Wadham School

Behaviour Management and Anti-Bullying Procedures

Who is Responsible?	Governing Body
Statutory Policy?	Yes
Review Timescale	Yearly
Approval Date	1st October 2026
Next Review	July 2027

Signed:

Print: Richard Burgas

Role: Headteacher

Date: 01.10.26

Vision

'Life in all its fullness'

John 10:10

Values

F **Friendship**

Building positive, trusting relationships is at the heart of everything we do.

A **Aspiration**

Enabling everyone to see and become the best version of themselves.

I **Inclusion**

Everyone is invited, and everyone is expected to be part of our community.

T **Trust**

Without trust there is no growth. Trust enables everyone to thrive.

H **Hard Work**

Doing what is right, rather than what is easy.



Expectation

At Wadham School, we want our young people to be **independent** of thought, **confident** in developing their skills and knowledge, **committed** to the well-being of others, **sensitive** to and **tolerant** of difference and have a sense of their own **worth**.

Rewards

Our approach to Behaviour Management means that we are constantly looking to see students being good and this will be rewarded in public. Positive behaviour should be recorded on Arbor and house points applied. We have a structured procedure for rewarding students as follows:

Classroom Recognition

1. **Verbal praise**, either verbal or written, is a key feature of successful teacher / student relationships.
2. **Wadham Excellence Boards,** display of work recognising performance; models intended outcomes and makes students feel valued.
3. **House Points** are given to students as rewards for valuable skills, attitude and contribution to school life. All staff should feel free to award house points liberally. They are logged electronically, and all staff are supported and reminded regularly about the importance of awarding rewards.
   Parents can check their child's points by using the Arbor App.
4. **Praise Postcards** are awarded by subject or pastoral teams and sent home with students. These are particularly valued by students. The cards reward a range of positive contributions to the school or community. They should be completed by staff and then handed to the student directly.
5. **Positive Communication Home,** emails and phone calls home to inform parents of excellent attitude to learning and/or achievements, as well as recognition of a wider contribution to the school community.
6. **Headteacher's Commendations** recognise outstanding work or contribution to the school or community. This award is presented in the form of a certificate.

Whole School Recognition

1. **Wadham School Media** - Student achievements, including individual and team fixtures, as well as extra-curricular opportunities are celebrated as posts on our social media platforms and regular newsletters to parents. Parents are warmly encouraged to share achievements with the school so they can be widely celebrated.
2. **Awards Assemblies/Certificates -** At the end of Autumn, Spring and Summer Terms staff are asked to nominate students for awards in their subject areas, as well as other areas of school and community life.
3. **Awards Evening/Certificates -** Our Awards Evening recognises outstanding achievements. Prizes are given for achievement, attainment, and further contributions to school life.
4. **Christmas, Easter and Summer Cash in -** Recognition of FAITH points over the Autumn, Easter and Summer terms, resulting in prizes for attendance, progress and attainment.

Attendance Rewards

We are keen to help students understand the significance of attendance to learning outcomes, and we reward attendance as follows.

1. 100% attendance each week results in 5 house points awarded.
2. Weekly prize draw for students with 100% attendance.
3. At our termly Award Assemblies, those students in each Year group who have achieved 100% attendance are recognised.
4. At the Summer Term Award Assemblies, the student whose name is drawn from all those with 100% attendance **for the whole year** receives a greater value prize.
5. On Dress your Best Day for Year 11 special awards are given to those students who have achieved 100% attendance during that year and since the start of their time at Wadham School. Tutors might like to use this incentive when encouraging good attendance.

Responding to 'Behaviour for Learning' Concerns

The way we all behave has an impact on our community.

Positive behaviour will support our community and progress in academic and social education. Behaviour that has a negative impact on the person themselves or on the community should be challenged, and support should be offered to seek improvement. Actions have consequences, and Wadham School implements a *graduated* response to concerns that are identified.

