7
LCT Learning Framework (Behaviour & Relationships) 7
Students' role in promoting a positive culture: 11
Classroom Response and WTD Cycle 11
The Working Policy 13
Legislation and Statutory Guidance 13
Recognition and rewards 13
Unacceptable Behaviour 16
Response to Unacceptable Behaviour 19
Additional Behavioural Support 20
Reflection Intervention Area 21
Reset intervention area 21
Internal Alternative Provision 21
Off-Site Direction at a Partner School 21
Behaviour panel and risk registers 22
Suspensions and Exclusions 22
Student Support 22
Safeguarding 23
Mobile phones 23
Appendix 25

LCT Vision for School Behaviour

The below principles are adopted by all LCT academies. These values form the very pillars of LCT and provide academies with a spine and foundation to attach their own, specific approaches to behaviour dependent on their vision and school context.
It is the role of the school improvement team, external advisors to agree the specific approaches by each school and importantly, the implementation of the systems and structures. The monitoring of the specific policy will be through immersion sessions, trust reviews and the monitoring of key metrics. It is the role of the CEO and the LCT Standards Committee to have oversight of school implementation and the effectiveness of approach.

LCT Behavioural Intent:

The Learning Community Trust passionately believes that behaviour in our schools is inseparable from academic achievement, safety, welfare, well-being and all other aspects of learning. It is key to all other LCT aims, and therefore crucial. LCT schools will create a 'clarity of culture' where all members of the school's community will hold the LCT principles at the core of their actions, thus optimising their learning, civility, good character and most importantly, enabling them to flourish in all aspects of life.

LCT behavioural Implementation & Principles:

Principle 1 – Know our children and create belonging

- Know and understand our young people, their context and their influences so that every school builds an inclusive culture where pupils feel they belong, are safe, are valued and are ready to learn.
- Use proactive, data-informed transition and early identification processes so that support is planned early and barriers are understood before they become disengagement.
- Ensure information sharing focuses on needs rather than labels, enabling staff to make reasonable adjustments and respond quickly to emerging barriers.
- Build calm, predictable classrooms and inclusive behaviour systems so that pupils feel known, respected and confident within the school community.

Required strategies

- Clear trust-wide methods and routines that drive the LCT behaviour principles consistently.
- Robust systems to identify and support pupils affected by deprivation, SEND, attendance vulnerability, safeguarding concern, being in care, or other barriers to success.
- Strong partnership with parents and carers so that school and homework together to secure the right support.
- A fully compliant safeguarding culture, underpinned by strong student and parent voice and clear follow-up actions.

Principle 2 – Teach behaviour as part of the wider curriculum

- Teach positive learning behaviours explicitly alongside responding to misbehaviour, so that pupils learn how to participate, self-regulate and contribute positively in different contexts.
- Promote a culture in which pupils, staff and the wider community understand the importance of respect, kindness, manners, acceptance and responsibility.
- Use the wider curriculum to reinforce the behaviours, habits and dispositions that help young people thrive in school and beyond.

Required strategies

- A strong Personal Development, PSHE and enrichment offer where behaviour expectations are revisited, practised and reinforced.
- Consistent teaching of core values such as manners, respectfulness, acceptance and positive contribution to community life.
- Deliberate development of the behaviours, interpersonal skills and habits needed to be successful in wider society.
- Clear curriculum-based strategies that promote respect, kindness, politeness and inclusion in all aspects of school life.

Principle 3 – Create consistency through a codified behaviour culture

- Establish a research-informed, consistently applied behaviour policy that is understood, taught and embedded so that high expectations become habitual for both pupils and adults.
- Use common language, clear routines and repeated practice so that expectations are predictable and coherent across the school.
- Build a culture where behaviour is shaped through adult consistency, relationship-based practice and shared accountability.

Required strategies

- A staff CPD programme that ensures all staff and wider stakeholders understand and champion the trust's behaviour culture.
- Reflective and restorative practice that secures trust, repair and strong relationships.
- A visible culture of recognition and reward for meeting behaviour expectations.
- Agreed language and scripted approaches used consistently by staff and understood by pupils.
- Robust induction for all staff joining LCT, supported by ongoing supervision and reinforcement.

Principle 4 – Secure good behaviour through adaptive classroom practice

- Ensure all staff understand and use effective, consistent classroom management strategies that support positive behaviour and enable all pupils to access the full curriculum.
- Align behaviour practice with the universal core offer: strong routines, adaptive teaching, reduced cognitive load and clear lesson structures.
- Recognise that good behaviour is strengthened when teaching anticipates barriers and adapts support without reducing ambition.

Required strategies

- Clear non-negotiables for lesson structure, routines and classroom expectations.
- Defined school approaches for low-level disruption and heightened behaviour.
- CPD in specific pedagogical and adaptive strategies depending on pupil and group need.
- Effective behaviour data systems that support teachers, leaders and pastoral teams to respond early and intelligently.
- A clear ambition to reduce modified timetables, alternative provision and suspensions through stronger universal teaching and earlier intervention.

Principle 5 – Provide targeted and flexible support when pupils need more

- Create school structures that enable targeted, layered and flexible support for pupils whose needs cannot be met fully through the universal offer alone.
- Ensure support is accessed through clear thresholds and reviewed through joined-up APDR cycles.
- Use behaviour, attendance, SEND, safeguarding and wider vulnerability information together so that support is based on need and not on label or category alone.

Required strategies

- Clear intervention gateway criteria that identify when, why and how pupils access support.
- Capacity in every school to offer a core intervention menu that addresses learning behaviours, community influences, mental health and SEND.
- Targeted support that operates through panel-led and classroom-linked APDR cycles, ensuring support is reviewed for impact and adjusted over time.
- Creative and inclusive intervention approaches that enable pupils to remain successfully connected to classroom learning wherever possible.

Consistency

- Consistency is key: expectations must be clear, visible and enacted in the same way across the school.
- Whole-school consistency and coherence are essential if behaviour systems are to feel fair, predictable and inclusive.
- Simple, repeatable routines should be used as part of everyday practice so that pupils experience clarity rather than variability.
- Staff should use effective communication, common language and practiced scripts so that behaviour expectations are reinforced consistently in classrooms, around school and within intervention systems.

- Implementation should reflect shared accountability across behaviour, quality of education, SEND, safeguarding, attendance and professional development, creating a clear golden thread from trust strategy to classroom practice.

LCT Behaviour Impact:

The impact of the LCT Behaviour policy will be seen in calm, safe and inclusive schools where positive behaviour becomes increasingly habitual because expectations are explicit, consistently taught and reinforced by adults across the academy. Rooted in the Trust's vision of developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community, and in values such as Respect For All, Never Leave A Child Behind, A Trust With Heart and Learning For All, the curriculum will help pupils to understand not only what is expected of them, but why those expectations matter. Over time, this will strengthen belonging, self-regulation, civility and readiness to learn, leading to greater acceptance of feedback and consequence, fewer confrontational responses, stronger relationships with staff and a culture in which pupils feel safe, listened to, supported and proud to contribute positively to their school community.

Academy Behaviour Intent

Academy

The academy will secure a culture of calm, respect and belonging in which all students can learn, feel safe and flourish. Rooted in the values of the Learning Community Trust, our approach to behaviour is founded on high expectations, strong relationships and a shared moral purpose. We believe that positive behaviour is inseparable from academic success, personal development and student wellbeing.

The academy will teach students how to behave well in all contexts: in lessons, around the site, during social times and in the wider community. Students will understand both the standards expected of them and the reasons those standards matter. They will be supported to develop self-regulation, responsibility, respect and honesty so that positive conduct becomes habitual and purposeful.

The academy will sustain a culture characterised by warmth, consistency and clarity. Positive behaviour will be recognised and reinforced. Where behaviour falls below expectation, staff will respond fairly, calmly and proportionately, combining clear consequences with meaningful pastoral support. All students, including those with additional needs or barriers, will be supported to succeed as full members of the school community.

Staff

All staff are responsible for shaping and sustaining the culture of the academy. Through their conduct, language and relationships, they establish the climate in which students learn how to behave, belong and succeed. Staff will model the values of the academy at all times, demonstrating professionalism, kindness, consistency and moral clarity.

Staff will approach behaviour through a balance of warmth and authority. They will maintain high expectations while understanding the child behind the behaviour, recognising that effective behaviour leadership is built on positive relationships, strong routines and calm, consistent responses. Staff will hold one another and students to account for upholding the standards that define the academy community.

Communication will be open, respectful and purposeful. Staff will work in partnership with colleagues and families to ensure that behaviour is addressed collectively, consistently and in the best interests of the child. In doing so, they will reinforce a culture in which every student is known, supported and expected to do well.

Students

Students are at the heart of the academy community and will be supported to become role models of its culture and values. We want our students to show respect, responsibility, honesty and self-control in the way they learn, speak, move and interact with others. They will understand that positive behaviour is not merely compliance, but a reflection of character, belonging and readiness to succeed in school and in later life.

Students will know what is expected of them in different situations and will understand why those expectations exist. They will be taught how to conduct themselves with maturity in lessons, around the site, in the community and online.

Through this, they will come to recognise that routines, rewards, sanctions and support are all part of a system designed to help them feel safe, take pride in themselves and contribute positively to the collective life of the academy.

Students will be expected to take ownership of their actions, reflect honestly when they fall short and respond positively to support and correction. At the same time, they will experience a culture in which effort, improvement, contribution and success are regularly noticed and celebrated.

Academy Behaviour Implementation

Academy

The academy will implement this intent through a consistent whole-school approach that is understood by students, staff, parents and the wider community. Behaviour expectations will be explicitly taught, regularly revisited and reinforced through induction, assemblies, routines, displays, curriculum experiences and daily interactions. This shared language and common practice will ensure that expectations are visible, lived and understood by all.

The policy will be applied fairly and consistently, with due regard for individual need, safeguarding, SEND and reasonable adjustment. Students and families will receive clear communication about expectations, rewards, sanctions and support so that trust is maintained through openness and consistency. Staff will use agreed routines, calm language and proportionate responses so that the experience of behaviour systems is coherent across the academy.

Behaviour information will be used intelligently to identify patterns, celebrate success and trigger early intervention where concerns emerge. Professional development, coaching and regular review will ensure that staff are equipped to implement the policy well. Where students struggle to meet expectations, the academy will use graduated, research-informed support that combines consequence, reflection and intervention in order to secure improvement and inclusion.

Staff

Staff will implement the behaviour policy through consistent daily practice. They will know the policy well, apply it fairly and use agreed routines and language so that students encounter the same expectations across all settings. Staff will prioritise positive recognition, respond early to low-level disruption and maintain clear boundaries that protect the right of all students to learn.

