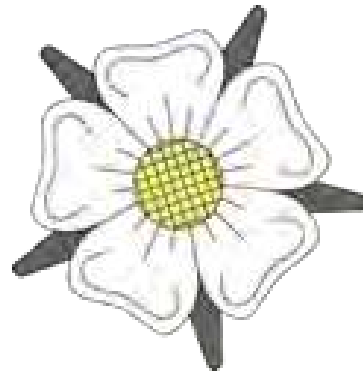


# John Taylor Free School



## Behaviour Management Procedure April 2026

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## POSITIVE BEHAVIOUR MANAGEMENT PROCEDURE FOR JOHN TAYLOR FREE SCHOOL

### A message from the Local Board of Governors to all our students:

*'It is the responsibility of individual students to "Turn Up, Work Hard and Be Nice". You must always behave in an appropriate manner in, around and outside our school. Students should not use the actions of others to determine their own behaviour.'*

### A Message from the Headteacher to all our students:

*"We want a learning environment where everyone can succeed and thrive; this means that teachers can teach in a disruption free environment and students can feel happy and safe in school. Students must take responsibility for their part in achieving this."*

## 1. Purpose of this Procedure:

1.1 The central principle of our behaviour procedure is that we should all treat each other as we ourselves would wish to be treated; with respect, trust and dignity. We actively encourage students to show good manners and respect for all making sure that our words and actions lift each other up, rather than put each other down. John Taylor Free School aims to provide a high quality education in an outstanding learning environment. To achieve this, we must maintain a caring yet disciplined environment in which teachers can teach and students can learn.

1.2 Key aspects of our procedures:

- Boundaries and expectations need to be clear and explicit for all. This policy applies to all students, including those in Post-16 Education at JTFS.
- The priority is to provide a safe and secure environment, in which all students can succeed and thrive.
- Students are expected to make positive choices about their behaviour; they are specifically encouraged and taught to do so.
- Where students do not meet our standards, they need to accept there are consequences to their actions. Consequences are proportionate and relevant to the behaviour.
- The school's approach will remain consistent.
- Relationships, responsibility and restoration are key to promoting inclusion, connection and respect for all members of the school community.

- On admission to the school, all parents/carers and students receive a home/school agreement which encompasses our shared values and states that all stakeholders will support the school with its approach.
- In order to safeguard their own rights and the rights of others, it is necessary for all members of the school community to accept responsibility for their actions and stand by a “no excuses” culture.

## 2. Expectations:

To support the positive conduct of behaviour in and around John Taylor Free School, we have set out key expectations for students and staff:

### 2.1.1 Classroom Expectations for Students:

#### Turn Up

- On time
- With the right equipment
- In the right uniform

#### Work Hard

- Complete the “Do It Now Task” promptly at the start of lessons
- Remain focused and engaged
- Complete all work to the best of your ability using 7 Steps to High Quality Presentation

#### Be Nice

- Show respect – listen, participate and learn
- Show good manners – answer using a person’s name or “yes Miss/Sir”
- Choose your language carefully – lift others up, don’t put them down

### 2.1.2 Behaviour around the building

- Students are expected to move calmly, quietly and without delay around the building
- Behaviour in corridors should be quiet and respectful
- Students should not go into those areas which are known to be “out of bounds” (See appendix 5)
- Students may not leave a lesson without permission – this will be regarded as truancy and addressed as in section 4 below
- To eat and drink only in the designated areas

### 2.1.3 Expectations for behaviour outside JTFS

- To represent JTFS and behave accordingly
- To respect others in school and in our local community
- To respect the school and local environment

- Students must ensure that they do not behave in any way which would bring the school into disrepute, whether in the real world or online.

2.2 Students may be disciplined for any misbehaviour or poor choices which do not meet our high expectations including:

- When taking part in any school organised or related activity
- Travelling to and from the school
- Wearing school uniform
- At any time when they might be identifiable as a student at John Taylor Free School, in the real world or online.

2.3 Examples of these expectations are as follows:

- Arrive at school and to lessons on time
- Enter the classroom quietly and start the "Do it now" task
- Wear the full school uniform correctly, including the lanyard for post-16 students, including on the way to and from school
- Sit where you are told to by any member of staff
- Have all equipment, books, files and STRIPE Journal ready for all lessons
- Do not disrupt the learning of others
- Follow instructions promptly, without arguing
- Listen actively to the instructions for the lesson
- Respond to cold calling appropriately and do not shout/ talk over others
- Use appropriate language
- Listen to others' ideas, contributions and work cooperatively
- Care for the classroom, resources and respect others' property
- Lead by example, being a good role model for others
- Accept responsibility for your behaviour
- Behave sensibly at break/lunchtimes including use of appropriate language
- We are a telling school: report any child on child abuse, including online, to a member of staff
- Behave appropriately to and from school
- Be an ambassador for the school

2.4 Staff have a responsibility to enforce this policy consistently, every day, at all times.

*"The standard we walk past is the standard we accept"*

Staff will:

- Stand on the corridor to positively meet and greet at the door
- Close the door once students have arrived. Anyone taking more than 5 minutes of movement time to arrive is deemed as late to lesson and will receive a proportionate consequence
- Take the register within the first 10 minutes of the lesson
- Insist that students complete work in a way which does not disturb others, referring to 7 Steps to High Quality Presentation
- Use cold calling to engage all students
- Refer to 'Succeed and Thrive'
- Plan the teaching of "Turn Up, Work Hard, Be Nice" in all schemes of learning and in every lesson
- Use the "Excellent Practice at JTFS" document to plan for learning
- Have a seating plan and learner profile for every class
- Be consistent in their application of this procedure. Use language for clarity, as in these examples:

*"I have asked you to stop shouting out as you are stopping students from learning. This will not enable them to succeed in this lesson. I expect you to remain focused on your own work to enable you to be successful. Last lesson you produced an excellent piece of writing because you were really concentrating hard, I would like to see this again.*

*Thank you for completing the task. Well done, I am really pleased with what you have achieved.*

*Or*

*As you have disrupted the lesson and not changed your behaviour, you will be required to catch up this time at lunchtime tomorrow. We will also discuss how your behaviour needs to change next lesson in order for you to be successful. This will be logged on BromCom as a stage 1 so that your parents/PT are aware of the disruption and your reflection time"*

- Praise the behaviours they wish to see throughout every lesson and reward those that go above and beyond
- Seek support from Middle Leaders and/or Senior Leaders in order to address more significant behaviour in line with the staged process
- Never ignore or walk past learners who are not meeting the school's expectations
- At the end of the lesson, ask the class to pack away, stand behind their chairs, check uniform, dismiss the class calmly and stand on the corridor to supervise movement to the next lesson

2.5 All staff at John Taylor Free School should follow our staged approach and de-escalate appropriately using the nudges and reminders outlined below (appendix 2)

2.5.1 If these approaches have been tried and are unsuccessful staff should seek further support via their Buddy Rota.

2.5.2 Buddy Rota staff should then follow the staged approach as below (appendix 3)

## 2.6 Post 16

Students in Post16 should abide by the expectations in the rest of this Procedure, apart from exceptions given in this section. As senior members of the student community, Post16 students are expected to actively behave as positive role models for younger students.

