



# John Spence Community High School Behaviour Policy

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|----------------|---------------------------|
| Delegated to   | Student Welfare Committee |
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## **No student has the right to disrupt learning or harm the welfare of others.**

John Spence is committed to giving all students the best possible opportunity to succeed in education. Our aim is to support all students in school in becoming Fit for Life of which a key attribute is being **considerate**. The behaviour policy has been updated to eradicate low level negative behaviours by providing clear expectations for students and staff as well as clearly identifying how sanctions are used in school. The policy is grounded in the facts that reward and recognition of student achievement alongside consistency and quality teaching are the driving force behind good behaviour in schools (Details in our [Rewards Policy](#)). Despite this, there will be occasions where students get things wrong meaning that a clear and robust approach to dealing with poor behaviour must be in place.

### **1. Legislation**

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

- Behaviour in Schools February 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of Reasonable Force in Schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

The policy has been written with reference to the DfE's 'Behaviour and Discipline in Schools' advice published in January 2016.

### **2. Expectations**

All members of the John Spence community are expected to help maintain a positive atmosphere where considerate behaviour means that all activity can take place in a calm and safe environment. Students are expected to follow the code of conduct at all times (Appendix 1); there is a recognition that certain students, e.g. those with an EHCP may need greater support than others to meet these expectations.

### **3. Classroom Conduct**

Students who are considerate and ready to learn at John Spence:

- Enter, stand quietly behind the desks (KS3 only), place coats on back of chairs and are seated when invited to by the member of staff leading the lesson. Line up quietly outside the classroom prior to the start of the lesson if your teacher is not in the classroom.
- Sit silently whilst the register is taken.
- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Work exceptionally hard without disrupting other students' learning.

If a student fails to meet any of these simple expectations the following steps will be taken:

- Their name will be noted by the teacher (not on whiteboard) and this is a formal warning.
- If the student fails to meet classroom expectations on a further occasion they will be sent to the Behaviour Centre (BC). Details of the BC can be found in Appendix 2.
- Students should arrive at the BC within 5 minutes of the email being sent;  
*Refusal to go or failure to arrive within 5 minutes will result in a suspension with the day to be completed in the BC on the day of their return to school. On-call will be alerted to the referral.*

Referrals to the behaviour centre should only be made for defiance and/or disrupting the learning or impacting on the welfare of others. Other sanctions should be used for other incidents such as poor work rate.

#### **4. Expectations of staff if a student is sent to the BC:**

The member of staff who sent the student to BC will meet with the student at the end of the day for a restorative conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to the BC will be required to remain in school until 3.30 pm that day. Details of the nature of the conversation are set out in Appendix 3 along with an explanation of the steps that will be taken if staff fail to conduct the conversation.

*There is a distinction between referrals from lessons for disruptive/defiant behaviour and behaviours that occur outside of lessons, the latter will be logged as an internal suspension and a judgement will be made as to whether or not it will be added to the tally that triggers a PSP.*

#### **5. Conduct in Communal Areas**

Schools can be busy places at lesson changeover and on the way to and from break or lunchtime and as such considerate behaviour is essential for the smooth running of the school. Student movement around the school should be calm and orderly by adhering to the following expectations:

- One way systems and up/down stairwells should be followed at all times
- Mobile phones should not be used whilst on the school site.
- There should be no shouting, running, jostling or behaviours that may intimidate others
- Students should respond to all adults in a considerate manner

In the dining hall students should only be seated whilst eating and should follow the instructions of the dinner staff about where to sit. Mobile phones are not permitted as we view this as a social time where face to face conversation should be taking place.

Students who fail to meet these expectations following a warning will be placed in the BC.

#### **6. Conduct to and from School**

Students are expected to demonstrate a high standard of conduct on the journey to and from school.

Students must arrive at school and leave school in full uniform.

Students are expected to:

- Arrive at school promptly and in full uniform (or PE kit on PE days).
- Use the cycle pathways and roads in a sensible and safe manner at all times.
- Dispose of litter appropriately.
- Respect our neighbours and all local residents.
- To be considerate to the local community.

The scope of this policy includes behaviours to and from school and appropriate sanctions can therefore be applied.

