



Campion School

The best in everyone™

Part of United Learning

Behaviour Policy

Date of Last Review – June 2026

Review Frequency – Annually

Review Date – June 2027

Person responsible for the Policy – Mrs K Bradley-Smith, Principal

Ratified by Governors – 24th June 2026

Campion Behaviour Policy

Document Control	
Summary of Changes from Previous Version:	Updated to reflect changes to DFE guidance and changes to previous Behaviour Policy
Name of Originator/Author (including job title):	Paul Tillman – Vice Principal
Review By Date:	June 2026
Date Issued after ratification by Governors:	September 2026
Date of next review:	June 2027

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Campion Behaviour Policy

Context:

- As a community we recognise our mission is “creating brilliant futures”.
- At Campion School we are committed to providing a friendly and safe environment for all students. Our values are at the heart of everything we do and we strive to instil them in our students through our daily interactions, policies and practices.
- At Campion School we are guided by a strong moral purpose and a deep commitment to doing what is best for children and young people. We believe in creating a joyful and nurturing environment where children can thrive and be happy. It is this emphasis on happiness that sets our school apart and allows us to cultivate the potential of every child.
- We aim to foster an inclusive community where every student thrives, enriches their skills and character, and achieves academic excellence.
- We are *proud to be Campion*. To be Campion means we live our values by showing:
 - Respect
 - Integrity
 - Resilience
 - Ambition
- Our values as a community mean that we must have the highest standards and expectations of all, supporting and challenging everyone to flourish.
- Disruption free learning: a calm, safe and purposeful learning environment is in the best interests of all children and staff, particularly those who are more vulnerable.
- We aim to empower children to learn from their mistakes.
- Recognition and reward, support and sanctions exist to help children make good choices about their behaviour.
- Through routines, systems, and relationships, good choices about behaviour should be encouraged and poor choices about behaviour discouraged. It is not possible to prevent all instances of poor behaviour and so when they arise, school will respond quickly and robustly to support pupils and staff.
- It is the duty of all staff to work together, with consistency, fairness, and predictability so that pupils can achieve high levels of behaviour and conduct.
- It is the responsibility of parents/carers to work in partnership with the school to support and challenge their children to make good choices about their behaviour and conduct.

1. Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the behaviour systems and follow them to bring about consistency of practice throughout Campion School. It also ensures that all pupils understand what constitutes acceptable and unacceptable behaviour and that every pupil understands the choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective as we recognise that rewards play a vital role in the process of developing and maintaining outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our students. To ensure success for all, we have in place a range of interventions to support students, develop positive relationships and focus on learning.

At Campion School, we resist endless discussions around behaviour and spend our energy in returning students to learning. Poor conduct has consequences for learning and achievement. High expectations of staff and students make a positive contribution in our mission of **‘Creating Brilliant Futures’**.

Our Policy is built around our school values; **Respect, Integrity, Resilience and Ambition** and is aimed at supporting our students to exhibit the values that define our school community.

In applying this Policy, the school considers its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also considers the needs of students with special educational needs (SEND). The school will also have regard to its safeguarding policy where appropriate.

Students with identified SEND may have additional adjustments put in place to be agreed with the parents, carers and student. See appendix A for more details on Reasonable Adjustments.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for Principals and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Mobile phones in schools](#)

In addition:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its students.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students’ property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

2. Policy Implementation

Everyone has a right to feel secure and to be treated with respect. Harassment and bullying in any form will not be tolerated, including online and outside of school. Furthermore, Campion School is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and uses its best endeavours to make appropriate reasonable adjustments for students with disabilities (see Appendix A for further guidance on this).

