Behaviour Policy

2026-27

Every Student Thriving

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1. Aims

This policy aims to:

Create a **culture of exceptionally good behaviour and regular attendance**, ensuring all pupils can learn, thrive, and achieve in a calm, safe, and supportive environment.

Establish a **consistent, whole-school approach** to maintaining high standards of behaviour, underpinned by clear routines, systems, and structures that reflect the school's character pillars Ready Respectable Responsible Kind.

Outline clear, predictable, and **proportionate expectations, responses, and sanctions** for pupil behaviour.

Ensure that behaviour management is **applied consistently and fairly** by all staff, while proactively fulfilling duties under the **Equality Act 2010** (including making reasonable adjustments for pupils with Special Educational Needs and Disabilities/SEND).

Clearly define prohibited and unacceptable behaviours including bullying, discrimination, and sexual harassment and outline robust procedures to prevent and respond to them

2. Legislation, statutory requirements and statutory guidance

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

- **Behaviour in schools: advice for headteachers and school staff 2024**
- **Searching, screening and confiscation: advice for schools 2022**
- **The Equality Act 2010**
- **Keeping Children Safe in Education 2024**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions at school**
- **Special Educational Needs and Disability (SEND) Code of Practice**
- **Mobile phones in schools Feb 26**

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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

3. Definitions

3.1. Definition of Misbehaviour

The school defines **misbehaviour** as conduct that misaligns with our core values, disrupts the cooperative learning community, or breaches standard school routines. Our core behaviour values are **Ready Respectful Responsible and Kind**. This includes, but is not limited to:

- **Disruption:** Disruptive behaviour in lessons, in corridors between lessons, and during unstructured times (break and lunchtimes).
- **Academic Non-Compliance:** Unjustified non-completion of classwork or homework.
- **Poor Attitude:** Low-level disruption, disrespect towards staff or peers, or a refusal to engage positively in learning.
- **Uniform Breaches:** Incorrect uniform or PE kit worn without a valid, pre-agreed reason.

3.2. Definition of Serious Misbehaviour

The school defines **serious misbehaviour** as behaviour that severely compromises the safety, well-being, or learning of others, or represents a sustained refusal to comply with school expectations. This includes, but is not limited to:

- **Repeated Breaches:** Persistent, low-level disruption or repeated breaches of the school rules.
- **Defiance:** Persistent defiance or open refusal to comply with reasonable requests from staff.
- **Bullying:** Any form of bullying, including physical, verbal, emotional, and cyberbullying.
- **Discriminatory Behaviour:** Racist, sexist, homophobic, biphobic, transphobic, or any other discriminatory behaviour targeting protected characteristics under the **Equality Act 2010**.
- **Criminal/Destructive Acts:** Vandalism, property damage, and theft.
- **Physical Aggression:** Fighting, assault, or violent behaviour.
- **Substance Misuse:** Smoking, vaping, or being under the influence/in possession of illegal substances.

3.3. Safeguarding-Related Serious Misbehaviour (KCSIE Aligned)

In line with statutory safeguarding guidance (*Keeping Children Safe in Education*), the school maintains a zero-tolerance approach to Child-on-Child abuse. These incidents will be treated as serious safeguarding matters alongside disciplinary processes:

Sexual Violence

- Rape, assault by penetration, or sexual assault (intentional sexual touching without consent).

Sexual Harassment

Unwanted conduct of a sexual nature that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment. This includes:

- **Verbal:** Sexual comments, jokes, stories, or taunting.
- **Physical:** Interfacing with clothes, inappropriate touching, or coerced physical proximity.
- **Online/Cyber:** Unwanted sexual comments/messages (including via social media), the consensual or non-consensual sharing of nude or semi-nude images and/or videos (sexting), or sharing unwanted explicit/pornographic content.

3.4. Prohibited and Banned Items (Legal & Searching Powers)

In accordance with DfE guidance on searching, screening, and confiscation, the school explicitly defines what items are strictly forbidden on school premises, or during any school-regulated activity.

Statutory Prohibited Items

The Headteacher and authorised staff have a **statutory power to search** pupils and their possessions without consent if they have reasonable grounds to suspect the presence of:

- Knives or weapons (including replica items).
- Alcohol.
- Illegal drugs or psychoactive substances.
- Stolen items.
- Tobacco (cigarette papers, e-cigarettes, vapes, shisha pens, and "snus" smoking/ vaping paraphernalia).
- Fireworks or pyrotechnics.
- Pornographic images (of any media format).
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: To commit an offence, or To cause personal injury to, or damage to the property of, any person (including the pupil).
- **Mobile phones, smartwatches, or tablets** (if used outside of explicit school rules).

3.5 School-Banned Items

Schools have the power to ban additional items through their own Behaviour Policy to maintain good order, safety, and discipline:

- **Energy drinks** or large quantities of sweets/fizzy drinks.
- **Laser pens** or pointers.
- **Aerosols** (deodorant cans can trigger asthma or be used inappropriately).
- **Chewing gum**.