The JTFS Behaviour Policy will continue to be applied to students in Post16, with the expectation that our students follow our motto: "Turn Up, Work Hard, Be Nice". All students are sent a copy of the Post16 Learner Agreement when offered a place to study Post16 at John Taylor Free School, it is also available on the [school website](#). Students are expected to always adhere to the statements outlined in the Learner Agreement and follow the Post16 Dress Code. In cases where this does not happen the same staged approach to behaviour consequences applies as outlined in this Behaviour Policy.

Attendance to school is expected to be at 95% or above. It is expected that our older students are role models in our vertical tutoring system and take an active part in our House System; therefore, attendance at Personal Tutor Time in the mornings is essential. Please see the [JTFS Attendance Policy](#) for further details on this relating to Post16.

Due to the age of the students in Post16 there are some additional privileges given to them. The statements below clarify some key points:

### i. ID lanyards

ID lanyards that include student photos will be distributed to all Post16 students in September. For safeguarding reasons, they must always be worn, except when directed by staff (for example, near machinery or during sport).

### ii. Post-16 Wi-Fi and Printer

Post-16 students have access to a designated P16 Wi-Fi account and P16 printer. This must be used solely for the purpose of study and is monitored by our web filtering system. Students are permitted to use their own laptops, tablets and headphones for personal study, however JTFS takes no responsibility for these devices when on school site or on the journey to/from school. Mobile phones are permitted to be used in the Post16 area during break, lunch time, and outside school hours only. At other times, Post16 students are expected to follow the expectations for other students (i.e. mobile phones or devices connected to them by wires or wirelessly are not permitted to be seen or heard to be used school or during study periods). Post16 students should not visibly carry mobile phones or other connected technology around school.

### iii. Leaving site during lunch

The school day for Post16 students is the same as the rest of the school, including Personal Tutor time. During lunchtime, students in Post16 may be allowed the privilege to sign out of site, and back in again when returning to school. They must return to school at least 10 minutes before the end of the lunch break to ensure they are punctual to their next lesson or study period. It is essential that students understand they are still representing JTFS when offsite. The privilege of leaving site during lunch can be revoked for a given amount of time, or permanently, if it is not used appropriately. Examples of behaviour which might result in the privilege being revoked include, but are not limited to:

- Not returning to school in a punctual manner
- Bringing hot food/drinks from other establishments back into the school building
- Selling or distributing food/drink from other establishments to other students, including those in other years
- Bringing the school into disrepute when offsite or leaving the site

The deactivation of biometrics is at the discretion of the Senior Leadership Team and/or Leader for Post16.

#### **iv. Use of the PUDO**

When reaching the legal driving age, if students have personal use of their own vehicle, they are permitted to park it in the PUDO and not in the surrounding housing estates. They should use the parking spaces appropriately and take full responsibility for their own keys and vehicles. JTFS accepts no responsibility for vehicles parked on the PUDO. It is the student's responsibility to ensure their vehicle is roadworthy with the correct insurance. Any students wishing to use the PUDO must register their vehicle with the Post16 team in advance.

#### **v. Study Periods**

Post-16 students will all have some study periods on their timetables where they may not be supervised directly. To be academically successful, it is key that these are used effectively. The main rooms used for Study Periods will be the LRC, Quiet Study spaces and the P16 Room. The Quiet Study spaces must solely be used for this designated purpose and all study spaces treated with respect and kept tidy. P16 students may have some or all of their Study Periods directed to a supervised location in order to support their academic progress.

### **3 Persistent Disruptive Behaviour**

3.1.1 Persistent disruptive behaviour that impacts on the learning of other students within our school will not be tolerated and may lead to permanent exclusion.

3.1.2 If students are persistently disruptive, support measures and sanctions will be put in place and communicated to parents. Parents can remain up to date using Bromcom. We expect that these actions change behaviour and students will then be able to meet our expectations.

### **4 Truancy/Lateness to Lessons**

- Students must arrive on time to lessons.
- Students must not leave a lesson without permission. If leaving a lesson with permission, they should carry a note from a member of staff as verification.
- If a student does not arrive in a timely manner, or leaves the lesson without permission, this will be regarded as truancy.
- Truancy is a serious, significant issue and sits at Stage 4 of our staged approach. Sanctions will be applied in line with this stage.

4.1 If a student is found not to be in their lesson after the five minutes of movement time, they will not be allowed to enter the room. This is to reduce the disruption to other students who have arrived promptly. Lateness of this kind will be treated as truancy and the student will be taken away from the lesson and supervised for the remainder of the lesson. The class teacher will also require the student to catch up on lost learning and a sanction will be considered.

## 5 Children with Special Educational Needs and/or Looked-After Children (LAC)

5.1 John Taylor Free School (JTFS) maintains an inclusive environment where staff use their “best endeavours” to ensure all students with Special Educational Needs and Disabilities (SEND) receive the support they require. This approach aligns with the SEND Code of Practice, which emphasises that high-quality, differentiated, and personalised teaching is the primary response to meeting the needs of all students. As such, we aim to create a positive learning environment where everyone can succeed and thrive. Constructive, positive and calm environments, with clear boundaries, support all students to learn, particularly those with SEND and/or who are LAC. JTFS is fully committed to fulfilling its responsibilities and duties in supporting and championing our more vulnerable children.