## **7. Behaviour outside of school premises**

Students are expected to behave in a way in the community that reflects the standards of John Spence Community High School. Where serious incidents occur outside of the school premises the school will refer to the DfE's Behaviour in School Guidance in order to determine if it will impact on the education or welfare of the student(s) involved or others. Incidents will be investigated when either witnessed by a member of staff or reported to the school. The following extract from the guidance will be used to decide if any sanction, up to and including permanent exclusion, is appropriate.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## **8. General Conduct**

Students should be able to learn and staff should be able to work in a calm, safe and orderly environment. Students should arrive on time, behave in a calm and purposeful manner in full uniform and follow requests from adults in a considerate manner.

Robust sanctions will be applied when student conduct falls significantly below these expectations. Where serious breaches occur then a student will be issued with a suspension examples of these behaviours include:

- Swearing at a member of staff (even under their breath).
- Defying a member of staff by walking off when being spoken to.
- Physically assaulting another student or member of staff.
- Deliberately harming the welfare of others (including persistent bullying)
- Theft, possession of prohibited items
- Failing to follow instructions in the BC (or any type of isolation) following a warning.

Following a suspension, parents must attend a meeting with a member of the Pastoral team. Failure to attend a meeting will result in the student remaining in the BC until the meeting has taken place.

## **9. Swearing/Verbal Abuse**

Students who use foul or abusive language, including racist, homophobic or sexist comments, towards their peers will be removed from circulation and either receive an internal suspension or a suspension of up to 5 days. Students will also be placed in the BC on return from suspension for up to 3 days.

## **10. Swearing/Verbal Abuse towards a member of staff**

Students who swear or use abusive language towards a member of staff will be issued with a suspension for a period up to 5 days. Students will also be placed in the BC on return from suspension for up to 3 days.

BC staff will work intensively with the students to ensure poor behaviour does not happen again. Persistent swearing/abuse to any member of staff could ultimately lead to Permanent exclusion.

### **11. Physical Assault on Peers**

Fighting is not tolerated at John Spence. Following investigation, any student involved in a fight or who is found to have incited a fight will receive a minimum of 1-day suspension.

A serious assault may lead to permanent exclusion.

Sexual assaults will be dealt with under the statutory guidance on Sexual Violence and Sexual Harassment between Children in Schools that is now incorporated within KCSIE. Proportionate sanctions will be applied up to and including Permanent exclusion.

### **12. Physical Assault on Staff**

A deliberate assault on a member of staff will lead to a permanent exclusion. Where an investigation shows that the assault was accidental then a lesser sanction may be imposed, but this would be dependent on the nature of the assault, the extent of any injury and the level of remorse shown.

### **13. Harming the welfare of others**

Refer to the [Anti-Bullying Policy](#).

All students and staff have a right to feel safe and respected and any actions that undermine this right will be dealt with proportionately and in line with the following policies:

- Anti-bullying policy.
- Anti-racism policy
- Safeguarding and Child Protection Policy

Procedures linked to child on child abuse can be found in the school's Safeguarding and Child Protection policy. The following behaviours are identified within KCSIE 2025 as child on child abuse and would be addressed using appropriate sanctions and support identified within this policy up to and including permanent exclusion:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## 14. Theft and Possession of Prohibited Items

Strong communities are built upon trust and theft is a direct breach of this trust meaning that following investigation, a minimum of one-day internal suspension would be applied.

The following list of prohibited items is not exhaustive and the nature of the item would determine the level of suspension applied, but could be up to a permanent exclusion particularly if it is determined that there was intent to supply, use or threat to use an item to significantly harm the welfare of others or themselves:

- Knives or weapons\*
- Alcohol or 'legal highs'
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters, vapes and associated products
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

\*Carrying a bladed article in a public place is a criminal offence, therefore the default response to any student who brings a knife or weapon into school will be permanent exclusion.

## 15. Searching Students and Confiscation

In line with DfE Guidance staff do have the right to search students and confiscate items. Please refer to the [Searching Students and Confiscation Protocols](#).

Even though common law sets out that any staff member can conduct a search with the student's permission, it's best practice to only allow staff members who have been authorised by the Headteacher to conduct searches.

The nominated staff are:

- All members of the senior leadership
- All Heads of Year
- The SENDCO

## 16. Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 7)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **17. Mobile Phones/Devices**

Mobile phones and associated devices are not to be used by students anywhere on the school site.

