

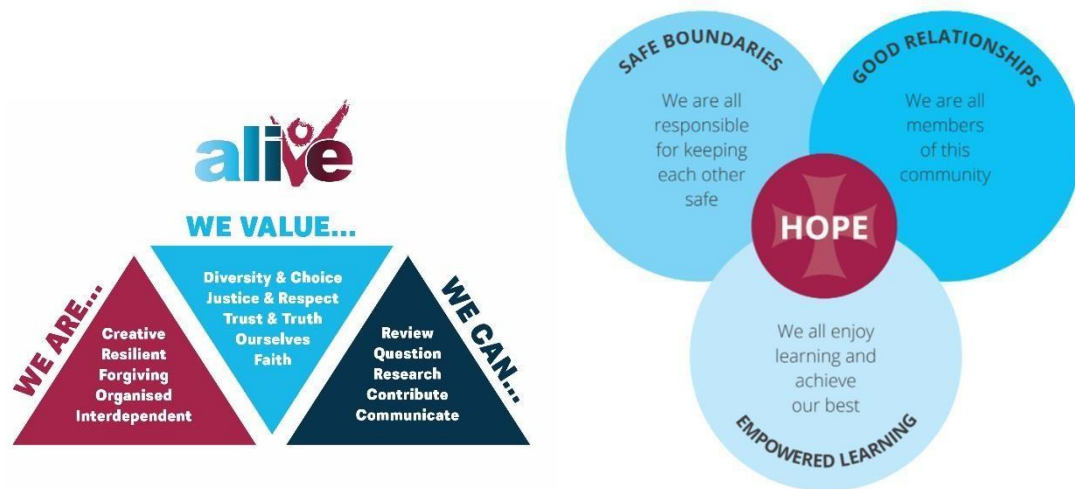
Behaviour and Good Relationships Policy

Approved by	FGB	Date July 2026
Last reviewed	July 2025	
Next review due	July 2027	

SECTION A Aims and Objectives

1. Introduction

We are inspired by Jesus' words 'I have come that you may have life in all its fulness', John 10:10. We believe that 'The Glory of God is a Human Being Fully Alive'. Each member of our community is created by God, and our aim is to achieve our full potential. All we do is rooted in this Hope of who we are as people and what we can become. Safe Boundaries, Good Relationships, and Empowered Learning are fundamental to realising this potential. Our mission as a school is: 'To develop the skills, knowledge and Alive qualities so that all our students can make their unique contribution to the world.'



Every family who accepts a place at the Main School or Sixth Form Centre on either a permanent or temporary basis automatically agrees to adhere to the [Alive Accord](#) or [Sixth Form Learner Agreement](#).

School Staff commit to:

- Create a positive climate with high yet realistic and achievable expectations.
- Emphasise developing Good Relationships through:
 - Listening to others, developing awareness, and understanding the needs of others ('We can Communicate').
 - Promoting positive resolution of conflict through restorative approaches ('We are Forgiving').
 - Encouraging, through example, honesty, courtesy, and steadfastness ('We are Interdependent').
- Ensuring fair treatment for all regardless of age, disability, gender reassignment, pregnancy, race, religion/belief, sex or sexual orientation ('We value Diversity and Choice').

2. Aims and Objectives

This policy sets the boundaries for the detailed operating procedures for a system that:

- Rewards and reinforces appropriate behaviour.

- Delivers consistent consequences for inappropriate behaviour.
- Develops students' understanding of what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century.
- Supports students in developing strong dispositions and attitudes to their own and others' learning and well-being.
- Outlines a system where the roles and responsibilities are clear, and staff take responsibility for students' learning.
- Seeks to ensure that all students are treated fairly in the implementation of rewards and consequences.
- Enables staff to teach effectively, promoting respect and positive attitudes to learning.
- Supports and promotes the [Anti-Bullying Policy, E-Safety Policy, the Equalities Policy, and Special Educational Needs and Disability Policy](#).
- Address unacceptable behaviour whilst also aiming to correct that behaviour so that students can learn from their actions.

Through this approach we can:

- Create a positive, productive, and safe learning environment at all times of the school day.
- Enable every child to learn in an environment that allows everyone to fulfil their potential.
- Ensure that every member of our school community is treated fairly, equally, and with respect, and without threat, fear, or intimidation.
- Enable staff to deliver engaging and creative lessons safely.
- Work with parents/carers to support their young person to learn from mistakes and celebrate successes.

3. Rights

- All students and staff have the right to always feel safe in school. There should be mutual respect between staff and students and between each other.
- All visitors to the school should always feel safe and free from the effects of poor behaviour in all parts of the school.

The school promotes inclusion. All members of the school community should be free from discrimination of any sort. We have a clear and comprehensive age-appropriate [Anti-Bullying Policy](#) that is known and understood by all, consistently applied, monitored, and where appropriate, incidents recorded. Any incident of discrimination is recorded and is acted upon in line with this policy. All protected characteristics are covered when referring to discrimination.

The school's legal duties under the [Equality Act 2010](#) in respect of safeguarding, students with Special Educational Needs and Disabilities (SEND) and all vulnerable students are detailed in the [Safeguarding \(and Child Protection\) Policy](#) and made known to all staff. Measures to protect children from bullying and discrimination are also detailed in the [Safeguarding \(and Child Protection\) Policy](#) and regularly monitored for their effective implementation.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the [Public Sector Equality Duty](#) (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations.

4. SEND

Students who have an Educational Health Care Plan (EHCP) or an identified additional need(s) will also be expected to follow the Behaviour and Good Relationships Policy. However, reasonable adjustments will be made for some individuals. Advice from our Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at SEND review meetings or during bespoke meetings/correspondence. Alternative strategies as indicated below will be implemented under the direction of the Deputy Headteacher (Pastoral, Inclusion and Ethos) in consultation with the SENDCo in line with the approach indicated below:

- Reduced time tariff for consequences.
- Adjusted consequence e.g. alternative day instead of suspension from school site.
- Adjusted time of day for consequence e.g. lunchtime detention instead of after school detention or vice-versa.
- Adjusted location for consequence/sanction e.g. in Learning Support Department instead of in Reset Room.
- Extra explanation to student and/or parent/carers as to what the incident was that led to the consequence.
- Tactical ignoring of some named behaviours.
- Behaviour team/Year team/SLT consult with Learning Support Leadership Team before deciding sanction.
- Advising parents/carers when consequences have been adjusted considering the student's need.
- Collaborative and proactive discussion with parents/carers and where appropriate the student from the outset regarding consequences.

Staff can refer to the SEND register and Pupil Passports or support plans for further information. Some students may need an adapted approach to break down their individual barriers to learning and understanding. Further guidance is available from the SEND Team. The aim of our reasonable adjustments is to enable all students to succeed at school. There will be situations where the Headteacher will deem it appropriate and necessary to apply the measures and consequences as detailed in the following sections of this policy:

- 26 Staged Consequence Procedure - Alternatives to Suspension
- 27 Suspensions and Permanent Exclusions
- 28 Discipline Thresholds

The legitimate intent of such decisions will be to safeguard the safety and wellbeing of stakeholders and/or uphold the good order of the school and prevent the school from being brought into disrepute.

5. Legislation and Statutory Requirements

This Policy has due regard for the following advice and guidance from the Department of Education (DfE):

- [Behaviour in schools - Advice for headteachers and school staff](#)
- [Equality Act 2010](#)
- [Keeping children safe in education](#)
- [Positive Environments Where Children Can Flourish](#)
- [School suspensions and permanent exclusions – Statutory guidance for those with legal responsibilities in relation to suspension](#)
- [Searching, Screening and Confiscation](#)
- [SEND Code of Practice](#)
- [Use of Reasonable Force within schools](#)

SECTION B Rights, Responsibilities, and Training

6. Roles and Responsibilities

All staff at this school stand alongside colleagues when supporting, guiding, and modelling positive relationships and promoting high standards of behaviour.

Governing Body

1. To expect students and parents/carers to cooperate with school in maintaining an orderly climate for learning.
2. To expect students to respect the rights of other students and adults in Main School and Sixth Form.
3. To expect staff to adhere to the Code of Conduct.
4. To enforce this policy, including rules and disciplinary measures.
5. Not to tolerate violence, threatening behaviour, or abuse by students, parents/carers, or staff.
6. Be responsible for holding senior leaders to account for monitoring and implementation of this Policy.
7. Support the school in implementing and reviewing this Policy including attending parent/carer meetings as required.