4. Bullying

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

Bullying is, therefore:

- **Deliberately hurtful**
- **Repeated** over a period of time (the "STOP" criteria: *Several Times On Purpose*)
- **Difficult to defend against** due to an imbalance of power (physical, psychological,

social, or technological)

4.1 Types of Bullying

Bullying can manifest in various ways across the school community, including online environments. The school uses the following definitions to identify and categorize incidents:

Type of Bullying	Definition & Examples
Emotional	Being deliberately unfriendly, excluding, isolating, tormenting, or hiding belongings.
Physical	Hitting, kicking, pushing, tripping, taking or damaging another's property, or any use or threat of violence.
Prejudice-Based & Discriminatory	Taunts, gestures, derogatory language, graffiti, or physical abuse focused on a specific characteristic protected under the **Equality Act 2010**. This explicitly includes • **Racial:** Targeting origin, ethnicity, or skin colour. • **Faith-based:** Targeting religious beliefs or practices. • **Gendered (Sexist):** Targeting a person's sex or gender identity. • **Homophobic / Biphobic / Transphobic:** Targeting actual or perceived sexual orientation or gender reassignment. • **Disability-based:** Targeting Special Educational Needs (SEN), learning differences, or physical disabilities.

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, malicious comments about sexual reputation or performance, or inappropriate/non-consensual touching.
Direct or Indirect Verbal	Name-calling, sarcasm, spreading malicious rumours, teasing, or intimidating verbal remarks.
Cyber-bullying	Bullying that takes place in digital spaces. This includes harassment via social networking sites, messaging apps, gaming platforms, or emails. It encompasses the misuse of images, audio, video, or written content, including harmful or deceptive material **generated by Artificial Intelligence (AI)**.

4.2 The Safeguarding Intersect (Child-on-Child Abuse)

In accordance with statutory safeguarding guidance, the school does not view serious or persistent bullying simply as a breach of school discipline.

> **Statutory Note:** Where bullying involves sexual harassment, sexual violence, severe cyber-bullying (such as the sharing of nude or semi-nude images), or targeted discriminatory abuse, it will be treated as **child-on-child abuse**.

In these scenarios, the school's **Designated Safeguarding Lead (DSL)** will be notified immediately. A parallel safeguarding assessment will be launched alongside the behaviour management process to support victims and manage perpetrators risk appropriately.

4.3 Prevention and Escalation

Details of our school's approach to preventing bullying, supporting victims, and educating pupils on positive relationships are set out in our **Anti-Bullying Policy**, which is published on the school website.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher

- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation**.**
- Ensure the policy does not discriminate against pupils based on protected characteristics (under the Equality Act 2010).

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- The DfE gives headteachers statutory power to discipline pupils for misbehaviour *outside* the school gates (e.g., traveling to/from school, wearing uniform, or behaviour online that affects the school). The headteacher establishes the boundaries for non-school-site discipline.
- The headteacher is responsible for ensuring authorised staff are trained in specific legal powers such as *Searching, Screening, and Confiscation* and the *Use of Reasonable Force*.

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- 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 where needed
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Applying rewards and sanctions fairly and consistently.
- Mentoring/support will be provided where needed for ECTs in behaviour management
- The senior leadership team (SLT) will support staff in responding to behaviour

incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy; the school's key rules and routines
- The recognition they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils are responsible for co-creating a safe environment by reporting concerns.(eg: bullying, discrimination, or online harassment).

Pupils will be supported to meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Support and induction will be provided for pupils who arrive mid year.

6. School behaviour curriculum

6.1 Responding to Good Behaviour

Our first aim is to reward students for 'doing the right thing' as often as possible and as a result our expectations regarding behaviour are clear. Students need to be ready to learn, respectful, responsible and kind. John Colet School is a place of learning; any behaviour that prevents learning will be taken very seriously.

Praise and encouragement are vital in promoting good behaviour. The Recognition System

is just one way that we can celebrate the achievement and success of our students in all aspects of school life as we encourage them to strive to excel. Our aim is a 7 to 1 ratio (recognition:consequence).

The Explicit Teaching of Habits: In line with national guidance, positive behaviour is not treated as an unwritten expectation; it is an active Behaviour Curriculum. John Colet School explicitly teaches what success looks like regarding our character pillars (*Ready, Respectful, Responsible, Kind*). By turning these values into simple, commonly understood daily routines *John Colet fundamentals appendix 1*, we reduce the cognitive load on students and staff, making positive choices the predictable norm.

Preventing Recurrence Through Reinforcement: positive reinforcement and formal sanctions are equally necessary to sustain a school-wide culture. Our 7:1 ratio is a deliberate operational strategy to try to ensure that positive behavioural norms are celebrated significantly more often than negative boundaries are tested. This intentional bias toward praise actively seeks to prevent the recurrence of misbehaviour by constantly reinforcing positive social norms.

Consistency and Shared Language: To ensure absolute fairness across the school, all staff are required to use clear, consistent, and low-emotion language when acknowledging positive behaviour. When issuing a recognition point, staff will seek to explicitly link the reward to one of our four core character pillars (e.g., *"Thank you for being Ready..."*). This ensures that students understand exactly which habits are being encouraged and valued.

Proactive and Reasonable Adjustments: While our behaviour curriculum defines high expectations for all, we recognise that adjustments to these routines may need to be made proactively and by design for pupils with additional needs (such as SEND or temporary vulnerabilities). These adjustments may be temporary or long-term, ensuring that every student at John Colet School is provided with the targeted equity and support required to meet our school-wide behavioural standards.

6.2 Rules and Consequences

Pupils are expected to be **Ready, Respectful, Responsible and Kind**. These character pillars form the foundation of our **behaviour curriculum**. They must be displayed in every classroom and actively used by all staff to model, teach, and frame conversations with students about values and behaviour.