All staff will:

- Communicate and model the school's expectations, routines, values and standards, teaching behaviour in every interaction with students e.g. being respectful, speaking calmly, forgiving mistakes, listening, and understanding.
- Implement the School Policy consistently and fairly by setting the standards required to promote positive behaviour. Any adjustment to the approaches outlined in this policy will be made as a result of-part of the *assess, plan, do, review* process outlined in the Code of Practice (2015), for children and young people as having SEND that may impact their behaviour (see Appendix A for further guidance on this).
- Explicitly teach students how to behave well.
- Actively contribute to creating disruption free learning and a calm and safe environment for students, maintaining clear boundaries of acceptable student behaviour.
- Be mindful of specific behavioural needs of individual students, reading plans, passports, and other documents and implementing the agreed strategies.
- Record behaviour incidents promptly using ICT systems, discussing with students and referring onto other colleagues as appropriate.
- Communicate with parents/carers respectfully, sensitively, and professionally

The Senior Leadership Team will:

- Will be highly visible and engage with all stakeholders in setting, modelling and maintaining a positive behaviour culture.
- Support staff in responding to behaviour incidents.
- Lead the wider pastoral team to maintain and improve standards of behaviour in school and to ensure appropriate support and sanctions are implemented.
- Ensure new staff are provided with a clear induction into the school's culture to ensure they understand the expectations and routines, and how best to support all students to participate fully.
- Provide appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.
- implement effective systems for keeping records of all reported incidents, reporting to governors and parents and carers when required.
- Ensure that behaviour data is reviewed regularly to make sure that no groups of students are being disproportionately impacted, to identify areas of need, and to direct planning for improvement.
- Participate actively in partnership work with local secondary schools, other United Learning schools within the cluster, and other agencies.
- Work closely with Alternative Provisions and collaborate with feeder Primary schools.
- Develop, implement and review whole school approaches for routines that prevent poor behaviour and encourage good behaviour.

Parents and Carers will:

- Support their child in adhering to the behaviour policy.
- Work in partnership with the school e.g. attending meetings when requested, informing the school of any changes in circumstances that may affect their child's behaviour, raising concerns with school, taking part in the life of the school.

- Send their child to school each day punctually, in the correct uniform, fully equipped and ready to learn.
- Communicate with school staff respectfully and politely through any modes of communication e.g. in person, email, phone calls.

Students will:

- Model the school values: respect, integrity, resilience, ambition.
- Follow our Campion Way including travel to and from school, residential trips and other school activities.
- Move calmly and sensibly around the school
- Follow, without delay, all reasonable instructions from staff.
- Abide by all school rules and expectations.
- Accept personal responsibility for the choices they make about their learning, behaviour, and conduct.
- Accept support and sanctions in an appropriate way.
- Act with integrity as ambassadors for the school.

3. Behaviour expectations, routines, and relationships

Every member of the school community is expected to embody the school's mission to create brilliant futures and model our values of respect, integrity, resilience and ambition. These are the first principles for our community in how we develop our expectations, routines, and relationships. We fundamentally believe that every student is entitled to disruption free learning.

These principles should manifest in all interactions with others and in all aspects of student conduct and behaviour. All staff share in the school's mission and values and understand that each student is unique with unique experiences. Leaders and staff will develop routines to support students to meet the expectations of school. Staff will always persevere in trying to build and maintain effective relationships with students. These expectations are established to support children, when they leave the school, to be able to make good choices about their future life in the wider community.

We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to **disruption free learning**.

Our key expectations are simple and are tied into the school character values:

- We show **respect** to all adults and students.
- We follow all instructions at the first time of asking as this is a sign of **respect**.
- We **respect** our environment. We make sure all litter goes into the bin and we **respect** all facilities.
- We **respect** our uniform and are proud to be Campion School.
- We show **respect** by listening carefully, giving people our full attention.
- We show **integrity** by being truthful at all times. We apologise when we are wrong.
- We show **resilience** at all times and never give up on a task, even when it is hard.
- We show **ambition** by having high expectations of ourselves and others.

Out of classrooms students will:

- Show **respect** in all interactions with staff and students and move safely and calmly around school site.

- Show **integrity** by making good choices, reporting concerns to staff, and acting in accordance to the school values when there is reduced adult supervision e.g. at break and lunch time or when travelling to and from school.
- Show **ambition** by completing homework, study, and revision to a good standard, participating in extra-curricular activities, and taking opportunities to volunteer to support or lead within the school community.
- Show **resilience** by accepting support and sanctions from duty and on-call staff.

