



## Behaviour Policy

<b>Policy holder:</b>	J Hocking (Assistant Headteacher)
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**This policy needs to be used in conjunction with the following Penair School policies:  
Rewards / Uniform / Drugs / Exclusions / SEND / Anti-Bullying / Child-on-Child Sexual Abuse**

## PENAIR SCHOOL BEHAVIOUR MANAGEMENT PROCEDURES

At Penair we believe that effective relationships and communication are essential in our collaborative work with parents/carers, pupils and external agencies to achieve the best possible outcomes for pupils whose behaviour might be a sign of an unmet need. All behavioural incidents are dealt with on a case-by-case and individual basis and a wide-range of contextual factors are always considered when applying our procedures.

The Penair school behaviour management procedures provide teachers, pupils and parents with a clear framework that will be followed in order to manage the high standard of behaviour expected from pupils in the school. It also provides a clear system of consequences for staff to apply when students do not manage to uphold these high standards both inside and outside the classroom.

We are passionate about the right of every pupil to a high-quality education in an environment that allows them to achieve and exceed their potential. We do not feel it is fair if certain behaviour is allowed to negatively affect the learning of other pupils at Penair school. Low-level disruptive behaviour (LLDB), if left unchecked, can lead to lost learning time, more serious behaviours and a breakdown of teacher-pupil relationships.

In their recently updated 'Below the Radar' document on low-level disruptive behaviour in the classroom, OFSTED state that "Good behaviour is a necessary condition for learning". Whilst this is true, at Penair we also believe that 'Excellent teaching is a necessary condition for good behaviour', and we believe that pupils who are inspired and appropriately challenged in the classroom are less likely to behave in ways that distracts the learning or safety of others.

The following procedures will be applied consistently, rigorously, and relentlessly to enable our pupils to feel safe and valued. Staff will be expected to apply these procedures with calm professionalism and with consistency. We believe that parents value consistency regarding any consequence applied to their children along with a simple and clearly understood framework. Our Behaviour Management Procedures are underpinned by the FIVE Pivotal Behaviour management principles.

- 1. Consistent, calm adult behaviour***
- 2. First attention for best conduct***
- 3. Relentless routines***
- 4. Scripting difficult interventions***
- 5. Restorative follow up***


## OUR VISION

**To create a school environment that is safe, calm, and professional. An environment that is conducive to learning with no one pupil's behaviour allowed to negatively affect the learning of others. Staff and pupils will be motivated in their teaching & learning and proud to be a part of Penair school.**

## OUR AIMS

- To give staff, pupils, and parents a clear framework of the expected Behaviour for Learning (BFL) and consequences
- To ensure that behaviour is managed consistently and fairly
- To enable behaviour to be monitored and tracked by staff, pupils, and parents
- To ensure that behaviour management coupled with high-quality teaching allows every pupil to flourish.

