



The Salesian Academy of
**St. John
Bosco**



Proud to be part of

Pope Francis
Catholic Multi Academy Trust

Behaviour and Rewards Policy

'We learn not for school, but for life'

Respect Understanding, Affection

Happiness & Humour

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1	New	September 2024
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Statement of intent

The Salesian Academy of St John Bosco believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Establishing a positive culture that promotes excellent behaviour, ensuring that all the pupils have an opportunity to learn in calm, safe and supportive environment
- Establishing a whole-school approach to maintaining exceptional standards of behaviour that reflect the values of the school
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Outlining how pupils must behave, challenging and disciplining misbehaviour
- Explicitly defining what we consider to be unacceptable behaviour, including bullying and discrimination
- Promoting self-esteem, self-discipline, respect for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Encouraging positive relationships with parents
- Ensuring that all Pupils show exemplary standards of behaviour whilst never compromising the reputation of the school within the community

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated approach.

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos, and environment – the health and wellbeing of pupils and staff is promoted through all aspects of school life, including leadership practice, policies, values, and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact a pupil's mental health, behaviour and education. Where vulnerable pupils or groups are identified, provisions will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) and Special Educational Needs (SEND) policies outline the specific procedures that will be used to assess pupils for any SEMH or SEND related difficulties that could affect their behaviour. We have an EBSA (Emotionally Based School Avoidance) room, which is a vital part of a whole-school approach to mental health, inclusion, and attendance. This provision offers a dedicated EBSA provision space where students receive targeted support.

Our Mission, Ethos & Values

'We learn not for school, but for life'

Our Mission at The Salesian Academy of St. John Bosco is to be a Catholic School that seeks to appreciate and develop the talents and skills of each individual. Inspired by the life of Christ and the work of St John Bosco, we endeavour, through active partnership with home, parish, and the wider community, to prepare our pupils to face the future with confidence. We aim to instil the Salesian values of Respect, Understanding, Affection and Humour – RUAH. These four values underpin every aspect of our school life and together give the Hebrew word for 'breath of life' or 'spirit'.

Value	Exceptionality	How is this demonstrated
Respect Love for oneself and others	An exceptional SJB pupil will have excellent attendance and punctuality. At all times in The Salesian Academy of St John Bosco pupils are polite, respectful and demonstrate positive and fair behaviour. Pupils are encouraged to live in the words of St John Bosco 'letting them know they are Loved' through their actions to improve their own and others' lives within the academy community	Through 97% or above attendance Arrive before 8:40am Pupils arrive at period 1 immediately when the bell goes (break and lunch time and other times expected during the day) Arrive on time for all lessons
Understanding – Inspiration A commitment to learning and working well with others	An exceptional SJB pupil will demonstrate a positive attitude to learning in all classrooms and their conduct around the school. An SJB pupil will be a positive role model for learning to others	Trying your best in all learning opportunities Following instructions first time Treating others fairly and with dignity Accepting your part in any misbehaviour Correcting poor behaviour immediately and apologising for your actions No inappropriate physical contact with others No derogatory language
Affection Empowerment	An exceptional SJB pupil will work hard and will not give up when challenged. An SJB pupil will have smart uniform, appearance, and correct equipment. An SJB pupil will show kindness and respect to all stakeholders in the school	Be expected to take part in independent study Demonstrate positive learning behaviours Engage in collective worship and all aspects of catholic life Full equipment, every day Have complete uniform including bag and PE kit Display a love for learning

Happiness and Humour & Joy	An exceptional SJB pupil will value and seize every learning opportunity both inside and out of the classroom Pupils will develop their many talents, pursue their academic and personal excellence, remain healthy and safe and, ultimately, make positive contributions to society	Attends extra-curricular at least once a week Meets all homework deadlines, first time Taking opportunities to develop outside the classroom through PSHE and CEIAG Taking part in community activity events timetabled throughout the year Engaging in enrichment opportunities
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1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEND) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and Responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy
- Ensuring this policy is published on the school website

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEND-related drivers of poor behaviour
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this
- Determining the school rules and any disciplinary sanctions for breaking the rules
- The day-to-day implementation of this policy
- Publicising this policy in writing to staff, parents and pupils at least once a year
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEND policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties
- Supporting behaviour management in line with the SEND Policy

