

The Corsham School Behaviour Policy

part of

The Corsham School Care and Guidance Policy

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Rationale

The policy supports the principle that the school is a place of learning and that all students and staff have a right to feel safe and free from harassment and bullying. Students also have the right to learn in classrooms where the negative behaviour of others does not affect their learning opportunities.

It is the responsibility of all students to adhere to the school's behaviour expectations and for all staff to challenge negative behaviour consistently both in and out of the classroom, recording and following up incidents according agreed protocols.

1. Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

2. Teachers' Standards

This policy relates to Teachers' standards (7):

Manage behaviour effectively to ensure a good and safe learning environment.

- 1.1 Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour, both in classrooms and around the school, in accordance with the school's behaviour policy.
- 1.2 Have high expectations of behaviour, and establish a frame-work for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- 1.3 Manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them.
- 1.4 Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

3. Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life
- Reasonable adjustments are made as necessary for students with SEND, CP involvement (allocated social worker), CLA and PCLA.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

NB: this policy should be in conjunction with the [School's policies](#) on Anti-Bullying, Rewards, Child Protection/Safeguarding, Homework.

4. Behaviour Expectations

- Students are expected and encouraged to adhere to the school's key behaviour expectations both in and out of the classroom. These are:
 - **Ready to Learn**
 - **Respect Everyone**
 - **Rise to the Challenge**
- These key expectations along with the details shown in 'Responses to Negative Behaviour' documents are displayed in all learning areas and regularly referred to by teachers and subject teachers
- A comprehensive list of unacceptable behaviour is shown on these documents along with the range of staff responses and interventions which will follow
- Students in uniform on the way to and from school and at other times when outside school during school hours (for example on a school trip) should adhere to all relevant aspects of the behaviour expectations

5. Behaviour Points – Monitoring and Intervention

Behaviour and achievement points are recorded on ClassCharts and can be viewed by students, parents/carers and school staff. Students and parents/carers are expected to check ClassCharts accounts at least daily as homework information, announcements and detention information is available on this platform.

In addition to immediate responses to specific behavioural incidents, students' accruing of behaviour points will be monitored by specific staff members and interventions put in place as follows:

Behaviour Monitoring and Intervention Responsibilities

Negative Behaviour Points trigger (not HWK)	Staff responsible	Interventions:
STAGE 1		
0 to 15	Tutor	- Contact home - Report card with specific targets (including Positive report card) (2-week period) - Alert teaching staff & 'teaching assistants', and pastoral support staff as appropriate
		Review with PASTORAL LEADER/HH If improved - revert to zero If not improved – move to:
STAGE 2		
15 to 30	Head of House/PASTORAL LEADER	- Parent contact - HH/PASTORAL LEADER Report Card with specific targets (2-week period) - Alert teaching staff & teaching assistants - Pastoral Leader detention as consequence Review If improved - revert to zero If not improved – move to: - Parent/Carer Individual Behaviour Plan Meeting Targets set/ interventions/referrals agreed 4-week review If improved - revert to zero If not improved – move to:
STAGE 3		
	Leadership Team	Parent/Carer Behaviour Plan Meeting - LG Behaviour Monitoring Report Card 2-week review If improved - revert to zero If not improved – move to:
STAGE 4	Governors	Disciplinary Meeting
SPECIALIST BEHAVIOUR INTERVENTION	Behaviour Centre Team	Pastoral Support Plan for students may be established at Stage 3 or 4 to ensure all possible interventions are explored. These include: - Reduced timetable for limited specified period - 1 to 1 intervention work - Adjusted curriculum

		- Mentoring - External agency involvement - SEN review (in liaison with SENCo)
STAGE 5	Leadership Team	Review of school placement – to include possible Managed Move or Alternative provision

6. Bullying

Bullying is defined as the repeated and deliberate attempt by an individual or group to hurt, tease, threaten, frighten or exclude someone. Bullying can be physical, emotional, verbal or written in nature. It usually involves the misuse of power by an individual or group towards others.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, online issues (e.g. memes)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Link – [Anti Bullying Policy](#)

7. Zero Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

➤ Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Face-to-face apology/Restorative meeting
- Education/input around impact and definitions of sexual harassment and sexual violence
- Detentions
- Isolations
- Repeat behaviour could result in Fixed Term Suspensions and/or alternative provision
- Liaison with external agency such as the Police and MASH

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

➤ Responding to a report

➤ Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Link – [Safeguarding and Child Protection Policy](#)

8. Mobile Phones/other mobile devices/personal laptops

1.1 We recognise that many parents/carers wish for their children to have mobile phones in their possession during the journey to and from school for health and safety reasons.