## BEHAVIOUR & CONSEQUENCES STRUCTURE AND INFORMATION

TARIFF	CONSEQUENCE	BEHAVIOURS
<b>0</b>	Verbal warning	<ul style="list-style-type: none"> <li>• Any minor concern that can be quickly rectified.</li> <li>• 1<sup>st</sup> warning in class for low-level disruptive behaviour (LLDB)</li> </ul>
<b>1 point</b>	Restorative conversation with the teacher/form tutor at the next available breaktime/lunchtime	<ul style="list-style-type: none"> <li>• Pupil arrives with no equipment/kit for the lesson.</li> <li>• Not complying with the Perfect Start expectations</li> <li>• 2<sup>nd</sup> and every future missed homework</li> <li>• Quality of class work is below expectations.</li> <li>• 2<sup>nd</sup> warning in class for inappropriate/LLDB.</li> <li>• Every time late to lesson/school</li> <li>• Pupil not demonstrating the STAR behaviours for learning</li> </ul>
<b>2-points</b>	15 min (max) centralised lunchtime detention. 10 mins if pupils are punctual.	<ul style="list-style-type: none"> <li>• Chewing gum/ Eating in class or inside the school building.</li> <li>• Pupil using bad/inappropriate language (non-threatening)</li> <li>• Non-attendance to 1 point restorative conversation.</li> <li>• Confiscation of mobile phone or jewellery first offence</li> <li>• Out-of-bounds during social times</li> <li>• 1<sup>st</sup> warning for inappropriate behaviour with a supply teacher.</li> <li>• Asked to correct uniform during school day.</li> <li>• Anti-social behaviour – non-dangerous.</li> </ul>
<b>3-points</b>	3pm – 4pm centralised afterschool detention. This could involve some ‘School Improvement’ tasks. Failure to attend this will result in the loss of social time on the next school day.	<ul style="list-style-type: none"> <li>• Insufficient progress over time – Classwork quality/quantity</li> <li>• Very often late to class/school</li> <li>• Very often has no equipment/kit</li> <li>• Very often makes no attempt to demonstrate the STAR behaviours for learning OR Perfect Start expectations.</li> <li>• Very often has jewellery or mobile phone confiscated</li> <li>• Non-attendance to a 2 pt lunchtime detention</li> <li>• Any HOF or PDL referral pertaining to a specific incident</li> <li>• Very often out of bounds during social times</li> <li>• Posing a Health &amp; safety concern</li> </ul>
<p><b>4 Points</b></p> <p><b>One school day in the Removal room</b></p> <p>Any ‘higher level’ or ‘RED’ card behaviour</p>  <p>Pupils are taken directly to the Removal Room where the incident will be investigated if necessary and the sanction adjusted where appropriate.</p>		<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> and final warning in class for inappropriate behaviour.</li> <li>• Anti-social behaviour of an unsafe/dangerous nature, if on a school bus, a 2 week travel ban may be added.</li> <li>• Persistently out of bounds at social times</li> <li>• Return from an suspension – escalatory 1 hour per suspension</li> <li>• Persistently arriving to lesson with no equipment/kit</li> <li>• Persistently having jewellery or mobile phone confiscated</li> <li>• Inappropriate use of ICT or smart device (could also result in a 2-week network ban).</li> <li>• Refusal to follow reasonable instructions.</li> <li>• Arguing with a decision that has been made.</li> <li>• Truancy OR leaving a lesson without permission</li> <li>• Not giving a member of staff their name or giving a false name.</li> <li>• Ignoring any member of staff when being spoken to.</li> <li>• Swearing, aggressive, intimidating or physical behaviour directed towards a fellow pupil, member of staff or visitor.</li> <li>• Bullying (cyber, emotional, physical, verbal, racial, sexual).</li> <li>• In possession of any banned item (as listed separately below)</li> </ul>
<b>Referral from Head of Faculty/subject as a result of being removed from a Supply Teacher-Led Lesson</b>		<ul style="list-style-type: none"> <li>• Pupils are referred to the HOF on their second warning in any supply-led class. The HOF will then set the appropriate sanction taking into account the context and any individual needs.</li> </ul>

<p style="text-align: center;"><b>5-points</b> <b>Fixed term exclusion</b> (No. of days decided by the Headteacher)</p>	<ul style="list-style-type: none"> <li>• Red Card behaviour within the Removal Room/of extreme severity OR persistent Red Card behaviours. Deliberately leaving the secure school site without permission.</li> <li>• Intentionally activating the fire alarm</li> <li>• Any unauthorised protest that risks pupils safety/learning.</li> <li>• Theft/vandalism</li> <li>• Smoking/vaping and associated paraphernalia are dealt with within our drugs policy.</li> <li>• Malicious use of mobile phones</li> </ul>
<p style="text-align: center;"><b>Permanent Exclusion</b> (Discretion of Head Teacher)</p>	<ul style="list-style-type: none"> <li>• In response to a serious breach or persistent breaches of the school's behaviour policy; and</li> <li>• Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.</li> </ul>

## STAGES OF THE BEHAVIOUR MANAGEMENT SYSTEM

Each child must be treated as an individual and each incident judged on all the circumstances pertaining to it. To that end this system provides a clear structure and framework but must be fluid and flexible. If the school deems that an incident(s) is/are more serious, additional/alternative sanctions will be applied.