Teachers & Staff Expectations:

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Treat every pupil with dignity and respect and promote the school's catholic values

- Being at your door at the start and end of lessons to welcome and dismiss pupils and to support the calm movement of pupils around the school.
- Ensuring every day is a fresh start
- Using strategies to deal with low-level disruption including de-escalation
- Setting high expectations for every pupil circulating and being active in the classroom
- Use restorative practice and follow SEND communication, systems and processes
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Meet the Teacher Standard 7 (Manage behaviour effectively to ensure a good and safe learning environment)
- Implementing the behaviour policy consistently, communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour as role models on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents on Class Charts promptly, clearly and with a narrative regarding incidents
- Challenge and support pupils to meet the school's expectations
- Maintaining communication with parents and carers for all aspects of behaviour and work with parents in the best interests of the pupils
- When a teacher makes a removal call or calls for extra support on communication system, General Supervision will support in priority system. Additionally, the Senior Leadership Team, Heads of Year, Curriculum Leaders and other leaders will support staff in responding to behaviour on other occasions that is deemed necessary

Pupil Expectations:

- Follow the School's behaviour policy and learning routines
- Be rewarded for meeting the behaviour standard, and be issued with consequences and sanctions for not meeting the standard
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Be polite
- Move orderly, quietly and follow the one-way system around the school and keep to the left
- Treat the academy building and school property with respect
- Dispose of litter in bins around the academy and keep classrooms and all areas of the school tidy
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Parent & Carer expectations:

- Keep contact details up to date and have access to the school's communication system, Class Charts and Parent Pay
- Support and promote the school's behaviour policy
- Support their child in adhering to the school's behaviour policy and in meeting the Academy's standards and expectations
- Inform the school of any changes in personal or community circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with an appropriate member of staff promptly
- Take part in any pastoral work following misbehaviour and attend all meetings to support your child's behaviour
- Follow the behaviour policy
- Supporting their child in adhering to the school rules and reinforcing this at home
- Inform the school of any changes in circumstances which may affect their child's behaviour

3. Definitions of misbehaviour

Misbehaviour is defined as:

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs or paraphernalia, alcohol or tobacco, vapes
- Possession of banned items such as weapons, replicas, stolen goods, fireworks
- Pornographic images
- Selling in school
- Targeted inappropriate language directed at staff, pupils or visitors to the school
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language

- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Targeted inappropriate language directed at staff, pupils or visitors to the school
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Putting the school into disrepute inside or outside of school premises
- Any other behaviour deemed by senior leaders that do not uphold the high standards of the school.
- Refusing to hand in mobile phones according to behaviour policy

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Defiance to staff and walking off
- Leaving lesson without permission
- Fizzy drinks including high energy drinks, gum
- Disrupting lessons and the teachers teaching
- Low-level disruption and talking in class
- Pushing, Shoving, Kicking – Personal Space
- Litter around the school
- Shouting/screaming around the school
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ipods, earpieces without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Pupil expectations

SJB non-negotiables will not be tolerated:

- Refusing to follow instructions
- Defiance to school rules
- Disturbing the learning environment
- Being defiant, rude or intimidating to others
- Fighting

- Foul or derogatory language
- Litter around the academy
- Shouting/screaming in the school
- Use of mobile phones during the school day – year 7, 8 and 9 will hand phones in the beginning of the day. For year 10, 11 phones will not be seen heard or used during the school day.

SJB non-negotiables in the classroom:

- Sat correctly (back must be on the back of the chair seat and feet under the desk and feet on the floor)
- Do not leave seat without permission
- Adhering to the seating plan as directed by the teacher
- Shouting out or speaking over the teacher
- Low Level Disruption – for example having a conversation with others whilst the teacher is instructing
- Sitting up, no heads on desks
- No eating, chewing gum, drinking (water allowed) in lesson
- No graffiti on person, personal belongings and school property
- Purposely breaking own or academy equipment: pens, rubbers, sharpeners. Making a mess of the classroom
- Brushing hair, applying make-up, using a mirror
- Wearing clothing other than uniform: coat, scarves
- Sat without equipment on desk
- No bags on the desk