In classrooms, staff will establish calm and purposeful learning environments through strong starts, clear instructions, planned seating, active movement, positive reinforcement and timely correction. Around the academy, they will maintain visible presence, model respectful interactions and actively supervise transitions and social times. Staff will also fulfil their safeguarding responsibilities, report and record concerns appropriately and use behaviour information to inform support and intervention.

Consistency will be strengthened through induction, CPD, coaching, feedback and leadership oversight. Staff will engage in ongoing professional learning so that behaviour practice remains aligned, reflective and evidence-informed. This shared discipline of practice will ensure that behaviour leadership is collective rather than variable.

Students

Students will learn the academy's behaviour expectations through induction, assemblies, tutor time, classroom routines, pastoral support, displays and regular communication. Expectations will be explicitly taught and consistently reinforced so that students understand the standards required in lessons, on corridors, during break and lunch, and in the wider community.

Students will be expected to demonstrate respect through their conduct, communication and presentation. This includes arriving prepared, following routines, showing pride in uniform, speaking politely, moving sensibly and contributing positively to learning. They will understand that the way they behave on site and beyond the school gates shapes both their own experience and the academy's reputation.

Where students make poor choices, they will be expected to respond with honesty and maturity. They will understand the consequence system, be given opportunities to reflect and repair, and know how to seek or accept support where needed. Students will also understand reporting systems for bullying, child-on-child abuse, online harm and other

safeguarding concerns, and will trust that adults will respond. Where additional intervention is required, students will engage with it as part of a supportive pathway towards improvement.

All staff play a role in developing a positive culture

All staff contribute to the culture of the school every day. A positive behaviour culture is not created only through sanctions; it is built through warm, professional relationships, visible care, strong pastoral support and meaningful opportunities for pupils to belong, participate and succeed. Staff in every role will actively develop positive, proactive relationships with pupils through consistent interactions, clear expectations and a shared commitment to ensuring that every child feels known, valued and supported.

- All staff will build positive, proactive relationships with pupils through calm, respectful interactions, positive recognition and a visible commitment to pupils' welfare and success.
- Pastoral care will be everybody's responsibility. Staff will notice pupils, check in when needed, respond early to concerns and ensure that pupils know there is always an adult who will listen, help and follow through.
- Staff will contribute to a culture of belonging through enrichment and extra-curricular opportunities, encouraging pupils to participate, represent the school positively and develop confidence, pride and connection to the wider life of the school.
- Consistent routines will be used by all staff to create safety, clarity and calm, including morning welcome, purposeful transitions, active supervision on duties and orderly, values-led assemblies.
- Morning welcome will set the tone for the day, with staff positively greeting pupils, reinforcing expectations and ensuring that pupils enter school feeling noticed, ready and settled.
- Transitions between lessons and social times will be actively managed by staff through presence, calm direction, clear language and consistent reinforcement of corridor and movement expectations.
- Staff on duty will be visible, approachable and proactive, using break, lunch and social times to build relationships, maintain safety and reinforce the habits and norms expected across the school.
- Assemblies will be used to reinforce the culture of the school, celebrate success, teach behavioural expectations and strengthen pupils' understanding of belonging, respect, kindness and community responsibility.

Proactive Behaviour Management

The school's first response to behaviour is always proactive, relational and consistent. Staff will establish calm classrooms through clear routines, strong lesson starts, clear expectations, positive framing, consistent language and well-planned teaching that supports participation, safety and success for all learners. Proactive behaviour management is inseparable from strong teaching, safeguarding and inclusion.

Staff will frontload expectations, use economy of language, insist on 100% attention when required, and use clear signals and pauses so that pupils know exactly what is expected of them. Staff will circulate, scan, notice positive behaviour, narrate success and correct quietly and proportionately when needed. These approaches are expected as part of everyday classroom practice and are aligned to the trust's wider teaching & learning framework.

Planned seating, clear routines, positive reinforcement, strong transitions and early intervention are expected to reduce disruption before it escalates. Staff should respond at the lowest appropriate level, preserve relationships and maintain the dignity of the pupil wherever possible. Account will always be taken of age, SEND, disability and any reasonable adjustments required.

LCT Learning Framework (Behaviour & Relationships):

- **Clear directions regarding what students need to do**

Strategy	**Frontload expectations -** involves clearly and explicitly communicating desired student behaviours and routines *before* an activity or lesson begins.
Why is it important?	Frontloading expectations significantly enhances the classroom learning environment. By clearly communicating desired behaviours and routines before a lesson or activity, teachers minimise confusion and potential disruptions. This clarity empowers students to understand

	their roles and responsibilities, leading to increased engagement and motivation. A predictable and structured environment, built upon clear expectations, fosters a sense of safety and support for all learners. Furthermore, explicitly stating expectations encourages student independence by empowering them to take ownership of their learning and make responsible choices.
What are the key elements?	1) **Clear and Explicit Communication:** Teachers must clearly and explicitly state the desired behaviours and routines *before* the activity or lesson begins. This involves using precise language and providing specific examples. 2) **Student Input and Agreement:** Whenever possible, involve students in establishing classroom expectations. This helps foster a sense of ownership and increases the likelihood of student buy-in. 3) **Consistent Reinforcement:** Consistently reinforce positive behaviours that align with the established expectations. This could involve specific praise, rewards, or acknowledging students who are demonstrating the desired behaviours. 4) **Immediate and Specific Feedback:** When students do not meet expectations, provide immediate and specific feedback. This helps students understand what they need to do differently and reinforces the importance of following the established routines.

Strategy	**Economy of language -** using concise and impactful language when giving instructions or feedback to students, minimising unnecessary words and focusing on the most essential information.
Why is it important?	This strategy is crucial for effective classroom management and student learning. Concise language helps students understand instructions quickly and accurately, reducing confusion and minimising the time spent on explanations. Furthermore, using economical language helps teachers to be more assertive and direct, ensuring that their message is clear and impactful.
What are the key elements?	1) **Focus on the Essential:** Identify the most crucial information and communicate it directly, avoiding unnecessary words or phrases. 2) **Use Strong Verbs:** Employ strong verbs to convey instructions clearly and concisely (e.g., "Sit down," "Begin working," "Raise your hand"). 3) **Be Direct and Assertive:** Communicate expectations with confidence and clarity, leaving no room for misinterpretation. 4) **Practice Concise Language:** Regularly review and refine your own language to ensure that it is efficient and effective in communicating your message to students.

Strategy	**100% attention -** A technique that ensures all students are focused and engaged during instruction.
Why is it important?	By demanding and maintaining 100% attention, teachers create a more effective learning environment where students are more likely to absorb information and achieve higher levels of understanding. This strategy minimises distractions, maximises instructional time, and fosters a positive classroom culture where learning is prioritised.
What are the key elements?	**1) Clear Expectations:** Students should understand what is expected of them, both behaviourally and academically. **2) Strong Attention-Getters:** Use effective techniques like signal, pause, insist, a specific phrase, or a visual cue to quickly gain students' attention. **3) Engaging Delivery:** Use varied instructional strategies, such as storytelling, demonstrations, and group work, to keep students interested. **4) Purposeful Questions:** Ask thought-provoking questions that encourage participation and focus**.** **5) Minimising Distractions:** Create a clutter-free environment and manage distractions effectively.

Strategy	**Signal, Pause, Insist -** A technique used to gain and maintain student attention through a clear signal, a pause for compliance, and insistence on the desired behaviour.
Why is it important?	By signalling an expectation, pausing to allow students time to respond, and then insisting on compliance, teachers can create a structured and disciplined learning environment. This strategy is particularly effective in preventing off-task behaviour, encouraging prompt responses, and fostering a culture of respect and accountability.

What are the key elements?	**1) A Clear Signal:** A distinctive cue, such as a hand gesture, a specific phrase, or a sound, to grab students' attention. **2) A Meaningful Pause:** A moment of silence to allow students to process the signal and transition to the desired behaviour. **3) Insistent Follow-Through:** A non-verbal or verbal cue to reinforce the expectation and ensure compliance.

- **Be seen looking**

Strategy	**Circulating the room -** A strategy of moving around the classroom to monitor student engagement, provide feedback, and prevent off-task behavior.
Why is it important?	Circulating the room is a powerful strategy that involves moving strategically around the classroom to monitor student engagement, provide immediate feedback, build relationships with students, and prevent off-task behaviour.
What are the key elements?	**1) Purposeful Movement:** Circulate with a clear intention, whether it is to check for understanding, offer support, or redirect off-task behavior. **2) Strategic Positioning:** Position yourself strategically to observe all students and intervene when necessary. **3) Timely Feedback:** Provide immediate feedback to help students correct mistakes and stay on track. **4) Non-Verbal Cues:** Use subtle gestures and body language to guide student behaviour and maintain focus. (May not be suitable for some students with SEND) **5) Building Relationships:** Take opportunities to connect with students on a personal level and show genuine interest in their learning.

Strategy	**Radar –** A strategy in which teachers are constantly scanning the classroom to monitor student engagement and identify potential disruptions before they escalate.
Why is it important?	This strategy is essential for maintaining a productive and focused learning environment. By consistently scanning the classroom, teachers can quickly identify students who are off-task, struggling, or exhibiting disruptive behaviours. This proactive approach allows teachers to intervene early and prevent minor issues from escalating into major disruptions. Additionally, "Radar" helps teachers to build positive relationships with students by demonstrating that they are aware of and attentive to their needs.
What are the key elements?	1) **Constant Scanning:** Teachers should consistently scan the classroom, making eye contact with individual students and monitoring their engagement levels. 2) **Early Intervention:** Address potential issues proactively before they escalate. This could involve a simple gesture, a verbal cue, or a brief conversation with the student. 3) **Positive Reinforcement:** Acknowledge and praise students who are on-task and engaged. This reinforces positive behaviours and encourages all students to stay focused. 4) **Differentiation:** Use "Radar" to identify students who may need additional support or challenge. This allows teachers to provide differentiated instruction and ensure that all students are learning at their optimal level.

- **Narrate the positives**

Strategy	**Positive framing -** motivating students through positive reinforcement and constructive feedback.
Why is it important?	By emphasising desired behaviours and offering specific guidance, teachers can create a supportive and encouraging learning environment. This approach helps to build strong student-teacher relationships, improve student motivation, and reduce disruptive behaviour. Additionally, Positive Framing empowers students by focusing on their potential for growth and success. By avoiding negative language and focusing on solutions, teachers can create a positive classroom culture where students feel valued and supported.
What are the key elements?	1) **Narrating the Positive**: Highlighting positive behaviours and expectations to encourage desired actions. 2) **Live in the Now**: Focusing on the present moment and providing immediate feedback to guide students towards positive behaviour. 3) **Assume the Best**: Presuming positive intent behind student actions and offering support rather than criticism. 4) **Allow Plausible Anonymity:** Addressing negative behaviour indirectly to avoid singling out individuals and maintain a positive classroom atmosphere.