At each stage, a range of internal and external support mechanisms will be considered and applied where appropriate to support a pupil to improve their behaviour. These could include:

- Referrals to external agencies
- Internal/external interventions
- Youth worker drop-ins
- Early Help Hub referral
- Referral to School Counsellor
- CAHMS (Child & Adolescent Mental Health Services)
- Referral to the Educational psychologist

### STAGE ONE - TUTOR REPORT

- Pupil has reached 30 negative Class Charts points
- Any pupil who has been transferred to Penair for behaviour reasons

1. Pupil is placed on Form Tutor Report for 10 days (2 school weeks). Parents informed by the Behaviour team.
2. Tutor, teaching staff and parents to digitally sign the report daily. This will be monitored by the tutor daily.
3. The tutor will complete part 1 of the 'diagnostic behaviour questionnaire' with the pupil and feedback given to relevant parties.
4. If the pupil achieves the required daily/weekly points after 10 days the pupil is removed from report. Parents informed.
5. If unsuccessful, the pupil remains on report until the necessary points are achieved.
6. WAVE 1 interventions reviewed by SENCO.

## **STAGE TWO - PDL REPORT**

- Pupil has reached 60 negative Class Charts points
- PDL decides that a Stage 2 report is necessary following a specific behaviour incident

1. Pupil is placed on PDL report for 10 days (2 school weeks).
2. The PDL will complete part 2 of the 'diagnostic behaviour questionnaire' with the pupil and share any important findings with staff and parents where appropriate.
3. PDL, teaching staff and parents to digitally sign the report daily. Pupil to report to PDL each morning.
4. If the pupil achieves the required daily/ weekly points, the pupil may be removed from report.
5. If unsuccessful, the pupil will remain on PDL report until the required daily/weekly points are achieved.
6. WAVE 2 interventions reviewed/considered by SENCO.

## **STAGE THREE – SLT REPORT**

**PUPIL HAS REACHED THE 90-POINT THRESHOLD, OR HAS DEMONSTRATED BEHAVIOURS OF EXTREME CONCERN (STAGES 1&2 ARE BYPASSED)**

1. Pupil is placed on SLT report for ten days (2 weeks).
2. SLT lead for behaviour will complete part 3 of the 'diagnostic behaviour questionnaire' with the pupil and inform all relevant parties of the findings.
3. Behaviour Lead to meet with SENCO to discuss any interventions needed, WAVE 3? Agreed targets and strategies discussed with parents. These could consist of the following:
  - Internal interventions
  - Youth worker drop-ins
  - Early Help Hub referral
  - School Counsellor
  - CAHMS
  - Educational psychologist
4. Any agreed support package will be time-limited and discussed with parents. Timescales will be agreed.
5. If the pupil achieves the required daily/weekly points, they will be taken off SLT report.
5. If the pupil fails to achieve the required daily/weekly points, they will remain on SLT report for another 2-week period, at which point if the required points are still not met, the pupil will move to stage 4.

## STAGE FOUR

### BEHAVIOUR INTERVENTION SUPPORT

A pupil may reach Stage 4 for one of the following reasons.