Headteacher

1. To implement the Governing Body's Policy and to establish and maintain a Behaviour and Good Relationships Policy that promotes the school's Vision and Values.
2. Support and model good behaviour across the school.
3. Be responsible for holding leaders, managers, and staff to account for monitoring and implementation of this Policy.

School Leadership Team

1. Actively support the Headteacher in implementing and upholding this policy.
2. Support and advise staff in upholding this policy.
3. Support and model good behaviour across the school.

4. Meet and greet stakeholders in all areas of the school.
5. Be a visible and available presence around the site and especially at changeover of lessons and periods of mass movement.
6. Celebrate staff, leaders, and learners whose efforts go above and beyond expectations.
7. Regularly share good practice.
8. Support middle leaders in managing learners with more complex or entrenched harmful behaviours.
9. Use behaviour data to target and assess schoolwide Behaviour and Good Relationships Policy and practice.
10. Regularly review provision for learners who fall beyond the range of written policies.
11. Work with leaders and managers to ensure effective training for all staff is accessed and applied.

Subject Leaders

1. Proactively support, guide and model good behaviour within their curriculum area.
2. Wherever possible, meet and greet learners to department areas and be a visible presence in the department (including change over time between lessons).
3. Ensure consistent implementation of this policy.
4. Use behaviour data to target and assess student interventions and guide staff training.
5. Proactively support classroom staff in managing behaviour, administering rewards, and consequences.
6. Encourage the use of the praise systems and regularly celebrate staff and learners whose efforts go above and beyond expectation, including communicating with home.
7. Proactively support classroom staff in meetings with students, and parents/carers as required.
8. Be responsible for holding staff to account for the implementation of this Policy within their area.
9. Manage and or facilitate restorative conversations and practices between subject staff and students as required.
10. Support staff in returning learners to learning by supporting restorative conversations and parental communications.
11. Use behaviour data to target and assess student interventions and guide staff training.
12. Communicate with parents/carers as required.

Pastoral Leaders and Managers

1. Promote the school's ethos and ensure school policies are adhered to (including through assemblies and tutor teams for Heads and Deputy Heads of Year).
2. Support colleagues in a Year Leader capacity to ensure the teaching and learning, and Behaviour and Good Relationships Policy are implemented. This includes ensuring that incidents are managed at the correct level. e.g. subject/teacher level when issues or trends are subject specific.
3. Proactively engage with/signpost to the relevant provision within our Inclusion Team and outside agencies, in relation to student behaviour and welfare.
4. Issue students with consequences for more serious school behaviour violations in liaison with the Senior Leadership Team (SLT).

5. Ensure compliance with processes and procedures that underpin our consequences and suspension as outlined in this policy.
6. Lead/contribute to the writing, monitoring and review of Individual Behaviour Plans and support plans.
7. Proactively support, guide, and model good behaviour within their student and staff team.
8. Meet and greet learners and be a visible presence around the school (including change over time between lessons).
9. Encourage the use of the praise systems and regularly celebrate staff and learners whose efforts go above and beyond expectation. Including communicating with home.
10. Proactively support classroom staff in meetings with students, parents/carers as required and appropriate.
11. Be responsible for holding staff to account for the implementation of this Policy within their area.
12. Manage and/or facilitate restorative conversations and practices between subject staff and students as required.
13. Support staff in returning learners to learning by supporting restorative conversations and parental communications.
14. Use behaviour data to target and assess student interventions and guide staff training.
15. Communicate with parents/carers as required.
16. In collaboration with relevant colleagues, students with strategies to enable them to take responsibility for their own behaviour.

Tutors

1. Create a climate in which Tutor Time is held in the same high regard as lesson time.
2. Champion the tutor group and tutees.
3. Work to create positive ethos during Tutor Time.
4. Follow the pastoral curriculum.
5. Celebrate positive behaviour and take action to improve poor behaviour.
6. Monitor behaviour and achievement of tutees and give feedback to students and parents/carers using the designated systems (e.g. Bromcom).
7. Create a high-quality learning environment - tutor bases should be tidy and well organised.
8. Communicate regularly with parents/carers and subject staff.

All Staff Within and Outside of the Classroom

For teaching staff the points below should be read in conjunction with the [Teacher Standards](#) and Staff Code of Conduct.

1. Be a role model.
2. Ensure that this Policy is followed and applied consistently and fairly.
3. Create a high-quality learning environment - classrooms should be tidy and well organised.
4. Complete follow up actions as appropriate.
5. Promote and demonstrate our school Alive values and attributes.
6. Model positive behaviours and build appropriate relationships.

7. Use appropriate language when speaking to students and colleagues.
8. Meet and greet learners at the classroom door and ensure calm entry to classrooms.
9. Plan lessons/sessions that engage, challenge, and meet the needs of all learners.
10. Remain calm and use stepped consequences appropriately to enable students to reflect and modify their behaviour before a final consequence is applied.
11. Follow up all incidents (seeking support when required). The standard we walk past is the standard one accepts.
12. Never ignore or walk past students who are behaving poorly (unless this is part of an agreed modified approach for specific students as outlined in a Support Plan/Pupil Passport) as shared by school leaders; the standard we walk past is the standard we accept.
13. Reward and celebrate student successes.
14. Manage their spaces, including the classroom and the areas around them, to ensure that students are supervised, behaviour and safety is prioritised and students are able to make the right choices
15. Uphold and adhere to the 'Corridor Code'.

Parents/Carers

To be read in conjunction with the [Alive Accord](#) or [Sixth Form Learner Agreement](#) to support the school's Behaviour and Good Relationships Policy.

1. Ensure all communication is respectful and courteous.
2. To be prepared to work with the school to support their child's positive behaviour.
3. To attend meetings with the Headteacher or other school staff, if requested to discuss their child's behaviour.
4. To adhere to the terms of any Individual Behaviour Plan or support plan relating to their child's behaviour.
5. Celebrate their child's successes and offer support if things go wrong.
6. Support the school values: Alive.
7. Inform the school of any changes in circumstances that may affect their child's behaviour.
8. Discuss any behavioural concerns with the class teacher and/or tutor promptly.
9. Work in collaboration with the school to support their child to strive to be the best that they can be.

Students

To be read in conjunction with the [Alive Accord](#) or [The Sixth Form Alive Standards](#).

1. Get the basics right - uniform, equipment, attendance, and punctuality.
2. To take responsibility for their behaviour choices in line with this Policy.
3. To follow instructions by staff at the first time of asking.
4. To act as positive ambassadors for the school both on and off the school premises.

This Policy is to enable the mission for all students 'to develop the skills, knowledge and Alive qualities so that they can make their unique contribution to the world.'

7. Commitment and Entitlement to Training

Leaders and Managers

1. Leaders are trained on using school data systems to ensure behaviour monitoring is robust and effective.
2. Leaders enable staff to have access to high quality provision e.g. Trauma Informed Practice, de-escalation, Team Teach, NPQs, National Wellbeing Accreditation.
3. Leaders have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.
4. Leaders are committed to ongoing behaviour professional development for all and are relentless in providing opportunities for all staff in pursuit of this goal.
5. Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.
6. Leaders' role-model engagement in research around behaviour and work to disseminate best practice and key knowledge to all staff.
7. Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own school.
8. Leaders make effective use of a range of internal, local, and national expertise to:
 - a. Monitor standards
 - b. Access best practice
 - c. Help secure more rapid improvements in the quality of students' pastoral learning
9. Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.

All Staff

1. To ensure that we are as 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.
2. Engage with expert/specialist training where relevant and necessary including training/development opportunities specific to the role of the tutor.

SECTION C Rewards

8. Recognition and Rewards for Effort and Achievement

Positive motivation lies at the heart of effective education and our system in school is designed to recognise and celebrate effort, achievement, and success at all times. Rewarding positive effort and achievement is a vital component of the learning experience within each phase of the school. We want to reward frequently and consistently in a structured way that staff, students, and parents/carers all value and support. We recognise and reward students who go 'over and above' our standards. Informing parents/carers of successes is fundamental to home/school partnership.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Praise and positive feedback is the key to

developing effective relationships and to creating a positive learning atmosphere in the classroom and across the school.

Rewards

The school reward structure is based on the Alive values.