- If a device is seen during lesson time it will be confiscated and returned at the end of the day from reception.
- Headphones/ear pods are not to be worn. They should be placed in bags upon arrival at school along with any phones.
- If a student refuses to hand over their phone/device, they will be referred to the BC for a period of one day.
- Refusal to go to the BC will result in a one-day suspension with the day in the BC completed upon their return to school.

All online activity in school should meet the school's Acceptable Use Policy and where these expectations are not met appropriate actions will be taken which may include a suspension.

Any student posting abusive, harmful or malicious comments about staff online will be suspended. Students who like or share such comments will also be sanctioned. Repeated abusive, harmful or malicious comments may ultimately lead to permanent exclusion.

## **18. Smoking**

Smoking is illegal on the school site. No student will smoke on the school site or when dressed in the uniform of the school. If a student smokes or chooses to associate with smokers the consequences are as follows:

- Students will be required to relinquish smoking materials. Refusal to do so will lead to a referral to the BC. Refusal to go to the BC would lead to a suspension.
- A HoY detention
- Referral to school nurse/cessation group.
- Please note that smoking refers to traditional cigarettes and vapes/e-cigarettes.

## **19. Toilet Use**

Students are able to use toilets before school (from 8.30am), at break, at lunchtime and at the end of the day. At all other times requests to go to the toilet are at the discretion of staff unless there is a diagnosed medical need in which case a toilet pass will be issued. This policy is designed to minimise disruption in lessons as well as minimising the opportunities for internal truancy, thereby keeping children safe in school.

Multiple occupancy of toilet cubicles is not allowed. Where incidents occur, the students involved will be issued with a one hour after school detention. Non-attendance to the detention will result in an escalation of sanctions.

## **20. Malicious Allegations against Staff**

Any allegations made against staff will be meticulously investigated and disciplinary action will be taken against the student, up to and including permanent exclusion, if the allegation is found to be malicious. The level of sanction would reflect the extent to which the welfare of the member of staff was affected.

## **21. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## 22. Detentions

A detention can be issued by any member of staff and it is that member of staff who should host it. The member of staff should complete a detention slip or contact home if the detention is to be that night. Detentions should be logged on ClassCharts. Staff should also try to arrange collection of the student for the detention or collect themselves if possible to avoid escalation. Detentions can take place at break or lunchtime, but staff should ensure that the students can access their meal and use the toilet.

After school detentions would usually be no more than half an hour.

If a student absconds one of the following steps should be taken dependant on why the detention was set:

- An opportunity to reschedule if there was a valid reason.
- Escalate to Curriculum Leader detention or
- Escalate to Head of Year

Students who are given multiple lesson warnings during the week will be given a 1-hour detention with their HoY during that week. If this does not resolve the issue a further 1-hour detention will be issued to the student on a Friday evening with SLT. Lesson warnings should be entered onto ClassCharts.

## 23. Period of Suspensions

suspensions can vary in length from ½ day to 5 days. In exceptional circumstances, for example an ongoing investigation the suspension can be longer, but in these circumstances an alternative education setting would need to be provided. The length of a will be determined on a case by case basis, but the standard approach will be a 1 day on the first occasion and then a minimum of 3 days for any further s. Students on a phase 2 PSP will receive a minimum of 3 days for the first incident and a minimum of 5 days for any following incidents.

PSPs are initiated due to repeated breaches of the school policy. If a student receives 3 s or 5 referrals to the BC they will attend a 2-day assessment programme in the Engagement Centre, the outcome of which

will be a Phase 1 PSP agreed with students and parents. PSPs are primarily a supportive mechanism, but are backed up by robust sanctions to maximise the chances of success.

If following this assessment programme a student continues to breach the policy and receive either a further 2 or 5 BC referrals, then a Phase 2 PSP will be instigated and there may be a 4-6 week placement in the Engagement Centre if it is felt appropriate.

\*The period of suspension for students on a PSP will increase by 1 day for each incident up to 5 days. Further details can be found in Appendix 4, but where a student reaches the 5 day then Permanent exclusion is a likely consideration due to persistent breaches of the school's behaviour policy.