To maintain a calm, safe, and supportive environment, pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn without disruption;
- Move calmly and safely around the school estate;
- Treat the school buildings and school property with respect;
- Wear the correct school uniform at all times;
- Accept proportionate sanctions and engage constructively with consequences when given;
- Refrain from behaving in a way that brings the school into disrepute, **including when outside the school premises, on the journey to/from school, or online.**

Please see **Appendix 1 (John Colet Fundamentals)**, which serves as our taught behaviour

curriculum for classroom and corridor routines. This appendix outlines successful behaviour patterns, clarifying the specific expectations of conduct, key habits, and routines pupils are expected to develop. The list is not exhaustive.

Sanctions and Consequences:

The school applies sanctions predictably, fairly, and consistently. Sanctions are treated as a serious consequence to misbehaviour, designed to maintain school discipline and deter future disruption.

Reasonable Adjustments and SEND:

Where appropriate and reasonable, adjustments will be made to routines, expectations, and consequences within the curriculum to ensure all pupils, particularly those with Special Educational Needs and Disabilities (SEND) or medical conditions, can meet behavioural expectations.

6.3 Mobile Phones and Smart Devices

Our approach to pupils using mobile phones and smart devices during the school day is fully aligned with the Department for Education's (DfE) mobile phone and behaviour guidance.

We recognise that students may carry mobile phones for safety or emergency reasons during their commute. However, to maintain a distraction-free learning environment, the school operates a strict **"gate-to-gate" policy** using secure mobile phone pouches.

1. Mobile Phones & Wireless Accessories

Mobile phones, wireless accessories (including headphones and smartwatches), and other internet-enabled or communication-capable devices must be switched off and secured inside an assigned mobile phone pouch upon arrival at school. They must remain locked until students leave the school premises at the end of the day.

> **Exception:** Chromebooks are permitted strictly for educational purposes. However, all personal messaging and communication features on Chromebooks must be disabled during the school day.

Enforcement & Confiscation

If a mobile phone is not secured in its pouch, or if a prohibited smart device is brought onto school premises, immediate confiscation will be enforced. (Schools are permitted to confiscate phones and devices from pupils under sections 91 and 94 of the Education and Inspections Act 2006). Confiscated items must be collected from the school office by a parent/carer after school.

Examinations

All mobile phones, smart devices, headphones, and Chromebooks are **strictly prohibited** from being worn, held, or brought into examination rooms under any circumstances. Failure to comply violates exam board regulations and will result in formal reporting.

(Core procedures see Appendix 2).

6.4 Responding to Behaviour

Staff Standards and Preventative Management

To maintain a calm, safe, and supportive learning environment, all staff are required to build positive relationships and maintain high expectations through consistent, proactive classroom management.

Staff will:

- **Model and Maintain Consistent, Calm Behaviour:** Use a composed, assertive approach to defuse situations and establish positive staff-pupil relationships.
- **Relentlessly Teach Learning Behaviours:** Explicitly teach, reinforce, and frame interactions around our core values: *Ready, Respectful, Responsible, and Kind*.
- **Establish Clear Classroom Routines:** Follow the whole-school routines outlined in Appendix 1 to create a predictable environment where learning cannot be disrupted.
- **Give First Attention to Best Conduct:** Proactively praise and acknowledge pupils who are meeting expectations before addressing minor misbehaviour.
- **Utilise Personal Follow-Up:** Use restorative conversations and follow-up outside of lesson time to repair and rebuild relationships after a behavioural incident.

Positive Behaviour and Recognition. Celebration of Success. The school firmly believes that a positive behaviour culture is sustained by celebrating and reinforcing success. We use a structured Recognition Points system to motivate students, foster healthy house competition, and build individual character

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond promptly and predictably to restore a calm and safe learning environment, and to prevent the recurrence of misbehaviour.

Staff will challenge all behaviour that falls short of our standards in a consistent, fair, and proportionate manner, ensuring pupils know with certainty that misbehaviour will always be addressed. All pupils will be treated equitably. Staff will consider any contributing factors alongside any targeted pastoral support or interventions that could be offered to help the pupil meet the required standards.

The Sanctions Framework

The school handles inappropriate behaviour through a structured, graduated system of consequences:

- **C1:** Verbal warning and reminder of expectations.
- **C2:** Lunchtime detention.
- **C3:** After-school detention.
- **C3+:** Senior Leadership Team (SLT) detention.
- **C4: Classroom Removal (Internal Placement):** Supervised removal from the classroom setting to a designated, quiet space where the pupil can continue their education. *Note: In line with statutory DfE guidance, classroom removal is treated as a serious sanction.*

- **C5:** Suspension (Fixed-term external exclusion).
- **C6:** Permanent exclusion.

To ensure consistency, staff reference an internal tariff listing specific offences and corresponding consequence levels. This list is not exhaustive; individual circumstances, context, and any Special Educational Needs and Disabilities (SEND) will be fully considered using a graduated response (Assess, Plan, Do, Review). The school retains final discretion on all sanctions. (appendix 4)

Additional Disciplinary Responses

In addition to the main framework, staff may deploy other reasonable and proportionate responses to modify behaviour and prevent recurrence, including:

- A formal verbal reprimand and a reflective review of expectations.
- Reflective written tasks, such as providing a written account of their behaviour.
- Requiring incomplete classwork to be completed at home, or during break/lunch breaks.
- Loss of privileges (such as the removal of a prized school responsibility or position).
- School-based community service (such as tidying a classroom or clearing a learning space).
- Direct contact with parents/carers via phone call, email, or formal letter.
- Establishing a formal behaviour contract or placing the pupil 'on report'.
- Requesting a brief "step-out" from class for a restorative conversation, or instigating an "On-Call" support request.
- Restorative justice conferences or multi-agency meetings, including consultations with School Community Police Officers where appropriate.