The Purpose

- To motivate and encourage students.
- To recognise achievement.
- To foster a healthy atmosphere of competition between individuals and Houses.
- To promote a culture of achievement and hard work.
- To underpin and promote the characteristics of being a successful learner.

The System

Students can receive Alive points throughout the year. These can be awarded by any member of staff and are recorded on the Bromcom system. Examples of what students should be rewarded for are:

- High quality work in class or at home.
- Helping others.
- Showing determination and effort.
- Successful achievement in tests or competitions.
- Putting themselves out for others.
- Representing our school.
- Outstanding attendance.

The Rewards

Students receive ALIVE points for getting things right every day. We communicate the awarding of Alive points through the MCAS portal on a weekly basis. In addition, we also recognise and celebrate students' achievements with specific acts. These include (this is not an exhaustive list):

- Communication with home through postcards.
- Certificates for achieving milestones of Alive! Point achievements at Bronze, Silver, Gold and Platinum.
- Certificates for excellence in attendance.
- Recognition of improvement and effort over periods of time.
- One-off events, awards, or treats.
- House rewards and trophies and/or reward.

N.B Students are not awarded Alive points for good behaviour as this is a normal expectation of everyday behaviour. They are given to reinforce good behaviour expectations.

SECTION D Basic Expectations

9. The Journey to and from School

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school. Students are expected to:

- Adhere to the conduct outlined in this Policy and not bring the school into disrepute.
- Arrive at school and leave school in full school uniform.
- Use the traffic lights and lollipop crossings where possible to cross the road safely.
- Use the cycle lanes/pedestrian zones safely.
- Take any litter home and dispose of it properly.
- Respect our neighbours and all local residents.
- Travel to school safely. Electric scooters, e-bikes, and any item with battery packs that have not been approved by the school must not be brought to the school site.

Breaches of this Policy to and from school will incur appropriate consequences. Teachers have the power to discipline students for misbehaving outside of the school premises 'to such an extent as is reasonable' (Education and Inspection Act 2006). This will include where students participate in any form of hate incident either in person or using digital technology. The school will respond to behaviour incidents which occur off the school premises and which are witnessed by a staff member or reported to the. Criminal behaviour will be reported to the police, and we will assist them with any inquiries.

We are very proud of our students who act as responsible citizens and like to be made aware so that we can recognise this.

10. Attendance and Punctuality

The school target for attendance is that every student will have 96% attendance or above.

We also believe it is important that students establish good routines and habits in preparation for adult life. Good punctuality is a key attribute that employers expect and together we need to ensure our young people secure this life skill as early as possible. The school's expectations are:

- Students will be expected to be in school no later than 8.25am to enable them to be in tutor for 8.30am.
- Any student arriving at their tutor room after 8.30am will be marked as late.
- Parents/carers will receive an alert to inform them of this.
- A student receiving two late marks (to morning registration) in a period of a week will receive a detention, unless a parent/carer contacts the school to advise of travel delays by public transport beyond the control of the student. The detention will typically take place the following day from the second late mark being recorded.
- A student who arrives late to a lesson will receive a late mark. Any student receiving two late to lesson marks in a day will receive a detention.

A staged approach will be taken to students who are persistently late to school and/or lessons involving intervention from Tutors, Deputy Head of Year, Head of Year, and Senior

Leaders.

Students who demonstrate a pattern of poor punctuality will receive intervention including:

- Communication with parents/carers.
- Being placed on monitoring report card.
- Having meetings with parents/carers and key staff.
- Being placed in after-school detention if they fail to respond to intervention.
- Being escalated to the Reset Room if they fail to respond to further intervention.

If punctuality issues persist, the school will use the discipline procedure to ensure that students' behaviour changes so that they are in the right place, at the right time. Students who are repeatedly late may lose the right to go on school trips or visits as their inability to be punctual could put other students at risk.

Any student truanting a lesson or tutor will receive a consequence, typically an after-school detention. Persistent or prolonged truancy may result in a more serious consequence such as referral to 'Reset' or other consequence referenced within this Policy.

School is open from 8.15am to students. We understand that there may be rare occasions when lateness is unavoidable due to unforeseen circumstances. On these occasions parents/carers will need to contact their child's Head of Year to inform the school of when their child will arrive and the reason for the lateness. However, patterns of lateness will lead to the consequences outlined above.

11. School Uniform

Uniform expectations apply to all students. We want students to be smartly and appropriately dressed for our busy school environment.

Our [Uniform Policy](#) is clear and simple and will help prepare students for future employment where dress codes will need to be adhered to. We allow for adaptations to our policy on the grounds of equality, including SEND needs.

For our students, wearing their uniform with pride shows they are part of our school community. Students' uniform must be correct every day and ensure that it conforms to our uniform expectation list. If a student has incorrect/missing uniform:

- Orange Slip. If a student has a note from their parent/carer, or the parent/carer has contacted the school, outlining the issue and a proposed date by which it will be resolved, an orange slip should be issued (by Tutor/DHoY/HoY). Students must show this slip to staff if questioned. This will be recorded in MCAS for parents/carers to see.
- Red Slip. If a student is unable to meet uniform expectations an alternative will be offered (if possible), and refusal to accept the alternative will be viewed as defiance and the student will be placed in Reset until the issue is rectified. Rectifying the situation may include contacting home, and upon the assurance that the uniform need will be met (by a date agreed), a red slip can be issued (with date agreed) and be recorded as a Behaviour Point on Bromcom for parents/carers to see.

Parents/Carers must ensure that the uniform issue is corrected to avoid further sanctions. Failure to do so by the agreed date will lead to a behaviour escalation (usually Reset) for not following the Behaviour and Good Relationships Policy. The role of the Year team will be to help remove barriers caused by welfare and access. Items that are not in the uniform code should not be worn and may be confiscated.

Our uniform code can be found on our website, along with our [Uniform Policy](#). Please see these for full details.

For clarity, there are some items that are not allowed:

- Hoodies or sportswear (with or without zips).
- Face masks (unless a medical reason is given by parent/carer/pastoral leader/medical professional).
- Mobile phones, smartwatches, or any other electronic communication device. We know students may need them when travelling to and from school, but once on the school premises they must be 'never used, seen, or heard'. Please see our [Mobile Phones Policy](#) for further information.
- All valuables should be left in lockers during the day.

Summer Uniform

From the first May Bank Holiday until the end of Term 6, students may wear 'Summer Uniform'. This means:

- School (SMRT) red jumpers are not required to be worn.
- White collared shirts with a school (SMRT) tie, must be worn appropriately. If a student should be without a tie, they must wear a school jumper or blazer instead.

12. PE Uniform

PE uniform must be worn. Clothes that are not specified in our PE kit list must not be worn. See our website for a [current list of compulsory and optional PE kit](#).

If parents/carers experience any difficulty in sourcing uniform, including affordability, they should contact their child's Head of Year. The school will endeavour to provide support in accessing suitable, good quality uniform.

13. Equipment

Students must come to school ready for the day. Firstly, and most importantly, this means they must have a copy of their timetable, so they know exactly what lessons they have that day. If a student arrives without their timetable, they can ask their tutor or student reception to provide one. If students do not have a timetable and are therefore late to lessons, we will sanction this in the same way we would do a normal late. Not having a timetable will not be tolerated as an excuse for lateness or truancy.

Students must also have all the equipment they need for the school day. As a minimum this means they need to bring to school:

- A pencil
- A student handbook (provided by the school), including a timetable
- A pen
- A ruler
- A calculator
- Any textbooks they need for lessons that day
- PE equipment / uniform if they have PE that day

If parents/carers are having difficulty sourcing equipment, including affordability, they should contact their child's Head of Year, and the school will endeavour to provide missing items.

14. Mobile Communication Devices (Phones/Smartwatches/Tablets/Earphones)

Our [Mobile Phone Policy](#) is available on the website. Students who do not comply with the policy will receive disciplinary measures. Our policy states that once onsite, mobile phones, smartwatches, and headphones should 'never be used, seen, or heard'.

15. Behaviour in Corridors and around the Site

Transitions between lessons

Rationale

The underlying principle is that it is vital that every member of our community feels safe and happy whilst at school. For some students with particular needs, noisy corridors and/or physical behaviours can cause considerable distress. Meanwhile, it is right for staff to expect to be able to work in a calm, ordered and safe environment.

Expectations

The expectation for behaviour in the corridors and areas of transition between lessons, is that it is calm, quiet, and orderly. Staff and students should be moving purposefully to lessons, remaining respectful and considerate of others. This so that public spaces remain well-regulated and safe.