Circumstances of behaviour can differ on a case-to-case basis. Previous and individual situations can mean persistent disruptive behaviour is as serious as a significant 'one-off' event as it has a negative impact on the smooth running of the school. Any case of poor behaviour is assessed on the individual circumstances. An example of a behaviour that persistently disrupts the smooth running of the school is punctuality (lateness to lessons) – the negative impact of poor punctuality on a lesson and all the learners in that lesson can be significant.

As part of the graduated response, the information below includes sanctions ranging from lunchtime and after school detentions, to internal suspension, suspension and permanent exclusion.

Concerns about behaviour are recognised across the whole school and wider community when students represent Wadham School offsite, with all members striving for continued improvement.

Maintaining personal discipline, being an active member of our community and seeking support (when needed) to develop positive behaviours and routines for learning are the fundamental expectations we have of our students.

Mobile Phones

Wadham School is a mobile-phone-free environment. Students must have their mobile phones secured in the school-issued Yondr pouch, or their 'no mobile device' ID card ready to display, for the duration of the school day.

Expectations

Arrival at School

- On arrival at the school gate, students must lock their mobile phone into their pouch.
- Students do this in front of staff as they enter through the gate.

Students Without Mobile Phones

- Students who do not bring a mobile phone to school will be issued with a 'no mobile device' ID card.
- This card must be carried by the student at all times during the school day, and is shown to staff in the morning as they pass through the gate.

Monitoring and Compliance

- A log of all students' mobile phone types will be maintained by the school; students are responsible for ensuring the log is updated if their mobile phone changes.
- Random checks will be carried out to ensure compliance with this policy.

School Trips

- Day Trips: The same mobile phone rules apply during school day trips.
- Phones must remain secured in their pouches. Staff will have a portable unlock device on the trip.
- Residential Trips: Students are expected to store their mobile phones in Yondr pouches. Students will be provided with designated times when pouches can be unlocked to allow them to make phone calls home.

Exceptions

- Pupils that require their mobile phone for medical reasons will be issued with a Medical Mobile Phone Yondr pouch, this will allow them to continue to use their mobile phone for medical reasons.

Sanctions

- Any student who refuses to lock their phone in the pouch, or who is found with an additional mobile phone, will face suspension from school.

Truancy from Tutor Time / Lessons

Punctuality is a key expectation at Wadham School. Arriving on time ensures that learning can begin promptly and that all students benefit from the full duration of each lesson. Late arrival disrupts teaching, affects the learning of others, and undermines a positive learning environment.

Expectations

- Students must be in their classroom, or lined up outside, by the lesson bell.
- Movement time is built into the school day; therefore, there is no justification for lateness.
- Any student arriving after the bell is deemed to be truanting, in line with the school's Behaviour Policy.
- Staff have corridor passes that can be issued to students who need to leave a lesson with permission. This allows staff to identify students who are out of lessons legitimately and those who may be truanting.
- Students who need to leave the lesson must carry a corridor pass and return promptly.

Sanctions

- A lunchtime detention will be set for the next available school day following any truancy from a lesson.
- Refusal to go to lessons will result in the student being placed in the Reset Room for that lesson.
- Repeated truancy within the same day will result in the student being placed in the Reset Room for the remainder of the day.
- Parents will be informed via an automatic Arbor message.

Disruption to Learning in Tutor Time / Lessons

A calm, focused and orderly learning environment is essential for all students to make progress.

Disruption to learning, whether low-level or persistent, negatively affects the wellbeing, concentration and academic outcomes of the whole class. It undermines the teacher's ability to deliver effective instruction and impacts the smooth running of the school.

Wadham School expects all students to behave in ways that allow learning to take place without interruption. Staff will challenge all behaviours that distract from learning and will support students to make positive choices. Where disruption continues, a graduated response will be implemented to ensure that the learning environment remains safe, respectful and conducive to progress.

Staff may use a range of classroom strategies to stop unwanted behaviour and support students in making positive choices. In creating a calm and purposeful learning environment, the following expectations and sanctions apply:

Expectations

- Students need to enter the classroom calmly.
- Students need to be silent on the second bell.
- Students need to have their Learning 8 out on the desk.
- Students need to complete the Starter Task in silence.
- Students must engage positively in the lesson and complete all work set.
- Students must follow all instructions given by staff.
- Students must leave the classroom tidy and calmly.