- Reaching Stage 3 for two consecutive terms
- For reaching 270 negative points in an academic year
- Demonstrating no willingness to achieve the targets set out in the Stage 3 report
- Demonstrating persistent high-level behaviours

At Stage 4, pupils will receive some intervention work bespoke to their behaviour profile and individual circumstances. This can be in one or more of the following:

- An adult behaviour mentor - meeting the pupil regularly to diagnose trends/triggers and discuss solutions
- Referral to an outside provider or Wave 3 provision in school
- A behaviour plan with specific targets set by the school and parents

An impact assessment is made at the end of the intervention and a decision made as to whether the pupils' behaviour has significantly changed. If it is felt that the pupil is still maintaining persistent poor choices, the pupil will be moved to Stage 5

## STAGE FIVE

### OFFSITE DIRECTION TO A DIFFERENT SCHOOL

If there is little or no improvement in behaviour choices after the intervention support programme, an Offsite Direction to a different school will be explored. Offsite Directions can be arranged for a number of reasons, however in most cases they are offered to students whose behaviour choices are putting them at risk of a potential permanent exclusion. Schools work closely with each other in providing a 'fresh start' and making this a successful experience for the pupil whilst also providing the appropriate support needed. Regular review meetings are held between the two schools to ensure that any difficulties are smoothed over as quickly as possible. Parents sign an agreement and are made aware of the process and the likely outcomes should it fail.

## STAGE SIX

### SLT MENTORING PROGRAMME IN CONJUNCTION WITH EITHER AN ADAPTED TIMETABLE AND/OR ALTERNATIVE PROVISION

If the host school for the 'offsite direction' were to decide that the pupil was not making sufficient effort to comply and conform to their expectations OR their attendance was not meeting threshold, they can fail the offsite direction and end the placement. In this situation the Headteacher would need to consider the circumstances/reasons for the placement ending. The behaviour whilst on the offsite direction is very relevant

to the next steps and would be taken into account. In extreme cases the pupil could receive a permanent exclusion following the end of the offsite direction if their actions/behaviour were felt to be extreme and/or persistent.

If the pupil were to return to Penair they would follow a mentoring programme with a member of the SLT. This would be for a limited amount of time with the aim of.

- Completing a diagnostic questionnaire that might identify any further barriers not yet discovered.
- Providing intensive stewardship around choices, life aspirations and linking these with the importance of education.
- Providing a 'different' timetable that might include intervention activities that have not yet been tried.
- Liaising with key stakeholders such as the SENCO/attendance officer/safeguarding lead to help design some strategies that might help the pupil demonstrate more positive behaviour choices.

The SLT mentor will provide the behaviour lead with weekly feedback about the pupils' response to the mentoring programme and the behaviour lead will decide if there is sufficient evidence that the pupil is making every effort to stay at Penair School. The mentoring programme will not have a definitive timescale but will be continued provided progress is being seen.

## **STAGE 7**

### **HEADTEACHER PANEL MEETING**

If the SLT mentor feels that despite undertaking the work described in Stage 6, the pupil is not demonstrating either the will to improve or any tangible improvement in behaviour choices, the mentoring programme will be terminated and parents invited to attend a Headteachers Panel.

At the panel hearing the Headteacher will discuss evidence from each stage of our procedures and the reasons for each stage failing. The Headteacher will seek the views of any relevant staff along with parents/guardians about the status of their child. The Headteacher has the discretion to decide what happens next in the pupils educational journey based on the details discussed at this panel meeting. Should there not be any extenuating circumstances as to why the pupil can't comply with the schools clear expectations and procedures, a permanent exclusion might be the recommended outcome of this panel. Alternatively there might be some form of combined educational package available.

## **STAGE 8**

### **PERMANENT EXCLUSION**

We may inevitably make the ultimate decision to permanently exclude a pupil who has not shown reasonable improvement through stages 1-7 and/or in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. This is a last resort and this decision is not taken lightly by the Headteacher or governing body.

## ITEMS BANNED FROM THE SCHOOL SITE

- Knives & weapons
- Alcohol
- Illegal drugs and associated paraphernalia (as described in the Drugs policy)
- Stolen items
- Tobacco and cigarette papers along with vapes and e-cigarettes
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used:
  - To commit an offence, or
  - To cause personal injury to, or damage to property of; any person (including the pupil)

## CLASSCHARTS

This is the platform in which all rewards and behaviours are recorded at Penair school, and parents are encouraged to look at this daily. Staff will be updating this hourly, daily, and weekly. It will provide an excellent pupil profile which can form the basis of many effective conversations between pupil, parents, and staff. An APP is downloadable on all smart phones for parents/carers and students, or you can access the website at [www.classcharts.com](http://www.classcharts.com).