7. Safeguarding

7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.2 Reasonable force.

Reasonable force Reasonable force covers a range of interventions that involve physical contact with pupils. Authorized members of staff have a statutory power to use reasonable force in the following circumstances

- 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

7.3 Search screening and confiscation (see search and confiscation policy on school website)

For a list of prohibited or banned items see section 3 above.

7.4 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

7.5 Online misbehaviour

The school reserves the right to issue behaviour sanctions to pupils for online misbehaviour (including outside school hours and off school premises) when:

It poses a threat or causes harm to another pupil; It could have repercussions for the orderly running of the school; It adversely affects the reputation of the school; The pupil is identifiable as a member of the school.

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

7.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the relevant senior member of staff will make the report.

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

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

7.7 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.

7.8 Dealing with prejudice; racist/homophobic, biphobic, transphobic, disabled, sexist language and actions.

Schools are required to record and respond to racist incidents and incidents of discrimination regarding protected characteristics . If an incident involves a pupil but happens outside of school, we do not have the same requirements but will want to offer support to the child and their family.

We will investigate all possibly racist incidents in school. If we conclude the incident wasn't racially motivated, record this information and deal with it according to normal school procedures. (The definition of a racist incident is 'any incident which is perceived to be racist by the victim or any other person.' This would follow with incidents relating to other protected characteristics.) This also includes microaggressions.

7.9 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

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

8. Serious sanctions

8.1 Detention

Teaching staff and non-teaching staff can give detention, non-teaching staff will discuss with their line manager before issuing a sanction .

Pupils can be issued with detentions during break, after school or in exceptional circumstances on INSET days.

While parental consent is not legally required for a detention, the school will endeavor to notify parents/carers of any after-school detentions to ensure safe travel arrangements.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed from lessons will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour. The exception is issues of uniform; a student may be removed from class if they do not conform to uniform rules. Every effort will be made to help the student rectify the uniform issue.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by LSA, Pastoral staff, teaching staff or SLT. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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

Data regarding the frequency and duration of removals will be monitored by the Pastoral Team/SLT to ensure it is only ever used as a short-term measure.

The school may consider interventions and/or an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Mentoring; Peer; Inclusion unit; Pastoral Team
- Meetings with Student Engagement Officer
- In-house intervention courses eg Low mood and self esteem
- Use of teaching assistants
- Referral to school nurse
- Referral to Counselling
- Short-term behaviour report cards
- Step out/ Reset strategy
- Long-term behaviour plans (Attitude to learning support plan; Pastoral support plan)
- Curriculum adjustment (learning in alternative space reflection room, Learner support, positive work room, library)
- Multi-agency assessment (inc Boxall)
- External support (EG Aspire outreach, My Future self matters, Early Help referral YOS, Youth Centre, FFS)
- Alternative provision

Staff will record all incidents of removal from the classroom on Arbor, along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy on the school website for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 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 take its legal duties into account 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 cooperate 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.

Our approach to anticipating and removing triggers of misbehaviour may include;

- Short, planned, movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding of neurodiverse students
- Use of separation spaces (Learning support or inclusion) where pupils can regulate their emotions during a moment of sensory overload and reset.

9.2 Adapting sanctions for pupils with SEND

Reasonable adjustments will be made for students with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Examples of reasonable adjustment may include:

- Change of venue for a sanction

- A sanction with movement breaks, an alternative consequence for example an session of education instead of a detention.
- Equity and Accessibility of Rewards In line with our obligations under the Equality Act 2010, the pastoral team and SENCO monitor rewards data to ensure that students with SEND or specific vulnerabilities have equal access to recognition. Where appropriate, personalized reward milestones may be implemented to celebrate significant individual progress.

9.3 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.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
- Daily contact with the HOY/ STL Pastoral staff
- Education session
- A report card with personalised behaviour goals
- ATL plan
- A PSP plan
- External support

11. Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will be co-ordinated by the inclusion unit.

12. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Reasonable adjustment

Behaviour management will also form part of continuing professional development with annual refreshers.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents (annually)
- The data will be analysed every term with key summaries presented to the governing board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- key demographic groups (including SEND, Free School Meals (FSM), Looked After Children (LAC), and English as an Additional Language (EAL)
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least biannually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the well-being committee.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti Bullying Policy

Appendix 1 : John Colet Fundamentals

Staff Classroom

Do our very best to avoid a 'confusion of standards' and create predictable, routine environments.