This means that we are absolutely clear on what we DO and DO NOT expect to see:

The Corridor Code

We do expect	We DO NOT expect
Students to move quietly between lessons	Shouting, screaming, swearing or excessive noise
Students to move calmly between lessons	Running Physical behaviour towards others, including pushing, shoving, gripping, fighting, etc.
Students to move purposefully to lessons,	Loitering or gathering in groups between

following one-way systems Students to arrive punctually (by the 5 min bell)	lessons Unavoidably slow movement between lessons
Students to follow staff instructions Students to be respectful and considerate of others between lessons	Staff being ignored when respectfully challenging students Students answering back or being rude to staff
Consequences of not meeting expectations: Sanctions will be applied in proportion to the offence and the extent that this is repeated behaviour.	

During transitions between lessons (going from one lesson to another) students will act appropriately. That means no running along the corridors or loitering in corridors. To avoid congestion, we expect students to keep to the left. It is essential that all students are aware of the time, and the need to arrive promptly to every lesson to avoid any consequences. Students must not raise voices in corridors or engage in any physical behaviours (e.g. pushing etc.).

The expectation is that staff teams support each other by owning their spaces and actively supervising their corridor/break-out area during transition times between lessons. This includes Heads of Faculty directing their teams to:

- Implement orderly dismissal of classes from lessons with clear expectations of how they proceed to their next location
- Supervise students' departure from rooms, so that they are ready to meet-and-greet incoming classes wherever possible
- Sweep corridors to ensure students are directed quickly into classrooms
- Be stationed at congestion points, e.g. water fountains/ toilets
- Model the expected behaviours and be positive and assertive in directing students
- Work collectively, reinforcing expectations and supporting colleagues when necessary.

Consequences

Staff are empowered to sanction students according to the seriousness of breaches of The Corridor Code and to assign these as Behaviour Incidents on Bromcom.

Frequently, a conversation may be enough to 'Remind' students of key expectations and issues warnings, particularly in instances that students were quick to adjust their behaviour after minor indiscretions.

For more significant incidents, there is an escalating scale from After School Detentions to referrals to Reset or Suspension. The latter are reserved for serious incidents of dangerous behaviour or rudeness, or failure to respond to staff, thus putting themselves outside the care and control of the school.

Our expectations on transitions between lessons are made clear in the SMRT 'Corridor Code' that is shared with students and displayed in communal spaces

During social time

1. To sit/stand with their friends before school, break, lunch, and after-school in the designated areas of the school.
2. Food is to be eaten in the designated areas only i.e. the Lower Dining Hall, the Main Hall, and outside.
3. Clear away their own litter and maintain an orderly environment at all times.
4. Use the bins provided to place their litter. Students who are seen dropping litter will be asked to pick it up and place it in one of the bins provided. Refusal to do so will lead to a consequence.
5. To remain in designated areas where staff are timetabled to be on duty. This includes the Lower Dining Hall, the Main Hall/Terrace the Street, the LRC, the Courtyard, the Tennis Courts, the Arena, the Amphitheatre, the Plaza, the Middle Area and the River End.
6. Students must line up sensibly for the toilets. Vandalism of the toilets, multiple occupancy of a cubicle or infringing upon the privacy of other people using the toilets will lead to a consequence.
7. Only play ball games in allocated areas e.g. the Arena and Tennis Courts.
8. Refrain from unnecessary physical contact with peers.
9. The above expectations should be followed by all students and will be rigorously upheld. The full range of consequences may be applied to students who fail to meet these expectations and conduct themselves appropriately moving between lessons and in unstructured times.

16. Conduct in Lessons

- Line up quietly outside the classroom prior to the start of the lesson or enter immediately if staff member is present and gives permission. Routines will be established based on the department and nature of the space outside 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.
- Allow other students to learn.
- Follow the expectations outlined on the 'SMRT effective lesson for students' poster in each classroom.

If a student fails to meet any of these simple expectations:

A reminder is given to the student



If negative behaviours continue?



A warning is given to the student and student initials are recorded on the board



If negative behaviours continue?



Action will be taking by the Teacher, such as detention, moving seats or removal from lesson to sit with the 'Receiving Teacher'. In the majority of cases this is where a 'Behaviour Point' will be given.*



Has the negative behaviour continued?



The student will be sent to the 'Reset' room for a minimum of one lesson plus the next social time/after school detention (15mins)

Failure to engage with this, or acts of extreme defiance, will lead to further consequences i.e. full day 'Reset' referral or Suspension from school.

*The flow chart above is the expected sequence for students who have failed to comply with instructions to change behaviours, students whose behaviour is exceptionally challenging such as a risk to their safety or the safety of others.

Duty Call

There is a 'Duty Call' system in place. This involves members of SLT/Pastoral Teams/Behaviour Support Managers/Learning Mentors being available during each period to respond to issues arising. This may include but is not limited to refusal to go to the receiving teacher and serious behaviour incidents, ensuring the safety of identified students.

Pupil Priority Passports, Time Out, and Interventions

Students who need additional support beyond the universal offer may require Targeted Intervention through a range of support and intervention relating to behaviour, attendance, or SEND needs. This will be documented in their Pupil Priority Passport and communicated with their key staff to aid Safe Boundaries, Good Relationships, and Empowered Learning.

Occasionally, a few students may need time outside of a classroom to self-regulate. The school operates a 'Time Out' room for students who have Targeted Intervention. Students are only given 'Time Out' if their behaviour or SEND needs require such an intervention. The intervention will be reviewed periodically to ensure that it is effective and reduced as quickly as possible to ensure learning time is not lost.

SECTION E Conduct in School Generally

17. Child-on-Child Abuse

There is a zero-tolerance approach to child-on-child abuse in our school, and it will never be passed off as 'banter', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The school is fully committed to ensuring learners know how to report any incidents of child-on-child abuse and that they feel supported throughout the process.

- All child-on-child abuse is unacceptable and will be taken seriously.
- The school follows the statutory [KCSIE guidance](#) in relation to sexual violence, sexual harassment, and wider child-on-child abuse. This sets out the procedures we will follow to respond to any incidents.
- Our [Safeguarding Policy](#) should be read for further information regarding child-on-child abuse.

- The school uses the consequences and interventions processes detailed in Appendix A.

18. Smoking

'Smoking' is defined to include any tobacco-based product, e-cigarette, and vaping products.

No student will smoke on school grounds or when dressed in the uniform of our school, either on the way to or from school. Sixth Form students will not smoke within the immediate vicinity of the school i.e. anywhere in sight of either the main building or Sixth Form Centre. They will not smoke in the churchyard and will generally be good neighbours, showing respect to the local community. If a student smokes or chooses to associate with smokers, the consequences will be as outlined below:

- Smoking/associating with smokers will lead to a one-day suspension.
- Refusal to hand over smoking (or vaping) paraphernalia when asked by the Headteacher or a member of SLT on their behalf, will lead to a high-level consequence.

19. Searches

As a school we are mindful of our duty of care to our students and case of [Child Q and subsequent reviews](#). This learning informs our approach to searches alongside the [DfE Guidance](#).

Designated members of the School Leadership Team, Behaviour Support Managers, and Safeguarding Team can search a student for any item if the student agrees.

Only the Headteacher and authorised staff can utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When a member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a record of the search is kept (paragraphs 44-46 in the [DfE guidance](#) on recording searches).
- Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

- The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.
- Prohibited items include:
 - Knives or weapons
 - Alcohol, illegal drugs, or other chemical substances that produce similar effects to alcohol or drugs
 - Stolen items
 - Tobacco, cigarettes, and other smoking paraphernalia including vaping paraphernalia.
 - Fireworks
 - Pornographic images/literature
 - Discriminatory images/literature
 - Images/literature appertaining to radicalisation or extremism.
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student)

20. Confiscation

Any prohibited item found as the result of a search will be confiscated. Teachers can confiscate students' property where it is being misused or prohibited within school. Items confiscated will be handled according to the [DfE guidance](#).

21. Using Force and Restraint

There is no requirement to have a policy on the use of force, and the school operates within the framework set out in the 2013 guidance from the DfE regarding the circumstances where force might be used. For example, teachers may physically separate students found fighting. We acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) and do so as necessary.

Please see Section 4 of this policy for more about SEND.