## MOBILE PHONES & SMART DEVICES

Mobile phones and smart devices can present significant safeguarding concerns, aid and promote bullying and can distract pupils from the core function of a school which is teaching and learning. At Penair, phones and smart devices should not be seen or heard at any time during the school day in any part of the school, at all times of the day. This includes being seen in pockets. Phones will be confiscated by staff and locked securely away for the day if they are seen or heard. Pupils will serve the appropriate sanction as per as procedures.

## UNIFORM & EQUIPMENT BREACHES DURING THE SCHOOL DAY

Our school uniform policy outlines our uniform expectations for all pupils. All uniform issues are dealt with at the start of each day at the main gate by the duty staff and behaviour team when we greet all pupils as they come into school. Any pupil not wearing the correct uniform or missing items of uniform will be given a replacement item in the Removal room between 8.30 and 8.40 each morning in exchange for their mobile phone which will be locked away securely for the day. Pupils will not receive a sanction at this point unless they refuse to wear the uniform given or hand in their phone.

If any pupil is seen not adhering to our uniform expectations during the school day (shirts untucked etc) after their entrance to school, staff will issue them with the appropriate sanction and log this on Class Charts. The Behaviour team will contact parents of any pupil who is persistently/deliberately wearing their uniform incorrectly over a period of time in order to discuss ways we can resolve this. Students may also incur a higher level sanction for persistent/deliberate offences.

We place equal importance on our pupils being fully equipped for their learning each day. We value independence in this area and don't feel that continually lending pupils equipment instils any life-long independent skills. We expect pupils to come to school with a pencil case containing the equipment as outlined on our website. If any pupil arrives at tutorials or lessons without their pencil case, they will report to their SWO who will give them a learning pack in exchange for their phone.

## BAD LANGUAGE

Will not be tolerated. Creating a safe, calm, and professional environment at Penair school requires high standards in all aspects of school life. Pupil's using bad language are not displaying traits of good citizenship and can be intimidating for other pupils and is therefore unacceptable. If any pupil is heard by a member of staff using bad language, the teacher will address this with the pupil and issue the appropriate sanction and log this on Class Charts.

## TOILET VISITS

Pupils are permitted to visit the closest toilet during lesson time and their designated year toilet at social times, but this needs to be limited to reduce lost learning time. Teaching staff will issue any pupil leaving their lesson with a **'toilet pass'** lanyard and this is limited to one pupil at a time. Pupils are encouraged to use the toilet during lesson transition and social times in order to reduce lost learning time. Teachers will use Class Charts to log each toilet visit. If any pupil is identified as losing a significant amount of learning time through toilet visits, the pastoral or behaviour team will contact parents to discuss this.

## SEND

For pupils with an identified Special Educational Need, appropriate reasonable adjustments to our procedures will be made in accordance with the Equality Act 2010 and the SEND code of practice. Although the Behaviour team will respond to most behaviour incidents, where possible, a Student Welfare Officer will respond to an incident involving a pupil known to the SEND team. The behaviour team will then use their professional judgement on any reasonable adjustment that needs to be made to the sanction. All teaching staff are aware of each pupil's additional needs and will plan accordingly to make reasonable adjustments in the classroom.

## 1-POINT SANCTION – Restorative conversation with class teacher/tutor

A conversation between the member of staff issuing the sanction or the tutor (if felt more appropriate) will be convened at the next available break or lunchtime. The purpose of this conversation is to discuss the behaviour choices and ensure the pupil understands why the behaviour was unacceptable and reflects on how it might have been avoided. The pupil is then free to go. If a pupil refuses to stay/arrive for this conversation, this would be treated as a red card behaviour.