Ready Respectful Responsible Kind

1 Meet & greet students at classroom door.
2 Coats off – Blazers on - Shirts in- Skirts unrolled
3 Standardised seating plan with data and student needs indications
4 SILENT START
5 Do It Now Task - Take register
6 LIQ → Plenary
7 Standard quiet signal : "1..2..3... Eyes on me"
8 Purposeful questioning - No Opt Out
9 Disciplinary literacy/oracy in every lesson
10 Orderly dismissal: Chairs in, quiet, row or group at a time dismissed, uniform checked

Student Classroom Conduct
Ready Respectful Responsible Kind

1 Calm entry in preparation for the silent starter & register.
2 Sit according to seating plan or as directed by staff.
3 Smart uniform. Listen carefully and actively.
4 Start work promptly.
5 Speak in full sentences, using subject vocabulary
6 Take a pride in your book and work. Underline with a ruler, secure loose sheets, no doodles in book
7 Complete independent work silently
8 Standard quiet signal : "1..2..3... Eyes on me"
9 Answering questions: No calling out
10 Be your BEST SELF:
11 Try hard, work hard, don't give up.
12 Orderly dismissal: Stand behind chairs in silence and wait to be dismissed, correct uniform

Student OUT OF CLASSROOM CONDUCT
Ready Respectful Responsible Kind

1 Be on time - line up quietly - contribute to calm corridors
2 Blazers on - Shirts in- Skirts unrolled- Follow jewellery rules
3 Hands off: have consideration for others; avoid pushing, or boisterous behaviours
4 No unkind comments or physical contact
5 No shouting, inappropriate language or 'banter'
6 Keep to the left, move sensibly between lessons
7 Mobile Phones in pouches
8 No eating or loitering in corridors or toilets
9 Respect the school buildings and environment
10 No more than one person in a toilet cubicle

Appendix 2

Mobile Phone Core Procedures

1 Arrival

- **Upon Arrival:** You are not permitted to enter the school gates with unlocked devices. You must go immediately to an unlocking station at the front or rear student exits, or main reception, place your device(s) inside, and lock the pouch before entering.
- **Medical Pouches:** If you require access for medical reasons (e.g., diabetic management), you must still lock your device in your pouch prior to entering the gates and go to the Medical Office to have it opened.
- **Forgotten Pouches:** If you forget your pouch, report directly to the School Office to hand in your device(s) for safekeeping. No disciplinary sanction is issued; the incident will be logged on Arbor (as a C1), and your device will be available for collection at the end of the day.

2. Daily Routine & Registration

- **Morning Registration (8:30 AM):** During registration, students in Years 7–11 must hold up their locked pouch for their tutor to visually verify.
- **Late students** will be asked to show their locked pouch
- **Leaving School Early:** Devices must remain locked inside pouches unless a student is being collected early by a parent or carer. Students must sign out with Matron and then present to Main Reception to have their pouch unlocked **only after** their parent or carer has physically arrived on site.
- **After-School Activities:** Students staying on site for clubs, detentions, revision sessions, or other events must keep their pouches locked until they are leaving the school grounds.

3. Spot Checks & Screening

Under sections 91 and 94 of the *Education and Inspections Act 2006*, the school reserves the right to screen students for unauthorized or un-pouched devices.

- **Cooperation:** Students selected for random or focused spot checks (using a metal detecting wand and bag checks) are expected to cooperate fully.
- **Behaviour:** Students must not joke about having a phone or act in a suspicious manner. Refusing a screening will result in the student being escorted to the Reflection Room for a meeting with a Year Leader or on-call staff.

4. End-of-Day Departure

- **Unlocking:** Keep your pouch in hand and ready to tap at the unlocking stations (located at the main front and rear student exits, and reception) so lines move quickly.
- **Flow of Traffic:** Do not stop near unlocking stations to look at your phone. Keep

moving and wait until you have fully left the school site before accessing your device.

5. Confiscation Procedure

If a mobile phone or smart device is not secured in its pouch, or if a prohibited device is used inappropriately, immediate confiscation will be enforced.

Confiscation Protocol (Years 7–11)

1. **Receipt & Tagging:** Device is taken to the office where it will be labeled clearly with the student's name and form group. Keep in safe. **Office contact home**
2. **Arbor Logging:** Office staff to check Arbor to confirm any prior device confiscations within the current academic year, log the incident, and set the return date. Logging automatically sends an email notification to the family. This may not happen immediately.

Confiscation Durations:

- **First Offence:** The device is confiscated for **the week** returned on the Friday of the week of confiscation. If it cannot be collected by the parent carer on the Friday this will be rolled over to the next week the confiscation period will not be cut short.
- **Second Offence:** Phone will be confiscated and kept for a period of **2 weeks** when it will be released for collection by parent/carer. Again this will be logged. (Parent/carer will need to provide a 'brick' phone for the interim period.)
- **Third offence :** A third offence would constitute a persistent issue. It will result in a suspension for one day and banned from bringing their phone to school for a further determined period; parents will need to provide a brick phone for this period. A reintegration meeting will occur where support and a clear plan of action in improving mobile phone use will be discussed.

NB.thereafter the confiscation period may escalate at the headteacher's discretion and other consequences and may be applied.

2. **Collection:** Following the confiscation period, the device must be collected from the school office by a parent/carer at a mutually convenient time arranged between the family and the school.

6. Examinations

All mobile phones, smart devices, headphones, and Chromebooks are **strictly prohibited** from being worn, held, or brought into examination rooms under any circumstances. Failure to comply violates exam board regulations and will result in formal reporting.

7. Protocol: For guidance if Student Refuses to Hand Over a Mobile Phone / Device

Step 1: De-escalate & Frame as a Choice

1. Maintain Calmness: Speak to the student quietly and calmly to try and avoid drawing

unnecessary attention or escalating the situation in front of peers.