Sanctions

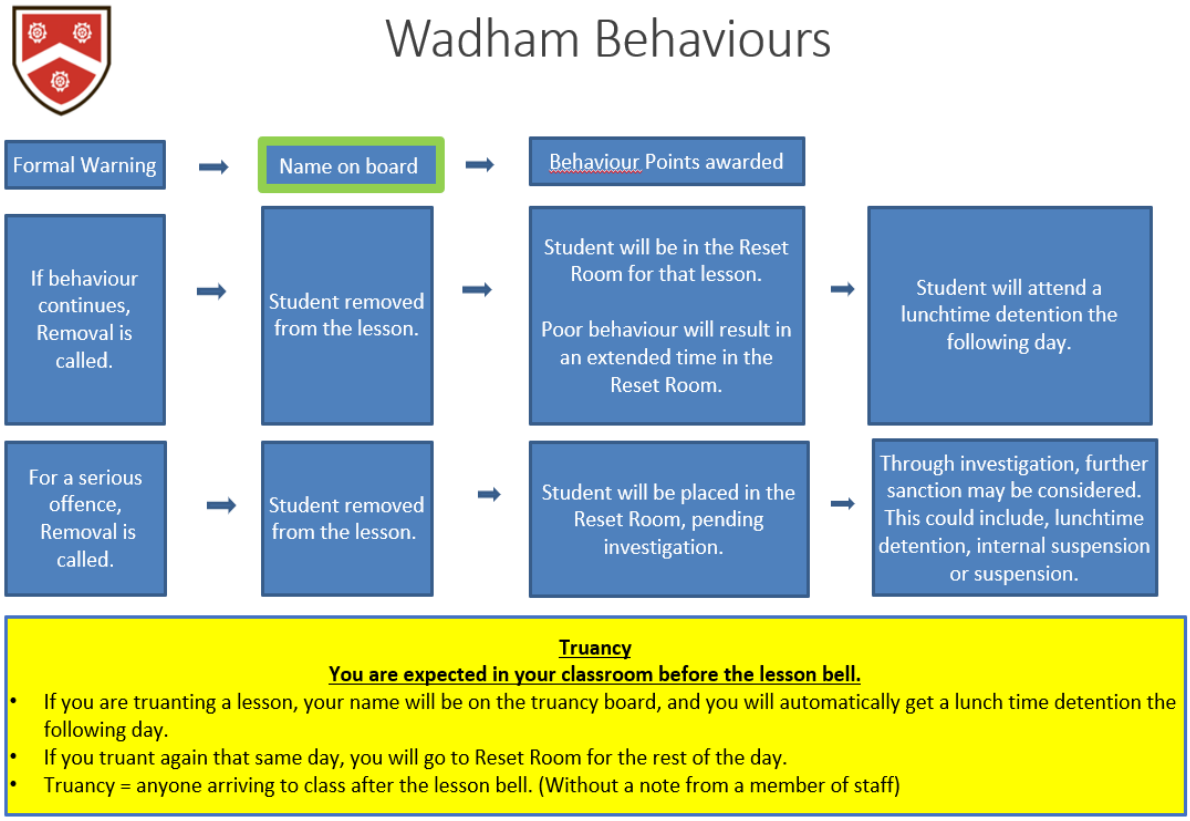
If a student's behaviour does not meet these expectations;

- Staff will give a formal warning and record the student's name on the board. (This will also result in a behaviour point for low level disruption)
- If disruption continues, removal will be requested, and the student will be removed from the lesson.
- For a serious offence, immediate removal may occur without prior warning.
- Students removed from a lesson will be taken to the Reset Room for the remainder of the lesson.
- If a student is removed from more than one lesson in the same day, they will remain in Reset Room for the rest of the school day.
- In cases involving a serious offence, the student will remain in Reset Room while an investigation is carried out, and an appropriate sanction is determined.