Strategy	**Notice more of what you want -** A strategy that involves actively seeking out and acknowledging positive behaviors in students.
Why is it important?	When teachers actively seek out and acknowledge positive behaviours in their students, instead of focusing solely on correcting mistakes, it shifts attention to the positive aspects of student behaviour and learning.
What are the key elements?	**1) Active Observation:** Deliberately pay attention to positive behaviours and achievements, no matter how small. **2) Specific Praise:** Offer precise and sincere compliments that highlight specific positive actions or qualities. **3) Public Recognition:** Acknowledge positive behaviour in front of the class to motivate others. **4) Private Encouragement:** Offer individual praise and support to build self-confidence. **5) Growth Mindset:** Focus on effort and improvement, rather than just outcomes. **6) Positive Language:** Use positive language and avoid negative criticism.

Strategy	**Opportunities for success –** Finding opportunities for students to succeed**.**
Why is it important?	By providing clear instructions, timely feedback, and challenging yet achievable tasks, teachers can empower students to reach their full potential. Additionally, creating a supportive and inclusive classroom culture where students feel valued and respected fosters a sense of belonging and motivation. By addressing individual needs and offering differentiated instruction, teachers can ensure that all students have the opportunity to succeed. Ultimately, a combination of these strategies can create an engaging learning environment where students thrive.
What are the key elements?	1) **Positive Reinforcement:** Recognise and reward effort and achievement can boost student motivation and confidence. 2) **Effective Feedback:** Timely and specific feedback helps students understand their strengths and weaknesses and guides their improvement. 3) **Supportive Learning Environment:** A positive and inclusive classroom climate fosters a sense of belonging and encourages risk-taking. ***SEND elements*** **Opportunities for Choice:** Allowing students to make choices about their learning can increase engagement and motivation. **Self-regulation Strategies:** Teaching students how to manage their time, emotions, and behavior can empower them to take control of their learning.

Correct, when necessary

Strategy	**Least invasive intervention – addressing student misbehavior with the most minimal disruption to the learning environment and the student's dignity.**
Why is it important?	This strategy is crucial for maintaining a positive and productive classroom climate. By starting with the least disruptive intervention and gradually escalating as needed, teachers can address misbehaviour effectively while preserving student self-esteem and minimizing classroom disruption. This approach also helps to build stronger teacher-student relationships based on respect and mutual understanding.
What are the key elements?	1) **Nonverbal Cues:** Start with subtle nonverbal cues, such as eye contact, proximity, or gestures, to address minor misbehaviour. 2) **Quiet Corrections:** If nonverbal cues are ineffective, use quiet and private corrections to address the issue with the individual student. 3) **Positive Reinforcement:** Continuously reinforce positive behaviour to encourage students to make the right choices. 4) **Escalation with Purpose:** If necessary, escalate interventions gradually, but only when necessary, using clear and consistent consequences.

General core strategies:

- **No opt out**
  A strategy that requires all students to participate in classroom discussions and activities.

Strategy	**No opt out**
Why is it important?	The "no opt out" strategy is a powerful teaching technique that significantly improves student engagement, learning, and confidence. By requiring all students to participate, even if initially

	incorrect, it fosters deeper understanding. This approach also builds students' confidence and resilience, as they learn from mistakes and experience success. Additionally, it provides teachers with valuable formative assessment data to tailor instruction to individual needs. While it requires careful implementation, "no opt out" can create a more inclusive and effective learning environment for all students.
What are the key elements?	**1) High Expectations:** Teachers should set high expectations for all students, regardless of their ability level. **2) Cold Calling:** Teachers should call on students randomly, rather than allowing them to volunteer. **3) Re-voicing and Restating:** Teachers should rephrase or restate student responses to clarify meaning and encourage further discussion. **4) Wait Time:** Teachers should allow sufficient wait time for students to formulate their thoughts before responding. **5) Positive Reinforcement:** Teachers should acknowledge and praise students' efforts, even if their answers are incorrect. **6) Scaffolding:** Teachers should provide support and guidance to help students arrive at the correct answer.

Students' role in promoting a positive culture:

Our school is committed to ensuring that our students have the required skills to fulfil the expectations set by the school and the LCT. Knowledge of these expectations and clarity of approach through the policy is fundamental to creating the transparency needed to create a positive student culture.

Our students will access the minimum programmes:

- Clear induction into the school that details the expectations for behaviours
- Regular assemblies, curriculum sessions that deliver the clarity of the procedures but also teach the skills needed to meet the demands of the policy
- Displays around the school to reinforce expectations
- Regular newsletters home to enable parents to support their child
- Strong communication through a variety of sources to homes to support their child in meeting the expectations
- Access to small group and individual support programmes to modify behaviours

Classroom Response and WTD Cycle

Where pupils do not meet expectations, staff will follow a clear and consistent classroom response cycle. This ensures that pupils understand both the support available to them and the consequences of continued disruption.

Step 1: Teach, remind and refocus

Staff will begin with proactive classroom strategies: clear expectations, non-verbal reminders, repositioning, re-direction, positive framing and calm correction. The aim at this stage is to help the pupil refocus quickly and return to learning.

Step 2: Formal warning
If the behaviour continues, the pupil will receive a **formal warning**. This warning makes clear that the behaviour must stop and that failure to improve will lead to a sanction.

Suggested language:
"I am formally warning you that if you continue with this behaviour, you will receive a Stage 1 sanction."

Step 3: Stage 1
If the pupil does not respond to the warning, a **Stage 1 sanction** will be issued. Stage 1 is used for lower-level disruption and other behaviours such as off-task behaviour, lateness, missing equipment, poor homework, incorrect uniform, and similar breaches of expectations. A Stage 1 sanction is**-1 point** and should be accompanied by a clear chance to refocus.

Suggested language:
"You now have a Stage 1. This is your chance to refocus on your learning and modify your behaviour."

Step 4: Stage 2
If the pupil refuses the opportunity to modify their behaviour, or if the behaviour escalates, a **Stage 2 sanction** will be issued. Stage 2 is used where Stage 1 behaviour continues or where there is more serious disruption, refusal to comply, intimidation, swearing at another pupil, poor corridor behaviour or inappropriate use of IT. A Stage 2 sanction is**-3 points**. A reset, removal from class or involvement of pastoral staff may be necessary at this stage.

Suggested language:
"You now have a Stage 2. You now need to refocus on your learning and modify your behaviour."

Step 5: Stage 3
A **Stage 3 response** is led by pastoral leaders or SLT and is used for serious incidents or repeated non-compliance. This includes behaviours such as bullying, discriminatory language, aggression, fighting, dangerous behaviour, theft, possession of prohibited items or repeated serious disruption. At this stage, pupils may be removed by on-call staff and the school may use reflection, reset, detention, behaviour reports, targeted intervention, trust isolation, suspension or permanent exclusion where appropriate.

Step 6: Detention and wider intervention threshold
Any pupil reaching**-5 points in one day** will receive a minimum school detention the following day. Where concerns persist, the school may move to reports, support plans, behaviour panel review, reflection, reset or wider pastoral and SEND-led intervention. The purpose of escalation is not simply to sanction, but to secure safer behaviour, restore routines, repair relationships and provide timely support.

Follow-up and restoration
Where sanctions are used, staff will follow up appropriately so that pupils understand what happened, why it mattered, and how they can be successful next time. Restorative conversations, parental contact, same-day feedback where possible, and links to support plans or wider intervention should be used to prevent recurrence.

The Working Policy

Legislation and Statutory Guidance

This Behaviour and Standards Policy is informed by current legislation and Department for Education guidance relating to behaviour, safeguarding, inclusion, suspensions, searching and wider pupil welfare. It should be read alongside the school's safeguarding, SEND, attendance, anti-bullying, mobile phone/electronic device and suspension/exclusion procedures.

This policy is based on the following guidance and statutory publications:

- Behaviour in schools: advice for headteachers and school staff (February 2024) [assets.pub...ice.gov.uk]
- School suspensions and permanent exclusions (statutory guidance, updated 26 May 2026) [gov.uk], [assets.pub...ice.gov.uk]
- Searching, screening and confiscation in schools (updated 19 July 2023) [gov.uk]
- Keeping Children Safe in Education 2026, including Part One, Part Five and Annex B, as applicable to behaviour, child-on-child abuse, safeguarding concerns, online safety, filtering and monitoring, and the role of the Designated Safeguarding Lead.
- Working together to safeguard children 2026 (updated 18 March 2026) [gov.uk], [gov.uk]
- Use of reasonable force in schools (listed by DfE as current guidance within the improving behaviour in schools collection, updated 18 December 2025) [gov.uk]
- Mobile phones in schools (listed by DfE as current guidance within the improving behaviour in schools collection, updated 19 February 2026) [gov.uk]
- Preventing and tackling bullying [gov.uk], [assets.pub...ice.gov.uk]
- The Equality Act 2010
- Supporting pupils with medical conditions at school [gov.uk]
- SEND code of practice: 0 to 25 years (GOV.UK page updated 12 September 2024) [gov.uk]

The school will apply this policy with due regard to statutory duties relating to safeguarding, equality, special educational needs and disability, reasonable adjustment, attendance, and the use of sanctions that are lawful, reasonable, proportionate and fair

Recognition and rewards

Our school is absolutely committed to the principle of encouraging and developing a positive achievement culture. We believe students are entitled to be part of a culture that promotes positive attitudes to learning and teaches students to be committed to their learning and resilient to setbacks. It is important that achievement and good behaviour are recognised and rewarded regularly.

Culture points (+1) are earned by students for meeting the expected standard within the lesson. We believe that all students can meet the expectations within a classroom, so should be rewarded daily.
In order to meet those expectations, students will:

- Be prepared to learn
- Listen to all instructions
- Actively participate in their learning
- Respect the teachers right to teach and other students right to learn.

In addition, we also need to recognise students for wider community achievements.

- Positive engagement in lessons or involvement in extended school events.
- Content and presentation of both classwork and home learning, which can be graded above our expected standard.
- Being a positive role model.
- Achieving 100% attendance.
- Demonstrating a 'can do' attitude.
- Acting as an outstanding ambassador for the school.
- Excellent conduct/behaviour.
- Demonstrating the school values.
- Demonstrating the attributes of a Global Citizen.
- Fulfilling roles and responsibilities at whole school functions or events.

- Participating in fundraising or charity events.