5.2 In accordance with Keeping Children Safe in Education (KCSIE), staff must exercise professional curiosity and avoid assuming that indicators of concern, such as a change in mood or challenging behaviour, are simply a result of a student’s SEND or medical condition. When applying this procedure, staff will consider whether a student’s additional needs contribute to their behaviour and what reasonable adjustments may be required. Each case will be considered individually. Not all incidents of misbehaviour are attributable to additional needs. Ultimately, the school must consider its duty and responsibility to safeguard all students and staff in its care.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- JTFS will take reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school’s policies or practices ([Equality Act 2010](#))
- JTFS will use our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care plan (EHCP), the provisions set out in that plan will be secured and JTFS will co-operate with the local authority and other bodies. If appropriate, the school may request an emergency review of the EHC plan.

As part of meeting these duties, JTFS will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the student concerned.

This may include examples such as:

- Short, planned movement breaks for a student with SEND who finds double lessons difficult.
- Adjusting seating plans to allow students with visual or hearing impairments to sit within clear sight of the teacher.
- Providing training for staff to understand conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

5.3 At each stage of the school's behaviour process (graduated approach), staff may formally refer students to the Individual Needs Team if appropriate.

5.3.1 Reasonable adjustments are made on a case-by-case basis to prevent students with SEND being placed at a substantial disadvantage.

5.3.2 When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was able to understand the rule or instruction
- The student was able to act differently at the time because of their SEND
- The student's SEND affects their ability to regulate behaviour at the time, and what support or de-escalation strategies are appropriate to reduce risk
- The student's dignity and emotional safety. Where a student with SEND is dysregulated, staff will consider whether applying a sanction publicly or immediately is appropriate and may apply it discreetly or later, while still addressing the behaviour.

Nothing in this section removes the school's duty to safeguard staff and students or prevents the use of appropriate interventions in line with the Restrictive Interventions Procedure.

5.3.3 While the school retains the right to use reasonable force in line with the JTFS Restrictive Interventions Procedure, it will consider the additional vulnerabilities of children with SEND or mental health needs before doing so.

5.3.4 The special educational needs co-ordinator (SENDCo) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice may also be sought from the Staffordshire Locality HUB, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan additional support for that student. We will work with parents/carers to create the plan and review it on a regular basis.

5.4 For Looked-After Children (LAC) and previously Looked-After Children, the school recognises their heightened vulnerability, as many become looked after due to abuse or neglect. To ensure their success, the Designated Safeguarding Lead (DSL) works in close partnership with the Designated Teacher, the Virtual School Head, and the student's social worker to align their Personal Education Plan (PEP) with their statutory Care Plan and, where relevant, their Education, Health and Care Plan (EHCP) in conjunction with the SENDCo. This collaborative approach ensures that transitions are well-managed and that the student's views, wishes, and feelings are at the heart of all decision-making processes.

5.5 In exceptional circumstances, when advised by a medical professional or where recommended within a report from an education professional, specific support tools, such as toilet and time-out passes may be issued.

5.5.1 The pass must be presented to the teacher when used. Misuse of the pass may result in it being confiscated, sanctions applied, and the pass withdrawn. Students may also be required to carry a note from their teacher to confirm authorised use.

5.6 In line with the Equality Act 2010, and as outlined above, JTFS will make reasonable adjustments to ensure disabled students are not placed at a substantial disadvantage. This duty is anticipatory, meaning staff will use their best endeavours to plan adjustments in advance to prevent disadvantage. In behaviour management, this means John Taylor Free School (JTFS) staff will consider whether a student's additional needs are a contributing factor to their behaviour before applying sanctions.

5.7 Reasonable adjustments may take a variety of forms depending on individual need. These can be broadly categorised as follows:

#### 5.7.1. Environmental and Sensory Adjustments

The classroom environment can have a significant impact on a student's nervous system and ability to comply with behavioural expectations.

- Sensory Management: Reducing lighting and glare, permitting ear defenders for students with auditory sensitivity, or using sensory equipment to promote self-regulation and calmness.
- Seating Plans: Positioning a student away from direct sunlight if they have light sensitivity or seating a "sensory seeker" in the middle of a line to provide more physical feedback from movement.

#### 5.7.2 Communication and Interaction Adjustments

These adjustments support students who struggle to process verbal instructions or understand social norms.

- Processing Time: Allowing "take-up time"—a pause after a direct instruction to let a student process and comply or removing the requirement to partake in cold calling.
- Visual Supports: Using visual timetables, "now, next, then" boards, and checklist prompts for multi-step tasks to reduce cognitive load and anxiety.
- Direct Instruction: Calling a student's name to gain attention before giving an instruction and using simple, short sentences to avoid ambiguity.
- Social Scripts: Utilizing social stories or "comic strip conversations" to explain new routines, social norms, or the feelings of others.

#### 5.7.3 Procedural and Behavioural Adjustments

While JTFS uses a staged approach to sanctions, these may be modified based on individual needs.

- Individual Support Plans: Using Learning Passports, Individual Behaviour Support Plans or re-integration plans after a suspension to agree on specific targets with parents/carers.

- Discrete Management: Using private restorative conversations rather than public sanctions to avoid triggering "shame," which can escalate challenging behaviour.
- Access Tools: Providing toilet or time-out passes in exceptional circumstances, agreed and recorded on the student's Learner Profile and Bromcom, and verified by a teacher's note to ensure safety.
- Movement Breaks: Planning scheduled "brain breaks" or assigning classroom jobs (e.g., handing out resources) to allow students with high energy levels to regulate themselves productively.

### 5.8 Example scenarios.

- Discrete Toileting Support (Medical Need): A student, who has a bowel condition, is given a specific signal (for example, "deliver a message to the office") that indicates to the teacher that he needs to use the accessible toilet, avoiding the embarrassment of asking in front of peers.
- Modified Entry Routine (Autism): A student who finds crowds overwhelming, is allowed to enter school 10 minutes early, under agreed plans for supervision, to review his visual timetable and start an engaging task in a calm environment before his peers arrive.
- Academic Pacing (Chronic Fatigue): A student diagnosed with chronic fatigue syndrome follows an adapted timetable with reduced hours and used a traffic light system on assignments to identify which work was "essential" and which was "nice to have" based on his daily energy levels.
- Task Modification (ADHD): A student is allowed to type or write responses instead of speaking to them to support impulsivity and is given a "fidget toy" to support them during listening tasks.
- Safe-Space Access (Anxiety): A student in care who feels "self-conscious" for missing school, is permitted to read with a trusted adult in a nurturing space before transitioning into full lessons, which helps her feel safe and reduces verbal outbursts.