Follow-up

- A lunchtime detention will be set for the next available school day following any removal from a lesson.
- An Arbor message will be sent to parents to inform them of the incident and sanction.
- Where a serious offence is identified, further sanctions may be applied following investigation, in line with the Behaviour Policy.

Wadham School's Graduated Response to Behaviour



Persistent Disruptive Behaviour / Refusal to Follow Instructions

Good behaviour is good for everyone. We take a zero-tolerance approach to persistent disruptive behaviour.

If a student refuses to follow staff instructions, refuses support offered or does not attend the Reset Room when directed, they will be placed in the Reset Room for the remainder of the day.

Continued refusal will result in a formal warning and may lead to placement in Internal Suspension.

Failure to attend or disruptive behaviour in Internal Suspension may result in a suspension from school.

Attempts will be made by staff to engage and support a student displaying persistent disruptive behaviour and suspension is always a last resort. However, when a student shows no intention of following instructions, suspension becomes a necessary measure to safeguard the wellbeing and safety of all members of the school community.

Homework

At Wadham school we value homework as we know the benefits it brings to our students. The Educational Endowment Foundation suggests students can make on average up to 5 months additional progress with regular, purposeful homework.

Departments set homework based on prior learning that gives students the opportunity to engage in retrieval practice either at home or in one of our homework clubs. As a result, students complete independent practice in their own time and, as teachers, we are able to use their performance to assess student understanding of our curriculum content.

Homework expectations are clearly communicated to students and parents through the termly homework girds. The grids outline the homework set, the platform of the homework and the deadlines for completion.

Parents and students are strongly encouraged to raise any barriers to completing homework with the school at the earliest opportunity.

Expectations

- Students must complete all homework set in the homework grids by the deadlines provided.
- These expectations are outlined in the homework grids, published termly to parents.

Sanctions

- If a student has not met the required expectation, a homework behaviour point is added during the next lesson.
- A lunchtime homework detention is set.
- The parent is informed via an email from Arbor.
- Persistent non-compliance of homework could result in;
    - A meeting with parents to identify or remove barriers, if applicable, or to explain the graduated response of sanctions, such as;
    - Homework report,
    - SLT afterschool detention,
    - Placement in the Reset Room or internal suspension.

Poor Social Time Behaviour

Social time is an important part of the school day, providing students with opportunities to rest, interact positively with peers, and prepare for learning. To ensure that these times remain safe, calm and respectful, students are expected to conduct themselves in a way that supports the wellbeing of the whole school community.

Expectations

- Students must behave respectfully towards peers, staff, and school property.
- Students must follow all instructions given by staff.
- Students must remain in designated social time areas and use facilities appropriately.
- Students must avoid behaviour that is unsafe, disruptive, or likely to cause conflict, upset or harm to others.
- Students must act in a way that allows social times to remain calm, inclusive and enjoyable for all.

Sanctions

Where social time behaviour does not meet expectations, the following sanctions may apply:

- Loss of social time.
- Lunchtime detention.
- After-school detention.
- Placement in the Reset Room.
- Internal Suspension.
- Suspension.
- Or, in serious cases, Permanent Exclusion.

These responses ensure that behaviour is addressed appropriately and that students are supported to make positive changes in line with the school's Behaviour Policy.

Uniform & Dress Code

Having the correct uniform and taking pride in your appearance are essential for engaging fully in the school community.

Expectations

Wadham School has a clear uniform policy. Students are expected to wear the correct uniform, which should be clean and in good order. Students who are unable to meet the uniform expectations due to an emergency breakage or expectational circumstances must provide a written note from a parent / carer explaining the reason and when the situation will be resolved. Emails from home will not be accepted.

Sanctions

If a student arrives at school in breach of the uniform policy and dress code, they will be placed in a lunchtime detention. Parents/carers will be notified via email regarding the uniform concern, so that uniform/dress code can be addressed before the next school day.

For repeated uniform/dress code concerns, the following, graduated sanctions may apply:

- A parental meeting
- Lunchtime or after school detention
- Loss of social time
- Placement in the Reset Room or internal suspension room
- Suspension

Student Support

Wadham School's main priority is to ensure that all students are in lessons and engaged in their learning. However, Wadham School also offers several additional channels through which students can access support when needed. The majority of support is provided through **Quality First Teaching** within the classroom.

