



*Think Big, Chase Dreams, Succeed Together.*

## Behaviour Policy

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|-------------------------|-----------------------------|
| <b>Status:</b>          | <b>Draft</b>                |
| <b>Policy Owner:</b>    | <b>Sally Sagar</b>          |
| <b>Approved by:</b>     | <b>Full Governing Board</b> |
| <b>Approval date:</b>   |                             |
| <b>Next review due:</b> | <b>September 2027</b>       |

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## 1. Introduction and Scope

The aim of this policy is to secure a calm, safe and supportive environment in which all students can learn and staff can teach free from disruption. We believe that positive relationships are at the heart of successful behaviour, and we seek to promote respect, responsibility, reflection and restoration alongside high expectations and consistent practice.

## 2. Roles and Responsibilities

All school staff have a responsibility to:

- Build positive professional relationships
- Seek to understand and address the reasons behind behaviour
- Maintain high expectations while treating students with dignity and respect
- Model high standards
- Teach and rehearse routines
- Apply rewards and consequences consistently
- Record significant incidents
- Communicate with parents/carers as needed.

Form tutors and subject teachers have a responsibility to:

- Maintain high expectations
- Utilise seating plans
- Deliver the behaviour curriculum and routines
- Use early interventions
- Escalate where necessary.

Heads of Year and the Senior Leadership Team (SLT) have a responsibility to:

- Monitor patterns of behaviour
- Coordinate support and graduated responses
- Lead reintegration
- Quality assure removals/detentions
- Liaise with external agencies.

Students have a responsibility to:

- Follow instructions first time
- Be ready, respectful and safe
- Uphold Shuttleworth values (Achievement, Resilience, Perseverance, Community, Pride).

Parents/Carers have a responsibility to:

- Support school policy
- Attend meetings
- Ensure punctuality/attendance
- Reinforce expectations at home.

### 3. Legislation

This policy has been developed in line with the following areas of legislation:

- Education and Inspections Act 2006 (section 89): duty to promote good behaviour, prevent bullying, and regulate conduct on and off site.
- DfE Behaviour in schools (Feb 2024).
- DfE Suspension and permanent exclusion (Aug 2024).
- Searching, screening and confiscation (July 2023).
- Use of reasonable force (2013) – transitioning to “Restrictive interventions ... in schools” from April 2026; school will update procedures accordingly.
- Keeping Children Safe in Education (Sept 2025).
- Direction off-site to improve behaviour – Section 29A Education Act 2002 and relevant regulations.
- Ofsted Education Inspection Framework and state-funded schools inspection toolkit (from Nov 2025): emphasis on calm, safe, inclusive culture; attendance and behaviour.

### 4. Behaviour Curriculum: Routines and Expectations

**Punctuality and equipment:** students arrive on time, with required equipment and full uniform including no makeup, unnatural hair colours/extreme hair styles, no jewelry except a watch and two pairs of small studs.

**In class:** silent start (Do Now), attentive listening, cold-call norms, purposeful practice, tidy finish and orderly dismissal.

**Around school:** calm transitions; walk on the left – following our one-way system including stairs; greet politely; follow staff instructions immediately.

**Mobile phones/smart devices:** ~~not seen, not heard during the school day (confiscation and staged sanctions if breached, with safeguarding considerations)~~

In line with the Department for Education's statutory guidance, which states that schools should be mobile phone-free environments throughout the school day, students are required to hand in their mobile phone to their designated form tutor on arrival at school. Devices will be securely stored in a locked facility and returned to pupils at the end of the school day. Any pupil who fails to hand in a mobile phone, or who is found in possession of a mobile phone during the school day, will be subject to sanctions. Where appropriate, reasonable adjustments and safeguarding considerations will be applied to ensure that individual pupil needs are met and supported.

## **5. Recognition and Rewards**

The school recognizes good behaviour through the use of the following reward systems:

- Reward points each lesson/interaction
- Praise
- Positive calls/postcards home
- Certificates
- Badges
- Celebration assemblies
- Vouchers
- Trips
- Awards events.

## **6. Responding to misbehaviour (graduated for both structure and unstructured time)**

C1 – Reminder: Staff reteach and reinforce expectations.

C2 – Support: Pastoral intervention to help the student regulate and successfully re-engage with learning, alongside a 30-minute detention.

C3 – Reflection: A 24-hour removal from mainstream lessons to allow reflection, regulation and preparation for a successful return to learning.