Finally, our school is also committed to recognising our students when they have made significant improvements in their behaviour.

Mechanism

- All students will receive +1 point for fulfilling the school expectations in each lesson.
- Students who have contributed to a higher standard in lessons, the wider school and community will receive an addition +2 points at the discretion of staff.
- Students who have achieved significant improvements in behaviour will receive phone calls, letters and a variety of other approaches in recognition of the achievement.

Recognition and reward will occur frequently across a range of situations:

Daily	Weekly	Termly
Our classrooms and wider school have a culture of positive framing and recognising students' positive effort and attitude to learning. In all interactions, praise outweighs consequence by a ratio of 6 positive to 1 negative. At least five minutes in every lesson is devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons. Additional points and postcards should be issued publicly at this time.	Recognition in assemblies, within subject areas and for extra-curricular contributions. Weekly tutor programme. Social media recognition.	Formal celebration assemblies in which students are publicly recognised for their efforts and achievement, including attendance. Examples: • Students with no negative points. • Students with most points. • Students with most improved points. • Special recognition awards. • Attendance awards.
Additional Rewards		
A range of opportunities are also offered to students over the course of the year. These may include trips or external activities however, the opportunity to participate will be offered on the back of consistent or improved attitudes to learning and school life.		
Examples of Enrichment linked Rewards		
Performing Arts Sports DofE		

Maintaining the school environment to meet our expectations.

All school staff with the responsibility for students, have the statutory authority to discipline students (including on visits/trips) when behaviour is deemed unacceptable, school rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a student's unacceptable behaviour occurs outside of the school. The purpose of sanctions is to demonstrate that unacceptable behaviour is not accepted, deter other students from similar behaviour and most importantly, to uphold the vision for behaviour conduct/culture in the school.

To foster a positive and respectful learning environment, we must clearly understand what constitutes unacceptable behaviour. These include actions that disrespect any member of our school or community, such as bullying, harassment, or discrimination. Additionally, any behaviour that interferes with the learning of others, including disruptive behaviour in class or online, is considered unacceptable. Furthermore, actions that harm the reputation or image of our school, such as vandalism or cyberbullying, will not be tolerated. Finally, any behaviour that damages school property or the surrounding community, including littering or vandalism, is strictly prohibited.

Our school uses a tariff system linked to a common language of stage 1, 2 and 3. Each stage has a negative points value that drives the behaviour system. The key trigger for pastoral intervention is -5 points per day with any student reaching that total accessing wider sanctions and behaviour interventions.

In class proactive behaviour management.		
Potential behaviours	**Expected staff approaches:**	**Escalation process**
• Off task behaviour in lessons • Negatively affecting others learning.	• Lessons that are planned to support the learning in the classroom. • Seating plans that allow maximum engagement and minimum distraction.	Students receive a formal warning about their behaviour.

• Negatively affecting the teachers right to teach.	• Front load expectations about how to engage in learning within the lesson. • Have clear routines within the classroom. • Praise and positive framing are used throughout. • Use non-verbal strategies to re-focus students. • Model the behaviour expected in school and within the classroom.	
	Language to be used:	**Language to be used:**
	• Use the language of the school values to emphasise the importance of learning.	"I am **formally warning** you that if you continue with this behaviour, you will receive a stage 1 sanction."

Unacceptable Behaviour

The below table lists examples of unacceptable behaviour and incidents that lead to higher tariff sanctions:

Stage 1 sanctions are applied by all staff to maintain a purposeful behaviour climate. Students should be warned before a Stage 1 sanction point is given. **Sanction is -1 point**		
Potential Behaviours *(Please note: This is not an exhaustive list)*	**Expected staff approaches:**	**Escalation process**
• Disruption to learning • Chewing • Lack of respect to staff member • Eating food items in unauthorised areas • Incorrect uniform • Late to lessons (3-5minutes) • Late to school • Missing equipment (Form) • Overheard swearing • Corridor behaviour	• Sanction students with a stage 1 and give them the chance to refocus and modify their behaviour. • Consider the environment when addressing student, potentially extract for privacy. • Private, calm conversation • Identification of issues that caused negative behaviour. • Provide recommendations for students on how to resolve the issue. • Employ low stage teaching strategies – seat change etc…	• Student has refused the opportunity to modify their behaviour. • The behaviour is now a choice and will be escalated to stage 2. • At this point, a -1 will be replaced by a -3 issued at stage 2.
	Language to be used:	**Staff follow up responsibility:**
	"You now have a stage 1, this is your chance to refocus on your learning and modify behaviour." "Is there anything I can do as a member of staff to support you to refocus on your learning?" • Constant referral back to school expectations and values • Impact on their education and the impact their behaviour had on others.	Where possible, meet with the student before the next lesson. As a minimum, ensure that within 2 days of incident there has been an informal conversation with the student and possibly the parent depending on the issue.

Stage 2 sanctions are applied by all staff and are designed to highlight higher stage behaviours that need to be addressed by pastoral teams following the initial approach by the contact member of staff.

Sanction is -3 points

Escalating Behaviours *(Please note: This is not an exhaustive list)*	**Expected staff approaches:**	**Escalation process**
• Continuation or escalation of stage 1 behaviours. • Stage 2 late (6+minutes) • Continued disruption - impacting on others learning. • Continued lack of respect to staff member. • Refusal to follow staff instruction • Swearing at another student to intimidate and threaten. • Poor corridor behaviour. • Inappropriate use of IT.	• Consider the use of stage 1 approaches. • Private, calm conversation. • Identification of issues that caused negative behaviour. • Provide recommendations for students on how to resolve the issue. • Remove from class for a reset, if required. **Language to be used:** "You now have a stage 2, you now need to refocus on your learning and modify behaviour." "Is there any reason why you cannot refocus on your learning?" "Is there anything I can do as a member of staff to support you to refocus?" • Constant referral back to school expectations and values • Impact on their education and the impact their behaviour had on others.	• Escalate to stage 3: Senior/pastoral staff through 'on call' system. • Placement in reflection or refocus. • Contact parent with agreement of SLT/Pastoral lead. **Staff follow up responsibility:** Ensure that following the incident there is a plan to ensure that the issue is resolved with all parties. This may include teacher speaking to subject leader, pastoral team and the SEND team if a learning need has been highlighted etc…

Stage 3 sanctions are applied by SLT and Pastoral Leads. This stage can be triggered through continuous negative behaviour in lessons or serious incidents inside and outside the classroom that may result in a period of internal or external isolation. In some cases, the behaviours may result in the use of suspensions and exclusion

Sanction points will be determined on the conclusion of the review by SLT and Pastoral team. If it has reached stage 3, then it will be a minimum of a -5

Escalating Behaviours *(Please note: This is not an exhaustive list)*	**Expected staff approaches:**	**Escalation process**
• Continual disruption to lessons impacting on others learning. • Stage 3 late (15+minutes) • Damage to property • Truancy • Mobile phone (switched on and/or seen) • Bullying, including cyberbullying (persistent or serious incident) • Discriminatory behaviour, including homophobic, racist or sexist remark.	• SLT/Pastoral 'on call' teams to remove the student from the lesson. • Review the incident, speaking to the member of staff and student. • If required, collate statements and remove the student until review has been completed. • SLT/Pastoral to allocate points to the system and relevant sanction. Depending on the severity of the situation a number of	• Student may be referred to the school behaviour panel. • Contact the exclusions hotline. • The Principal may decide to direct provision off-site or even permanently exclude. **Staff follow up responsibility:** To consider all stage 2 follow up responsibilities. Restorative conversation with student. Formal meeting with all stakeholders led by SLT or pastoral.

<table>
<tr>
<td>

Verbal/physical aggression towards staff or any form of intimidating behaviour.
Fighting or inciting violence.
Physical Abuse to another student (serious and/or support required)
Dangerous or unsafe behaviour.
Extortion.
Possession of a weapon.
Possession or suspected use or supply of drugs or alcohol.
Smoking or Vaping.
Theft.
Sexually inappropriate behaviour.
Inappropriate use of computers. (for material that is age inappropriate or illegal)
Persistent violation of school rules.
Anti-social behaviour.

</td>
<td>
sanctions/interventions can be applied.

Contact parents.
Use of reflection area.
Use of reset area.
Detention.
Behaviour intervention programmes.
Behaviour reports
Trust isolation.
Suspension.
Exclusion.

Language to be used:

Reminder about the school values.
What was the impact on others?
Why did you choose to do it despite being aware of the sanctions?

</td>
<td>
SLT data monitoring to link with appropriate support for student and potentially member of staff.

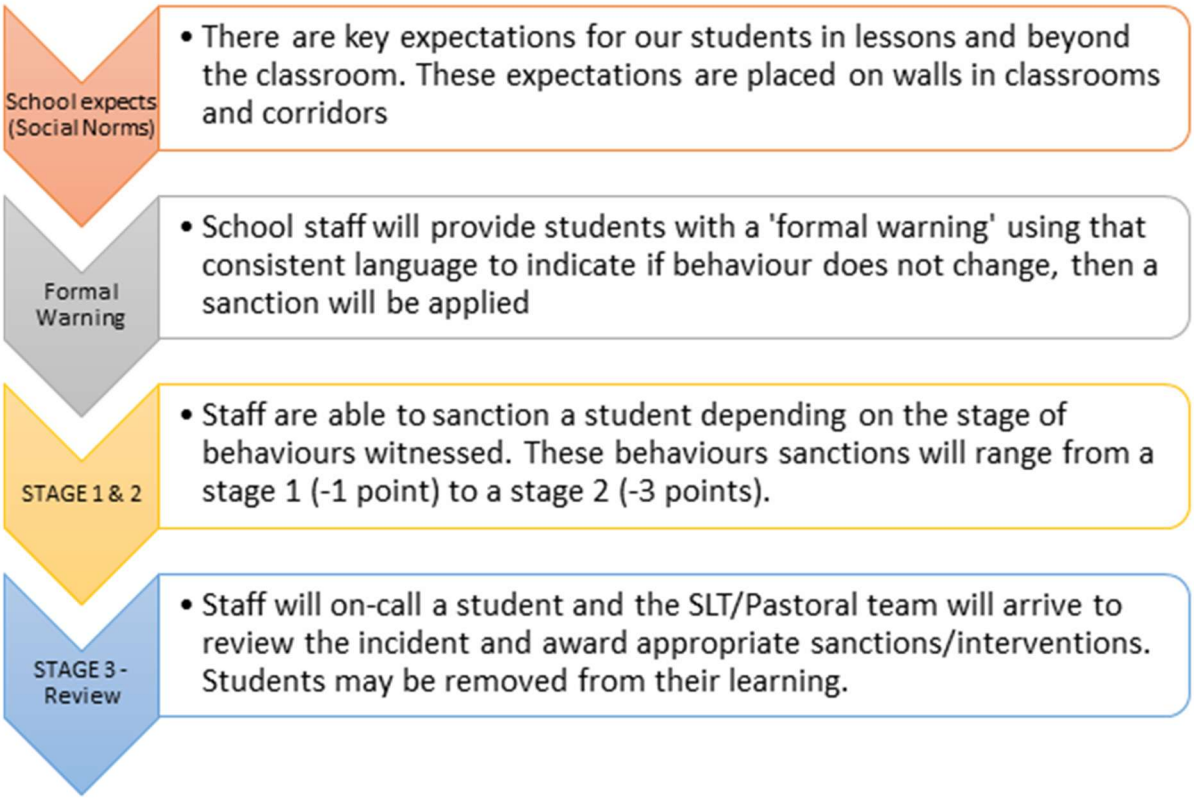
Where possible, pastoral and SLT teams to feedback to teaching staff by the end of the day.
</td>
</tr>
</table>

Where a Stage 3 incident involves actual or suspected harm, child-on-child abuse, sexual violence or sexual harassment, discriminatory abuse, weapons, drugs, exploitation, serious violence, online harm, missing from school or any other safeguarding concern, staff must refer the matter to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead without delay. Behaviour sanctions may run alongside safeguarding assessment, safety planning and referral to external agencies where required.