Support Available at Wadham School

Form Tutor

- Students meet with their Form Tutor for 20 minutes every morning.
- This time can be used to discuss concerns and identify appropriate support.

Pastoral Hub

- The Pastoral Hub is available **before school**, **at breaktime**, and **at lunchtime**.
- Students can access support with:
    - Finding information (such as requesting a timetable).
    - Reporting concerns or worries.
    - Reporting bullying.
    - Accessing the Assistant Head of Year or Head of Year team.
- All statements and concerns should be completed during breaktime or lunchtime to minimise disruption to learning.

Classroom Teachers

- Classroom teachers are able to support students with most matters during the school day.
- Students are expected to ask their teacher for support when needed.

Medical Room

- The Medical Room can be accessed **before school**, **during break**, and **at lunchtime**.
- The Medical Room is not available to students at all other times, except in emergencies.

Keepsafe

- Students can email **Keepsafe@wadhamschool.co.uk** to report concerns about themselves or other students.
- All reports will be handled appropriately and sensitively.

Safeguarding Team

- Designated Safeguarding Lead (DSL): Mrs Sarah Coombe; Email: scoombe@wadhamschool.co.uk
- Students can ask at the Pastoral Hub if they wish to speak with Mrs Coombe.
- Identifying the Safeguarding Team: Members of the safeguarding team can be easily recognised by their **blue safeguarding lanyards.**

Expectations for Accessing Support

During challenging times, Wadham School will always act in the **best interests of the child**.
This relies on students engaging with support in the appropriate times and settings.
If a student refuses the support offered, continues to disengage from learning, or repeatedly fails to follow instructions, this may be recorded as a **refusal to accept support**.

Bullying

Bullying is defined by the Department for Education (DfE) as *repeated behaviour by an individual or group that is intended to hurt or harm another individual or group, either physically or emotionally.*

Bullying may be physical, verbal, or psychological and can take place face-to-face or online. Online bullying is also referred to as **cyberbullying**.

If bullying is suspected or reported, Wadham School takes all concerns seriously and will act promptly to ensure the safety and wellbeing of all students. The school actively encourages students to report bullying and to seek support. This message is reinforced through assemblies, PSHE lessons, tutorials, and other appropriate opportunities.

Students and parents can also report concerns through the school's **Online Alert System** by emailing **keepsafe@wadhamschool.co.uk**. Reports can be made anonymously and are sent directly to the safeguarding team. Further guidance and support are available on the school website.

Wadham School also support the **Wellbeing Champions**, these students are easily identified by their yellow lanyards and ID badges and play an important role in supporting peers and promoting positive behaviour.

Expectations

Wadham School expects all members of its community to treat others with respect and kindness, and to behave in a way that does not cause harm.

Students are expected to:

- Report bullying, they experience or witness.
- Support peers who may be experiencing bullying.
- Engage positively with restorative approaches where appropriate.

Parents are encouraged to:

- Contact the school promptly if they have concerns about bullying.
- Work collaboratively with staff to support a positive outcome.

Staff will:

- Act when bullying is suspected or reported.
- Investigate incidents thoroughly and fairly.
- Meet with those involved individually and/or together, as appropriate.
- Use restorative justice approaches to discourage bullying.
- Contact parents early and keep them informed.
- Record all incidents, investigations, actions, and follow-up electronically.

The school may seek support from external agencies where appropriate, including Educational Psychologists, Parent and Family Support Advisors, the School Nurse, Family Intervention Services, Young Victims Service, or Police Community Support Officers.

Following an incident, staff will continue to monitor the situation and meet periodically with those involved to ensure that concerns have been resolved and that all students feel safe. Parents will be kept informed during this process.

Sanctions

Bullying behaviour will not be tolerated. The school maintains **high expectations of behaviour** and will respond **consistently and proportionately** to all incidents of confirmed bullying.

