PENAIR SCHOOL

DISCE UT VIVAS

Behaviour Policy

Policy holder:	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 or safety of other pupils at Penair school. Low-level disruptive behaviour (LLDB), if left unchecked, can lead to lost learning time, an escalation to more serious behaviours and a breakdown of teacher-pupil relationships.

In their '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', 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 but with the development of effective relationships at the heart of their interactions with pupils. We believe that parents value consistency regarding any consequence applied to their children along with a simple and clearly understood framework.

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 or safety 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	EXAMPLES OF BEHAVIOUR TYPES *
0	Verbal warning	• Any minor concerns that can be quickly rectified. • 1st warning in class for low-level disruptive behaviour (LLDB) • 1st occasion being asked to correct uniform during the day
1 point	**Restorative conversation with the teacher/form tutor at the next available breaktime/lunchtime**	• Pupil arrives with no equipment/kit for the lesson. • Not complying with the Perfect Start expectations • Quality of class work is below expectations. • 2nd warning in class for inappropriate/LLDB. • Pupil not demonstrating the STAR behaviours for learning
2-points	**15 min (max) centralised lunchtime detention. 10 mins if pupils are punctual.**	• **Often** chewing gum/ Eating in class or inside the school building. • Pupil using bad/inappropriate language (non-threatening) • Non-attendance to 1 point restorative conversation. • Confiscation of mobile phone (1st & 2nd occasion) • **Often** Out-of-bounds during social times • 1st warning for inappropriate behaviour with a supply teacher. • 2nd occasion being asked to correct uniform during the day. • Anti-social behaviour – non-dangerous. • **Often** Late to school • **Often** late to lesson • 1st skirt warning
3-points	**Short-stay (3 hours) in the Removal Room**	• Insufficient progress over time – Classwork quality/quantity • **Very often** late to class/school • **Very often** has no equipment/kit • **Very often** makes no attempt to demonstrate the STAR behaviours for learning OR Perfect Start expectations. • **Very often** mobile phone confiscated (3rd occasion) • Non-attendance to a 2 pt lunchtime detention • HOF or PDL referral pertaining to a specific incident • **Very often** out of bounds during social times • Posing a Health & safety concern • 2nd skirt warning
4 Points **One school day in the Removal room** Any 'high level' or 'RED' card behaviour Pupils are taken directly to the Removal Room where the incident will be investigated (if necessary) and the sanction adjusted where appropriate.		• 3rd and final warning in class for inappropriate behaviour. • **Persistent** anti-social behaviour of an unsafe/dangerous nature, if on a school bus, a 2 week travel ban may be added. • **Persistently** out of bounds at social times • Return from an suspension – escalatory 1 hour per suspension • **Persistently** arriving to lesson with no equipment/kit • **Persistently** having mobile phone confiscated (3rd & every time) • Inappropriate use of ICT or smart device (could also result in a 2-week network ban). • Any Refusal to follow reasonable instructions. • Arguing with a decision that has been made. • Truanting OR leaving a lesson without permission • Not giving a member of staff their name or giving a false name. • Ignoring any member of staff when being spoken to. • Swearing, aggressive, intimidating or physical behaviour directed towards a fellow pupil, member of staff or visitor. • Bullying (cyber, emotional, physical, verbal, racial, sexual). • In possession of any prohibited item (as listed separately below) • 3rd and every further skirt warning (advisory letter to parents)

Extended day 11am-4pm for those pupils on 5 or more suspensions	
Loss of social times (break AND lunchtime on the same day). This will apply to the following.	• Persistent lateness to lesson/school • 3rd and every other uniform breach (not including skirts) • Any 2-pt sanction upscale (Lecture theatre)
Referral from Head of Faculty/subject as a result of being removed from a Supply Teacher-Led Lesson	• 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.
5-points **Fixed term exclusion** **(No. of days decided by the Headteacher)**	• **Red Card behaviour within the Removal Room** • **Persistent Red Card behaviours.** • **Deliberately leaving the secure school site without permission.** • **Intentionally activating the fire alarm** • **Any unauthorised protest that risks pupils safety/learning.** • **Theft/vandalism** • **Smoking/vaping and associated paraphernalia are dealt with within our drugs policy.** • **Malicious use of mobile phones**
Permanent Exclusion (Discretion of Head Teacher)	• **In response to a serious breach or persistent breaches of the school's behaviour policy. Dealt with on an individual basis.**