Response to Unacceptable Behaviour

Our classrooms need to be an environment where students can learn, and teachers are able to apply their skills to facilitate each and every child fulfilling their potential. Our teachers will access regular classroom management training, and our students will be raised within a culture of high expectation.

We provide our staff with a behavioural escalation route that enables them to be able to manage in class behaviours effectively, using their behaviour management skills, wider staff support and then ultimately and regrettably, detentions and lesson removal. The below diagram highlights the pathway for our teachers that is shared with students in all classrooms.



A key element of our behavioural pathway for sanctioning higher stage disruption is the use of our report and detention system, alongside the escalation use of the reflection and the reset intervention areas. These may be given when there is a breach of school discipline. The use of reports, detentions, alongside the use of the reflection and reset areas will be imposed when other, lower stage, behaviour management strategies have been unsuccessful.

It is expected that the majority of detention and intervention time should be spent on proactive strategies i.e., teaching students the routines, habits and norms of outstanding behaviour. Where necessary staff will use sanctions that are reasonable and proportionate to the circumstances of the case. Account will be taken of the student's age, any special educational needs, any disability, and any religious requirements affecting the student. Staff will make exceptions in exceptional circumstances (e.g., reasonable adjustments for a student with identified SEND)

In all cases, a review of imposed sanctions will be timely and appropriate. Such sanctions will also apply to poor behaviour outside of the school gates; current legislation gives headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable".

The appropriateness of sanctions will be judged within the context of a student's behaviour record. Special circumstances, and whether the offence is a first or repeated offence, may make a difference to the sanction.

Students/parents will be financially liable for any damage caused to the school site/equipment.

Where permanent exclusion is not considered for arson related incidents the student(s) will be required to attend a Fire Awareness course or similar designated course. Similarly, where a student brings onto the school site a weapon or alcohol, and permanent exclusion is not considered necessary, they may be required to attend a course provided by appropriate, external agencies.

SLT whole academy focus detentions

When SLT identify a key and sustained behaviour issue in the academy they can introduce a direct detention model for a short period of time if they have exhausted all other strategies. A separate code (STG3D) will be used to action the detention, so that the impact of this timebound intervention can be monitored.

DETENTIONS
It is fundamental for a school to promote and maintain a calm, purposefully learning environment. To ensure that this happens, detentions may be used as a deterrent to students who are displaying negative behaviour that could impact their learning and the learning of others.
The use of detentions is a last resort in the daily maintenance of behaviours as it can lead to damaging relationships. As a result, the focus of our detentions is to provide time to replace missed learning and to repair damaged relationships between a variety of stakeholders.

Informal Department Detention	School Detention	SLT Detention	Reflection and Reset areas
Departments can implement a break or lunch detention for 'lost learning' These detentions should be used for failure to complete work in lesson or scheduled homework These detentions must still allow students access to food and toilet facilities	A 30-minute detention will be issued in response to an incident, or accumulation of incidents (-5 in one day), of unacceptable behaviour. Parents will be informed of this detention via text message. A text message will be sent to parents/carers the day before the detention. If a student fails to attend a detention they will deducted -8 points and have to attend an SLT detention. Repeated failures may result in reflection and reset areas being used.	A 60-minute detention will be issued for students who fail to attend the 30-minute detention. A text message/phone call will be sent/made to parents/carers the day before the detention.	Failure to complete their SLT detention may result in intervention areas being used. Time will be dependent on the number of missed detentions. We may also use the Reflection and Reset areas in response to serious, or persistent, breaches of our Behaviour Curriculum.

Additional Behavioural Support

Behaviour Support Plans
A **Behaviour Support Plan** is a structured **assess–plan–do–review (APDR)** intervention used when a pupil's behaviour shows sustained deterioration and universal strategies are no longer having sufficient impact. It is designed to bring together the adults working with the pupil so that there is a shared understanding of the barriers, a clear plan of support, agreed actions and regular review of impact. In line with the LCT inclusion model, this support should be based on need, linked to wider behaviour, attendance, SEND or safeguarding indicators where relevant, and used to secure improvement through a joined-up, evidence-informed process rather than through isolated sanction alone.
A **behaviour report** may form part of this APDR-cycle intervention as an initial or embedded strategy where closer monitoring, clearer feedback and tighter daily support are needed. Behaviour reports are supportive tools, not stand-alone sanctions, and are used to help pupils make positive progress towards improved behaviour across school and in the wider community. Where pupils continue to struggle to follow the behaviour policy, the Behaviour Support Plan provides the framework for identifying **additional and different interventions**, clarifying what staff will do, what the pupil will do, how families will be involved, and how success will be reviewed over time. This ensures that support is purposeful, consistent and responsive, with adaptations made where needed to improve behaviour and strengthen the pupil's successful engagement in school life.

Behaviour Support Strategies	• SLT and HOYs will meet to form an emergency plan to address students' negative behaviour. This will include a proactive strategy to support the student, alongside a more intensive behaviour sanction for failing to comply.
Behaviour Support Panel	• Where a student's individual behaviour support strategy is not having a positive impact, students will be discussed at the behaviour panel and a clear APDR pastoral support plan will be created. Parents/carers will be invited for a meeting to discuss the plan and further actions.

Reflection Intervention Area

The reflection room is an area of the school that is built on the principles of de-escalation and restorative practice. The principle of removing heightened students to an area of safety and neutrality, in order to exercise well researched approaches is highly effective. Stage 2 and Stage 3 behaviours will use this 'short stay' facility in order to review the incidents and then apply the appropriate approach, that being a pastoral intervention or potentially and escalated sanction.

Staff working within the reflection area will be trained in de-escalation and restorative approaches. Restorative conversations at the school are a core part of building trust and relationships between staff and students. There are various approaches to restorative conversations but the foundation lies in the answers to the below questions:

1. "What happened?"
2. "What were you thinking at the time?"
3. "Who has been affected?"
4. "How have they been affected?"
5. "What needs to be done to make it right?"
6. "How can we do things differently?"

The design of the reflection area is reflected by its principles, it is a calm, quiet area where students can spend the time to think about the issues and reflect on how they could have approached it better. Staff will have an area where they can discuss issues with students and apply restorative strategies.

Students accessing reflection due to non-compliance will not be able to leave until after the next break period.

Reset intervention area

The reset approach is a bespoke area of the school building that has the intention of intensively supporting our young people to re-engage and break the cycle of their behaviours. Through the retraining of the school core values and expected student cultures, our learners will rediscover the purpose of their education. It is expected that our families engage with us on this journey to remove wider barriers and support the transition into the wider school.

The reset area is a bright and welcoming area designed to refocus our disengaged learners with teaching and pastoral staff supporting a wide range of effective interventions alongside a curriculum offer in line with peers when appropriate.

Students may be placed in the Reset area for a minimum of 1 day up to 2 weeks if they are accesses behaviour and SEMH intervention programmes. Progress is tracked and reported to all stakeholders. For longer term placements, there will be a personalised intervention programme working in partnership with families, SEND, Pastoral and external agencies (where appropriate)

Internal Alternative Provision

Internal Alternative Provision will operate as a targeted, time-limited intervention for pupils whose needs cannot be met successfully through the universal offer alone and who meet clearly defined entry thresholds, including repeated or serious disruption, multiple suspensions and other indicators that show a sustained risk to learning, safety or engagement. Its purpose is not to remove pupils from mainstream education indefinitely, but to provide a structured, supportive and closely monitored intervention that helps pupils to regulate, re-engage and succeed. In line with the LCT inclusion model, access to this provision will be based on need, reviewed through clear assess–plan–do–review processes, and underpinned by shared accountability across behaviour, inclusion, safeguarding and attendance. The provision will have explicit entrance and exit criteria, a personalised support plan, clear success measures and regular review points so that reintegration into mainstream lessons takes place at the earliest appropriate stage.

Off-Site Direction at a Partner School

In some cases, a decision may be made for a student to attend an LCT partner school for a fixed period of time. This provides the student with an opportunity to reflect on their current behaviour away from the home school environment and to understand that we will not tolerate behaviour which does not meet our expectations. Parents/carers will be informed of this off-site direction with confirmation of specific details and instructions. Failure to comply with the provision will result in an escalation to a more serious sanction or will be recorded as an unauthorised absence.

The expectations of the home school is to liaise with the LCT partner school on a daily basis to ensure progress is being made and to report any concerns to parents.

Behaviour panel and risk registers

Any student that receives multiple points across a period of time will be considered at risk of not fulfilling their potential within the school. The school's behaviour panel will meet to seek solutions to address their continuous negative behaviour. This will involve a commitment from parents to work in partnership to support the child with their educational journey.