1.2 We discourage students to bring expensive personal items into school, but we accept that students might want to have mobile devices in their possession for the reasons stated in 1.1 above, subject to the following conditions:

- 1.2.1 Mobile phones/devices or any other electronic device **must be switched off and in bags** from the moment the student comes on site. They may take them out of their bag to turn them on, only at 3.00pm when the school day has finished. Phones should not be used as a time-piece.
- 1.2.2 The school does not accept any financial responsibility if students mislay items or if valuable items that they have brought into school are stolen or damaged.
- 1.2.3 Students must not under any circumstances use their mobile phone to take photographs or video footage of other students and staff in school or whilst on a school trip.
- 1.2.4 Students must not use their mobile phone to call anyone during the school day. They must ask at Student Reception should they wish to make a call. Student Reception staff can seek advice from Pastoral Team on a case by case basis before any student is permitted to call home.
- 1.2.5 The school has the right to confiscate any device if it is misused in school. The device will be placed in Reception/Student Reception and can be collected by the student at the end of the day. For second and further offences the device can only be collected by a parent or other designated adult.
- 1.2.6 Persistent offenders will be expected to leave their device in the Behaviour centre or main reception on a daily basis or may be banned from bringing devices into school completely and in this instance, parent/carers will be informed in writing.
- 1.2.7 Class teachers will communicate home if there are lessons/learning activities that require the use of a mobile device to record/score/collect data, etc.

9. Detentions

Students may be detained at breaks/lunchtimes according to the responses to negative behaviour protocol.

Detentions are organised as follows:

- **Subject Team Detentions:** take place each day between 1.25-1.50. Issued by subject teachers/curriculum team leaders for B2 behaviour and homework (H2) issues and individual lesson truancy.
- **Pastoral Leaders Detentions:** take place every break time. Issued by Tutors and Pastoral Leaders for issues around uniform/punctuality and cross-curricular B3 issues including repeated lesson truancy.
- **Behaviour Support Detentions:** take place in Behaviour Support/S7 on any day of the week as a response to behaviours.
- **Punctuality Detentions:** take place at break time each day for students who are late to tutor or missed tutor time the day before. Students persistently late are set other detentions and where appropriate referred to the Education Welfare team.

10. Internal Isolation

In some cases, a student may be placed in internal isolation for 1 or more school days as a response to serious behavioural issues. This internal isolation will be held in Behaviour Support with work being set appropriately by staff.

A student may serve an Isolation or Reflection Day if two detentions and one upscale has been missed. Parent/Carer will receive email notification of this sanction.

During this period of isolation, the student concerned will not be permitted to join usual break and lunchtime social times with other students. Where students have an identified need according we will endeavour to plan movement breaks where appropriate and students might serve the isolation in different areas of the school, not just Behaviour Support.

11. Suspension

Fixed Term Suspensions:

The Headteacher may decide to issue a Fixed Term Suspension of between 1 and 5 school days in response to serious incidents of misbehaviour. If a Fixed Term Suspension is issued, the parent or carer will be informed in person at the earliest opportunity.

A formal suspension letter will be also issued detailing the reason for the suspension and the specific arrangements for the student's return to school. A 'Return from Suspension' Meeting will be arranged with the Headteacher (or his representative from the Senior Leadership Team).

Permanent Exclusion/Permanent Alternative Provision:

In certain cases of Behaviour or where students are not able to moderate/modify their behaviours, the Headteacher may judge that a student can no longer attend the school and that a permanent alternative educational provision needs to be put in place.

The Corsham School follows all statutory guidance concerning exclusions. Further details about the Exclusions Law can be found <https://www.gov.uk/guidance/-governance-in-academy-trusts/-statutory-guidance-and-additional-resources-for-trusts>

12. Malicious Allegations

- Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.
- Please refer to the school's safeguarding policy for more information on responding to allegations of abuse.
- The headteacher will also consider the pastoral needs of staff accused of misconduct.