Teaching children to make good choices:

- Leaders, teachers, and staff should develop routines to support students to make good choices about their behaviour e.g. one-way systems, queueing, collecting equipment in a classroom.
- Leaders will ensure clear communication so that all staff and students understand the school's expectations.
- Leaders will listen to staff, students and parents/carers to develop and adapt policy, practice, and procedure.
- School will recognise and reward when students make good choices about their behaviour and will also implement support and sanctions for students, if needed.
- The school will support new students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Sixth form:

- School recognises the increasing maturity and independence of students in the sixth form.
- As such they have additional privileges such use of electronic devices in designated spaces, a dress code rather than a uniform, access to independent study spaces and resources, and access to a dedicated sixth form canteen.
- With these privileges comes the additional responsibility to act as a role model for all younger students.
- If sixth form students do not meet the standards and expectations of school, as set out in this policy, school will implement support and sanctions as needed.

Toilets:

- There are multiple opportunities for students to use the toilets outside of lesson times. Students will be discouraged from using the toilet during lessons unless it is an emergency or they have a medical/temporary toilet pass.
- Students will be discouraged from using the toilets during lessons 1, 3 and 5 in particular, as these follow a long period of time where students are able to use the toilets.
- Students are expected to show **respect** to our school environment, and this includes the toilet facilities.

Mobile phones:

The school recognises and realises that Parents and Carers may wish their children to carry mobile phones for reasons of safety and convenience in communication on route to and from school. School would encourage that parents/carers providing their children mobile phones purchase 'brick phones' and smart phones.

The school adopts a zero-tolerance approach to the use of mobile phones at school, with the exception of sixth form use in designated spaces away from younger students. Mobile phones and other electronic devices are to be switched off and put away before a student enters school site. The restriction is in place at all times while the students is in the grounds of the school, this includes when students arrive and leave at

the end of the day. It is also in place during enrichment after school. Refusal to comply with phone confiscation is a serious breach of the behaviour policy.

The school appreciates the support of Parents and Carers in upholding the approach to mobile phones. We ask that Parents and Carers do not contact their child directly during the school day. We will ensure that any important messages are relayed to your child throughout the day if you leave a message at reception.

Students will be able to contact home by approaching HOY/staff on duty/staff running clubs if they require to speak with their parents/carers. School will ensure that any important messages from parents/carers, left at reception, are relayed to students throughout the day. The use of mobile phones and electronic devices on an educational visit will be at the discretion of the trip leader. The school should be informed immediately if a student requires the use of a mobile phone or electronic device for medical reasons.

Mobile phone confiscations:

- School will operate a **‘See it, Hear it, Take it’** policy. This will simply mean that the phone will be confiscated if it is seen or heard on school grounds. The phone will be stored in a secure place until it is collected.
- If a phone is confiscated it will be logged on ICT systems by the member of staff.
- School will consider whether to return the phone to the pupil at the end of the school day, or, if mobile phone use has been persistent, to confiscate the phone for longer (up to 7 days) and require parental collection.
- Students who refuse the confiscation of a phone will be placed in the reflection room until the student follows the instruction for confiscation.
- Persistent refusal of phone confiscation could result in suspension from school.

Sixth Form

Sixth Form students are permitted to use mobile phones and headphones only when they are in the Sixth Form Centre and in no other areas around the school. Staff will follow the policy with regards to confiscation, as above, if sixth formers use their phone outside of designated spaces.

4. Bullying and Child on child abuse:

The Anti-Bullying Alliance and its members have an agreed definition of bullying based on research from across the world over the last 30 years. Campion has adopted the [anti-bullying alliance definition](#) of bullying. Bullying is defined as ‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power’. Bullying will not be tolerated at Campion School. Every allegation of bullying will be fully investigated. We do not accept name calling or inappropriate language as ‘banter’.

School will not tolerate bullying or child on child abuse and will respond robustly. Staff are responsible for recording instances of child on child abuse, or suspected child on child abuse, on appropriate ICT systems. Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. See the Safeguarding Policy for more information about child-on-child abuse.

Bullying and child-on-child abuse can be physical, verbal, and online. It can target protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Leaders will ensure that robust record keeping and tracking of incidents is used to monitor patterns and trends to devise pro-active strategies to reduce further incidents. Leaders will provide appropriate training for staff so that they can spot the signs of bullying and child-on-child abuse and act accordingly to safeguard students.