2. State Expectations Clearly: Remind the student of the school's gate-to-gate pouch/ mobile phone policy and why devices must be locked or handed over. (safety, distraction, DFE statutory)
3. Offer a Clear Choice: Explicitly inform the student that refusing a reasonable instruction to hand over/pouch a device is an act of defiance, which carries escalated disciplinary consequences.
    - *Scripting Example:*
      "As you know, all phones must be inside locked mobile phone pouches or handed in to keep our school safe and distraction-free. If you choose not to hand over the device now, this becomes open defiance, which means you will be removed from class and escorted to the reflection room, a consequence will be issued."

Step 2: Escalate & Request Immediate Support

If the student continues to refuse to hand over the device:

1. Do Not Physically Intervene: Staff must never attempt to physically take the device, search the student's body, or touch their personal belongings.
2. Call for On-Call / Senior Support: Contact On-Call, the Year Leader, or the Senior Leadership Team (SLT) to attend and assist.
3. Escort the Student: The student will be calmly escorted out of the classroom to the Reflection Room for a formal discussion with a Year Leader or SLT/on call member. Two members of staff should remain present if possible.

Step 3: Formal Sanctions & Parent Contact

Once the student is in the Reflection Room:

1. Refusal / Defiance Sanctions: Refusal to cooperate with phone policies or screening is treated as persistent defiance or non-compliance.
    - The student will face an immediate escalation under the Internal Sanction Levels, such as a C4 Classroom Removal / Internal Placement or further leadership intervention.
2. Parent Call: A member of SLT. On call or Year Leader will try to contact the student's parent/carer immediately to explain:
    - The refusal to hand over / pouch the prohibited device.
    - The disciplinary action being taken.
    - The required parent pickup/confiscation procedure moving forward.

Step 4: System Logging

The member of staff or Year Leader involved must document the incident on Arbor:

- Log the appropriate consequence for defiance (e.g., C3+ / C4 log) detailing the non-cooperation.

NB: if the student persistently refuses to hand over their phone please refer to the headteacher for suspension.

Summary Checklist for Staff

Action	Do	Don't
Communication	Speak quietly, de-escalate, and give a clear choice.	Don't argue, shout, or embarrass the student in class.
Physical Boundaries	Request the student to hand the device over themselves.	NEVER physically grab the phone or search their body/ clothing.
Escalation	Call On-Call / SLT and try to move to reflection.	Don't handle persistent refusal alone in the classroom.
Logging	Record defiance and device logs on Arbor	Don't leave the incident unlogged at the end of the day.
Persistent failure to hand over phone	Call home, Refer for suspension	Log keep calm

8. Protocol: For guidance if a parent is upset about mobile phone confiscation

1 Handling an upset parent arriving at school
Deescalate relocate somewhere calm if possible (meetings room)
Stay calm and professional.
Listen and validate frustration but do not compromise policy
If aggressive pause and try to have a witness

2 The conversation
Confirm phone is stored securely
Focus on when not if (in terms of when the phone will be returned)
Avoid on the spot exceptions (consistency in application of policy is vital)
Redirect urgencies, pupils parents can contact school office to relay messages

3 Explaining the powers of the school (DFE)
Statutory powers of search and confiscation
Head teachers have legal backing to confiscate for a proportionate amount of time
Law specifically protects staff from liability loss or damage

4 Why we confiscate
Protecting learning and focus: Eliminate distraction, improve focus limit disruption
Protecting Well being and Mental Health: reduce bullying, more face to face interaction,
Consistency and fairness, apply policy fairly, consider ‘reasonable’ adjustment SEN/Medical.

Appendix 3 :Responding to good behaviour

Celebration of Success (The Recognition Framework) The school firmly believes that a positive behaviour culture is sustained by celebrating and reinforcing success. We use a structured Recognition Points system to motivate students, foster healthy house competition, and build individual character

Tiered Awards & Thresholds Students accumulate Recognition Points (logged as R1 or R2 on the school system) throughout the academic year. Cumulative totals trigger the following milestone awards:

The table below details how students' effort, progress and achievement will be recognised.

Recognition Code	Behaviour	Time	Who	Reward	Value
R1 Character	Demonstrating one of the JCS character pillars Ready to learn.	All the time	All staff	R1C logged on system.Parent and student notified via Arbor app	1 point
R1 Character	Demonstrating one of the JCS character pillars being responsible.	All the time	All staff	R1C logged on system. Parent and student notified via Arbor app	1 point
R1 Character	Demonstrating one of the JCS character pillars being respectful.	All the time	All staff	R1C logged on system.Parent and student notified via Arbor app	1 point
R1 Character	Demonstrating one of the JCS character pillars being kind.	All the time	All staff	R1C logged on system. Parent and student notified via Arbor app	1 point
R1 Academic.	Demonstrating JCS learning values; Resourceful,Resilient, Readers	All the time	All Staff	R1A	1 point
R2 Character	Significant contribution to the school community /community, demonstrating character pillars, Ready Respectful Responsible and Kindness	All the time	All Staff	R2C logged on system.	3 points
R2 Academic	Sustained excellent effort or progress in a subject area demonstrating our learning values Resourceful, Resilient, Readers	All the time	All Staff	R2A logged on system.	3 points