13. Reasonable Force

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents or carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

14. Confiscation

- Any prohibited items (listed below) found in students' possession will be confiscated. These items will not be returned to students.
- The Corsham School is allowed to search for any item with students' verbal consent. Written consent is not required for a search; a member of staff can ask pupils to turn out their pockets, remove outer clothing in order for the member of staff to examine the contents of their pockets or a member of staff can look in the pupil's bags. The search will be carried out with two members of staff present, with one member of staff being of the same gender as the student.
- Parents/carers will be contacted when a child is searched.
- Evidence of students in the same toilet cubicle will result in a safeguarding search.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.
- Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

List of prohibited items – examples, but not exhaustive to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks

- Pornographic images
- Prohibited items of clothing/jewellery not permitted as part of our uniform policy.
- Any article reasonably suspected to have been (or likely to be), used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student themselves)

15. Student Support

- The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's special educational needs co-ordinator will 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 will also be sought from 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 support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Parent/ Carers are expected to:

Support the school in upholding and encouraging good behaviour and character by checking for achievements and rewards and positively reinforcing this at home. Additionally, to support the school in implementing this behaviour policy for the best outcomes of all students.

- support their child in adhering to agreed behaviour expectations
- support the school in ensuring that detentions and other interventions take place consistently and reliably
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with an appropriate member of staff promptly
- Check ClassCharts daily for Homework, achievement/behaviour points and any announcements/detentions.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

17. Staff Responsibilities

The following responsibilities will be reflected in the appropriate job descriptions:

All staff should:

- foster a sense of belonging in their areas, where students feel safe, supported and ready to learn
- challenge inappropriate behaviour and commend good behaviour using the school systems consistently and fairly
- model positive behaviour in all their dealings with students and parents/carers
- provide a personalised approach to the specific behavioural needs of particular students
- make contact with home as identified in the appendix

Class Teacher

- establishes clear expectations with each class, referring to the behaviour expectations documents displayed clearly in each learning area

- draws up a seating plan for every class and periodically reviews/ amends seating plan as required
- responds consistently to low level in negative behaviour at B1 and B2 level using a range of positive behaviour management strategies
- refers to their Curriculum Team Leader or the appropriate PASTORAL LEADER for B3 level behaviour according to the agreed procedure
- logs negative behaviour incidents and actions on ClassCharts according to agreed procedure
- challenges students who are not wearing the correct uniform consistently, using the agreed Uniform Compliance Procedure

Tutor

- establishes clear expectations with their tutor group, referring to Behaviour Expectations grid which should be displayed clearly in the tutor base
- regularly reminds tutor group of key expectations, interpreting and explaining according to the age and needs of the group in question
- responds consistently to low level in negative behaviour at B1 and B2 level using a range of strategies as shown in Behaviour expectations documents
- logs behaviour incidents on ClassCharts according to agreed procedure
- challenges students who are not wearing the correct uniform consistently, using the agreed uniform compliance procedure
- promotes learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedure
- regularly interrogates SIMS data to monitor students causing concern and supports intervention with the Pastoral Leader accordingly

Curriculum Team Leader

- leads behaviour management training CPD in team meetings
- regularly visits classrooms to verify that common expectations are being met
- follows up all B2 and B3 behaviour appropriately and consistently according to procedure shown on responses to negative behaviour grid
- logs negative behaviour incidents and resulting actions on ClassCharts according to agreed procedure
- supervises detentions as part of the published rota
- regularly interrogates SIMS/ClassCharts data in order to respond to developing behavioural concerns within the department relating both to specific students and groups.
- liaises with pastoral/behaviour team and SENDco in relation to addressing repeated poor behaviour.
- promotes a learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

Pastoral Leader (Head of Year or House)

- interrogates SIMS/ClassCharts data to respond to developing behavioural issues within the Year/House Group relating both to specific students and teaching or tutor groups
- regularly visits tutor and teaching rooms to verify that common expectations are being met by students in the Year Group
- follows up B3 behaviour appropriately and consistently, liaising with CTLs and Behaviour Team as appropriate
- meets with parents/carers of students causing concern as required
- liaises as appropriate with Behaviour Intervention Manager to help establish effective interventions for students exhibiting extreme behaviour
- supervises Pastoral Leaders detentions as part of the published rota
- regularly meets Deputy Headteacher - Pastoral to review behaviour profile and efficacy of intervention strategies for individual students and groups

- promotes learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

Deputy Headteacher - Pastoral

- coordinates the Leadership Emergency Rota system
- oversees the work of PLs and CTLs in all aspects of Behaviour Management
- monitors the use and effectiveness of Leadership Rota systems
- liaises with school staff and external providers to establish appropriate interventions to support students at risk of suspension
- provides strategic leadership regarding all aspects of Behaviour & Pastoral Support
- promotes a learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

The Headteacher

- will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- will issue a fixed term suspension or permanent exclusion as a response to extreme behaviour incidents after carefully considering the evidence along with relevant aspects of the student's profile
- ensure that the Behaviour Policy is adhered to at all levels
- convene a Governors Disciplinary Review Meeting for students who are not meeting expectations despite interventions and reasonable adjustments, where appropriate, for students at risk of Permanent Exclusion.