## 7. Detentions

Standard durations: 30 minutes for -2 points and 60 minutes for -3 points awarded during a school day.

Detentions are completed a day in arrears

Notification is sent to parents via text/app on the day the detention takes place; parental permission is not required; transport is the parent/carer's responsibility.

Repeated non-attendance will lead to supervised removal.

Wherever appropriate, students will participate in a restorative conversation with staff before returning to lessons. The purpose of this conversation is to rebuild relationships, repair any harm caused and agree positive next steps.

## 8. Serious or persistent misconduct

|                                                                                             |    |
|---------------------------------------------------------------------------------------------|----|
| Missed homework<br>Late to lesson<br>Late to school before 8.50am                           | -1 |
| C2<br>Unstructured time C2 – did comply after challenged<br>Late to school after 8.0am 8.30 | -2 |
| C3<br>Unstructured time C3 – did not comply after challenged OR SERIOUS ISSUE<br>Truancing  | -3 |

The school will always seek to balance accountability with support and will consider what interventions are required to help students improve their behaviour and successfully remain in education.

Examples include:

- Defiance

- Persistent disruption to learning and/or the smooth running of the college
- Aggression
- Discriminatory abuse for protected characteristics
- Harmful sexual behaviours
- Possession or use of prohibited items
- Repeated defiance
- Conduct that risks health and safety.

Sanctions may include time in supervised isolation/removal, off-site direction, suspension, or permanent exclusion (as last resort).

## **9. Off-site direction**

This involves a time-limited placement at another school to improve behaviour. There will be clear objectives, review points and dual registration where applicable.

## **10. Suspensions and Permanent Exclusions**

Suspensions and Permanent Exclusions will be:

- Issued in line with statutory guidance
- Lawful, reasonable and fair
- Used when necessary to protect the school community and after other strategies are exhausted

There will be a reintegration meeting and clear plan in place on return from suspension and reasonable adjustments considered for students with SEND.

## **11. Searching, Screening and Confiscation**

Authorised staff (Senior Leadership Team, Heads of Year and Safeguarding Officers) may search students for prohibited items. Electronic devices may also be examined where lawful and appropriate. Staff explain the reason for the search and gain student consent.

Searches are carried out safely, with respect and consideration of safeguarding, age and SEND; a central record is kept, and parents are informed as appropriate.

## **12. Reasonable Force/ Restrictive Interventions**

The Restrictive Interventions including Use of Reasonable Force Policy should be referred to. Staff may use reasonable force to prevent injury, serious disruption or property damage. It will never be used as punishment and will be utilised in the least intrusive manner for the shortest time

### **13. Child-on-Child Abuse (including Sexual Harassment and Violence)**

The school operates a Zero-tolerance culture; all concerns are addressed and never dismissed as “banter”.

The school has clear processes for reporting, risk assessments, support and referral to social care/police where appropriate. This is covered further within the school’s Child Protection Policy.

### **14. Equality, Diversity and SEND**

The school makes reasonable adjustments for students with SEND and consider underlying needs and circumstances.

Discrimination, harassment and victimisation are prohibited and challenged; data is monitored to identify any disproportionate impact.

### **15. Conduct beyond the school gate**

Sanctions up to and including permanent exclusion may be applied for serious misbehaviour outside school property and time, where it poses a threat, affects the school’s reputation or the safety and wellbeing of others. Behaviour in alternative provision will still be reviewed and sanctioned in line with the school’s Behaviour Policy

### **16. Prohibited and Banned Items**

The following items are prohibited in school:

- Knives/weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers
- Fireworks
- Pornographic images

- Any article used or likely to be used to commit an offence or cause injury/damage.

The following items are banned by school rules:

- Vapes and related paraphernalia
- Chewing gum
- Lighters
- Laser pen
- Non-uniform items that compromise safety

Dangerous items will be confiscated and may be handed to the police. Possession of offensive weapons is likely to result in permanent exclusion.

## **17. Monitoring, Evaluation and Review**

Leaders routinely review behaviour data, removals, detentions, suspensions and exclusions to identify patterns and improve practice.

The Governing Body receives regular reports. The policy reviewed at least annually or sooner if guidance changes.

## **18. Linked Policies**

Anti-Bullying Policy

Child Protection Policy

Attendance Policy

SEND Policy

Quality of Education Policy

Restrictive Interventions including Use of Reasonable Force Policy