R3 Character HOY/HOH	End of Learning Cycle for exceptional effort/ attitude to learning Or to reward excellent contribution within a Year Group/ House	End of LC Or All of the time	HOY/ HOH	R3C HOY logged on system..	10 points
R3 Academic STL	End of Learning Cycle for exceptional effort/ progress/ achievement. Or to reward excellent contribution within a department	End of LC Or All of the time	STL	R3A STL for exceptional effort/ progress/achievement	10 points
R4 Character	Exceptional service to the school community/ community demonstrating our values Ready Respectful Responsible and kindness	All the time	Headte acher	R4C Headteachers Commendation	10 points
R4 Academic	Exceptional learning demonstrating our learning values Resourceful, Resilient, Readers	All of the time	Headte acher	R4CHeadteachers Commendation	10 Points
R5 Academic	Outstanding effort or progress over a year in a single subject area demonstrating our learning values Resourceful, Resilient, Readers	End of Year	STL	R5A Subject Certificate	30 points
R5 Character	Outstanding service to the school community/ community over a year contribution to community demonstrating our values Ready Respectful Responsible and kindness	End of Year	HOY HOH	R5C Character Certificate	30 points

Cumulative points recognition

	Y7 - 10	**Y11**	**KS5**
Bronze	130	90	40
Silver	280	140	70
Gold	340	170	90
Platinum	430	210	115

Badges are presented formally to students during assemblies. To promote continuous motivation and sustainable sourcing, students retain their highest-earned badge at the conclusion of the academic year, while lower-tier badges are returned to the school for recycling. Platinum badges are permanently retained by the student.

Communication and Praise Protocols To ensure rewards are highly visible and consistently celebrated, the school utilises a multi-layered approach: Everyday Praise: Staff utilize verbal praise and positive reinforcement as the baseline of classroom culture.

Departmental Postcards: Departments are encouraged to send physical postcards home for exceptional work; staff must ensure the corresponding R1 or R2 is simultaneously logged on the central system.

Parental Notification: Parents and carers receive automated notifications whenever a Recognition Point is awarded, ensuring positive communication home.

Regular Celebration Routines * Weekly (Tutors): Form tutors review individual reward point totals during form time to celebrate top achievers and progress. Regularly (Head of Year): Heads of Year explicitly celebrate year-group achievements attendance milestones, and positive behaviour trends during regular year assemblies.
House points are celebrated in House assemblies and prominently displayed on the school website.

Equity and Accessibility of Rewards In line with our obligations under the Equality Act 2010, the pastoral team and SENCO monitor rewards data to ensure that students with SEND or specific vulnerabilities have equal access to recognition. Where appropriate, personalized reward milestones may be implemented to celebrate significant individual progress.

Students are also rewarded through the house system

School's Annual Prize-giving Event

- Achievement and effort for the whole year will be recognised at the school's annual prize-giving event, to which parents will be invited.
- Points add up to house cup.

The School Holds an Annual Sports Award evening

NB: Departments order postcards from http://www.schoolstickers.com/en-gb/products/postcards
Departments can offer their own bespoke awards but these must be as well as not instead of the whole school system.

Attendance Awards

100% attendance: Students will be recognised at the end of each term and emails will be sent home and R4 (10 points awarded). In the Summer term, 100% attendance for the whole year will be recognised. Students with improved attendance will also be recognised by the attendance officer.

Appendix 4 John Colet School Consequence Ladder

CONSEQUENCE	EXAMPLE BEHAVIOURS (Not **exhaustive** lists)	
C1 **Verbal Warning**	• Not fully equipped, • Uniform infringement • Late to lesson up to 5 minutes; Late to registration/assembly; • Lack of effort, • Not engaging appropriately in class, • Chewing gum, • Talking over a teacher or out of turn, • Inappropriate language in class, • Eating in lesson,	• Disrupting the lesson/ learning of others, Inappropriate behaviour around school; HW deadline missed; • HW incomplete poor standard; Forgotten Chromebook/ Chromebook not charged; • Misuse of Chromebook. • Dropping litter
C2 (May result in break or lunch time detention)	• **Continued C1 behaviours** • Swearing/foul language in conversation • Classwork concern • Lateness to school/ registration	• Forgetting PE kit (second time) • Chewing gum • Inappropriate use of IT facilities • Littering • Incorrect uniform
C3 **40 or 60 minute detention after school**	• **Continued C2 behaviour** • late to lesson 5m+; Lateness after 9am • Failure to attend lunchtime detention • Lack of respect to or about a member of staff; • Lack of respect to a member/ members of the school community(D disability R racism L sexual orientation and gender); • Going out of bounds, • Deliberate dishonesty; • Damage to property;	• Abuse of school ICT systems/ Social Media (loss of internet privileges); • Being in the vicinity of smokers; • Not following staff instructions; • Removed from a lesson, • Late to school x2 (Attendance officer);
C4 **Inclusion room**	• **Failure to attend a C3+ detention,** • **Two + C3s in one day,** • Deliberate defiance, • Physical aggression, • Bullying;Smoking/vaping onsite or in school uniform;; • Possession of smoking/vaping equipment, • Theft; • Graffiti, • Vandalism	• Behaviour that seriously disrupts the school day. • Intimidating behaviour. • Refusal to cooperate/ attend exit room • Inappropriate use of social media or online technology, • Misbehaviour in a C3+detention, • offensive behaviour (inc language) relating to race; sexual orientation/ gender identity; disability.
C5 **Suspension from school**	Continued accrual of C points indicating persistent disruption to the running of the school or continued disruption of the learning of others or serious misbehaviours (See appendix 6.)	