Where bullying has been identified, sanctions will be applied in line with the school's **Behaviour Policy**, including where the behaviour has occurred outside of school, such as online or off-site, where it has an impact on students or the wider school community.

Sanctions are intended to:

- Bring the bullying behaviour to an immediate stop.
- Help students understand the impact of their behaviour on others.
- Support positive behaviour, responsibility, and long-term change.

The nature of the sanction will be **reasonable and proportionate**, taking account of the seriousness, persistence, and specific circumstances of the incident, as well as the needs of those involved.

All sanctions and follow-up actions will be **clearly recorded**, monitored, and reviewed. Where appropriate, **restorative approaches** and additional support will be used to prevent recurrence and to ensure that all students feel safe, supported, and able to succeed.

Follow up to 'Behaviour for Learning' Concerns

Teachers will be expected to:

- Allow the student time for reflection.
- Help the student understand the impact of their behaviour/actions on others.
- Ensure that every new lesson is a fresh start

These are all not necessarily sequential nor are they an exhaustive list.

Graduated response, actions and support in response to persistent disruptive behaviour or a serious incident:

Recording – All awards and behaviour points are recorded on the Arbor platform. This can be accessed by staff, students and parents via the Arbor App.

Restorative Approaches to Managing Behaviour - Forgiveness is at the heart of the Christian faith. Restoring relationships and moving forward from difficulties is a priority. When needed, opportunities are provided for conversations to take place to enable members of the school community to move forward and repair relationships. This enables students to learn about their behaviour and that of others. Restorative Approaches from the Restorative Justice model will be led by trained staff. All parties should be prepared to reflect and use reparative/positive language.

Behaviour - Graduated Pathway of Support and Action - At Wadham School, every student has the right to be respected, feel safe and be taught without disruption. Positive Social Norms are expected inside and outside of the classroom which demonstrate a positive attitude to learning, personal development and achieving full potential.

At Wadham School, every member of staff has the right to be respected and feel safe. Teaching staff and support staff who contribute to student learning have the right to do this without disruption.

Disruptive behaviour interferes with the smooth running of a school, using up valuable resource. Any student whose behaviour negatively impacts the smooth running of the school will be supported to improve with actions followed from the graduated pathway.

To support this process, Heads of Year and Assistant Heads of Year will meet identified students early each week to start or update a Pastoral Support Programme (PSP). This will include students that have been suspended. Meetings will have a review of the previous week and set targets for the upcoming week. Students will continue to be met until improvement is seen.

Parents and Carers will be informed of the initial concerns and receive a copy of the completed PSP when achieved.

Examples of behaviours likely to result in a student being discussed in these weekly meetings are:

- Disrupting the smooth running of the school.
- Social behaviours including Child-on-Child abuse.
- High number of behaviour points.
- Refusal to follow instructions, Refusal to attend detentions.
- Late to school or lessons. (Truancy).
- Placement in Internal Suspension, or Suspension.

Heads of Year and Assistant Heads of Year will identify support to help a student improve by completing and reviewing a PSP with actions, such as:

- Discussing and agreeing actions and targets for improvement, communicating to parents with the PSP.
- Involving tutors in the discussion, and in some cases, naming the tutor as the lead adult for support.
- Identifying a different person in school other than tutor as the lead adult for support.
- Monitoring the impact of the PSP in place with staff.
- Monitoring the impact of the PSP by issuing a Report Card (Green/tutor, Orange/HOY or Asst HOY) and Red/SLT).
- A parental meeting to review the impact of the PSP and celebrate improvements.

Team Teach - Key members of staff have been trained in Team Teach. Team Teach strategies are used to calm, deescalate and divert attention to prevent hazardous behaviour, and can include physical intervention. Further details on the use of reasonable force and intervention guidance can be viewed upon request.

Detentions - A detention is a commonly used sanction as a deterrent for future misbehaviour.
At Wadham School, detentions may be set at the following times:

- Lunchtime Detention (30 Minutes – 1.25 – 1.55pm)
- After-school detention (1hour – 3.00-4.00pm)

The DfE Guidance "Behaviour in Schools" (February 2024) states that parental consent is not required where we have communicated in our policy (above) that we use after-school detention as a sanction and these take place during term time.