Where circumstances require intervention to restrain a student for the safety of themselves or those around them, the immediate priority is to de-escalate any situation. However, if this is not possible, staff follow 'TeamTeach' procedures, deploying specifically trained staff to deal with physical altercations or situations with techniques that are recognised as best practice. It is important that situations are dealt with calmly and effectively.

The legitimate intent of physical interventions is to safeguard the safety and wellbeing of all stakeholders and/or uphold the good order of the school.

Any incidents of physical intervention by staff are recorded to maintain detailed records of the incident, the methods of restraint required, the reasons for this approach, and the outcomes. These records are maintained by the Headteacher/Deputy Headteacher (Pastoral, Inclusion, and Ethos). Parents/carers will be informed of incidents of physical intervention.

SECTION F Discipline and Consequences

22. The Legal Context

Teacher's Powers to Discipline is set out within the legal framework. This section should be read in association with:

- [Education and Inspections Act \(2006\)](#)
- [Education Act \(2011\)](#)
- [Behaviour in schools - Advice for headteachers and school staff February 2024](#)

Although this Policy refers to teachers, the power to discipline applies to all paid staff with responsibility for students, such as Learning Support Assistants (LSAs) and the pastoral team.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of the school, including visits.

Teachers can also discipline students in certain circumstances, including when in uniform or representing the school, when a student's misbehaviour occurs outside of the school.

Teachers have the power to impose detention outside of school hours.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a student must be made by a paid member of the school staff or a member of staff authorised by the Headteacher.
2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff (e.g. trips and visits).
3. It must not breach any other legislation (for example in respect to disability, SEND, race and other equalities and human rights) and it must be reasonable in all circumstances. This includes taking into consideration their age.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example when accompanying a school trip.

Corporal punishment is illegal in all circumstances. schools will consider whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's [Safeguarding Policy](#). They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is appropriate.

23. Classroom Expectations

Expectations in the classroom are outlined in the SMRT Effective Lesson for students' poster.



An Effective SMRT Lesson



Ready!

Domain 1: Prepared for learning

- ✓ We value ourselves. Arrive in class with the right attitude - ready to learn!
- ✓ Arrive to lessons on time and sit in the right seat.
- ✓ We are organised. Bring the correct equipment with you: pen, pencil, ruler and calculator.
- ✓ Check you have completed any homework for that lesson.
- ✓ If you miss a lesson, catch up on the work you missed as soon as possible.

Focus!

Domain 2: Maximising learning time

- ✓ Show your pride in your work. Make sure your presentation meets our PROUD standards.
- ✓ We are resilient: Try your best and don't give up.
- ✓ We value respect. Do not speak while the teacher is speaking.
- ✓ Be helpful. Always follow instructions from your teacher and help other students where you can.
- ✓ We can communicate. Be a good listener, speak calmly and help to create a purposeful learning environment.

Think!

Domain 3: Empowered learning

- ✓ We can review. Act on feedback and learn from your mistakes.
- ✓ Answer questions and "have a go" even when you are not sure if the answer is correct.
- ✓ Ask for help when you need it.
- ✓ Use graphical knowledge organisers to help remember key facts.
- ✓ Learn the meanings of key words in each subject and use them in your written work.

Help?

Domain 4: Supportive environment

- ✓ We can communicate: Discuss any problems or worries you have with your teacher or tutor.
- ✓ We value ourselves. Look after our school community by keeping things tidy and reporting any accidental damage.
- ✓ Work with your teacher, tutor or learning mentor to catch up on missing work or to help you when you don't understand.
- ✓ Work with LSAs to make sure you get the most out of every lesson.
- ✓ We are forgiving. When things go wrong say "sorry" and be prepared to forgive others.

Jesus said, 'I have come that you may have life in all its fulness'

24. Reset

The Reset Room operates to provide an internal sanction for students who have been unable to meet the expectations of our school community. Sanctions will vary in duration based upon the seriousness of the behaviour and may be used as an alternative to suspension.

There are a number of things that will happen once a student has been referred to Reset.

The student arrives at the Reset Room:

- The student completes a reflection activity.
- Once the reflection activity is completed the student then works independently, using ICT or written work as determined by the member of staff in charge. During their time in Reset the student is expected to engage in a restorative conversation where appropriate so that good relationships can be restored. Behaviour Support Managers, pastoral, or subject leaders, or an experienced colleague will facilitate the process.
- The student remains in Reset for:
 - A) Reset short sanction: The day is divided into three phases:
 - P1 and 15 minutes of break
 - P2 and 3 and 35 minutes of lunch
 - P4 and 5 and 15 minutes at the end of the day
 - Failure to comply with this will result in a Full Day sanction or suspension
 - B) Reset full day sanction
 - Full day in Reset (+ 15 mins end of day). This will usually start at 9.00am, however some students may be admitted later in the day and continue their sanction the following day.
- If the student does not engage with any of the above expectations, they will receive a warning. If they fail to engage on a second occasion, parents/carers will wherever possible be contacted and asked to reinforce expectations to their child. If they fail to engage on a third occasion, a high-level sanction will be issued which could include suspension.

25. Detentions

Detentions during school hours

All teaching staff (including the Pastoral Team) are encouraged to use break or lunchtime detentions where an immediate, low stakes consequence is appropriate. Notification of parents/carers in advance is not necessary. The benefit is that restorative conversations can occur in which expectations can be reset prior and this provides a stepped approach before escalating to centralised detentions.

If a morning break-time detention is set, a student will be able to take a break of a minimum of 5 minutes. With lunchtime detentions, the time allowed for the student to eat, drink, and use the toilet will be a minimum of 15 minutes.

Lunchtime and after school detentions

- 5-15-minute breaktime detentions – for minor behaviour issues, usually resolved with the issuing teacher
- 20-minute lunchtime detentions - for more minor behaviour infractions or for two late marks in a week for registration, or two late marks in a day to lessons.

- 35-minute after school detentions – for more serious behaviour infractions or for failure to attend the lunchtime detention.
- 1-hour SLT detention on Friday after school – for serious incidents or failing to attend after school detention. A failure to attend this will trigger escalated sanctions, such as Reset.

Attendance at detentions

It is the student's responsibility to attend their detention, and they will be supported in this process in several ways:

- MCAS will notify parents/carers of detentions.
- Students with detentions will appear red on registers and with a detention icon on their profile page.
- Tutors play a role in making sure students are informed of their detentions and give them a reminder slip in morning registration.
-
- In the instance that a student fails to attend detentions
- If a student refuses to attend a detention, or absconds on route, their detention will be escalated to a further sanction. This may include referral to the Reset Room, and longer detention.
- Parents/carers will be informed of non-attendance and intended escalation.
- If a student missed SLT detention, then it will automatically trigger an escalation to Reset.
- Repeated failure to attend detentions indicates a refusal to acknowledge or respect the rules of the school and therefore will result in use of further sanctions and disciplinary stages.

Detentions outside school hours

Parental consent is not legally required for detentions, although the school will always endeavour to seek parental support with 24 hours' notice. Parents/carers will receive an alert if their child receives a detention for longer than 15 minutes. If there is a genuine and exceptional reason why a child cannot attend the detention, parents/carers should discuss this with the school in advance so that an alternative date can be arranged if appropriate. It is the expectation of the school that parents/carers will reinforce the importance of serving sanctions that have been given for poor behaviour. Refusal to attend detention is likely to result in more serious consequences i.e. referral to Reset or Suspension.