## 2-POINT SANCTION – Maximum of 15 minutes lunchtime detention

A centralised lunchtime detention will run daily within both designated lunch breaks for KS3&4. This will be staffed on a rota by the SLT. Pupils will be given a reminder by their tutor during the morning registration of the day of their detention. All 2-Point detentions (lunchtime) are set for the **next school day** and will run for a maximum of 15 minutes. If pupils are punctual they will be allowed to leave after 10 minutes. Parents and pupils are required to check their Class Chart log on a regular basis in order to ensure they attend any relevant detention.

## 3-POINT SANCTION – 60 MINUTE AFTER-SCHOOL DETENTION

This is a centralised After-school Detention for 60 minutes (3pm – 4pm). After-school detentions run on a **Tuesday, Wednesday** and **Thursday**. This sanction will be recorded on Class Charts and Parents/carers will receive a notification from Class Charts (if account has been activated). Additionally, pupils and parents receive a separate email/tutor reminder on the day prior to the detention to help remind the pupils to attend and avoid an upscale. Pupils will have the opportunity to undertake a variety of work within this time ranging from Class Chart homework, coursework or on some occasions, some whole-school improvement tasks.

## 4-POINT SANCTION – One school day in the Removal Room

Pupil's will spend **ONE** school day in our Removal Room. This sanction will be recorded on Class Charts. Parents/carers will receive a notification from Class Charts and an email from the issuing teacher to explain more context for the sanction being given. Given that this is a higher level sanction, we believe that parents deserve more information surrounding the incident so that they can also reinforce behaviour expectations in conversations at home. Staff that issue the 4-point sanction will make every effort to have a **restorative conversation** with the student within 24 hours. Pupils will complete all relevant work from their timetables during their time in the Removal Room.

## 5-POINT SANCTION - FIXED TERM SUSPENSIONS

For serious and repeated unacceptable behaviour, a suspension may be considered. Following any suspension, parents/ carers will be required to attend an in-school reintegration meeting with a member of the behaviour team and or PDL depending on the number of suspensions a pupil has received. Suspensions will be issued at the discretion of the Headteacher in liaison with the Behaviour team. On the return from a suspension the pupil will spend the first day in the Removal Room to reflect on what has happened and how it could be prevented in the future.

## BEHAVIOUR OUT OF SCHOOL

Penair School aims to educate all students in the meaning and importance of being a responsible citizen within our community. We will therefore sanction appropriately for misbehaviour out of school or in cyberspace when a student is:

- Taking part in any school-organised or school-related activity

- Travelling to or from school in school uniform
- In some other way identifiable as a student at the school, including online.

We will use the full range of consequences and sanctions, including suspension, where a student's behaviour at any time, irrespective if the conditions above apply:

- have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

This also applies to any trips and visits including foreign travel. A pupil may not be permitted to join a trip or visit, or may be withdrawn from a trip or visit if their behaviour causes a concern for the safety of others or reputation of the school.

## TRACKING

Tutors and PDLs will be given fortnightly reports detailing the number of negative & positive points for their tutees along with the reasons. Tutors will talk through any issues with students and discuss what is going wrong and how to improve. Where a tutor is concerned about a pattern of behaviour, parents/carers may be telephoned by the tutor, PDL or SWO.

Heads of Faculty/Department (HOF/Ds) will also receive fortnightly reports for their year group/subject area. They will monitor the number of points issued and work collectively with parents/carers to improve the behaviour of students in their year group. HOF/Ds will also be able to monitor staff allocation of points and any patterns that require support to be put in place.