## 24. Permanent Exclusion

In line with the DfE Statutory Guidance on [Suspension and Permanent Exclusion from maintained schools, academies and PRUs in England including pupil movement](#), a decision to permanently exclude a student should only be taken:

- “in response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.”

Permanent exclusion from John Spence is the final sanction and this will only apply in exceptional cases. The school expects all students to adhere to this behaviour policy at all times, but repeatedly breaking this policy or being involved in a 'one off' serious incident could lead to a Permanent exclusion.

Our [Suspensions Policy](#) provides further details including the right to appeal any decisions.

## 25. Home Learning Conduct

Students are expected to hand in homework on the deadline date; students need to complete all homework within the designated time frame. Space and resources are available in school if student struggle to complete work at home. If a student does not complete homework the following steps are taken.

- A 30-minute detention with the classroom teacher or as long as it takes to complete the homework (under 30 minutes). Teachers need to contact parents via phone or text to explain the homework issue.
- If a student fails to complete the 30-minute detention they are placed on a 1-hour detention with the Curriculum Leader. The CL needs to phone parents to explain the issue has not been resolved and that it has now escalated to a Curriculum Leader detention.
- Curriculum leaders will liaise with Hoys to ensure that the student is collected and brought to the detention.
- If a student fails to complete the 1-hour detention with Curriculum Leaders, a phone call from the HoY needs to be made to parents and the student will automatically receive an SLT detention or in the case of defiance a referral to the BC.

## 26. Recognising the impact of SEND on behaviour

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 any substantial disadvantage to a disabled pupil being 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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

## **27. Adapting sanctions for pupils with SEND**

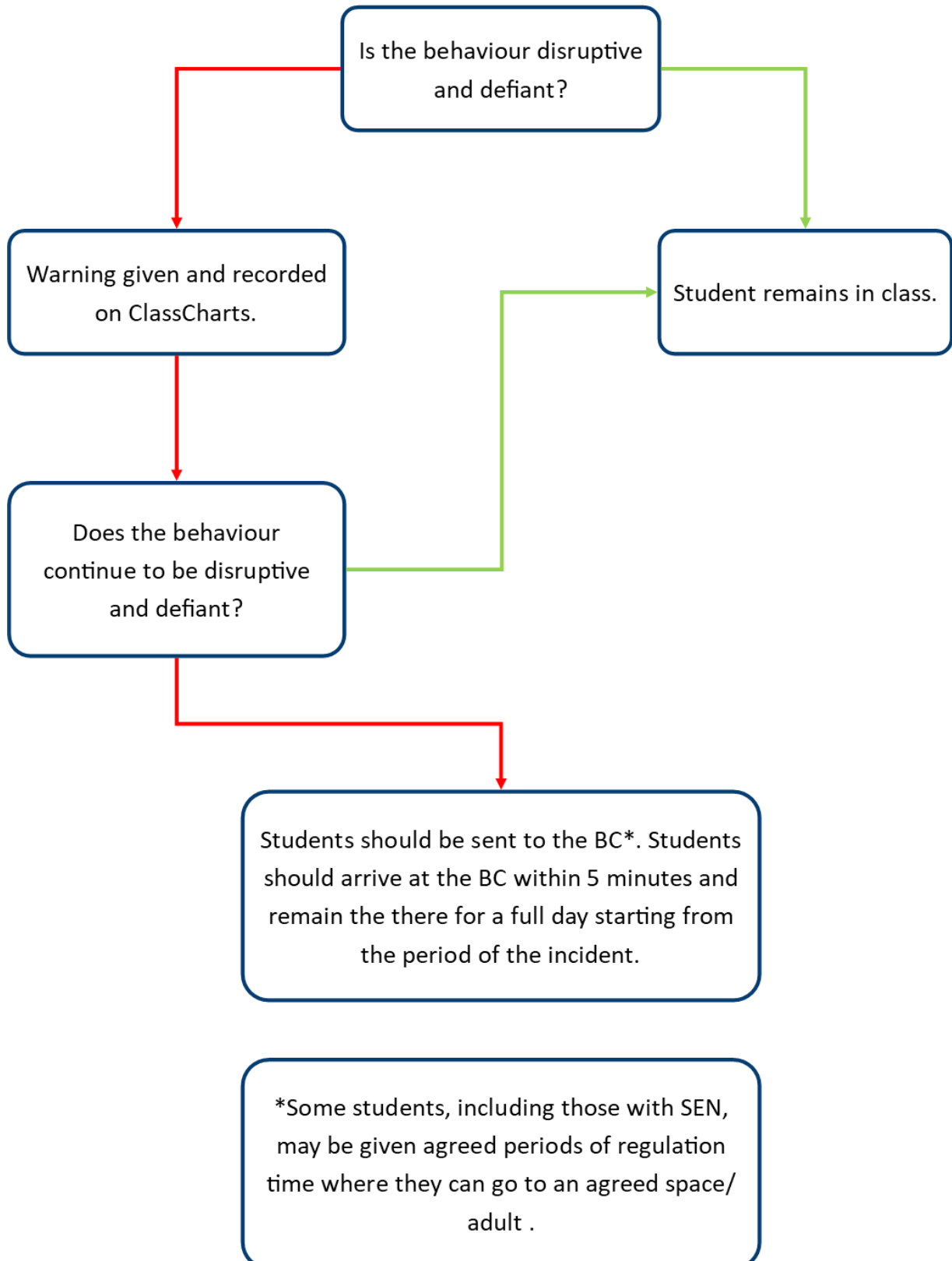
When considering a behavioural sanction for a pupil with SEND, the school will consider:

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

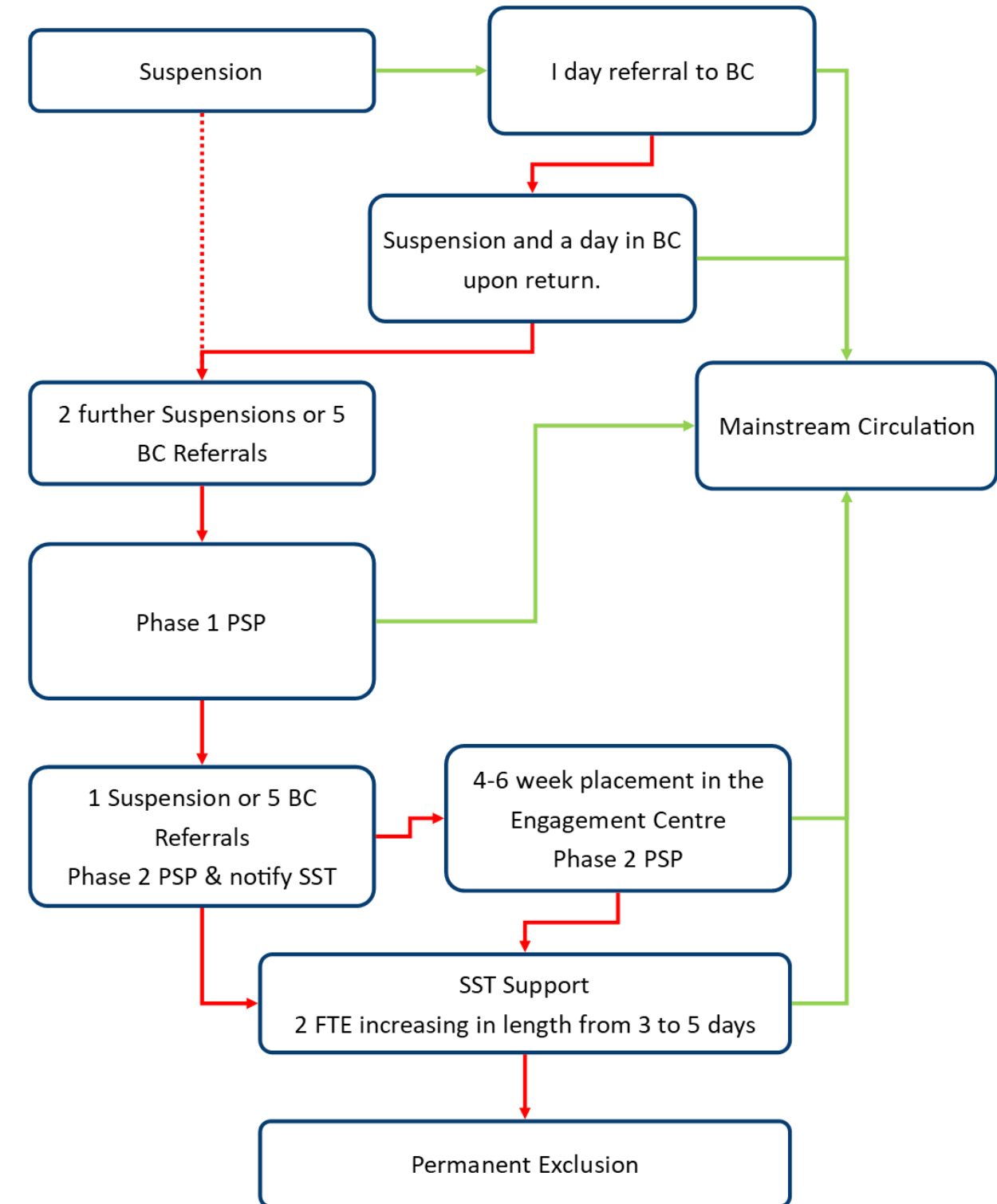
If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