As with all disciplinary consequences, a member of staff must act reasonably given all the circumstances when imposing a detention. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent/carer of the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

26. Staged Consequence Procedure - Alternatives to Suspension

Measure	School Action	Student Action	Normal Escalation Route
Different Day Structure Students whose behaviour is persistently disruptive, or a significant cause for concern, may be placed on to a 'Different Day'. This means that they will start school later than other students and make up the missed hours after their normal school day has ended. Students on a 'Different Day' do not attend their lessons; they work independently in the Reintegration Area under the supervision of staff.	HoY as directed by SLT will: • Coordinate provision of work for the student. • Facilitate restorative conversation meeting with class teacher/member of staff. • Monitor repeat referrals. • Attend readmission meeting with parent/carer. Supervising member of staff will: • Oversee completion of work. Member of staff will: • Attend restorative conversation as required, supported by Head of Dept/Subject as required.	Student will: • Arrive at the location for 'Different Day'. • Ensure phone is never used, seen or heard. • Complete the work in silence. • Follow instructions and be respectful. • Attend the restorative conversation meeting with the relevant member of staff. • Attend the readmission meeting with parent/carer.	Discipline stages
Internal Suspension/Reset Students will spend up to five periods of learning in the Reset Room. They will have break and lunch separate from their peers and will work in silence. They may be kept for up to 15 minutes at the end of the day. Students will be provided with appropriate work from their teachers and will spend some time reading. They will be expected to complete work to a high standard and follow expectations.	HoY as directed by SLT will: • Facilitate restorative conversation meeting with class teacher/member of staff. • Monitor repeat referrals. • Attend readmission meeting with parent/carer. Supervising member of staff will: • Oversee completion of work. Member of staff will: • Attend restorative conversation as required, supported by Head of Dept/Subject as required.	Student will: • Arrive at the location for internal suspension promptly. • Ensure phone is never used, seen or heard. • Complete the work in silence. • Follow instructions and be respectful. • Attend the restorative conversation meeting with the relevant member of staff. • Attend the readmission meeting with parent/carer.	Discipline stages
Off Site Directive (OSD) In agreement with the parent/carer, the school will arrange a 2-4 week placement with another school as a 'circuit breaker' for repeated poor	SLT and Inclusion team will source a placement at an alternative school. When in place, the school will remain in contact with the host school and plan for a successful reintegration to school.	Student will: • Uphold the values of our school whilst on placement • Behave in a manner that helps	Discipline Stages

behaviour		to reduce their behaviour stage • Plan for reintegration into school to demonstrate a change in behaviour	
Managed Move (MM) In agreement with the parent/carer the school will work with the IncludED to arrange a 12-week placement at an appropriate school. All education will be provided by the host school.	The SLT member supported by the pastoral leaders and managers will co-ordinate the Managed Move and keep all stakeholders informed.	The student will not return to school. This process is managed in accordance with the IncludED process.	Discipline stages

This list is not exhaustive. In consultation with parents/carers, the pastoral team, the leadership team, our partners within the city, external support agencies and the Local Authority, we will seek, where possible, alternative and appropriate options which support a young person in continuing successfully with their education, whilst also imposing a consequence because they have breached our values and Behaviour and Good Relationships Policy.

27. Suspensions and Permanent Exclusions

All students are expected to take responsibility for their actions and their choices at all times. We do not take the decision to suspend or exclude lightly. Please see article from the Church of England Education Office which is located on the Policies page of the website, and which informs our approach to suspensions and exclusions.

- A student is highly likely to receive at least a Suspension for a serious or persistent breach of our Behaviour and Good Relationships Policy.
- There may be occasions when it is deemed more appropriate to utilise one of our formal alternatives to Suspension.
- The Headteacher has the authority to Suspend or Exclude any student who is in breach of the Behaviour and Good Relationships Policy.
- There are incidents in which the school is duty bound to contact the police as detailed in the following guidance: [When to call the police guidance for schools and colleges](#).

These are examples of incidents which would/could warrant a Suspension from school. This is not intended to be an exhaustive list.

Verbal or Physical abuse of staff	This May include: • Pushing past staff • Swearing at staff • Rudeness and name calling • Swearing/verbally abusing a member of staff (even under their breath) • Refusing to follow the instructions of the Headteacher
Truancy	Students may only be out of lessons with permission. Truancy can include extreme lateness to lessons.
Violent or dangerous behaviour	This may include fighting or threatening behaviour towards anyone in the school community
Possession or use of alcohol or drugs	This is against the law and may result in a Managed Move or Permanent Exclusion. We will engage with Bristol LA for guidance and access to intervention programmes. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances. If a student refuses a parent/carer will be called and the student may be sent home
Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in Managed Move or Permanent Exclusion. We will engage with Bristol LA for guidance and access to intervention programmes
Unnecessary or malicious setting off the fire alarm	This is against the law, causes significant disruption to the whole school and may result in a Suspension
Deliberate damage to or theft of property	This may include: • Deliberate vandalism of lockers, display boards, doors, and windows etc • Deliberate vandalism of the school toilets

Smoking/vaping and association with smokers/vapers	- Smoking/vaping is not permitted anywhere on the school site. Students are not permitted to have any smoking/vaping paraphernalia in their possession. - Contravention of these expectations can lead to an internal consequence or a Suspension. For example, if a student is seen smoking, has the clear intent to smoke or vape on the school site, or whilst they are under the care of the school or whilst travelling to or from school, or is caught in possession of smoking/vaping paraphernalia. The same consequences of an internal consequence or Suspension can apply to those students associating themselves with a student(s) whilst those student(s) have chosen to smoke on the school site or at any time whilst they are under the care of the school and/or travelling to or from school.
Bullying or prejudicial language directed at another person	This may include: - Physical or verbal abuse/bullying of others. - Offensive text message or misuse of social networking or other internet sites. This may be both in and out of school but impacting on the school community. - Physically attacking another student. - Abuse or bullying of a student or member of adult on the basis of their disability, gender, race, religion/belief, sex or sexual orientation or any other protected characteristic.
Defiance	Failure to follow reasonable requests from any member of school staff at any point during the school day.

The Headteacher can rescind any permanent exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the student should be reinstated.

Where a permanent exclusion is rescinded:

- The Headteacher must notify the parents/carers, the governing board, the LA and the student's social worker and VSH as applicable, without delay. The notification must also provide the reason for the exclusion being rescinded.
- The Governing Board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement
- Parents/carers should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay.
- The student must be allowed back into the school from which they were excluded without delay. Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.
- A permanent exclusion cannot be rescinded if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

28. Behaviour Thresholds

Students are expected to behave and achieve well; this is the normal expectation for all students and are rewarded as set out in Sections B and C.

Students' behaviour data is routinely assessed by Heads of Year and Pastoral Leaders. Any student who accrues a large number of behaviour points (e.g. 30) in a term or has a sudden rise in behaviour points will be subject to a monitoring process. Failure to respond to this will result in Disciplines Stages (see section 30).

Students should not be accumulating a large amount of negative behaviour points. We recognise that behaviour sanctions may be a reflection of other unmet needs, which may be resolved through a cycle of 'Assess, Plan, Do. Review' intervention or referrals to Specialist involvement such as an Educational Psychologist.

This is used as a guide, students may be placed onto report or moved up a Stage for a range of reasons, which may occur as a result of a one-off incident or an agreed intervention at an earlier point.

29. Discipline Stages

In instances where a student consistently fails to achieve the school expectations, they are placed on a Disciplinary Stage.

A Disciplinary Stage is designed to work flexibly for individual students and affords the school the opportunity to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs.

Discipline Stage (Ascending order)	Stage Description	Link to Suspensions	Potential support strategies	Review	Lead
A one-off behaviour incident could result in a student being placed on any one stage of the Discipline Procedure or permanently excluded.					
No Stage					
Stage A	Repeated negative behaviour points OR Repeated negative conduct outside of lesson OR Negative conduct on school visit trip on a school premises. OR Repeated referrals	In a situation where a student's behaviour has led to Stage A Suspension a parent/carer will normally be invited to meet the Head of Year. Where appropriate this	▪ Report to Tutor/ Head of Year/ Deputy Head of Year/Pastoral Team with clear and appropriate targets set ▪ Departmental Report ▪ Meet with parent/carers	Four-week review- step up or step down	Year/Deputy Head of Year and Tutor

	to receiving teacher/Reset OR Internal truancy	meeting may also involve a student's key worker Any Suspension period will usually be short and not exceed 5 days	▪ Pastoral Team support ▪ Alternative to Suspension ▪ Weekly check-in ▪ Learning passport/SEN support/behaviour support plan.		
Stage B	Failure to meet targets/expectations of Stage A OR Repeat Suspension OR One-off serious behaviour incident	In cases where the student has broken the school behaviour expectations with a similar or different offence to Stage A, or where it is deemed by the Headteacher to be sufficiently serious to move straight to a Stage B. Suspension, the parent/carer will normally be invited to meet the Head of Year and a member of SLT. Where appropriate this meeting may also involve a student's key worker Any Suspension period will usually be short and not exceed 5 days.	▪ Report to Head of Year/ Deputy Head of Year ▪ Meeting with parents/carers and Head of Year/ Assistant Headteacher. ▪ Supportive external agency referral. ▪ EHAP (Early Help Assessment and Plan) ▪ Learning Passport/SEN Passport/Behaviour support plan/TAC meeting ▪ Explore Educational Psychologist referral ▪ Consider Off Site Direction or Managed Move ▪ Alternative provision in line with School Suspensions and permanent exclusions – Statutory guidance for those with legal	Six-week review - step up or step down	SLT Link to Year / Head of Year/ Deputy Head of Year