## STAGED REPORT CARDS

As per our behaviour management stages above, pupils entering Stages 1,2 & 3, will be placed on a report card. The report cards are based on behaviour points over any given term and are an important part of our behaviour management system. This intervention is also used if there is a pattern of poor behaviour. However, a report card may also be issued as a result of a serious incident or if requested by a parent/carer. The report card is centred on a student's behaviour for learning. Students are given clear targets for their behaviour and teachers are asked to sign the report card at the end of each lesson. Parents/carers are also asked to monitor and sign the report card. The purpose is to monitor a student's performance in the school over a period of time (usually two weeks) and when the student's behaviour improves, the report might be withdrawn, and the pupil removed from that stage. The report card is administered by the tutor, PDL, or Senior Leadership Team member of staff (depending on the Stage). The report offers an essential opportunity to reflect and deescalate and can work alongside any interventions in place. From September 2025 the report cards will be digital and attached to the pupil's Class Charts profile for teachers and parents to see.

## USE OF REASONABLE FORCE

On rare occasions, it may be required that a member of staff has to physically intervene or use reasonable force. This will be used as a last resort and in accordance with the Use of Reasonable Force Act 2013, and only by fully trained staff. Examples of this can include any situation where a pupil is putting their own or others safety at risk by either directly threatening their safety or by ignoring staff's instructions and putting themselves at risk of harm or away from direct supervision. Parents are always notified (and sometimes present).

## HOMEWORK

At Penair we strongly believe in the importance of completing homework tasks that are set according to the school's homework procedures. We don't want to sanction pupils for non-completion of homework, instead, we want to reward pupils for completing homework tasks and create a positive culture around homework rather than negative. Any pupils who are persistently not engaging with homework tasks will be encouraged to attend our homework club and engage with our homework resources online.

## CLEAN SLATE

At the end of each academic term, students are given a 'clean slate'. Negative points are not 'carried over' to the next term, however the school does keep a cumulative total running for the year which is important evidence for pupils entering the higher stages of our behaviour management system.

## SUPPORT FOR VISITING SUPPLY TEACHERS

In order to support our colleagues who visit the school to cover for those staff who might be unwell or completing CPD, we have removed one of the in-class removal steps and replaced this with Head of Faculty (HOF) support. We are conscious that, for some pupils, supply teachers offer an opportunity to behave in ways they otherwise would not. We also recognise that the supply member of staff does not know the pupil/s as well as the permanent member of staff (SEN and other associated information). These factors combined, can sometimes lead to pupils being removed from supply lessons but might not always necessarily warrant a 4-Point Removal Room sanction. Restoring the learning environment is of paramount importance and therefore the pupil will be removed to the HOF. The HOF then has the ability to decide on the best course of action and select the most appropriate sanction.

The following is a guide for supply staff when dealing with poor behaviour in the classroom:

1. HOF (or deputy) to make contact with the supply teacher at the start of the day (welcome, important information & locations for HOF removals)
2. At the point that a pupil receives a second warning for inappropriate behaviour in the classroom they are referred to the HOF and removed from the class to be parked within the faculty.
3. The supply teacher uses Class charts to put a 'supply teacher pupil requiring a HOF removal'.
4. The behaviour team will assist in moving the pupil to the HOF for further instruction.
5. The HOF (or deputy) will internally 'park' that pupil within the faculty in a different classroom.

6. When the HOF has time to establish what has happened, they will issue a sanction appropriate to the context of the incident and the pupil.
7. The HOF **NOT** the supply staff will log the sanction on CC. The **HOF** will also email parents in the event of a 4-Point sanction.

## Behaviour Policy

Document control				
<b>Approved by</b>	Full Governing Board	<b>Approved date</b>	Unknown	
<b>Published location</b>	Website	<b>Next Review</b>	<b>Policy Holder</b> Spring 2027	<b>Governing Board (annual)</b> Summer 2027
<b>Version Number</b>	<b>Date issued</b>	<b>Author</b>	<b>Changes</b>	
2	Spring 2026	Sally Wood	Version control Implemented	
2	Summer 2026	Errin Allen	Insertion on p8 regarding possible higher sanctions for persistent / deliberate uniform offences.	
2.1	Summer 2026	Joe Hocking	Changes to Stage 4 of the behaviour management system	