## Behaviour Flow Chart



## Behaviour Flow Chart 2



One off serious incidents or a smaller number of significant breaches may lead to a fixed term or permanent exclusion at an earlier stage. Phase 1 PSP may convert to phase 2 if sufficient progress is not made.

## **Appendix 1**

### **Code of Conduct for Students**

#### **Everyone has the right to be able to learn without being interrupted by others**

##### **Start of Lessons**

- Enter rooms sensibly and go straight to your seat and stand behind your chair.
- You must have a pen, pencil, ruler and calculator.
- Students must be in full school uniform
- Put bags away (not on desks).
- Remain silent during the register but answer when your name is called

##### **During Lessons**

- If you arrive late without a reason expect to make up the time.
- When your teacher is talking to the whole class or, another student is contributing to the lesson, remain silent and concentrate.
- Do not call out unless you are asked for quick ideas.
- You are expected to work sensibly with your peers and not distract them.
- Eating, drinking and chewing are not allowed. You may drink plain water.
- Mobile phones or other media devices will be confiscated if used without permission and will be placed in the main office until the end of the day.
- You must not leave a lesson without permission.

##### **End of Lessons**

- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- When told, stand and push in or put up your chairs and stand behind your desk.
- Any litter should be picked up.
- Only when your teacher finally tells you to go may you leave the room.

##### **In the Corridors**

- Keep to the left in crowded corridors
- Talk at an appropriate volume
- Mobile phones or other media devices may not be used

##### **And finally**

- There is no excuse for rudeness, disrespect or insolence towards any adult at John Spence.
- Any reasonable request from an adult should be carried out at once and without argument.

## Appendix 2

### Behaviour Centre

The BC is the isolation room for students who are removed from a lesson. This can cater for up to 15 students at a time. All work is provided for students within the centre.

The centre operates from 8.45am until 3.30pm every day. Students are expected to be in the centre by 8.45am. Students who are 5 minutes late or deliberately attend their normal lesson instead of BC will incur an additional day.

Students will not leave the centre during the day including lunchtimes and breaks. A unisex toilet is located near the centre. Students should bring a packed lunch or an order can be placed with the canteen.

Students will complete the day in silence. Any student who misbehaves in the centre will receive a suspension for one day and then return with parents the following day. The student will then spend the full day in the BC prior to return to mainstream the day ar.

The BC is led by a Behaviour Manager and supported by teaching staff, mentors, HoYs and SLT.

Students are scored 1-4 each lesson, 1 being excellent, 4 being unsatisfactory. Students who do not score 1 / 2 for all lessons will repeat the day in the BC until an acceptable standard is reached.

#### Protocol

Upon removal from a lesson, students should make their way immediately to the BC. Failure to arrive within 5 minutes will result in a suspension with a day in the BC upon return. Teaching staff should email the BC as the students leaves the room.

The email should be sent to 'BC'. The name of the student should be written in the subject field. A very brief description should be provided, e.g talking to others whilst I was giving instructions despite previous warning.