These examples are illustrative and not exhaustive; all adjustments are determined based on individual need.

## 6. Rewarding Positive Behaviour

6.1 At John Taylor Free School, we believe that encouragement, praise and reward are an essential part of encouraging positive behaviour.

6.2 Verbal praise and encouragement should be used often, in every lesson, so that positive behaviour is constantly reinforced.

6.3 Praise events are recorded on Bromcom and you can view this online or via the *My Child at School* (MCAS) App.

6.4 As part of our reward system, staff will use a range of strategies to demonstrate that a student has made an effort, been kind and respectful and/or demonstrated high achievement in lessons. Examples of these strategies are:

• Praise Postcard home	• Success Merit
• Phone call / email home	• RESPECT Merit
• Praise Points	• Leadership Merit
• Subject Recognition Boards	• Senior Leadership Merit

• Certificates of Achievement	• Golden Ticket
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## 6.5 Criteria for awarding Praise Points or Merits (These are all recorded on BromCom)

Positive Point	Criteria
Praise Point	Recognition of verbal praise in the classroom e.g. a great answer to a question asked, or being helpful in or out of a lesson.
Success Merit	Outstanding work over a period of time; Above Target outcome on an assessment; consistently working hard; a one off piece of work which goes above and beyond usual achievement for that student
RESPECT Merit	Excellent attitude, showing honesty, trust, and respect above and beyond normal expectations
Leadership Merit	When a student is referred by their class teacher to the HoD, Curriculum Leader or Progress Leader
Senior Leadership Merit	Referred by Curriculum Leader, HoD or Progress Leader
Golden Ticket	This is a <b>one-off</b> award. Once staff have decided that a student deserves a Golden Ticket, the student's name is referred directly to the Headteacher as well as being recorded on Bromcom. Rewards for these are given during the term by the Headteacher.

This is not an exhaustive list and other behaviours may be worthy of praise or recognition. For example contribution to the school community outside lesson or otherwise demonstrating the values of the school are likely to receive praise and recognition.

## 6.6 Certificates of Achievement:

These are awarded by subjects at the end of term for outstanding effort or standard of work.

## 6.7 JFS Rewards

Students who have achieved particularly well, or have consistently shown STRIPE values over time, will receive rewards and recognition. Prizes and celebration events will involve our community, which may include families and other JTMAT schools. This encourages students to work towards developing their STRIPE habits, and provides other students with role models for success. Rewards and prizes will be designed to encourage intrinsic motivation over time. Praise and reward will be accessible to those students who show progress in their attitudes and attainment as well as those who excel.

## 7. Sanctions

If a student does not meet our high standards, there will be a consequence in the form of a sanction. Use of sanctions deters negative behaviour and encourages more positive choices leading to rewards (outlined above)

7.1 Sanctions will be issued in line with our staged approach (see appendix 3a).

7.1.1 For specific issues in school, the consequences are detailed in appendix 3b:

- Walking away from a member of staff (or another serious instance of defiant behaviour)
- Absconding from a lesson
- Missing equipment
- Lateness to Personal Tutor time
- Late to School

7.2 These are recorded on Bromcom and can be viewed online or via the MCAS App.

7.3 Detention

7.3.1 Students who have not met our high expectations may be required to attend a reflection at break time or lunchtime for an appropriate length of time, often in the region of 15 minutes, to discuss their behaviour or complete missing work. This will include a restorative conversation with the member of staff (see appendix 4 for procedure).

7.3.2 Students who persistently disrupt, or are escalated via the staged approach may be required to attend a longer reflection session at lunchtime, supervised by a Head of Department, Curriculum Leader or Progress Leader to discuss their behaviour and/or complete missing work. This will include a restorative conversation with the member of staff (see appendix 4 for procedure)

7.3.3 Students who choose not to attend this reflection, or who have disrupted again, after use of the Buddy Rota will be escalated to attend a longer reflection or a detention with a Senior Leader to discuss their behaviour and/ or complete missing work.

7.3.4 Students who disrupt during the use of the Buddy Rota will be suspended from lessons or school for a period of time proportionate and relevant to their conduct.

7.3.5 If there is a reflection after school, it will be referred to as a detention and parents will receive notification via Bromcom at least the day before. It is the responsibility of the parent to ensure that the student can get home safely following this detention, even though this may cause inconvenience for parents.

7.3.6 In line with the [Behaviour in Schools Guidance from the DfE](#), we are not required to give notice to parents, however as a courtesy to reduce inconvenience and distress we choose to do so whilst pointing out that we do not require parental consent for these reflections.

7.3.7 Students who fail to attend an after school detention or behave inappropriately during a detention, may be suspended from lessons or from school until a parental meeting can be arranged to discuss their behaviour.

7.3.8 Students are expected to bring work to complete during a detention.

## 8. Suspension from Lessons, Suspension from School and Permanent Exclusion

8.1 John Taylor Free School follows the [DfE procedure on School Suspensions and Permanent Exclusions](#)

8.2 The Headteacher has the right to suspend and permanently exclude a student. In the absence of the Headteacher, this responsibility will be undertaken by the Deputy Headteacher.

8.3 The school will use the staged approach to put support strategies in place to ensure a student is not in danger of permanent exclusion.

8.4 Through consultation with the teaching and support staff, interventions and strategies will be put in place for those who may have behavioural difficulties in order to support the student and their family.

8.5 Suspensions from lessons and/or suspensions from school are used:

- As a sanction for inappropriate behaviour
- To enable others to learn, free from disruption
- To remove a child from the school to protect other children and/or staff
- To reinforce the high expectations of JTFS
- To improve students' behaviour

8.6 Suspension is a serious sanction and is intended to have an impact on others as well as on the student who misbehaved, in that it serves as a warning.

8.7 On occasion, students may be suspended from lessons but remain in school. They may be expected to follow a different timetable for the day or work with staff/ external agencies on intervention programmes to ensure the suspension is effective in changing behaviour.

8.8 Suspension from school is most effective when:

- Students are supported to complete the work set at home
- Parents reinforce the suspension with other sanctions at home, for example withdrawal of privileges.
- Parents ensure that their child is not in a public place during school hours (as this may incur a Police referral or penalty notice from the Local Authority).