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Governing Board will attend Governors Disciplinary Review meetings, supplying two members of the body (at least one of the same gender).

18. Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Corsham Character Credits on ClassCharts
- Awesome Corsham rewards scheme and badges
- Communicating praise to parents/carers via phone call or written correspondence
- Certificates, prize ceremonies, or special assemblies
- Positions of responsibility, such as House Champion/Ambassador/Captain or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

19. Links with other policies

Appendix 1: Corsham School Three key behaviour expectations poster

Appendix 2: Responses to negative behaviour in the classroom

Appendix 3: Responses to negative behaviour out of the classroom

Appendix 4: Responses to homework non-completion

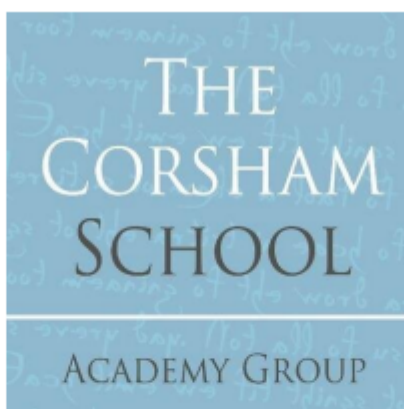
**READY
TO
LEARN**



By completing homework and coursework on time

By having the correct equipment or kit

By being in the right place at the right time



RESPECT EVERYONE

By treating everyone fairly and respectfully
By allowing others to learn



**RISE TO THE
CHALLENGE**

By being the best version of yourself

By being fully involved

By striving for excellence

CORSHAM CHARACTER

INTELLECTUAL VALUES

- Be reflective
- Be curious
- Be open-minded
- Be creative



MORAL VALUES

- Be compassionate
- Be honest
- Be tolerant
- Be respectful



CIVIC VALUES

- Be responsible
- Be charitable
- Be a good citizen



PERFORMANCE VALUES

- Be resilient
- Be co-operative
- Be ambitious
- Be punctual
- Be the best version of you



DREAM

BELIEVE

ACHIEVE

Appendix 2: Responses to negative behaviour in the classroom

Behaviour in lessons - responses to negative behaviour during lessons

B1	Behaviour: - Disorderly arrival or exit - No equipment - Planner not signed - Inadequate work - Low-level disruption - Misusing or damaging equipment - Failing to follow instructions - Inappropriate language - Eating/drinking in class - Chewing gum - Unkindness to other students - Mobile Technology Violation - Interfering with others	Your teacher or tutor will do one or more of the following things: - Record on ClassCharts - Speak to you about your behaviour - Change the seating plan - Give you a plan to avoid problems in next lesson - Confiscate your mobile phone and give to Main Reception - Issue a 10-minute detention where possible	Response level Class teacher or tutor	Behaviour Points 1
B2	Behaviour: - Continuing with B1 behaviour despite the actions of your teacher or tutor - Leaving the room without permission - Persistently disrupting lessons - Computer/internet misuse - Persistently failing to follow instructions 4 or more uniform issues - Persistent lateness - Refusing to cooperate - Escalation of B2 behaviour - Swearing - Deliberate damage to others' property - Persistent Mobile tech violations	The Class Teacher, Tutor or Middle leader will do one of the following: - Record on ClassCharts - Set a detention at break (pastoral) or lunch time - Rota Referral – asked to leave room and report to S7 - Put you on uniform report - Put you on behaviour report/behaviour/pastoral plan - Contact your parents/carers - Meet with your parents/carers - Issue a mobile technology banning letter	Response level Class teacher CTL/Pastoral Leader Leadership Rota Referral	Behaviour Points 2