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Pastoral Lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm, safe and purposeful learning environment. Additionally, strategies and support will be applied to mediate behaviour alongside consequences and sanctions to stop further misbehaviours. The Academy may use one or more of the following strategies or sanctions in response to unacceptable behaviour:
- Staff will take responsibility for behaviour as per Teacher Standards to deal with behaviour (whether in the classroom or other areas of the Academy)
- Log behaviour information/incidents on Class Charts with clear and appropriate narratives. If an incident is of a sensitive or safeguarding nature, log on CPOMs
- Contact parents and carers in a timely manner to inform them when child is removed from your lesson as this would be classed as a serious incident.
- Or, when a pupil breaches the behaviour policy and parental contact is deemed necessary. Use both verbal and non-verbal reminders of the expectations of behaviour
- Work through the in-class behaviour system with a view at all times to support the pupil to mediate their behaviour

The following system is used within the classroom:

- **Chance** – the pupil has not met expectations in the classroom. The teacher gives a positive reminder or explains the behaviour needed to be seen. The teacher will use strategies to support improved behaviour. Take-up time will be given.
- **Choice** - the pupil has still not mediated their behaviour despite strategies and support. A choice is now given outlining that behaviour needs to improve (with a positive reminder and an explanation of the behaviour needed to be seen) The teacher will continue to use strategies to support improved behaviour.
- **Detention** - the pupil has still not mediated their behaviour and an automatic detention is set on Class charts. The teacher will continue to use strategies to support improved behaviour. Take-up time will be given.

- **Withdrawn** – The pupil's behaviour has continued to escalate and is now extreme. The pupil is escorted to a buddy classroom by a member of the Senior Leadership Team or Patrol staff. The classroom teacher will contact home to let parents know of the extreme behaviour presented in the class.

See Appendix D Behaviour System

The following sanctions can be used alongside the classroom behaviour system:

- School-based community service, such as tidying a classroom
- Written correspondence or phone call home to parents
- Agreeing a behaviour contract
- Meeting Police liaison officer
- Restorative Justice meeting
- Putting a pupil 'on report' or a behaviour contract
- Isolation within trust schools
- Isolation
- Suspension
- SLT or Governors Panel
- Off-site direction
- Manage move via Fair Access Panel
- Manage move within Trust schools
- Permanent exclusions, in the most serious of circumstances
- Other sanctions deemed appropriate by the Senior Leadership Team
- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Detention (hour long)

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures may be followed by Pastoral Leader:

- The pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour
- If the pastoral lead deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the pastoral lead will determine the period the pupil will be removed from the classroom, as well as any detention time
- The pastoral lead will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and may invite them to discuss the incident

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEND Difficulties, SEND support will be put in place
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- **Repetition:** incidents are not one-offs; they are frequent and happen over an extended period of time
- **Intent:** the perpetrator means to cause verbal, physical or emotional harm; it is not accidental
- **Targeting:** bullying is generally targeted at a specific individual or group
- **Imbalance of Power:** whether real or perceived, bullying is generally based on unequal power relations

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues. Response to Bullying incidents will be in line with the Academy Anti-Bullying policy.

See Appendix E **The school's graduated reporting system**

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT, and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Use of Reasonable Force/Positive handling

Use of Reasonable Force/Positive handling in exceptional circumstances, when necessary to protect pupils or staff from harm to themselves, others, or the environment or to keep good order in school, the use of reasonable force may be employed. We adhere to legal requirements and guidelines to ensure that any use of force is proportionate and in line with our duty of care. Under no circumstances will physical force or restraint be used as a form of punishment. While every effort will be made to ensure that pupils who must be removed or restrained are done so without leaving a 'mark', in some cases this may be unavoidable. Each occasion where force or a restraint has had to be carried out will be logged and reviewed by a member of the Senior Leadership team and by the Headteacher.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Behaviour Curriculum Day

The school delivers a dedicated Behaviour Curriculum Day annually to reinforce key expectations and values. The curriculum includes:

- Attendance & Punctuality – understanding the link between presence and progress.
- RUAAH Values – Respect, Understanding, Affection, and Humour embedded through discussion and reflection.
- Manners & Social Conduct – promoting kindness, courtesy, and respectful communication.
- Anti-Bullying Education – recognising, preventing, and reporting bullying.
- Digital Behaviour – safe and responsible online conduct.