8.9 It is not always possible to follow all the steps in our staged approach and in a serious situation, albeit a first time or one off offence, it may not be possible to avoid a permanent exclusion.

## 9. Return from Suspension Meetings

When a student returns from a fixed term suspension a reintegration meeting will take place. In this meeting, the Progress Leader and/or Senior Leader will talk to the student and his/ her parent about the event or events that led to the suspension. Parents are an important part of the reintegration process to reduce the risk of behaviours which would cause further sanctions.

9.1 If the student does not reflect and accept that their behaviour was unacceptable, then a further suspension will be issued for defiance. We will expect that their behaviour is in line with this guidance prior to return to lessons.

9.2 If deemed pertinent to supporting a child to avoid further behaviours which would incur sanctions, a report monitoring card will be agreed with the student and their parent to ensure that targets are set which focus the student on improving their behaviour. This will be reviewed after 2 weeks.

9.3 The student will be expected to commit to changing their behaviour and will be expected to meet the targets agreed on the monitoring form.

## 10. Managed Moves and Alternative Provision

10.1 Students who experience difficulties in meeting our expectations, despite a range of interventions, sanctions, rewards and support may be discussed at the Local Inclusion and SEND Hub. This is to ensure we are accessing as much support as possible for the student.

10.2

- If the student persistently fails to meet our expectations, despite a range of support/intervention in place we will consider whether there are appropriate other provisions for their education, including at other settings.
- Likewise, if a student has incurred multiple suspensions and/or suspension from lessons these options will be considered.
- The school may use these options when a student is at risk of permanent exclusion
- A managed move or directed provision at an alternative setting is most effective where we are confident that a fresh start in a different setting will be a success for the student.
- We will direct a student's education to Alternative Provision or an online platform provider where we feel that this will most effectively meet their needs.

## 11 Permanent Exclusion

11.1 A Permanent exclusion may be considered in response to a serious breach or persistent breaches of this Behaviour Management Procedure document and

11.2 Where allowing the student to remain at JTFS would seriously harm the education or welfare of the students/ others in the school.

## 12 Child on Child Abuse (including bullying)

12.1 John Taylor Free School wants to ensure that all students feel safe in school and are accepted and respected within our community. We are a “telling school” and expect that students will report and tell us when issues arise. This can be via their Personal Tutor, Progress Leader or indeed any trusted adult in school.

12.2 Child-on-child abuse will not be tolerated and is considered a serious breach of our behaviour procedure.

12.3 Child-on-child abuse can be verbal or physical, in person or by electronic, on-line or written means and can be directed at both staff and students. The School practices a preventative strategy to reduce the occurrences of child-on-child abuse. It is made very clear to students what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

12.4 If an allegation of child-on-child abuse is made, the School will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the ‘perpetrator’ that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and/or as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the School will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the ‘perpetrator’ will be told why it is being used
- consider an internal or fixed term suspension in cases of repeated child-on-child abuse or a serious incident of child-on-child abuse.

12.5 All staff are aware of their safeguarding responsibilities as set out in the Trust’s Safeguarding Policy and [‘Keeping Children Safe in Education’](#)

12.6 This Behaviour Management Procedure document is to be used alongside [JTFS Child on Child Abuse Policy](#) and [JTMAT Child on Child Abuse Policy](#)

## 13 Allegations and abuse towards a member of staff

13.1 Any allegation that a student may make about a member of staff is regarded most seriously and the investigation into such situations will be conducted by a member of the Senior Leadership Team and dealt with as appropriate in line with our Staff Discipline and / or Safeguarding Policies. If through investigation, it is found that a student has made a malicious allegation about his/her teacher the following action will be taken:

- A fixed term suspension for the student will be considered.

- The student may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the student on their own.
- If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

13.2 Verbal and/or physical abuse towards any member of staff will not be tolerated. Any child using foul language or threatening behaviour at or around a member of staff will be in serious breach of this behaviour procedure. It may result in a suspension from school and could lead to permanent exclusion. Our staff deserve to work free from abuse.

#### 14 Power to search without consent

14.1 We use the following document for advice: [‘Searching, Screening and Confiscation, July 2022’ by the Department for Education:](#)

14.2 Legislation allows Headteachers and staff they authorise to search students without consent if it is believed that a student has brought into school any prohibited item(s).

14.3 Any searches of students for prohibited items will be recorded.

14.4 Prohibited items could include such things as:

- Knives and weapons
- Alcohol
- Illegal or illicit substances
- Drug paraphernalia
- Stolen items
- Any article that the 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 student).
- An article specified in age related or statutory regulations i.e. tobacco and cigarette papers; fireworks and pornographic images
- E-cigarettes and Vape pens
- Energy drinks or other soft drinks labelled as not suitable for children
- Chewing/bubble gum
- Large amounts of confectionery
- We are a nut free school, which includes ensuring no nut-based products are brought in including sweets/chocolates which contain nuts.
- Fizzy drinks, except where purchased by students in school from the restaurant and serveries. [P16 students may have carbonated drinks available at their serveries in the P16 area but may not provide them to younger students.

*The list is not exhaustive and includes any other items not appropriate for school or an item that could cause harm to the student or the wider school community.*

14.5 The school has a **zero tolerance** to any dangerous items brought onto school site. It MUST be noted that any student bringing **illicit substances, knives or weapons onto school site will be considered for permanent exclusion**. The school will automatically contact the Police in any drugs related incident.

14.6 A referral will be made to children's services if a child is suspected of taking any drugs. Parents/Carers will where practicable be contacted on the same day in any drugs related incident and safeguarding procedures will be invoked in drug related incidents where a child is at risk.

14.7 Our ability to discipline students and maintain a calm and orderly environment may depend on the confiscation of items from students. Any item which is confiscated in these circumstances will be clearly labelled for identification and stored securely in the school. Dependent on the circumstances, parents may be contacted to collect the item from school. Any prohibited items may be disposed of at the schools' discretion.

14.8 The Designated Safeguarding Lead and the Headteacher (or in absence the Deputy Headteacher) will be informed of any prohibited items

14.9 If a student refuses to cooperate with a search, the Headteacher or authorised staff will decide on the appropriate course of action (e.g. whether the Police should be called)

## 15 Mobile Phones/ smart watches/ earbuds

15.1 Mobile phones/ smart watches/ ear buds should not be seen or heard or otherwise in use during the school day.

15.2 Should a mobile phone be brought onto the school site it must be switched off (not just on silent) and remain in the student's bag.