STAGES OF THE BEHAVIOUR MANAGEMENT SYSTEM

Each child will be treated as an individual and each incident will be judged on all the circumstances pertaining to it, with any decision being made on 'the balance of probability'. Our behaviour management stages provide a clear structure and framework that pupils will escalate/deescalate through depending on their behaviour choices at each stage. If the school deems that an incident(s) is/are more serious, additional/alternative sanctions may 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 Tutor.
2. Tutor, teaching staff and parents to sign the report daily. This will be monitored by the tutor daily.
3. If the pupil achieves the required daily/weekly points after 10 days the pupil is removed from report. Parents are informed of the progress weekly UNLESS there is a major incident.
4. If unsuccessful, the pupil remains on report until the necessary points are achieved.
5. 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. If the pupil achieves the required daily/weekly points after 10 days the pupil is removed from report. Parents are informed of the progress weekly UNLESS there is a major incident.
3. If the pupil achieves the required daily/ weekly points, the pupil may be removed from report.
4. If unsuccessful, the pupil will remain on PDL report until the required daily/weekly points are achieved.
5. 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. 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:
3. Any agreed support package will be time-limited and discussed with parents. Timescales will be agreed.
4. 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 behaviour's

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

- 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 signed by all parties including parents, with timescales for review.

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 or their attitude towards the intervention is negative, 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 stage 4 intervention support activity, 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. All details surrounding an offsite direction are shared with parents in person.

STAGE SIX

GOVERNORS PANEL

If the host school for the 'offsite direction' were to decide that the pupil was not making sufficient effort to comply and conform to the conditions of the Offsite Direction agreement (signed by parents and staff), OR their attendance was not meeting threshold, they can fail the offsite direction and end the placement. In this situation a panel of governors 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, as the pupil is 'jointly' on the roll of both schools, 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.

At Stage 6, decisions as to the next steps are considered and discussed during a meeting with the pupil, parents and a governors panel. One or more of the following interventions would be considered provided the panel were satisfied that the chosen intervention could have the positive desired impact.

- An SLT mentor to provide more intensive mentorship and daily target setting
- A whole-school responsibility that would give the pupil the opportunity to demonstrate success in this role.
- Alternative education provision. This could range from some work experience (age-dependent), referrals to a WAVE academy or working with one of our many external partners/providers with specific targets for areas for improvement.

Following the meeting, the governors panel would make recommendations to the Headteacher as to the course of action they feel would yield the greatest impact.

STAGE 7

HEADTEACHER PANEL MEETING

If the pupil fails to engage in the Stage 6 recommended intervention activity, or their behaviour shows no sign of improvement, the Headteacher will convene a panel meeting choosing the most relevant staff to attend the meeting. This is the last opportunity to discuss ways of preventing a permanent exclusion. This might include new information that might be relevant and needs to be considered.

If it is felt appropriate, the pupil might be given one last time-limited opportunity to avoid a permanent exclusion OR the panel might decide that despite all of the support offered in the previous stages, the pupil will be issued with a permanent exclusion.

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.

SPECIFIC AREAS OF OUR PROCEDURES THAT NEED FURTHER CLARIFICATION

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, we do allow pupils to bring their mobile phones to school but they should be turned off at all times and kept in the pupils' school bag. We operate a gate-to-gate policy on mobile phones. Phones are only allowed to be used at the end of the school day in the bus bay for pupils using bus transport. Otherwise, pupils should only use their phone once outside the school gate. Pupils can expect a phone sanction if they are seen walking from their final lesson of the day with their phone in their hand. In line with government guidance, phones should not be seen or heard at any time during the school day in any part of the school. This includes being seen in pockets. We adopt the following approach if a phone is seen or heard.

1. On the **first & Second** occasion the pupil will receive a 2-pt Lunchtime detention and the phone is confiscated for the remainder of the day.
2. On the **third** occasion the pupil will receive a 3-point sanction (3 hours in the Removal Room). The phone is confiscated for the remainder of the day.
3. On the **fourth** and every other occasion, the pupil will receive a 4-pt sanction and the parents will, at that point, receive a final warning letter explaining the procedures should their child be seen again using their phone. The phone is confiscated for the remainder of the day.

For the **fifth** and every other subsequent occasion, parents will be required to come and collect their child's phone before 4pm.

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 8am and 8.40am 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 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 pastoral 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 and school bag 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 for the day 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 and potential safeguarding concerns. Such concerns include These issues can range from potential self-harm, consumption of alcohol or other intoxicating substances, vaping, unrestricted phone use, vandalism including graffiti and pre-arranged meetings with other pupils from other classes. Teachers must therefore exercise extreme vigilance when allowing pupils to visit the toilet and follow strict protocols.

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.

As part of our commitment to safeguarding pupils' safety at Penair, pupils wishing to visit the toilet during lesson time will be required to place their mobile phone in a lockable box on the teachers desk which will returned to them on their return to the class.

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.

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)

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 immediately upscaled to a 2-pt lunchtime detention

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 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. Failure to arrive at a 2-Point detention will receive a **'loss of social time'** sanction for the following day.

LOSS OF SOCIAL TIME

Any pupil who fails to arrive at their designated 2-Point lunchtime detention will lose their Breaktime AND Lunchtime the following day. Pupils will be allowed to eat their breaktime snack and lunch during this time. Any pupil who fails to arrive for this sanction will receive a 3-Point sanction.