However, where an after-school detention is set, parents/carers will be notified via Arbor, and we aim to give at least 24 hours' notice.

Note: parents/carers are unable to refuse a detention on the grounds that it is impractical or an inconvenience in making alternative travel arrangements home following a detention.

Detention Flow Chart

Detention	Reason for detention	Rules and Timings	Consequence for non-attendance.
Lunchtime Detention	Removal from class Social time behaviour Failure to follow instructions of a member of staff. Truancy. Non-submission of Homework. Failure to comply with Green / Orange report card. Late to school in the morning.	Students' need to check their Arbor app before school to check if they have a detention. Students' can check the detention board for the detention lists. Students need to arrive at detention by 1.30pm and remain until 1.55pm. Students cannot eat or drink during detention. Students need to purchase food or eat their packed lunch at breaktime. Students' complete homework in silence during the detention.	This will be escalated to an after-school detention. **Failure of Detention** 1 Warning (name on board) Behaviour Continues = failure of detention. Escalated to after school detention
After-school Detention	Failure to attend Lunchtime Detention. Serious one-off incident. Persistent Truancy. Persistent Removal from lessons. Failure to comply with SLT red report card.	Students need to arrive at detention by 3.05pm and remain until 4.00pm. After school detentions will run twice a week. Students cannot eat or drink during detention. Students' complete homework in silence during the detention. Students need to check their Arbor app before school to check if they have a detention. Student can check the detention board for the detention lists.	Failure to attend the after-school detention will result in time in the Reset Room. **Failure of Detention** 1 Warning (name of board) Behaviour Continues = failure of detention. Escalated to time in Reset Room

Reset Room

The Reset Room is an essential part of the school's graduated response to behaviour.
It provides a structured, calm environment where students can refocus, reflect, and be supported to return to learning successfully.
Its purpose is not punitive, but protective of learning, wellbeing, and the smooth operation of the school.

Reset Room – Expectations of Students

- Students will collect their learning resources before entering the room.
- Students will be expected to show that their mobile is in their school pouch before entering the room.
- Students entering the Reset Room will be directed to their own desk to complete work.
- Students complete a 'Reflections Document' to focus on 'what went wrong' to identify positive changes and possible support to avoid a repeat occurrence.
- Students will use their knowledge organiser to complete work for the lesson whilst in the Reset Room.

- Students remain in silence during their time in the Reset room.
- A formal warning will be given if these expectations are not met.
- If the behaviour continues that lesson, a student will have additional time within the Reset Room.
- Warnings are re-set every lesson.
- Persistent Disruptive Behaviour within the Reset Room will result in the student being placed in Internal Suspension.

Internal Suspension

Internal Suspension is used when the behaviour and actions of a student are persistently disruptive; following a serious concern/incident; or as a preventative measure to potential harm.
Internal Suspension is used as part of the graduated response and is the most significant sanction before suspension from school.

Internal Suspension Room – Expectations of Student

Internal Suspension is a silent room run by the Middle / Senior Team in School. This allows Students to reset their behaviour from the Reset Room and reflect on the significance of their actions.

- Students are placed in the Internal Suspension Room when they have failed to meet the expectations of the Reset Room or following a serious incident.
- Students removed to Internal Suspension will remain in Internal Suspension for the remainder of the day.
- Students show the member of staff on duty that their phone is in their pouch.
- Students use their Knowledge Organisers to complete work for the lesson in Internal Suspension.
- Students work in silence during their time in Internal Suspension.
- A formal warning will be given if these expectations are not met.
- Warnings are re-set every lesson.
- If the behaviour continues that lesson, a student will be suspended from school.

Suspension

Attempts will be made by staff to engage and support a student displaying persistent disruptive behaviour and suspension is always a last resort. However, when a student shows no intention of following instructions, suspension becomes a necessary measure to safeguard the wellbeing and safety of all members of the school community. The decision to suspend lies with the Headteacher, or the Deputy Headteacher in their absence.