15.3 There may be times in the school day when a member of staff allows the student to use their phone during a lesson to support learning e.g. to photograph a piece of work. This is under the direction of a member of staff and would be the only time when it would be acceptable to use the device.

15.4 Phones/electronic devices brought into school remain the sole responsibility of the student.

15.5 If a mobile phone, smart watch, earbuds or other connected device are seen or heard or otherwise found to be in use during the school day, then it will be confiscated and brought to the main office for a parent to be contacted to arrange for them to collect the phone during school hours. It will remain as a confiscated item (see above) until collection from the school, and it will be returned only to the parent (or an adult nominated by the parent) by a member of the senior leadership team.

15.6 Students who are in P16 Education at John Taylor Free School are only permitted to use laptops or tablets in the P16 Area or P16 Quiet Study for work purposes only. Mobile phones, ear buds and smart watches are not to be used, with the only exception as described in section 2.6.ii

## 16 Roles and Responsibilities

Creating a safe environment is essential for effective learning and ensures that all student's rights to a positive experience are met. Expectations of appropriate student behaviour must be made explicit. This requires a **whole school approach** in which all members of the school communities share the responsibility for maintaining a safe and disciplined environment.

### 16.1 Senior Leaders will:

- Disseminate the policy and procedures to the whole school community via a link on the school website.
- Implement the policy and procedures effectively.
- Train staff
- Ensure that all new staff are inducted clearly into the school's behaviour culture
- Ensure that the school leadership team is highly visible to all students
- Monitor, review and evaluate the effectiveness of the policy and procedures
- Liaise with JTMAT and the Local Authority to ensure that best practice is shared effectively

### 16.2 Progress and Student Support Teams will:

- Be proactive in promoting and maintaining high standards of behaviour within the school
- Ensure that the school behaviour policy and procedure is followed
- Lead on training of staff
- Support staff in the management of behaviour and discipline
- Progress Leaders and Student Support Staff will investigate incidents fully and decide on the action required.
- Celebrate good behaviour
- Communicate with and update parents about their child's behaviour
- Log all incidents on Bromcom and/or appropriate safeguarding platforms
- Liaise with external agencies/ JTMAT as appropriate

### 16.3 Staff will:

- Maintain a calm and safe environment for all students both in their own classrooms and around the school
- Take a proactive approach to managing behaviour
- Model expected behaviours and develop positive relationships with students
- Adhere to the school's behaviour procedures and escalate as appropriate
- Take all reports of bullying or child-on-child abuse seriously and respond to each incident accordingly

- Inform the Progress Leaders of any concerns/incidents and any actions taken
- Comply with the school's recording systems (Bromcom and MyConcern)

16.4 Students will:

- Turn up, work hard and be nice
- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Follow school rules and expectations as outlined in the Behaviour Procedures
- Promptly report any incidents of poor behaviour to their Personal Tutor/ Progress Leader/ Parent / Carer.
- Promptly report any incidents that have occurred over social media sites.
- Co-operate with any investigations.
- Students must recognise that being a "bystander" is not acceptable, but they should be an "upstander" and lift others up, not put them down.

16.5 Parents/Carers will:

- Support the behaviour guidance document.
- Work in partnership with the school to encourage good behaviour.
- Maintain positive communication with the school and inform the school of concerns raised by their child.
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- Monitor their child's use of social media regularly if their child uses social media.

## Appendix 1

### Home School Agreement:

The home-school agreement represents the aims and the values of the school. It highlights the responsibilities of the school towards its students, the responsibility of parents as well as what the school expects of the student. Please read this agreement carefully, discuss it, sign it, and return to school.

The school will commit to:	The Parent(s) will commit to:	The student will commit to:
<ul style="list-style-type: none"> <li>• Implement the Behaviour Management Guidance document consistently and fairly.</li> <li>• Teach expected behaviours and develop positive relationships with students.</li> <li>• Take all reports of bullying seriously and respond to each incident accordingly.</li> <li>• Care passionately about the wellbeing of our students</li> <li>• Provide a broad, balanced and challenging curriculum, and enable students of all abilities and backgrounds to succeed and thrive</li> <li>• Set, monitor and respond to extended learning and assessments</li> <li>• Promote Equal Opportunities and Race Equality for all students</li> <li>• Provide a range of enrichment and extended learning opportunities</li> <li>• Provide reports on each student's progress and give opportunities for parents to discuss this with school</li> <li>• Inform parents of any concerns regarding attendance, behaviour and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting the school's strategies to promote positive student behaviour and learning</li> <li>• Support the school when the Behaviour Management Guidance strategies are implemented.</li> <li>• Work in partnership with the school to encourage good behaviour.</li> <li>• Maintain positive communication with the school and inform the school of concerns raised by their child.</li> <li>• Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.</li> <li>• Monitor your child's use of social media regularly if their child uses social media.</li> <li>• Ensure that my child attends school every day and is on time, and notify the school as soon as possible if there is a valid reason for them not to attend</li> <li>• Ensure that family holidays are not taken in term time</li> <li>• Ensure that my child attends school in the correct uniform and is properly equipped</li> <li>• Support my child in completing their extended learning.</li> <li>• Encourage my child to participate in the enrichment and extended learning opportunities provided</li> <li>• Attend consultation evenings and discussions about my child's progress.</li> </ul>	<p><b>Classroom Expectations</b></p> <p><b>Turn Up</b></p> <ul style="list-style-type: none"> <li>• On time</li> <li>• With the right equipment</li> <li>• In the right uniform</li> </ul> <p><b>Work Hard</b></p> <ul style="list-style-type: none"> <li>• Complete the "Do It Now Task"</li> <li>• Remain focused and engaged</li> <li>• Complete all work to the best of your ability using 7 Steps to High Quality Presentation</li> </ul> <p><b>Be Nice</b></p> <ul style="list-style-type: none"> <li>• Show respect – listen, participate and learn. Act in a respectful, welcoming manner towards all members of the school community.</li> <li>• Show good manners – answer "yes Miss/Sir"</li> <li>• Choose your language carefully – lift others up, don't put them down</li> </ul> <p><b>Behaviour around the building</b></p> <ul style="list-style-type: none"> <li>• Students are expected to move calmly, quietly and without delay around the building</li> <li>• Corridors should be quiet and respectful.</li> <li>• Students should not go into those areas which are known to be "out of bounds"</li> <li>• Students may not leave a lesson without permission – this will be considered as truancy</li> <li>• To eat and drink only in the designated areas</li> </ul> <p><b>Uniform</b></p>

		<ul style="list-style-type: none"> <li>Take pride in their school uniform by ensuring it is complete at all times.</li> </ul>
<b>Signed:</b> <b>Print:</b> <b>Date:</b>	By completing the online consent form, I confirm I agree to support my child and the school by adhering to the Home School Agreement.	