			responsibilities in relation to Suspension.		
Stage C	Failure to meet targets/expectations of Stage B OR One-off serious behaviour incident	In the cases where the student has broken the school behaviour expectations with a similar or different offence to previous stages, or where it is deemed by the Headteacher sufficiently serious to move the student onto Stage C Suspension the parent/carer will normally be invited to meet the Head of Year/House and a member of SLT (usually Deputy Headteacher). Where appropriate this meeting may also involve a student's key worker The parents/carers will be warned that if the behaviour continues or escalates the Governing Body will be involved in future Suspensions at Stage C. Any Suspension will not normally exceed 5 days.	▪ Possible referral to IncludEd/Meeting with Local Authority Education Inclusion Officer ▪ Off Site Direction or Managed Move ▪ Ongoing Pastoral/ SST support ▪ Meeting with parents/carers and Assistant Headteacher ▪ /Deputy Headteacher or Headteacher ▪ Multi agency referrals e.g. FYPs/CAMHS/ Children Services. ▪ Continued Plan Do Review Cycle ▪ Transition or Amended timetable e.g., SAF/CP Plan. ▪ Explore Educational Psychologist referral. ▪ Alternative provision in line with School Suspensions and permanent exclusions – Statutory guidance for those with legal responsibilities in relation to Suspension.	Eight-week review – step up or step down	Deputy Headteacher / SLT Link to Year/House / Head of Year/House

Stage D Pre- Permanent Exclusion	Serious risk of Permanent Exclusion through repeated failure to meet school expectations OR One of the serious behaviour incidents	In cases where the student has contravened the school's behaviour expectations with similar or different offence to previous suspension or their behaviour is deemed so serious that the Headteacher considers a Stage D Suspension to be the appropriate response, the parents/carers will normally be invited to a meeting with the Headteacher, a member of SLT and a School Governor. Where appropriate this meeting may also involve a student's key worker.	• Possible referral to IncludEd /Meeting with Local Authority Education Inclusion Officer • Consider Alternative Curriculum • Possible Governor Panel • Continued Plan Do Review Cycle of interventions in Stage C • Consider Managed Move or Off-Site Directive • Alternative provision in line with paragraphs 30-46 of School suspensions and permanent exclusions Statutory guidance for those with legal responsibilities in relation to Suspension	Review period is 8-12 weeks	Deputy Headteacher
Stage E Permanent Exclusion	Students may be Permanently Excluded for persistent misbehaviour despite the school providing support to re-engage them. Students may also be Permanently Excluded for an incident of serious misconduct and/or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. A Governors' Panel will be convened in line with school suspensions and permanent exclusions – Statutory guidance for those with legal responsibilities in relation to Suspension, and the parents/carers are invited to attend.				

	There will be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to Permanently Exclude a child for a first or 'one off' offence. These might include: • Actual or threatened physical assault against another student or adult • Supply, possession, or use of illegal drug • Carrying an offensive weapon including any item that could be used as a weapon, including a penknife • A malicious accusation against a member of staff • Bullying • Persistent disruption of lessons or the calm and order of the school • Abuse or bullying of a student or adult on the basis of their disability, gender, race, religion/belief, sex or sexual orientation or any other protected characteristic • Sexual violence and child-on-child abuse will be addressed on a case-by-case basis • Verbal abuse or threatening behaviour against a student • Verbal abuse or threatening behaviour against an adult • Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's Behaviour and Good Relationships Policy These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.
--	---

30. Behaviour Report and Behaviour Contracts

Where there is a pattern of behaviour which causes concern over time, students can be placed onto a monitoring report. These are graded by staff each lesson and will be monitored by either the Tutor, Head of/Deputy Head of Year/Key Worker or member of SLT. Monitoring cards are taken or communicated home each day for parents/carers to also monitor.

For more serious concerns, students will be placed on a Behaviour Contract which will be signed by the student, parent/carer, and a representative of the school. If, despite the interventions and support, a student's behaviour continues to cause concern, then the school will begin to involve outside agencies and look at alternative provision and educational settings.

31. Restorative Practice

Restorative Practice processes bring those harmed and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

If a student is referred to the Reset Room, the member of staff who referred them should attend during the day or at an appropriate time to facilitate restorative conversation. The Restorative Conversation should be recorded on Bromcom.

Managing incidents of sexual harassment and sexual violence at St Mary Redcliffe and Temple school and Sixth Form. (see Appendix A)

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a student or if a student has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Schools have a statutory duty to make arrangements for safeguarding and to promote the welfare of their students. As part of this duty, schools are required to have regard to guidance issued by the Secretary of State for Education and must have regard to Keeping Children Safe in Education (KCSIE).

In certain circumstances, a school can temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require physically separating a student from one or other students. In this scenario, the local authority must arrange education for the student if the school itself or the student's parent does not do so. This is not an exclusion on disciplinary grounds and therefore is not included in the sanctions set out in Appendix A, although may be used as a method to manage complex safeguarding circumstances.

The school should inform parents of the reason why the student has been temporarily forbidden from attending its premises and in conjunction with the designated safeguarding lead (or a deputy). The governing board should also be notified without delay and ensure this is used for

rare circumstances and only when separating students is essential and cannot practicably be done in a way that lets one or more students remain on school premises

32. Managed Moves and Off-Site Directives

A Managed Move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the student's best interests and within the Admissions Code.

An Off-Site Directive (OSD) is used as a short term respite or 'circuit breaker' for an agreed period of time, usually 4, 8 or 12 weeks. Where interventions or targeted support have not been successful in improving a student's behaviour, OSDs should be used to arrange time limited placements at an alternative provision or another mainstream school. An OSD will be clear in its aims, include regular review points and effective reintegration. An OSD is usually agreed with all parties' voices heard, however the school is able to insist on a student and family engaging in an OSD as part of a behaviour integration plan where appropriate.

SECTION G Communicating, Implementing and Monitoring the Policy

33. Communicating the Policy

The Headteacher and School Leadership Team will be responsible for ensuring that this Policy is implemented and for reporting to Governors on its impact. The full written Policy will be available on the school's website. Students and parents/carers who are new to the school will be made aware of the Policy prior to admission. If a student or parent/carer feels that the measures or consequences applied in the Behaviour and Good Relationships Policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's [Complaints Policy](#), which is available to download from the website. Every family who accepts a place at St Mary Redcliffe and Temple School and Sixth Form Centre on either a permanent or temporary basis automatically agrees to adhere to the [Alive Accord](#) or [Sixth Form Learner Agreement](#).

34. Implementing the Policy

The School Leadership Team and staff will ensure that we achieve a consistent approach to behaviour management, and teaching and learning. The school believes that in order to support students and staff we must have a whole School approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, developing staff skills and support through development opportunities, and ensuring that we have effective pastoral systems in place. Staff development is a vital element of this aspect of behaviour for learning, and staff are regularly trained in a wide range of strategies to manage students' behaviour effectively. All staff will have regular opportunities to share and develop their skills in promoting positive behaviour.

35. Monitoring and Review

The school will evaluate the impact of this Policy by analysing relevant data by year group,

gender, disadvantage, SEND and ethnicity on:

- A. Number and range of rewards for good behaviour each term.
- B. Suspensions and Permanent Exclusions – number, frequency, and reason.
- C. Reset Room referrals by students – number, frequency, and reason.
- D. Instances of bullying and action taken.
- E. Interventions provided to support students. Prior to any review of the Policy, feedback will be sought from the student body, staff, and parents/carers on the effectiveness of the Policy.

The Governing Board should routinely challenge and evaluate what their school's data indicates about student movement. This includes carefully considering the levels and characteristics of students leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of student movement to ensure that such actions are taken only, when necessary, as a last resort.

36. Equality Impact Assessment

This policy has been assessed for its impact on equality and does not unlawfully discriminate against individuals or groups on the basis of any protected characteristic as defined by the Equality Act 2010.

In developing and implementing this policy, the school has given due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The school is committed to ensuring that this policy is applied fairly and consistently to all members of the school community, taking account of individual needs and circumstances where appropriate.