Sessions are interactive, age-appropriate, and designed to promote a positive culture of behaviour and wellbeing across the school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Pupil Classroom Expectations:

- Arrive on time every lesson
- Stand behind your chair in silence
- Place all equipment on your desk and complete 'do now' activity
- Respond to the register with "yes miss/yes sir"
- Follow instructions from your teacher
- Listen and take part to allow yourself and others to learn
- Stay on task during lessons
- Stand behind your desk and pack away sensibly leaving your work area tidy
- Exit the classroom and move calmly to your next lesson when dismissed

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness, and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- We also work with pupils within the Oratory when personalised learning opportunities are deemed appropriate; this could be: working 1:1 or small groups to support pupils with SEMH or cognition and learning to prepare them to engage fully in learning, it may also facilitate the need for a quieter area to work with more intensive support for pupils

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account their needs. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, and/or others, to identify or support specific needs.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

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

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

In order to anticipate and remove triggers we can look at detailing strategies for staff through a co-produced Individual Education Plan with the SENDCO to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical Altercation and/or Violent/Threatening Behaviour

After an instance of physical altercation, the pupil will be immediately taken to a Pastoral Leader, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Headteacher to issue a suspension.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Pastoral Leader/Assistant Headteacher of Behaviour and Culture will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents/carers and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- During lunchtimes or afterschool up to one hour
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 20 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents' ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

See Appendix C.

7. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy and Child Protection; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff, and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs, and other controlled substances. Where incidents with pupils related to controlled substances occur parents/carers will be contacted and appropriate sanctions will be issued, the school may seek the support of external agencies to address the issues presented, appropriate safeguarding procedures will be followed.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by the Headteacher will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Searching, screening and confiscation is conducted in line with the DfE's guidance:
[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils
- Establish agreed rewards and positive reinforcements
- Establish sanctions for misbehaviour
- Establish clear responses for handling behavioural problems
- Encourage respect and development of positive relationships
- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep pupils stimulated

Subject to reasonable adjustments, e.g. those made for pupils whose SEND, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

Graduated Responses

- Conduct themselves around the school premises in a safe, sensible, and respectful manner
- Arrive to lessons on time and fully prepared
- Follow reasonable instructions given by staff
- Behave in a reasonable and polite manner towards all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Hand in homework at the time requested
- Report unacceptable behaviour
- Show respect for the school environment

Classroom rules & routines

The school will have an established set of clear, comprehensive, and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will

also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they always have full view of the room.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher
- Seating those who frequently model poor behaviour away from each other
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively

Recognition and rewards

The 'spirit' of the rewards system is firmly rooted in a 'recognising success mind-set' and is intended to motivate all pupils to achieve their very best and become confident, independent learners and citizens.

Giving rewards:

Increases the motivation of all pupils, improving their self-esteem, aspirations, and enjoyment of learning. Encourages all to achieve. They will receive credit for achievement throughout the school in all contexts. This will continue to raise standards and further improve behaviour and attendance. Supports the role of the tutor in celebrating success, and helps to facilitate the awareness of achievement by other members of staff and parents:

- The praise is given immediately following the desired behaviour
- The way in which the praise is given is varied
- Praise is related to effort, rather than only to work produced
- Perseverance and independence are encouraged

- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason
- The praise given is always sincere and is not followed with immediate criticism

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour
- Consistent – consistently rewarded to maintain the behaviour
- Achievable – keeping rewards achievable to maintain attention and motivation
- Fair – making sure all pupils are fairly rewarded
-

Daily	Weekly	Half-termly	Yearly
Verbal Praise Class Charts points Comments and signatures on report/monitoring Ready to Learn point tutor	Praise postcards Golden Ticket award Attendance, punctuality, equipment recognition on form board Interform Competitions	Bronze, silver, and gold badges Subject star Celebration Breakfasts	Assembly/celebrations end of year certificates and prizes
Achievement cards Praise postcards Stickers Phone call home	Class Chart points Phone call home Shout outs from staff in assembly/social media 100% Attendance texts	Head of Year recognition award Attendance and punctuality awards Reward events Half-term reward assemblies:	Rewards trips