Permanent Exclusion

Wadham School is an **inclusive school** and is committed to acting in the **best interests of all students**.
Permanent exclusion is **only used as a last resort** and only where it is necessary to safeguard the welfare, learning, and wellbeing of the school community.

Permanent exclusion may be considered:

- In response to a **single, serious breach** of the school's behaviour policy; or
- As a result of **persistent breaches** of the behaviour policy where other interventions have not secured sustained improvement.

In all cases, the decision to permanently exclude will take account of:

- The student's **engagement with preventative and supportive interventions** put in place by the school; and
- The **ongoing risk of harm** to the education, safety, or wellbeing of other students or staff should the student remain in school.

Any decision to permanently exclude will be made carefully, proportionately, and in line with statutory guidance, ensuring that all relevant circumstances have been fully considered.

Behaviour Management

The school maintains **high expectations of behaviour** and applies behaviour management procedures that are **fair, proportionate, and consistent**, while allowing for professional judgement in individual cases.

Parents and carers can view their child's behaviour record through the **Arbor app**. Behaviour incidents are recorded using a **scale from 0 to 5**, where:

- **Level 0** behaviours are recorded for monitoring and information only.
- **Level 5** behaviours represent the most serious incidents and require a significant response.

The school recognises the importance of **flexibility and contextual understanding** when managing behaviour. Responses are not applied sequentially; instead, staff exercise professional judgement to ensure that consequences are appropriate to the behaviour, the individual student, and the surrounding circumstances.

The use of consequences is **balanced by a strong rewards and recognition system**, which promotes positive behaviour, effort, and personal responsibility.

At all times, students are treated with **dignity and respect**. The school adopts a restorative and supportive approach, seeking to repair relationships, promote reflection, and enable students to learn from their actions. Where appropriate, forgiveness and reconciliation are actively encouraged to support positive behaviour change and a safe, inclusive school environment.

Behaviour Scale	Examples of the behaviour	Possible Consequence
Level 5 Behaviour	Selling or intent to sell banned and/or illegal items In possession of an offensive weapon Behaviours that persistently disrupt the learning and well-being of others in school, including adults A one-off, significant incident	Permanent Exclusion Suspension Reported to the police
Level 4 Behaviour	Discriminatory Behaviour (discriminatory behaviour is also reportable to county) Failure to attend after-school detention Refusal to attend Internal suspension Physical assault towards a child or adult Possession of banned and/or illegal items Under the influence of banned substances. Racist / discriminatory language behaviour Serious or persistent disruptive behaviour Truancy offsite	Permanent Exclusion Suspension Reset Room Internal Suspension. Education Restorative justice meeting

	Vaping or smoking, or being in the presence of those vaping or smoking Verbal abuse towards a child or adult Persistent bullying behaviour Mobile phone misuse Theft of property Poor behaviour on school transport (this could result in temporary / permanent ban from school transport)	
Level 3 Behaviour	Bullying Damage to school property Reset Room removal to Internal Suspension Late to school (morning) Removal from lessons School transport (poor behaviour) Social time poor behaviour Truancy – Late to lesson Truancy – refusal to attend lesson Uniform/dress code incorrect Misuse of ICT	Suspension Internal Suspension Lunchtime Detention Afterschool detention Reset Room Education Engagement Restorative justice meeting with the victim Removal of ICT privileges.
Level 2 Behaviour	Failure to follow instructions Rudeness towards a member of staff Swearing Dropping Litter Homework not submitted on time / not completed to expectation Chewing gum* *Chewing Gum in PE lessons results in immediate removal on grounds of Health and Safety.	Lunchtime Detention Reset Room
Level 1 Behaviour	Equipment missing Reset and Ready warning Low level disruption	Contact home Recorded on Arbor
Level 0 behaviour	Exit card used First aid required Toilet during lesson Student support required	Recorded on Arbor for information.

In all cases, staff are expected to follow Learning Passports and EHCP guidance in making reasonable adjustments to support students with recognised additional needs, to ensure a consistent application of the Behaviour Policy. These are all not necessarily sequential nor are they exhaustive.