Suspensions and Exclusions

- Our trust principles are clear that suspensions should be used only where necessary and after the school's wider behaviour strategies, practices and interventions have not been successful in improving a pupil's behaviour. Permanent exclusion will only ever be considered as a last resort.
- The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour and maintain the safety of school communities. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Where approaches to behaviour management have been exhausted, suspension may sometimes be necessary, with permanent exclusion only to be used as a last resort. Schools and local authorities should not adopt a "no exclusion" policy as an end in itself.
- Our school will follow the Department for Education statutory guidance, School suspensions and permanent exclusions. GOV.UK states that this guidance was updated on 26 May 2026, and that the July 2026 version comes into force from 26 July 2026.
- Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. For the purposes of this guidance, the term "headteacher" includes the principal of an academy. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.
- A suspension is a temporary removal from school. A permanent exclusion means that a pupil is no longer allowed to attend the school.
- In making any decision about suspension or permanent exclusion, the school will comply with its duties under the Equality Act 2010 and the Children and Families Act 2014. This includes making reasonable adjustments for disabled pupils, ensuring that policies and practices do not unfairly increase the risk of exclusion, and having regard to the SEND Code of Practice.
- Where appropriate, the school will also consider alternatives and preventative approaches identified within statutory guidance, including managed moves, off-site direction and other significant interventions designed to improve behaviour and reduce the need for exclusion.

Student Support

Our School is focused on behaviour intervention and support to reduce the need for sanctions. The holistic, pastoral understanding of our students is vital in order to identify the triggers for negative behaviours, with the key the removal of barriers both inside the school, within the home and wider community.

The school recognises its legal duty under Equality Act to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be reasonably adjusted to support the needs of the student. Measures are in place and both general and targeted interventions are used to improve student behaviour. Support is provided to all students to help them meet behaviour expectations, making reasonable adjustments for students with a disability as required.

The school will make all reasonable efforts to ensure that appropriate intervention strategies are used to support students and resolve and avoid negative behaviour. External agencies will be used where it is deemed appropriate or once school-based resources have been exhausted, should a student be deemed to be at risk of permanent exclusion.

Support and intervention strategies may include:

- A period of support in the Reset and Reflection areas
- Support from a range of external agencies.
- Modified timetable (Where appropriate)
- Alternative Provision (Where appropriate)
- Proactive placement at a Pupil Referral Unit.

- When appropriate, police intervention may be called upon.
- Managed move, only where voluntary, agreed by all parties, clearly in the pupil's best interests, supported by a written plan and not used as an informal exclusion, alternative to recording a suspension or permanent exclusion, or a mechanism for off-rolling.
- Pastoral reports
- SLT/Governors' panels.
- Referral to the fair access panel for additional support

Repeated lateness, truancy, lesson avoidance, internal truancy, leaving site without permission, persistent absence, severe absence, reduced access to full-time education, repeated removals from lessons, multiple suspensions, managed move consideration, alternative provision or risk of permanent exclusion will be considered through both behaviour and safeguarding processes. The Designated Safeguarding Lead, attendance lead, SENDCO and pastoral leaders will review patterns together and agree support, Family Help, external agency involvement or referral where needed.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or safeguarding. We will consider whether a student 's unacceptable behaviour 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.

All staff should also be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, including behaviour that occurs in person or online.
- Sexual harassment (such as sexual comments and online harassment)
- Consensual and non-consensual sharing of nudes/semi-nude images or videos (also known as sexting or youth produced sexual imagery).
- Upskirting and initiation/hazing type violence and/or rituals.

Child-on-child abuse will never be dismissed as banter, having a laugh, part of growing up or normal adolescent behaviour. All concerns will be taken seriously, recorded, referred to the Designated Safeguarding Lead and considered through both safeguarding and behaviour processes.
Where a behaviour incident involves actual or suspected harm, exploitation, serious violence, sexualised behaviour, discriminatory abuse, online harm, weapons, drugs, missing from school or any other safeguarding concern, the Designated Safeguarding Lead or deputy Designated Safeguarding Lead will advise on the safeguarding response. Behaviour sanctions may be used alongside safeguarding assessment, safety planning, support for the child who may have been harmed, support for the child who may have caused harm, and referral to external agencies where required.

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse. In addition, all staff should be aware that students can be at risk of child exploitation, if there is evidence to suggest a child's behaviour is as a result of exploitation, this will be taken into account when any decision needs to be made. #

Mobile phones

The school's approach to mobile phones will reflect current Department for Education guidance, which states that all schools should be mobile phone-free environments by default and should have a policy that prohibits the use of mobile phones throughout the school day, including during lessons, between lessons, at breaktimes and at lunchtime. The guidance also makes clear that references to mobile phones should be taken to include other personal communication and smart technology with similar functionality, particularly where devices can send or receive messages or notifications, or record audio or video. This approach sits alongside the wider behaviour and safeguarding expectations of the school and is intended to support calm, safe and purposeful environments for learning.

Within this trust-wide expectation, each school will adopt a bespoke operational method (See appendix 6) for implementing the guidance, taking account of its context, site, age range and day-to-day systems. The Department for Education guidance is explicit that schools and trusts should prohibit use but may determine the most appropriate method for doing so. As a result, individual schools may use different arrangements to secure compliance, provided these are clearly communicated, applied consistently and aligned to the academy's behaviour policy. Any exceptions

will be by clear agreement and only where the school judges them to be necessary and appropriate within the framework of the guidance.

Appendix

Appendix 1: Allegations

In the event of a serious incident or allegation, full investigations will be carried out. Students may be asked to write witness statements in confidence. Every attempt is made to ensure fair; accurate information is the basis for deciding a sanction. It should be noted that where exclusion is considered an appropriate sanction, the standard of proof used to reach such a judgement will be the “Balance of Probabilities” (The Civil Standard). The criminal standard of proof i.e., “beyond reasonable doubt” need not be applied. A Safeguarding policy and procedures are in place to support the well-being of our students. All allegations made by students should be pursued and child protection guidelines followed. Where it is believed, on the balance of probability that a malicious allegation has been made then it will be treated most seriously, and disciplinary action considered.

- ***Malicious Allegation***

Following any serious allegation or incident, the Designated Safeguarding Lead or deputy Designated Safeguarding Lead will consider whether a written safety and support plan is required. This will consider the needs of the child who may have been harmed, the child who may have caused harm, other pupils, staff, location-based risks, online risks and any actions needed to keep pupils safe while investigations or external processes are ongoing.

  - Reports made by pupils will be taken seriously and managed in line with safeguarding procedures. If, following appropriate safeguarding consideration, a report is found to have been deliberately invented or malicious, the school may consider disciplinary action in line with this policy. Before any disciplinary decision is made, the Designated Safeguarding Lead will consider whether the pupil who made the report may themselves be in need of help or protection.

- ***Unfounded Allegation***
  - Where a student has misinterpreted the incident, was not aware of all of the circumstances or was mistaken in his/her view of the incident and there is evidence, on the balance of probability, to disprove the allegation. Within an unfounded allegation, there may still be present some intention to deliberately deceive and thus it may be considered a Malicious Allegation. In such cases, disciplinary action will be considered.
- ***Unsubstantiated Allegation***
  - Where there is, on the balance of probability, insufficient evidence to prove or disprove the allegation. No disciplinary action will be taken.

Appendix 2: Screening and Searching Students

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 student welfare, and to maintain high standards of behaviour through which students can learn and thrive. Staff may use common law to search students, with their consent, for any item. Under Part 2, Section 2 of the Education Act (2011) & DfE Document – Searching, screening and confiscation (January 2018) teachers are authorised by the Headteacher to search for any prohibited item without the consent of the students, provided they have reasonable grounds for suspecting that the student is in possession of the prohibited item. There is no requirement to inform parents/carers or seek consent before a search is undertaken.

Searches will be conducted by a same-sex member of staff where possible, with another member of staff member as witness. If there is a risk that serious harm will be caused to any person(s) then the search will be carried out immediately. During a search, staff members may instruct a student to remove outer clothing, including but not limited to, hats, scarves, boots, and coats. The school can require students to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the students. If a student fails to comply, and the school does not let the student in, the school has not excluded the students and the student ’s absence will be treated as unauthorised. The student should comply with the rules and attend. Searches may be carried out both on and off site, including school trips or any other activity away from school where staff are responsible for students.

The list of prohibited items is:

- knives and weapons
- mobile phones – switched on or seen
- alcohol
- illegal drugs

- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations:
    - tobacco and cigarette papers
    - fireworks
    - pornographic images.

Appendix 3: Confiscation

Under section 91 of the Education and Inspections Act (2006) the school has the general power to discipline a student as appropriate. This general power includes a staff member to confiscate, retain or dispose anything they have reasonable grounds to suspect is a prohibited item. Items confiscated, because they are banned by the school rules should be collected by arrangement by parents/carers from the school office.

Appendix 4: Physical Restraint and Reasonable Force

All staff are encouraged to use de-escalation techniques and alternative strategies to support each student. There may be rare occasions when school staff will need to use 'reasonable force' in order to control or restrain students to prevent students committing a crime, causing injury or damage to themselves, others or property.

- Restraint will only ever be used as a last resort and all incidents of this are reviewed, recorded and monitored.
- Reasonable force will be used in accordance with Government guidance. Parents/carers will always be contacted in the event restraint or reasonable force has had to be used.

Appendix 5: Use of Technology/Electronic Devices

The use of technology is integral to advancing the quality of teaching and learning within the school, but this technology must be used safely, responsibly and appropriately. All staff monitor the use of computers, the internet, email and digital systems, and students are taught safe and responsible use of technology through the curriculum, Personal Development and wider safeguarding education.
In order to protect the safety, welfare, reputation and privacy of all members of the community, the school will take action against any online behaviour that may be perceived to be threatening, intimidating, abusive, exploitative, discriminatory or harmful. This includes behaviour in any public or private digital space, including online chat rooms, social networking sites, messaging platforms, email exchanges, group chats, shared documents, gaming platforms and any other environment where members of the school or wider community may access, experience or be affected by the content.
The school will treat the following as behaviour and safeguarding concerns where relevant: online harassment, cyberbullying, abusive group chats, non-consensual image sharing, consensual or non-consensual sharing or making of nudes or semi-nudes, AI-generated images or videos, deepfakes, nudification tools, online grooming, online exploitation, sexual harassment, discriminatory abuse, threats, extortion, misuse of school systems, access to illegal or age-inappropriate material, or any technology-facilitated behaviour that may cause harm. Such incidents will be referred to the Designated Safeguarding Lead where safeguarding concerns are present and may result in sanctions, support, safety planning, referral to external agencies or permanent exclusion where appropriate.

Appendix 6: Use of Mobile Phones/Electronic Devices

The *use of mobile phones and other electronic devices is strictly forbidden*, as is the use of recording equipment to take photos/videos without prior permission. Photos, videos or recordings should not be uploaded to any external internet site or exchanged via ICT/Phone equipment and will be subject to the action noted above.

- Mobile phones/electronic devices must not be seen or heard during the school day, they should be off and away.
- Headphones should not be worn or seen during the school day.