## Appendix 2: De-escalation of Misbehaviour

The key is to allow behaviour modification to happen. To support staff, a selection of behaviour modification techniques, are below. These examples provide choice and enable the students to practice positive choices, be praised for such choices and therefore learn to regulate their own behaviour.

<b>Know your students</b> <ul style="list-style-type: none"> <li>Names</li> <li>Target grades/current grades</li> <li>SEND</li> <li>Passports</li> <li>Triggers</li> <li>Motivation</li> <li>Speak to PTs &amp; PLs</li> <li>Call parents</li> </ul>	<b>Make learning visible</b>  Model the initial steps WAGOLL ("What A Good One Looks Like") Success criteria are clear Checklists Milestones & rewards	<b>Goal setting</b> When students are working independently use a pen/sticker to indicate how much work you expect them to complete at a minimum. They recognition if they do this. When working in groups make individual roles clear and what is expected as a successful outcome for each student.  e.g. if working in a group of 4 on a poster for 30minutes, the poster should represent 120minutes of work.  Praise is given for individuals that fulfil their roles.
<b>Use Affirmative language</b> "So we are listening..." "We are all sitting down." "Books out and facing this way, thankyou" "All eyes need to be this way"  <b>Kind questions</b> If students are being silly/not on task ask politely "Are you OK?" "Shall I remind you of our starting points?"	<b>Insist on quiet whilst others are speaking</b> Do not allow students to talk over the teacher or other students during discussion or instruction	<b>Count downs</b> Have a clear routine to signal the end of discussion work or to indicate transition onto another part of the lesson.  e.g. "FIVE..we are finishing our conversations, FOUR...we are back in our own seats, THREE... well done to group 2 you are ready, TWO... brilliant we are almost ready, ONE... Thank you. .

<p>Public praise and silent sanctions</p> <p>Use the recognition and praise systems to praise publicly the desired learning behaviours</p> <p>Always carry out restorative conversations quietly on a one to one level.</p> <p>Do not sanction on a public level this can escalate negative behaviours</p>	<p>Precise praise</p> <p>When rewarding a student make it explicitly clear exactly what the reward is for.</p> <p>"Ali your name goes on the board for demonstrating resilience in solving the problem"</p> <p>"Paige you have earned a praise point for achieving above your target grade in your recent assessment, well done!"</p>	<p>Peer recognition</p> <p>On occasions give students the opportunity to nominate others for recognition. They must have a specific reason for their praise. e.g. a STRIPE habit</p>
<p>Redirecting</p> <p>Remind the student of what they should be doing. Avoid getting in a discussion about what the student is doing wrong.</p> <p>Offer the student a different starting point or responsibility which is easily achievable. This redirection and success is often enough to initiate investment in the lesson.</p>	<p>Partial agreement</p> <p>Deflects confrontation with the student by acknowledging concerns, feelings and actions.</p> <p>e.g. "Yes you were talking about your work but we now need to....."</p> <p>"Yes others were talking but you are accountable for what you say and do"</p>	<p>Tactical ignoring &amp; proximity praise</p> <p>May be appropriate if you think that the student is connection seeking. Ignore the "target student" but.... Praise someone near the student clearly and specifically. Most students will adapt their behaviour.</p> <p>Then catch them doing it and praise/give recognition for it as you did their peer. The student has now made a positive connection with you!</p>
<p>When... then</p> <p>The "when-then" direction avoids the negative by expressing the situation positively.</p> <p>e.g. "When you have tidied up then I can dismiss you for break".</p> <p>"When you have identified and tried 3 different strategies to solving the problem then you will have your name on the recognition board.</p>	<p>Non-verbal interventions</p> <p>Stand next to the student that is talking. Shake head. Give specific hand gestures to encourage desired behaviour. e.g. if swinging back on the chair beckon forwards. If this does not work continue what you are doing talking to the class but gently place your hand on the desk near the student. Do not make eye contact or speak to them.</p>	<p>Take up time</p> <p>Allow students to process and not "lose face".</p> <p>State expectations clearly and confidently then following a direct instruction create a pause to allow students time to comply.</p> <p>e.g. "Open your book and get started Annie. I'm going to check in on Liam who has a question but then I'll be back to see if you have any."</p>

### Appendix 3:

#### The Staged Approach:

John Taylor Free School has an escalation process, identified by the stages. This is in place to enable all students to be treated fairly and ensure that all learning is effective. Please appreciate that whilst this is a staged process, some behaviour issues may result in some 'stages' not being considered, depending on the nature of the incident.

There may also be exacerbating and mitigating circumstances that need to be considered.

Stage	Examples of Behaviour	Consequences Available <i>School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Staff Member Responsible	Record of Event on Bromcom
<b>Late AM (After 9am)</b>	Arriving at school after the 9am bell	If arrived after 9.00am, sign in at reception providing reason for being late. Morning registration is open from 8.50 am and closes at 9.00am. Pupils arriving after registration closes (after 9.00 am), will be marked as 'late after register closes' (U code). This is an unauthorised absence and negatively impacts a pupils attendance percentage. Student will be recorded as being late. Repeated lateness to school will incur a detention.	Attendance Team/ SLT	Late AM
<b>Late PT (between 8.50/9.00am)</b>	Arriving to school between 8.50/9.00am	Students should enter the building via the side gate and sign in with the Student Support team and provide a reason for being late). Pupils who are late between 8.50am and 9.00am will be marked as late before the register closes (L code). Student will be recorded as being late. Repeated lateness to school will incur a detention.	Student Support/ Attendance Team	Late PT
<b>Walking Away (Stage3)</b>	Student walks away from a member of staff after being given a clear instruction	Student will be taken to the Internal Suspension room for half a day (three periods and any included social time)	Class Teacher	Walking Away