Rewards for good behaviour will include, but are not limited to:

- Celebration breakfasts
- Prizes awarded at Presentation Evening
- Certificates
- Headteacher recognition

- The school website and/or social media
- Newsletter
- School noticeboards
- Assemblies
- Golden Ticket and hot chocolate
- Prize draws
- Privileges
- Stickers
- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies, and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

Rewards Badges

Pupils in Years 7 to 11 will accumulate rewards points during the school year which will be recognised through termly reporting to parents and by being awarded bronze, silver, gold and platinum badges as they accumulate points throughout the year. Pupils will be asked to wear the badge(s) on their blazer. Every September will be a fresh start (points will be reset at zero and pupils will work towards bronze, silver, gold and platinum for that school year). When determining pupils' rewards points, any behaviour points are deducted from the total.

Bronze	Identified termly/yearly
Silver	
Gold	
Platinum	

Where pupils receive outstanding points, they are awarded a Headteacher's Recognition Award during the final school assembly of the academic year. Exceptional performance across a range of areas can also result in the awarding of the Headteacher's Recognition Award.

11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner at all times, whilst never putting the school into disrepute.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform

- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed [termly](#) by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an [annual](#) basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request. The next scheduled review date for this policy is June 2025.

Appendix A Behaviour Incident Form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this behaviour?			
Additional comments			

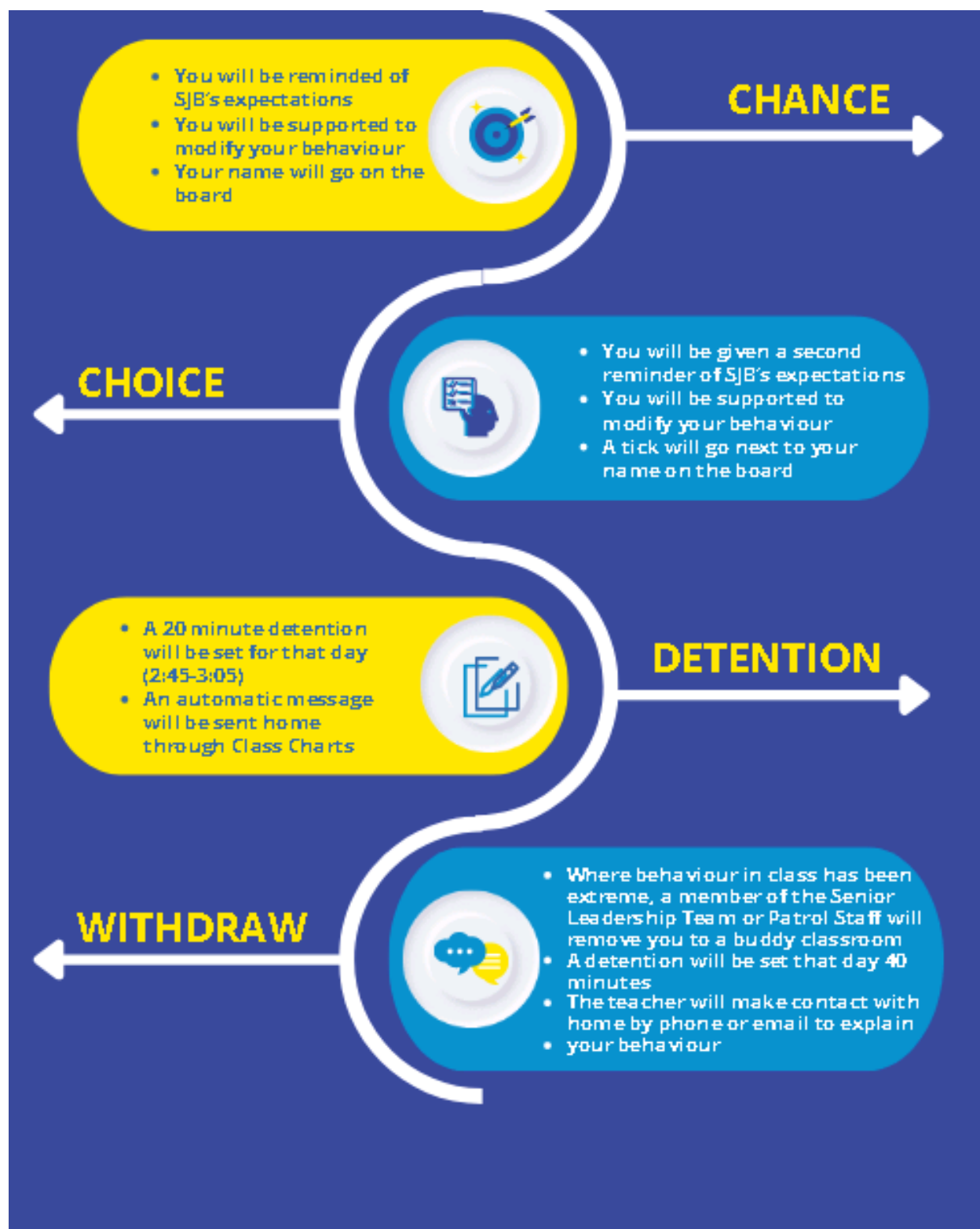
Appendix B Behaviour management observations review form