Parents/carers are reminded that students should not contact home during the school day. If necessary, the school will contact home. Where parents/carers need to contact students, *contact must be made via staff.*

Please note: Mobile phones/electronic devices/headphones/pods are not permitted during the school day. If seen or heard, students will have the item confiscated and can only be collected by an adult with parent responsibility. Students will be placed in Reset room the following day. Repeat offences will require a mobile phone contact and escalation in line with sanctions.

Appendix 7: Child-on-Child Abuse (including bullying)

All staff will be aware that child-on-child abuse (including bullying) can occur between students of any age and gender, both inside and outside of school, as well as online/offline. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

Child-on-child abuse will never be dismissed as banter, having a laugh, part of growing up or normal adolescent behaviour. All concerns will be taken seriously, recorded, referred to the Designated Safeguarding Lead and considered through both safeguarding and behaviour processes.

All staff will follow our school *Child Protection and Safeguarding Policy* and *Anti-Bullying Policy (including child on child abuse)* if they have any concerns about child-on-child abuse. The DSL will take the lead role in any sanctioning of the child who may have caused harm. We will also provide support for all students involved; for both the child who may have been harmed and for the child who may have caused harm. Following any serious allegation or incident of child-on-child abuse, the Designated Safeguarding Lead or deputy Designated Safeguarding Lead will consider whether a written safety and support plan is required. This will consider the needs of the child who may have been harmed, the child who may have caused harm, other pupils, staff, location-based risks, online risks and any actions needed to keep pupils safe while investigations or external processes are ongoing.

Disciplinary action may be taken while other investigations or ongoing e.g., police. The fact that another organisation/body is investigating or has investigated the incident does not prevent the school from taking action. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution.
- There are circumstances that make it unreasonable for us to reach a conclusion about what had happened while an independent investigation is ongoing.

Appendix 8: Meeting the National Minimum Expectations for Behaviours and Attitudes

- This behaviour policy and curriculum are designed to support the school in meeting the expectations set out within the state-funded school inspection toolkit for **attendance and behaviour**. The school aims to establish a calm, orderly, respectful and supportive environment in which expectations for conduct, routines and attendance are clear, commonly understood and applied consistently and fairly. Staff are systematic in teaching pupils how to approach their learning, and pupils respond with positive attitudes so that behaviour does not normally disrupt teaching, learning or school routines.
- Leaders and staff will maintain high expectations of pupils' behaviour and attendance, ensure that rules and routines are applied effectively, and take proportionate action where behaviour falls short of those expectations. The school will foster a positive environment in which bullying, discrimination, harassment and derogatory language are not tolerated and are addressed quickly and effectively. Pupils will be supported to feel safe, supported and treated fairly, and leaders will work to secure improvement for pupils who need additional help through well-chosen, targeted interventions whose impact is reviewed carefully over time.
- The school also aims to secure positive attitudes to learning, strong attendance and punctuality, and a culture in which pupils are self-motivated, cooperative and resilient when they face setbacks. Where sanctions are required, they will be used proportionately and effectively. Suspensions and permanent exclusions will be used appropriately and as a last resort, with reintegration and further support used to help pupils return successfully to learning. Relationships between pupils and staff will reflect a positive and respectful culture in which pupils are known, valued and safe.

Appendix 9: Burton Borough Uniform

We believe uniform is important because it helps to develop a sense of personal pride and form good habits for a student's journey into adult life.

What constitutes 'appropriate' is down to the discretion of the Principal in all elements of uniform.

Uniform		Comment
Blazer	Burton Borough blazer with the school logo pocket and sleeves rolled down. Only Burton Borough badges may be added to the school blazer.	All students must wear their blazers at all times. Students may be allowed to remove their blazer in lessons at the teacher's discretion.
Trousers	Standard full length black tailored trousers.	Trousers should be of a traditional school uniform style and fit appropriately. Hipster, skinny-fit, legging-look, flared trousers, jeans, and trousers with visible fashion features such as decorative buttons, laces or zips are not permitted. Trousers should be worn so that no bare leg is visible and ankles should remain covered. Please note that clothing marketed by retailers as part of their "school approved" or school wear ranges does not always meet our uniform requirements. We recommend checking items carefully against the school uniform policy before purchasing.
Belts	Plain black belt.	No large belt buckles.
Skirt	Kelso tartan skirt (blue). All skirts must be on the knee in length. No other skirts are acceptable.	Skirts must not be rolled up for any reason.
Shirt	White shirt or blouse. These may be either long or short sleeved. They must be capable of being tucked into trousers or skirts and must be tucked in at all times.	No short-fitted blouses or un-tucked shirts. Regular collar. No rounded collars. There must be a top button that can be done up so that the clip-on tie can be attached.
Ties	Black Burton Borough Tie with the House emblem to be worn at all times.	Students who represent their County/Region/Country in any form of Sport, Expressive Art or BBS band who have been awarded a tie can wear this in place of their school tie as a privilege. Students must seek permission by the Principal to do so. Y ear 11 Senior Platinum Students wear platinum, silver tie. Ties must not be unclipped or positioned lower than the top button in school.
Jumper	Black "V" necked sweater (optional) worn underneath the blazer.	Hoodies are not to be worn on site. Exceptions to this will include Burton Borough event hoodies such as Y11 hoodies, performing arts, sporting trips - this will be communicated home with specific dates these can be worn. Any hoodies worn onto school site are at risk of being confiscated.

Socks	Plain, black socks that must cover the ankle.	No coloured socks or leggings. No trainer socks.
Tights	Black or flesh coloured.	No patterned tights, lace tights, fishnet tights, coloured tights or footless tights.
Shoes	Sensible, flat, plain, black leather or PVC leather school shoes. They must be plain black shoes and if they have laces, they must be black. The ankle bone must not be covered by the shoe.	No fabric, canvas, trainers, 'converse-style', sports shoes, pumps, sandals, creepers, crocs, wedges, dance slippers, sling backs, mules or boots. Students wearing inappropriate shoes will be expected to change out of them. If you are unsure what is not acceptable, please check with your Head of Year before purchasing.
Coat	Coats to be suitable for the weather, worn over uniform to and from school.	Coats should be removed i school and must not have inappropriate logos/slogans.
Bag	Large enough and strong enough to carry the necessary books.	No small handbags that cannot fit books.
Make up	Subtle make-up is acceptable - this is natural foundation and includes clear and nude nail varnish.	We encourage a natural and school-appropriate appearance. Students may wear a subtle coat of mascara if they wish. To maintain consistency across the school, blusher, bronzer, false eyelashes, eyelash infills, eye shadow, eyeliner and pencilled eyebrows are not permitted. Students should also ensure that nails remain natural, with no false nail extensions, clip-on nails or coloured nail varnish. Where make-up is considered excessive or does not meet our expectations, staff may ask students to remove it.
Hair styles	Sensible and natural hair styles and colours.	Styles such as backcombed hair or shaved patterns maybe considered extreme. Coloured hair must fall with in the natural hair colour palette.
Hair accessories	Plain, dark blue or black hair bands or bobbles.	Hair accessories should be simple and suitable for school. Coloured hair bands, bobbles, large flowers and ribbons are not permitted.
Jewellery	A watch and one small (4mm maximum) plain gold or silver stud per ear.	Jewellery should be simple, safe and appropriate for the school environment. • Hoop earrings, regardless of size, are not permitted. • Large earrings, ear gauges, ear cuffs, dangly earrings and fashion earrings are not permitted. • Bangles, bracelets, non-charity wristbands and non-House charity badges are not permitted. • Rings are not permitted. • For health and safety reasons, all other body piercings, including tongue, nose, lip, belly button and eyebrow piercings, are not permitted in school.
Headwear	Plain black headscarf or plain black turban.	Can only be worn for religious reasons. (To be discussed with Head of Year).
Contact lenses or glasses	Prescription lenses and glasses only.	Fashion glasses or coloured contacts are not permitted.

Burton Borough School respects equality and diversity and in instances where students are going through a gender transition process, or do not wish to be defined by a gender, school will liaise with the family on a case-by-case basis to determine the appropriate uniform. Please contact your Head of Year to discuss further.

The school reserves the right to confiscate items that are being worn or used inappropriately and can ban unforeseen items that may come under 'fashion items' but are not specifically stated in our uniform code.

Please be mindful that we are not responsible for any losses or damage to high-value, branded attire.

Uniform can be purchased, including ties and the PE kit, from Baker & Son or Unform is also available through the uniform swap shop for a voluntary donation. Visit www.bakerandsonschoolwear.co.uk.

* *Available with school logo from school supplier*

Appendix 10: Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school has a zero-tolerance approach to sexual harassment and sexual violence. Zero tolerance means that concerns are never ignored, minimised, normalised or dismissed as inevitable, banter or part of growing up. It does not mean that every case receives the same sanction. Responses will be proportionate, safeguarding-led and decided on a case-by-case basis.
The school will ensure that all incidents of sexual harassment and/or sexual 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.
- Safeguarding-led.
- Decided on a case-by-case basis.

Sanctions for sexual harassment and sexual violence may include isolation, suspension or permanent exclusion. However, any sanction will be considered alongside safeguarding assessment, support for the child who may have been harmed, support for the child who may have caused harm, parental engagement where appropriate, external agency advice and the need for safety planning.
Following any report of sexual harassment or sexual violence, the Designated Safeguarding Lead or deputy Designated Safeguarding Lead will consider whether a written safety and support plan is required. This will consider the needs of the child who may have been harmed, the child who may have caused harm, other pupils, staff, location-based risks, online risks and any actions needed to keep pupils safe while investigations or external processes are ongoing.

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 and safety planning where appropriate.
- Deciding whether to manage the incident internally.
- Referring to Family Help.
- Referring to children's social care.
- Reporting to the police.

Appendix 11: Managed Move

In line with the Department for Education's July 2026 statutory guidance, a managed move may be considered only where it is in the pupil's best interests and where all parties agree that a permanent move to another school offers the most appropriate route to securing improvement, stability and continued education. A managed move must be

voluntary and agreed by the parent/carer, the pupil where appropriate, the home school and the receiving school. It must not be used as an informal exclusion, as a response to avoid recording a suspension or permanent exclusion, or as a mechanism to remove a pupil from the school roll in a way that could constitute off-rolling. The pupil's views will be sought and considered before any decision is made, and the school will explain how those views have informed the outcome.
A managed move will be supported by a written plan that sets out the rationale, intended outcomes, start date, review points, support arrangements, safeguarding considerations, attendance expectations, curriculum access, information-sharing arrangements, reintegration or permanence arrangements, and the actions required by the home school, receiving school, pupil and parent/carer. The Designated Safeguarding Lead, SENDCO, attendance lead and pastoral leaders will be involved where appropriate. Any safeguarding information necessary to keep the pupil and others safe will be shared securely and proportionately with the receiving school.