3-POINT SANCTION – Short stay (3 hours) in the Removal Room

Pupils will spend three hours in the Removal Room and collect their phone at the end of the school day. As part of this sanction, pupils are asked to complete a reflection activity in an attempt instil some ownership of the behaviour that led to their sanction and to reduce the likelihood of it happening again.

4-POINT SANCTION – Long stay (5 hours) in the Removal Room

Pupil's will spend **ONE** school day in our Removal Room. Parents/carers will receive a notification from Class Charts and an email from the issuing teacher to explain the context for the sanction being given. This is a higher level sanction, and 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 some time in the Removal Room to reflect on what has happened and how it could be prevented in the future. For each suspension, pupils will spend one hour in the removal room until the pupil reached **five** suspensions, in which case, they will spend the whole returning day in the removal room.

EXTENDED SHOOL DAY

Should any pupil receive **six** or more suspensions, each returning day will be spent in our Removal Room for an extended school day with different timings. The school day will run from **11am – 4pm** and parents will have plenty of advanced notice of this to enable them to arrange transport where necessary.

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 has the potential of causing reputational damage to the school.

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.

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 for a **ten day** period. The targets should relate directly to the trends in behaviour being displayed. Parents/carers will receive feedback at the end of each week.

The purpose of the report card is to focus the pupil's thoughts on improving certain aspects of their behaviour that has led to reaching the threshold. 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 for pupil's to reflect and prevent escalation through the behaviour management stages. Report cards will work alongside any interventions in place.

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).

SEARCHING & SCREENING PUPILS

Ensuring school staff and pupils feel safe and secure is vital to establishing a calm and supportive environment conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Headteachers and staff they authorise have a statutory power to search a pupil (Searching, Screening and Confiscation Advice for schools July 2022) or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in this policy. Where a pupil refuses to comply with a search, parents will be invited into school to help lead the search. If a pupil continues to refuse to comply with the

search they will face a suspension in line with our procedures followed by a meeting with parents to discuss the pupil's place at Penair School.

BEHAVIOUR FOR LEARNING IN LESSONS

We have high expectations of our pupils when they prepare to enter a classroom and once they have taken their seat. As part of our behaviour policy we expect all staff and pupils to observe the requirements of the **'perfect start'** for each lesson. Staff must ensure that.

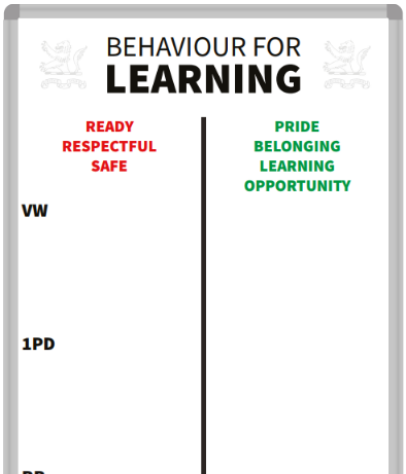
- They are prompt to lessons and on the threshold of their classroom to greet their class
- They ensure through assertive practice (and re-practice if necessary) that pupils adhere to the 4-steps of the perfect start.
- They model the standards they expect
- They have a well-planned and adapted (for SEND) version of a short starter activity that both recalls prior knowledge but also leads into the learning objectives and success criteria for the lesson.

Pupils must ensure that they.

1. Line up with equipment in hand silently
2. Enter classroom in silence and stand behind chair
3. Take seat when asked
4. Complete pre-loaded 5 min (avoid longer) starter activity

The Perfect Start has proven to have had real impact in reducing low-level disruptive behaviour and has significantly reduced lost learning time through inconsistent practices. Pupils are on task quicker and are better equipped for lessons.

In addition to these expectations are the in-class STAR behaviours which staff are encouraged to teach their pupils along with becoming independent learners. Staff will display the following poster and have the whiteboard to record positive and negative behaviours displayed. Pupils receive two warnings in class before a third and final warning for distracting behaviour upon which they are taken to the Removal Room in line with our procedures.



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 on their second in-class warning for their behaviour, pupils are placed with the Head of Faculty (HOF). 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.

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.

Document control				
Approved by	Full Governing Board	**Approved date**	Unknown	
Published location	N/A	**Next Review**	**Policy Holder** Spring 2027	**Governing Board (annual)** Summer 2027
Version Number	**Date issued**	**Author**	**Changes**	
2	Summer 2026	Sally Wood	Version control Implemented Policyholder annual review	
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	
2.2	Summer 2026	Joe Hocking	Introduction of Stage 6 Governors panel Updated mobile phone usage guidance	
2.3	September 2026	Joe Hocking	Inclusion of gate-to-gate policy for mobile phones	