Appendix 5: Equipment list (Ready to learn)

PENCIL CASE to house the equipment below
2 x blue or black pens
1 x red pen
Pencil
Rubber
Sharpener
Ruler
Reading book
A highlighter
Chromebook
Scientific Calculator
Headphones with a jack (for Chromebook)

For Maths and Science:
Protractor
Pair of compasses

Extras (these are useful, but not essential):
Coloured pencils/ pens
Remember: some days you will need items for certain lessons e.g. PE kit, Food Tech equipment.

Appendix 6: Serious Misbehaviours may lead to a student receiving a Suspension or Permanent Exclusion depending on the specific circumstances surrounding the incident and individual concerned (examples provided, not an exhaustive list)

Physical assault against a student . Includes:

- Fighting (incl play fighting)
- Violent behaviour
- Wounding
- Obstruction or jostling

Verbal abuse/threatening behaviour against a student . Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic/racist/transphobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon*

Bullying. Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Transphobic bullying
- Racist bullying
- Religious bullying
- Gender bullying
- Peer on Peer abuse

Sexual Misconduct. Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti
- Sexual violence
- Upskirting / Panting

Physical assault against an adult Includes:

- Violent behaviour
- Wounding
- Obstruction or jostling

Verbal abuse/threatening behaviour against an adult. Includes:

- Threatened violence
- Aggressive behaviour

Abuse. Includes:

- Racist, homophobic, transphobic
- Abusive taunting and harassment
- Derogatory abusive statements
- Swearing that could be attributed to abusive characteristics
- Abusive graffiti

Damage Includes:

- Damage to school or personal property
- Vandalism to school or personal property
- Arson*
- Graffiti

Possession of prohibited items. Includes:

- Knives or weapons* (any implement or device that can be used with intent to inflict damage or harm)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes.
- Fireworks
- Pornographic images (physical or digital)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to threaten or cause personal injury to, or damage to the property of, any person (including the student) ● **Mobile phones, smartwatches, or tablets** (if used outside of explicit school rules).

Persistent Disruptive Behaviour. Includes:

- Repeated breaches of the school rules
- Challenging behaviour
- Disobedience
- Truancy
- Truancy

Theft. Includes:

- Stealing school property
- Stealing personal property
- Stealing on a school outing
- Selling and dealing in stolen property
- Fraud/cyber-fraud

Other includes:

● Swearing ● Homophobic/racist/transphobic abuse and harassment ● Verbal intimidation ● Carrying an offensive weapon* **Substance related.** Includes: ● Possession of illegal drugs ● Inappropriate use of prescription/over the counter drugs ● Drug dealing and supplying drugs (passing to others)* ● Smoking/vaping ● Nicotine related products ● Alcohol abuse ● Substance abuse ● Being in the company of someone using a prohibited item/substance	1. Incidents which are not covered in the categories above (again this list provides examples and is not exhaustive) 2. Bringing the school and/or the community into disrepute 3. Endangering the safety of the school community, for example tampering with academy safety equipment 4. Any criminal offence committed on school premises, trips or when representing the school*

PERMANENT EXCLUSION AS DEFINED BY THE DFE:

"The decision to exclude a pupil permanently 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 such as staff or pupils in the school."**

Appendix 7: Detentions

Detention System

Code	Where/Who	When	How long
C2a	Department	Break Lunchtime	*Staff can request students to attend break and/or lunchtime detention to discuss work/attitude to learning or issue inconvenience work.5 to 30m guide
C2b	Reflection room	Lunchtime detention	30 m
C3	Rota led weekly by departments. 2 teachers minimum. SLT will run on Friday.	Monday, Wednesday, Friday. 3pm to 3.40pm	40 m
C3+	SLT	Friday	1h
C4 Internal reflection	Reflection room	1 to 5 days	From 8.30am to 3.30pm

Appendix 8: HW Consequences

The aim is to keep the system simple. If too many students end up in a C3 detention the centralised detention system will fail. We need to try and address HW challenges through a mixture of consequence and intervention.

Consequence	
C1 HW deadline missed C1 HW incomplete poor standard.	Teacher: ** log on to Arbor. Explain the importance of HW to the student. Amend the deadline. Remember the aim is de-escalation and you can contact parents for support between consequences. Please discuss students who are persistently not doing HW in your subject with STL
C2a	Teacher: C2AFailure to meet HW expectations
C3HW	Teacher: *(if student fails to attend a break or lunchtime detention, issue C3 failure to attend break/ lunchtime detention C2a C2b.)* *Discuss concerns with STL*
Persistent failure to do HW	Teacher discuss with student and parent STL: contact parents and discuss students with persistent HW issues in your subject. Discuss interventions with SLT link. Tutor: If a student is regularly getting C1 for HW issues across subjects please intervene. Arrange for students to go on a green report for HW and contact parents. If a student fails to respond to the targets of the report and is not meeting your expectations at the end of the report. Discuss interventions with HOY. HOY contact parents and discuss HW intervention for students with issues across subjects. Consider Study support and loyalty card, award for improvement. Or place on Amber HW report If a student fails to respond to the targets of the report and is not meeting your expectations at the end of the report period Issue discuss further interventions with SLT link
Useful tooled up HW resources directed at parental support	SLT Link consider further intervention referred by STL or HOY. This might include writing to parents, phoning parents, arranging a meeting with parents assigning a mentor. Please point out to parents completion of HW is ultimately the responsibility of the student guided by the parent and carer. The consequence of not doing HW will be a student not reaching their potential, this needs to be made clear to parents. **Only HOY or SLT link can issue a C3 HW persistent failure to meet HW expectations**