Appendix 12: Points Table

Positive Points	**Negative Points**
+1 per lesson for meeting expected standards	-1 for a stage 1 behaviours & late after 3 minutes
+2 for students showing above expected in lessons (Effort or achievement)	-3 for a stage 2 behaviours & late after 6 minutes (disruption)
+5 for students showing above expected through enrichment (Effort or achievement)	-5 for a stage 3 behaviour that leads to a student being placed in the reflection room & late after 15minutes (disruption)
+5 for students showing any of the school virtues in and around the school	-7 truancy (30minutes/half a lesson of missed learning)
+10 completion of long-term project (DofE, Student council, P.Arts production etc….)	-8 Failure to attend detention
+15 Professional level achievement (National sport, P.Arts, Industry project)	-10 for an incident that leads to a student being placed in the reset room
	-12 will be given to students if they are sent to an LCT Off-Site Direction at a Partner School
	-15 will be given if a student receives a suspension

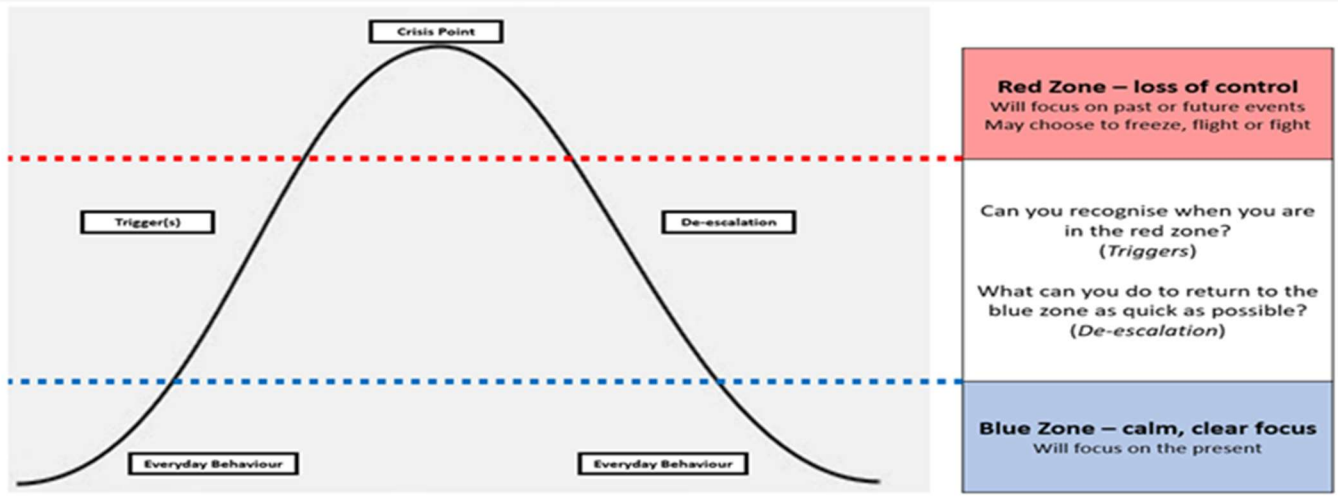
Negative points tally	
-5	Any student reaching -5 points within a day will sit a minimum of detention the following day.
Detentions are only given to students if they have reached -5 in a day.	

Appendix 13: Students/Staff Statement

Student/Staff Statement							
Name		**Tutor**		**Year**		**Date**	
Other people involved:	**1.**			**5.**			
	2.			**6.**			
	3.			**7.**			
	4.			**8.**			
Location of incident		**Time of incident**					
Please write below your supporting statement:							
Signed (Student/Staff)		**Signed (Staff Lead)**					

Appendix 14: Behaviour Support Plan

Learning Community Trust	Behaviour Support Plan (BSP)		
Student Name:		**Yr Group:**	**Date:**
Normal baseline behaviour What behaviours does the student display on a common day?	**Description of the student's normal baseline behaviour is like in the classroom.**	**Good examples of how staff should respond to this**	
Triggers What triggers poor behaviour?	**What is the causes for the student to move from their baseline behaviour? This is the main cause for negative/undesirable behaviour.**	**Good examples of how staff should respond to this (eg humour, ignorance, PD sanctions, 5 minutes to settle, 5 minutes' time out).**	
Escalation What makes the behaviour escalate further?	**What is the main cause for the student to move from their triggers to escalation?**	**How should staff respond at this point?**	
Crisis What does a crisis situation look like?	**What is the causes for the student to move from escalation to crisis?**	**How should staff respond at this point?**	
De-escalation What happens post crisis?	**What are the main causes that allow the student to calm from crisis?**	**How can staff best manage the situation?**	
Post incident The best course of action once the student is back at normal baseline	**How can the situation be repaired?**	**What can staff do afterwards?**	



Appendix 15: Behaviour Management Strategies

Strategy	**Positive framing -** motivating students through positive reinforcement and constructive feedback.
Why is it important?	By emphasising desired behaviours and offering specific guidance, teachers can create a supportive and encouraging learning environment. This approach helps to build strong student-teacher relationships, improve student motivation, and reduce disruptive behaviour. Additionally, Positive Framing empowers students by focusing on their potential for growth and success. By avoiding negative language and focusing on solutions, teachers can create a positive classroom culture where students feel valued and supported.
What are the key elements?	**1) Narrating the Positive:** Highlighting positive behaviours and expectations to encourage desired actions. **2) Live in the Now:** Focusing on the present moment and providing immediate feedback to guide students towards positive behaviour. **3) Assume the Best:** Presuming positive intent behind student actions and offering support rather than criticism. **4) Allow Plausible Anonymity:** Addressing negative behaviour indirectly to avoid singling out individuals and maintain a positive classroom atmosphere.
Strategy	**Notice more of what you want -** A strategy that involves actively seeking out and acknowledging positive behaviors in students.
Why is it important?	When teachers actively seek out and acknowledge positive behaviours in their students, instead of focusing solely on correcting mistakes, it shifts attention to the positive aspects of student behaviour and learning.
What are the key elements?	**1) Active Observation:** Deliberately pay attention to positive behaviours and achievements, no matter how small. **2) Specific Praise:** Offer precise and sincere compliments that highlight specific positive actions or qualities. **3) Public Recognition:** Acknowledge positive behaviour in front of the class to motivate others. **4) Private Encouragement:** Offer individual praise and support to build self-confidence. **5) Growth Mindset:** Focus on effort and improvement, rather than just outcomes. **6) Positive Language:** Use positive language and avoid negative criticism.
Strategy	**Circulating the room -** A strategy of moving around the classroom to monitor student engagement, provide feedback, and prevent off-task behavior.
Why is it important?	Circulating the room is a powerful strategy that involves moving strategically around the classroom to monitor student engagement, provide immediate feedback, build relationships with students, and prevent off-task behaviour.
What are the key elements?	**Purposeful Movement:** Circulate with a clear intention, whether it is to check for understanding, offer support, or redirect off-task behavior. **1) Strategic Positioning:** Position yourself strategically to observe all students and intervene when necessary. **2) Timely Feedback:** Provide immediate feedback to help students correct mistakes and stay on track. **3) Non-Verbal Cues:** Use subtle gestures and body language to guide student behaviour and maintain focus. (May not be suitable for some students with SEND) **4) Building Relationships:** Take opportunities to connect with students on a personal level and show genuine interest in their learning.
Strategy	**100% attention -** A technique that ensures all students are focused and engaged during instruction.
Why is it important?	By demanding and maintaining 100% attention, teachers create a more effective learning environment where students are more likely to absorb information and achieve higher levels of understanding. This strategy minimises distractions, maximises instructional time, and fosters a positive classroom culture where learning is prioritised.
What are the key elements?	**1) Clear Expectations:** Students should understand what is expected of them, both behaviourally and academically. **2) Strong Attention-Getters:** Use effective techniques like signal, pause, insist, a specific phrase, or a visual cue to quickly gain students' attention. **3) Engaging Delivery:** Use varied instructional strategies, such as storytelling, demonstrations, and group work, to keep students interested.

	4) Purposeful Questions: Ask thought-provoking questions that encourage participation and focus. **5) Minimising Distractions:** Create a clutter-free environment and manage distractions effectively.
Strategy	**Signal, Pause, Insist -** A technique used to gain and maintain student attention through a clear signal, a pause for compliance, and insistence on the desired behaviour.
Why is it important?	By signalling an expectation, pausing to allow students time to respond, and then insisting on compliance, teachers can create a structured and disciplined learning environment. This strategy is particularly effective in preventing off-task behaviour, encouraging prompt responses, and fostering a culture of respect and accountability.
What are the key elements?	**1) A Clear Signal:** A distinctive cue, such as a hand gesture, a specific phrase, or a sound, to grab students' attention. **2) A Meaningful Pause:** A moment of silence to allow students to process the signal and transition to the desired behaviour. **3) Insistent Follow-Through:** A non-verbal or verbal cue to reinforce the expectation and ensure compliance.
Strategy	**Opportunities for success –** Finding opportunities for students to succeed.
Why is it important?	By providing clear instructions, timely feedback, and challenging yet achievable tasks, teachers can empower students to reach their full potential. Additionally, creating a supportive and inclusive classroom culture where students feel valued and respected fosters a sense of belonging and motivation. By addressing individual needs and offering differentiated instruction, teachers can ensure that all students have the opportunity to succeed. Ultimately, a combination of these strategies can create an engaging learning environment where students thrive.
What are the key elements?	**Positive Reinforcement:** Recognise and reward effort and achievement can boost student motivation and confidence. **Effective Feedback:** Timely and specific feedback helps students understand their strengths and weaknesses and guides their improvement. **Supportive Learning Environment:** A positive and inclusive classroom climate fosters a sense of belonging and encourages risk-taking. ***SEND elements*** **Opportunities for Choice:** Allowing students to make choices about their learning can increase engagement and motivation. **Self-regulation Strategies:** Teaching students how to manage their time, emotions, and behavior can empower them to take control of their learning.
Strategy	**Brighten line**
Why is it important?	Brightening lines is a technique that involves making clear transitions between different parts of a lesson. This helps students to stay focused and engaged by providing clear signals when one activity ends and another begins.
What are the key elements?	**1) Clear instructions:** Ensure that students understand exactly what they need to do and by when. **2) Clean start and finish:** Use clear verbal and nonverbal cues to signal the beginning and end of an activity. **3) Positive reinforcement:** Acknowledge and reward students for starting and finishing tasks promptly. **4) Consistent routines:** Establish clear routines for transitions and task completion. **5) Time management:** Use timers or other visual cues to help students manage their time effectively.