#### Arrival at the BC

- The student hands over their mobile phone.
- The BC Lead will forward the teacher email to the admin team when the child arrives at the BC.
- The student completes a reflection sheet.
- Once the reflection sheet is filled in the student is then given additional work to complete.
- At the end of the day the student is expected to engage in a restorative conversation with the teacher.
- The student remains in the BC the next day until the time they were sent out of lessons (e.g. sent out P3 remain isolated until the end of P3 the following day).
- If the student does not engage with any of the above expectations, they will be given up to 5 days suspension and will be required to repeat the day in the BC on return.

#### Parent Contact

- Admin will use School Comms to send a message to the student's parent informing them their child is in the BC and that the teacher will contact them later in the day with details.
- The administration team will email the teacher concerned to remind them to attend the restorative conversation and contact home.

#### Repeated referrals to BC

Where a student is repeatedly referred to the BC from lessons or repeatedly does not meet expectations whilst in the BC, a 2 day assessment programme will take place in the Engagement Centre. The outcome will be a Phase 1 Pastoral Support Plan.

A 4-6 week Engagement Centre programme will put in place if the phase 1 PSP is unsuccessful and a phase 2 PSP will be initiated if phase 1 is unsuccessful.

Further details in Appendix 4.

## Appendix 3

### Restorative Conversations

The restorative conversation is an opportunity to rebuild the relationship with the student that has been referred to the BC. The conversation is not to be used as another telling off/administration of punishment – that has been done by sending the student to isolation. The conversation should:

- Help the student reflect on their behaviour.
- Move the student on from that behaviour.

#### Reflecting on what has been done:

- Why do you think you were referred to the BC?
- How were you behaving when you were sent to the BC?
- Why were you behaving in that way?
- How can we/you make things better when you are back in the lesson?
- How can I support you when you are back in the lesson?

#### Moving on from the incident:

- Reinforce your expectations for behaviour in the lesson and how that follows school expectations.
- How could you improve next lesson?
- Reinforce any positive behaviours that you have seen.
- Agree on a strategy for the next lesson, e.g. move seats.

#### Difficulties you may face:

- Prepare for a difficult or challenging answer
- Check HoY student updates and SEN register for additional background
- Be prepared to apologise if you got something wrong
- If the student is being defiant or obstructive ask for support from BC lead or HoY. If this continues the student will have a further day in the BC until a successful conversation takes place.

#### Expectations of Staff

It is expected that staff will carry out the restorative conversation at the end of the day. Students remain in the BC until 3.30pm to facilitate this. On the rare occasions where this may not be possible conversation should take place at break of lunchtime, but always before the student returns to mainstream.

Staff who fail to conduct a conversation will be informally spoken to by their line manager in the first instance. Subsequent failure to conduct conversations will lead to more formal conversations with the Pastoral AHT and may ultimately lead to a disciplinary process.

*Staff should use their judgement if they feel a restorative conversation may not lead to a positive outcome by requesting the presence of the Head or Year or a member of SLT. The member of staff will still lead the conversation.*

## Appendix 4

### Hierarchy

#### 1-day referral to the BC

A referral to the BC will either be from a lesson due to disruption/defiance or during social times for inconsiderate or defiant behaviour.

Whilst in the BC students must adhere to the expectations ([appendix 2](#)). If they do so students will return to mainstream circulation one full day after the incident occurred.

If students fail to meet the BC expectations, they will receive a and complete a full day in the BC upon return.

#### Repeated referrals to the BC

HoYs will analyse referral data for individual students to identify any particular subject, day or time issues to put in place strategies to halt referrals. If a student has 5 referrals or more they will attend a 2 day assessment programme in the Engagement Centre at which point a phase 1 PSP will be put in place.

#### Return from

Parents must attend a reintegration meeting with their child prior to returning to school, following which the student will spend a day in the BC. This will allow for some reflection on their behaviour as well as proving that they can meet the behaviour expectations of the school.

The reintegration meeting will be with either the HoY, Pastoral AHT or Headteacher depending on the number of suspensions and where the student is in the behaviour hierarchy:

First 2 – meeting with HoY

Third to fourth (Phase 1 PSP) – meeting with Pastoral AHT

Fifth or more (Phase 2 PSP) – meeting with the Headteacher

#### Referral to the Engagement Centre

Students may be referred to the engagement centre for a 4-6-week programme if the phase 1 PSP is unsuccessful, there has been a further or 5 referrals to the BC and that the pastoral team feel this intervention is appropriate for them.. The outcome will be a phase 2 PSP and a return to mainstream lessons with outreach support from the EC.