The Governing Board and Headteacher will monitor the implementation and impact of this policy to ensure it remains compliant with equality legislation and supports the school's commitment to inclusion, diversity, and equal opportunity.

Appendix A - Managing Incidents of Sexual Violence and Sexual Harassment

Online Social Media Behaviours

Non-consensual sharing of sexual images or videos with the intent to cause distress is illegal. Sec 33 of the Criminal Justice and Courts Act 2015.

Cases should be considered on a case-by-case basis in terms of criminalising young people using the guidance here [Sharing nudes and semi-nudes: advice for education settings working with children and young people](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544441/sexual_violence_harassment_guidance_for_schools.pdf) - GOV.UK (www.gov.uk). The NSPCC has made it clear that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding.

The school should also use the Brook Traffic Light training to respond to harmful sexual behaviours and/or underage sexual activity.

DSLs (Designated Safeguarding Leads) should always consider risk of harm in all decision making and records of all behaviours and actions should be within CPOMS and clearly categorised.

An immediate referral to police and/or children's social care through the Multi Agency Safeguarding Hub (MASH) or equivalent should be made if when sharing nudes or semi nudes:

- The incident involves an adult.
- There is reason to believe that a child or young person has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The images involve sexual acts and any student in the images or videos is under 13.
- You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

Behaviour	Consequence	Assessment and Action
• Sending a sexual picture or video to another student (nudes/semi-nudes) fully consenting. • Experimental - romantic, sexual attention seeking or there is no evidence of sharing.	• Not appropriate.	• DSL must assess risk. • Education and support must be provided on identifying healthy and unhealthy behaviours within relationships, understanding consent and how to give it. • Referral to Brook for 1:1 work will be made.
• Live streaming with sexual content/nude or semi-nude through social media, game platforms, • chat apps or forums – fully consenting	• Not appropriate.	• DSL must assess risk. • Conduct and record review to establish the facts, referring back to the relevant assessment tools. Education and support as above to be delivered. • Referral for 1:1 work with Brook will be made.

• DSL assessment of risk to students, using the TLT questions on problematic sexual behaviour. • Actions will depend on the traffic light and whether this is a first offence or has this student previously behaved this way. • Where there are abusive and/or aggravating factors, incidents must always be referred to the Police. • On-going HSB or serious incidents of exploitation must be referred to First Response	• DSL assessment of risk to students, using the TLT questions on problematic sexual behaviour. • Actions will depend on the traffic light and whether this is a first offence or has this student previously behaved this way. • Where there are abusive and/or aggravating factors, incidents must always be referred to the Police. • On-going HSB or serious incidents of exploitation must be referred to First Response	• DSL assessment of risk to students, using the TLT questions on problematic sexual behaviour. • Actions will depend on the traffic light and whether this is a first offence or has this student previously behaved this way. • Where there are abusive and/or aggravating factors, incidents must always be referred to the Police. • On-going HSB or serious incidents of exploitation must be referred to First Response
• DSL assessment of risk to students, using the TLT questions on problematic sexual behaviour. • Actions will depend on the traffic light and whether this is a first offence or has this student previously behaved this way. • Where there are abusive and/or aggravating factors, incidents must always be referred to the Police. • On-going HSB or serious incidents of exploitation must be referred to First Response	• DSL assessment of risk to students, using the TLT questions on problematic sexual behaviour. • Actions will depend on the traffic light and whether this is a first offence or has this student previously behaved this way. • Where there are abusive and/or aggravating factors, incidents must always be referred to the Police. • On-going HSB or serious incidents of exploitation must be referred to First Response	
• Sharing a picture or video of a sexual nature (nudes/semi- nudes) more widely without the persons consent and with clear intent to harm and/or reckless misuse.	• 1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD or Managed Move. • 2nd Offence: Permanent Exclusion or Referral to Included	• As above

Digitally manipulating an image of a young person into an existing nude online.	1st Offence: Internal suspension (Reset) and placed onto formal discipline stage. 2nd Offence: Alternative to Suspension/Suspension and increase of discipline stage. 3rd Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD or Managed Move.	As above
Taking sexually inappropriate photographs of someone without their knowledge or consent which may be viewed as harassment.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD or Managed Move. Refer to IncludedED. 2nd Offence: Permanent Exclusion or Referral to IncludedED.	As above
Circulating sexually inappropriate pictures of someone without their knowledge or consent.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible Managed Move/ IncludedED referral. 2nd Offence: Permanent Exclusion or Referral to IncludedED.	As above

Sexual Harassment		
Behaviour	Consequence	Assessment and Action
Unwanted touching towards someone.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD or Managed Move. 2nd Offence: Permanent Exclusion or Referral to IncludedED	As above
Pressurising someone to do sexual things they do not want to do.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD or Managed Move. 2nd Offence: Permanent Exclusion or Referral to IncludedED.	As above
Offering rewards for sexual favours.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD or Managed Move or Possible Permanent Exclusion/ IncludedED referral. 2nd Offence: Permanent Exclusion or Referral to IncludedED.	As above

• Making sexual and degrading comments towards someone.	• 1st Offence: Internal suspension (Reset) and placed onto formal discipline stage. • 2nd Offence: Alternative to Suspension/Suspension and increase of discipline stage. • 3rd Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD or Managed Move.	• As above
• Staring or leering at someone's body and objectification.	• 1st Offence: Intervention/ Education via /Year teams. • 2nd Offence: Internal suspension (Reset) and placed onto formal discipline stage. • 3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage. • 4th Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD or Managed Move.	• As above
• Spreading rumours or making comments about the sexual activity of someone.	• 1st Offence: Intervention/ Education via /Year teams. • 2nd Offence: Internal suspension (Reset) and placed onto formal discipline stage. • 3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage. • 4th Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD or Managed Move.	• As above
• Sexist/Sexual name-calling, including cat calling.	• 1st Offence: Intervention/ Education via Year teams. • Possible Reset Referral or Suspension. • 2nd Offence: Internal suspension (Reset) and placed onto formal discipline stage. Possible suspension. • 3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage. • 4th Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD or Managed Move.	• As above

Sexual jokes likely to harm/upset someone.	1st Offence: Intervention/ Education via Year teams. - Possible Reset Referral or Suspension 2nd Offence: Internal suspension (Reset) and placed onto formal discipline stage. Possible suspension 3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage. 4th Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD or Managed Move.	As above
Sexually exploiting someone.	1st Offence: Multiple days suspension. Possible Permanent exclusion/IncludedED referral.	As above

Sexual Assault and Rape		
Behaviour	Consequence	Assessment and Action
Sexual assault and rape are sexual acts carried out without consent. This includes forcing or manipulating someone to watch or be part of sexual activity. Sexual assault by penetration, not just with a penis - it could be an object.	- The Headteacher will consult with the DSL and use the guidance below to decide on the immediate consequence based on the information they have. - Follow the guidance set out in Keeping Children Safe in Education guidance.	- Police and Social Care involvement, child protection strategy and multi-agency response. - Police investigation will help inform the school's response. - Joint risk assessment with the Police and Social Care. - Schools will make it clear in writing to parents/carers that they may consider a Permanent Exclusion once the police investigation is concluded and finds the perpetrator guilty. - Perpetrators should be removed from the school whilst the investigation is on-going.

Appendix B – Managing Incidents of Discrimination

Behaviour	Consequence	Assessment and Action
Using language this is not offensive towards another person regarding their protected characteristics	Educational conversation as first approach in early intervention Communication with home Log on CPOMS	Pastoral leaders to determine whether, based upon age and stage of learning, there is intent to harm. If no, NFA (after consequences are in place), if yes, school sanctions applied. If repeated, school sanctions and behaviour contract put into place.
Using discriminatory language about or towards someone	School sanctions (Reset, suspension, behaviour contract, Discipline Stages) used to restore expected standards of behaviour Communication with home Educational conversation and resources Consider referral to outside agencies for structured intervention If repeated behaviours, escalate sanctions and refer to outside agencies	Pastoral leader to consider the victim and the impact upon community in making assessment. Restorative practice to be used when the victim feels safe and with appropriate support. Parents/carers of victim and perpetrator informed at earliest point possible. Consider Prevent referral in liaison with DSL
Act of violence towards someone based upon discrimination	School sanctions; Discipline Stage D; referral to Included, Off-Site Direction or Managed Move	School to inform Governors. Referral to outside agencies for support for victim and perpetrator. Consider Prevent referral in liaison with DSL.