Stage	Examples of Behaviour	Consequences Available <i>School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Staff Member Responsible	Record of Event on Bromcom
Absconding	Student leaves the classroom without consent from the teacher	Student will be taken to the internal suspension room for 2 periods plus social time.	Class Teacher	Absconding
Missing Uniform	Student attends school with missing uniform	Student will have this recorded by their Tutor if during tutor time. If later, the student's name will be noted on paper and logged in due course on Bromcom. Repeated infringements will incur a detention.	All Staff	Missing Uniform
Uniform Infringement	Student is wearing the uniform incorrectly e.g: shirt untucked; no tie; non-uniform clothing, jewellery or cosmetics	Monitored by Personal Tutor and all staff. Sanctions applied for repeat offenders.	All Staff	Uniform Infringement
Stage 1	In class or out of lesson behaviour that negatively impacts on the student themselves, other students or staff being able to succeed and thrive. <b>Examples:</b> low level disruption, shouting out, distracting others, lack of focus Incomplete work, in school or as extended learning.	Use prompts and cues as outlined above first. If this does not change behaviour then: <b>Discussion:</b> Outline behaviour which is unacceptable Outline behaviour which is required including a reminder of when this happened previously.  Praise when achieved <b>Or</b> explain next steps Change of seat in the room or other in class support <b>Catch up for extended learning:</b> If students have not completed their work, they should expect to catch up on the missing piece of work, this could be at break or lunchtime.	Class teacher or Personal Tutor	Log as stage 1 concern Log actions taken following the poor behaviour  Log as incomplete extended learning. Record the relevant action taken
Stage 2	In class or out of lesson behaviour that negatively impacts on the student themselves, other students or staff being able to succeed and thrive, and <b>results in reflection</b> time being required.  <b>Examples:</b> Persistent low level disruption, shouting out, distracting others, lack of focus	Use prompts and cues as outlined above first. If this does not change behaviour then: <b>Discussion:</b> Outline behaviour which is unacceptable Outline behaviour which is required and reminder of when this happened previously.  Praise when achieved Or explain next steps	Class teacher with support from HoD or CL	Log as stage 2 concern  Record relevant action taken

Stage	Examples of Behaviour	Consequences Available <i>School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Staff Member Responsible	Record of Event on Bromcom
		<p><b>Use of Buddy Rota</b> An alternative room may be sought for the student for the rest of the lesson, or longer if appropriate, with support from HoD or CL</p> <p><b>Use of community service</b></p> <p><b>Reflection time:</b> Break or lunchtime can be used to catch up work, complete reflection task or repair relationship with a restorative conversation (15 mins max)</p> <p><b>Phone call or email home</b></p>		
Stage 3	<p>Escalation of in class or significant out of lesson behaviour</p> <p>Examples: <b>Persistent low level disruption over 2 or more lessons</b>, verbal abuse, poor language, confrontational or aggressive behaviour (one off or limited examples)</p>	<p>Use prompts and cues as outlined above first. If this does not change behaviour then:</p> <p><b>Discussion:</b> Outline behaviour which is unacceptable Outline behaviour which is required and reminder of when this happened previously. Praise when achieved Or explain next steps</p> <p><b>Use of Buddy Rota</b> An alternative room may be sought for the student to be for the rest of the lesson, or longer if appropriate, with support from HoD or CL</p> <p>Use of community service</p> <p><b>Reflection time (during social time):</b></p>		

Stage	Examples of Behaviour	Consequences Available <i>School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Staff Member Responsible	Record of Event on Bromcom
		<p>Break or lunchtime can be used to catch up work, complete reflection task or repair relationship with a restorative conversation</p> <p><b>Suspension from lessons involved:</b> Student may be removed from usual class for a fixed period of time.</p> <p>Phone call or email home</p> <p><b>Internal support systems:</b> Referral to Student Support or Individual Needs Team if appropriate Monitoring by the HoD or CL with SMART targets for 2 weeks maximum</p> <p><b>Parents invited in for a meeting to discuss</b></p>		
<p><b>Stage 4</b></p>	<p>Significant escalation of in class or seriously concerning out of lesson behaviour</p> <p>Examples: Persistent low level disruption over 4 or more lessons, verbal abuse, poor language, confrontational or aggressive behaviour (on more than one occasion or is a severe one off event).</p> <p>Persistently defiant behaviour</p> <p>Truancy</p>	<p><b>Detention after school (60 mins)</b> To complete work, reflection task or repair relationship with a restorative conversation</p> <p><b>Internal suspension from lessons</b> Student may be removed from usual class/ lessons for a fixed period of time</p> <p><b>Parents invited in for a meeting to discuss</b></p> <p><b>Suspension from school</b> for a fixed period of time. If this occurs a re-integration plan will be discussed and agreed prior to readmittance.</p> <p><b>Behaviour Support Plan:</b> agreed with parents and specific targets set. The plan is for a minimum of 6 weeks.</p>	<p>Senior Leader</p>	<p>Log as Stage 4 concern</p> <p>Record relevant action taken</p>

Stage	Examples of Behaviour	Consequences Available <i>School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Staff Member Responsible	Record of Event on Bromcom
		External Agency support referrals Managed move may be appropriate at this stage. Local Governing Body panel interview		
<b>Stage 5</b>	<b>Significant issue</b>  Examples*: Bringing or using illicit substances on the school site (for example vapes, drugs, alcohol). Bringing or using offensive weapons or any item which could cause harm onto the school site. Extremely aggressive, violent or unsafe behaviour which causes threat or harm to others  Or repeated offences at other stage levels.	<b>Permanent exclusion</b> is a potential consequence however, it would be a last resort.  Other consequences would be considered first: Managed Move Alternative Provision Local Governing Body Interview	Headteacher or Deputy headteacher	Log as stage 5 issue  Record relevant action taken

*\*Examples used are not an exhaustive list but indicative of the level of severity.*

## Appendix 4

### Restorative Meetings:

Restorative meetings are a key part of the students accepting and taking responsibility for their actions. They can also help to repair any damage caused to relationships. The following questions may be asked:

1. What happened?
2. What were you thinking?
3. What were you feeling?

4. Who was affected?
5. How can we put this right so we can all move forward?
6. What consequence has arisen as a direct result of the students' actions?

During these meetings, it may be that a Middle Leader or Senior Leader will be present to support.