Name of pupil		Year group	
Name of key worker		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			

AppendixC



Appendix D



Appendix E
The School's Graduated Response system

Whole School Graduated Response to misbehaviour	Action	Time	Actions
Stage 1	FT (Form Tutor) report card	2 weeks	Set targets based on data Contact home weekly Communicate report card with staff Monitor daily Provide Form Tutor intervention
Stage 2	HOY (Head of Year) report card Form Tutor	4 weeks	Set targets based on data Contact home weekly Communicate report card with staff FT and HOY Monitor daily Provide FT and HOY intervention Referral to reflection if applicable Referral to outside agency support if applicable
Stage 3	Stage 3 Plan	2 weeks	Set targets based on data
Stage 4	SLT (Senior Leadership Team) Head of Year Form Tutor		SLT Contact home weekly Communicate plan with staff FT, HOY and SLT Monitor daily SLT weekly meeting Provide FT and HOY Intervention Referral Referral to outside agency support if applicable

Curriculum Area Graduated Response to misbehaviour	Action	Time	Actions
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Stage 1	Subject Teacher	2 weeks	Set targets Contact home weekly Provide in-class intervention
Stage 2	TLR Postholder Curriculum Leader Subject teacher	2 weeks	Set targets Contact home weekly Teacher provides in class intervention
			TLR Postholder / Curriculum Leader meeting weekly
Stage 3	Curriculum Leader	2 weeks	Set targets Contact home weekly Teacher provides in-class intervention TLR Postholder / Curriculum Leader meeting weekly
Stage 4	Graduated up to Senior Leadership Team		

Whole School Graduated Response to misbehaviour	Action	Time	Actions
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Stage 1	FT (Form Tutor) report card	2 weeks	Set targets based on data Contact home weekly Communicate report card with staff Monitor daily Provide Form Tutor intervention
Stage 2	HOY (Head of Year) report card Form Tutor	4 weeks	Set targets based on data Contact home weekly Communicate report card with staff FT and HOY Monitor daily Provide FT and HOY intervention Referral to reflection if applicable Referral to outside agency support if applicable
Stage 3	SLT (Senior Leadership Team) Head of Year Form Tutor		SLT Contact home weekly Communicate plan with staff FT, HOY and SLT Monitor daily SLT weekly meeting Provide FT and HOY Intervention Referral Referral to outside agency support if applicable

Stage 4	Pastoral Support Plan	6 weeks	Senior Team and/or Governor Panel Formal plan set with Head of year, SLT link, parent and pupil Set targets based on data SLT Contact home weekly Communicate plan with staff FT, HOY and SLT Monitor daily SLT weekly meeting Intervention Referral to outside agency support if applicable Referral to Fair Access Panel (FAP) In Trust transfer Alternative provision commissioned
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