Referrals can also be made as a result of specific concerns for a student coping in mainstream circulation.

#### Final Stage

If behaviour isn't modified as a result of the phase 2 PSP and students receive a further 2 s or a further 5 BC referrals, then the headteacher will have to consider Permanent exclusion as the only remaining option.

***At all stages the school will provide comprehensive support, communicate regularly and openly with parents and explore alternative provisions that may be appropriate.***

## Appendix 5

### Pastoral Support Plans

There are two phases of PSPs and both are grounded in supporting students to make the correct decisions by establishing agreed and achievable targets. The aim of both phases is for a successful and long-term reintegration into lessons where the student is adhering to the behaviour expectations of the school.

PSPs will be written with parents and the student. Phase one plans will be led by the HoY and phase 2 plans will be led by the Pastoral AHT. Communication with parents will be at least twice weekly where plans are going well and up to daily where there is a greater level of concern. In both phase one and phase two, it will be made clear to the parents and the student what the next steps would be if behaviour remains unmodified. In the case of phase two plans the next stage would be Permanent exclusion.

All students on a PSP will be supported by a key worker, most likely a learning mentor, to give them every chance of being successful.

The support part of the plan is backed up by robust sanctions as we cannot allow ongoing disruption to the learning of others or ongoing negative impact on the welfare of others. Any or more than 5 referrals to the BC whilst on a phase one plan will lead to a phase 2 PSP. On a phase 2 PSP the length of a will increase by one day for each incident up to a maximum of 3 and/or a 5 day. If this threshold is met the headteacher will move to permanently exclude the student.

Where a child successfully completes a PSP, but subsequently returns to exhibiting behaviours that fall below our expectations they would immediately return to a PSP, but previous s would not be considered to help ensure a successful outcome of the plan.

## Appendix 6

### Classroom Behaviour Strategies

#### Before the Lesson Starts

Be in your room on time.  
 Prepare the learning environment.  
 Plan for your LSAs. Brief your LSAs before the lesson begins.  
 Check HoY updates

Consider your seating plans carefully. Meet students at the door  
 Engage with students.  
 Have a meaningful starter ready.  
 Differentiate

Use students to help with 'housekeeping' tasks.  
 Check information supplied by year teams and faculties.  
 Implement a routine for borrowing equipment.  
 Be a presence around school.

#### During the Lesson

Make your expectations clear.  
 Implement school support strategies.  
 Provide opportunities to succeed.  
 Model positive behaviour.

Change the task for the student.  
 Actively reward positive behaviours.  
 Celebrate moments of success.  
 Encourage positive and respectful language

Involve students in teaching.  
 Employ LSAs effectively.  
 Talk to students that could become an issue.  
 Use peer mentors/experts.  
 Change your seating plan.

#### The End of the Lesson

Prepare for an orderly dismissal  
 Make positive phone calls home.  
 Send postcards home.  
 Hand out rewards cards  
 Log demerits

Work with the SSAs, HoYs and Inclusion Team.  
 Use the restorative conversation to build relationships.  
 Discuss strategies with colleagues.

Document any issues CPOMS as soon as possible.  
 Prepare for a 'clean start' next lesson.  
 Identify colleagues that are successful with issue students.

## Appendix 7

### Use of Reasonable Force Statement

|   |  |
|---|--|
| PUPIL'S NAME:   |  |
| PUPIL'S KNOWN PROTECTED CHARACTERISTICS:  |  |
| NAME OF STAFF MEMBER REPORTING THE INCIDENT:  |  |
| DATE:   |  |
| WHERE DID THE INCIDENT TAKE PLACE?  |  |
| WHEN DID THE INCIDENT TAKE PLACE?<br>(BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME) |  |
| WHAT HAPPENED?  |  |
| WERE WARNINGS GIVEN BEFORE RESTRAINT WAS USED?  |  |
| WHO WAS INVOLVED?   |  |

|   |  |
|---|--|
| PUPIL'S NAME:   |  |
| PUPIL'S KNOWN PROTECTED CHARACTERISTICS:                                    |  |
| WHERE WAS THE STUDENT HELD  |  |
| FOLLOW-UP ACTIONS   |  |
| PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE): |  |