B3	Behaviour: - Repeatedly failing to attend detentions - Verbal abuse - Aggressive behaviour - Graffiti - Exam malpractice - Bullying - Health and safety risk - Out of uniform - Extreme hairstyle - Unacceptable jewellery/piercing - Smoking/vaping and possession - Truancy - Extremist views - Causing injury due to negligent behaviour	Middle Leaders/Behaviour Support staff will organise one or more of the following: - Record on ClassCharts - Lunchtime detention - Contact with your parents/carers - Meeting with your parents/carers - Temporary/permanent mobile phone ban - Internal isolation out of lessons and breaks - One or more day/s internal isolation - Free-time isolation out of breaks - Restorative Meeting - Adjustment to your timetable - Community service - Individual Behaviour Plan	Response level Pastoral Leaders/ Leadership Rota Urgent	Behaviour Points 3
B4	Behaviour: - Swearing directly at staff - Physical assault - Sexual assault - Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression - Serious computer/artificial intelligence/social media/internet misuse - Up skirting - Serious damage to property - Theft - Possession of illicit substances - Selling or distributing illicit substances - Possession of a dangerous item	The Behaviour/Middle Leaders/Leadership Team will organise one or more of the following: - Record on ClassCharts - One or more day/s internal isolation - Fixed Term Suspension - Leadership Team disciplinary meeting - Headteacher disciplinary meeting - Governors' disciplinary meeting - Permanent Exclusion	Response level Leadership Rota Urgent	Behaviour Points 4

	Refusal to engage in safeguarding search as per policy			
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Safeguarding statement: All staff must remain be aware of potential safeguarding issues when dealing with behaviour as described above and refer any concerns to the school's Designated Safeguarding Team

Appendix 3: Responses to negative behaviour out of the classroom

B1	Behaviour out of lessons:	The teacher on duty will do one or more of the following things:	Response Level	Behaviour Points
	- Interfering with others (e.g. taking footballs) - Energy drinks - Eating on field - Dropping litter - Chewing gum - Incorrect uniform - Misusing wet-break rooms - Running through buildings - Mobile Phone Violation	- Record on ClassCharts - Warn you about your behaviour - Tell you to clear up an area - Confiscate unacceptable items - Sign your uniform compliance card - Move you out of an area	Staff on duty	1
B2	Behaviour out of lessons:	The teacher/middle leader will organise one or more of the following:	Response Level	Behaviour Points
	<u>Persistent B1 behaviour</u> (see above) 'Play' fighting - Out of bounds 4 or more uniform issues - Inappropriate language - Unkindness to others - Refusing to cooperate - Persistent Mobile phone violations	- Record on ClassCharts - Detention at lunchtime - Confiscate item/s - Contact with your parents/Carer - Put you on report	Staff on Duty Pastoral Leaders/staff Behaviour Team	2

B3	Behaviour: • Misbehaving on bus • Verbal abuse • Joining group to make an issue worse • Refusing to cooperate • Aggressive behaviour • Graffiti • Misuse of mobile phone/social media • Sexualised behaviour • Bullying • Health and safety risk • Setting off fire alarm • Smoking/vaping & possession • Leaving school site • Out of uniform • Unacceptable Jewellery/piercing • Extreme hairstyle • Bringing the school into disrepute • Causing injury due to negligent behaviour	Behaviour Centre staff and Pastoral Leaders will organise one or more of the following: - Record on ClassCharts - Daily report - Lunchtime detention - Internal isolation - Free-time isolation - Temporary/permanent mobile phone ban - Restorative Meeting - Temporary/permanent transport ban - Community service - Meeting with Parents/Carers - Individual Behaviour Plan	Response Level Middle Leaders Lunchtime supervisors Behaviour Support Leadership team	Behaviour Points logged on SIMs 3
B4	Behaviour: • Swearing directly at staff • Physical assault • Sexual assault • Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression • Serious computer/artificial intelligence/social media/internet misuse • Damaging property • Theft • Possession of illegal substance	The Leadership Team will organise one or more of the following: - Record on ClassCharts - 1 day isolation - Internal Isolation - Meeting with Parents/Carers - Fixed Term Suspension - Leadership Team disciplinary meeting - Headteacher disciplinary meeting - Governors' disciplinary Meeting - Permanent Exclusion	Response level Leadership Team	Behaviour Points logged on SIMs 4

	• Possession of a dangerous item • Refusal to engage in safeguarding search as per policy			
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Safeguarding statement: All staff must remain be aware of potential safeguarding issues when dealing with behaviour as described above and refer any concerns to the school's Designated Safeguarding Team

Appendix 4: Responses to homework non-completion

H1	• Homework not completed • Homework not completed to an adequate standard	Your teacher will: - Give you a second opportunity to complete the homework (usually by the next lesson) - Keep you for 10 mins. break/lunch detention	Response level Class teacher	Points logged on SIMs 1
H2	• Homework still not completed after being given another opportunity • Homework still not completed <u>to an adequate standard</u> after a second opportunity	Your teacher will: - Put you in detention at lunchtime where you will complete the work NB: If homework is still not completed to a satisfactory standard after this detention – you will be expected to complete it at home	Response level Class teacher/ Subject Leader/Pastoral Leader	Points logged on SIMs 2