In responding to bullying and child-on-child abuse incidents, school will ensure appropriate education and intervention is provided, taking into account any SEND. School will also implement disciplinary sanctions as

necessary. Parents/carers will be informed and school will seek to work in partnership with them to prevent further incidents.

5. Contextual Safeguarding

The context and motive of a student's misbehaviour will always be considered and where the behaviour raises concerns for the welfare of the student or it is felt that the student may be at risk of significant harm, staff will report to the DSL or Deputy DSL and follow procedures set out in the Safeguarding Policy without delay.

In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. See paragraphs 26-29 for further information: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026](#)

6. Rewards

Campion School rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation in and around the school. This Policy is designed to promote good behaviour and encourages students to support the school's values.

When a student'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 culture. Staff will routinely look for opportunities to recognise and reward students through e.g. verbal praise, logging points on ICT systems, and contacting home.

Rewards could include but are not limited to:

- Teachers congratulate children
- Praise points awarded for those students who have shown our school values; **Respect, Integrity, Ambition and Resilience.**
- Teachers call home to inform parents/carers
- Nominated for an award in termly awards assemblies
- Nominated for an award from the Principal
- Rewarded for sharing excellent work through our Proud Table
- Letters of praise from senior staff
- Postcards sent home
- Reward trips/events
- Canteen rewards vouchers
- Cluster Character Awards
- Best in Everyone Awards

7. A guide to a Graduated Approach (Responding to behaviour - Preventing recurrence of misbehaviour)

School recognises the importance of sanctions to maintain high standards of behaviour and conduct and to maintain the culture of the school. When combined, support and sanctions are more likely to have sustained impact on improving individual and collective behaviour choices.

See appendix A for further details.

8. Sanctions

School recognises the importance of sanctions to maintain high standards of behaviour and conduct and to maintain the culture of the school. When combined, support and sanctions are more likely to have sustained impact on improving individual and collective behaviour choices.

School will always want to understand the root cause of any poor behaviour choices and to work with students and parents/carers, and other agencies as needed, to support individual students. Decisions related to support and sanctions are made with due regard to the context of an individual student.

School will always operate with fairness and transparency when implementing sanctions. When considering behavioural support and sanctions for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

School reserves the right to implement lawful sanctions for students, as needed, including detentions, lesson removals, suspensions, directions to other schools or alternative provisions, and permanent disruptive behaviour, persistent disruptive behaviour, or serious one-off incidents, exclusions. Sanctions can be implemented when students have organisational issues, are disruptive, are persistently disruptive, or there is a serious one-off incident.

Detentions

When students are referred onto centralised detentions at breaktime, lunchtime or after school parents/carers will be informed of this via ICT systems. School will always provide a 24-hour notice of any after school detentions set.

When imposing a detention, the school will consider whether doing so would:

1. Compromise the student's safety
2. Conflict with a medical appointment
3. Prevent the student from getting home safely
4. Interrupt the student's caring responsibilities

Students can be set a centralised detention at break time for the following reasons (this is not an exhaustive list):

- Poor punctuality to school (students enter through the school gates and must proceed to registration with their tutor by 08:35)
- Poor punctuality to lesson
- Uniform infringement
- Unsafe behaviour e.g. movement around school site, overly physical behaviour/touching
- Littering
- Poor homework record
- Inappropriate language
- Upon referral by a teacher or head of department
- Any other matter deemed appropriate by the Head of Year or Senior Leadership Team

Students can be set a centralised detention at lunch time for the following reasons (this is not an exhaustive list):

- Failure to attend a breaktime detention
- Being removed from a lesson
- Truancy
- Causing damage
- Disruptive behaviour

- Any other matter deemed appropriate by the Head of Year or Senior Leadership Team

Students can be set a centralised detention after school. Parents will be given 24-hour notice of this. After school detentions are set for the following reasons (this is not an exhaustive list):

- Failure to attend detentions during the school day
- Any other matter deemed appropriate by the Head of Year or Senior Leadership Team

9. Removal from classroom

If a student fails to adhere to the rules and expectations set out by the school in the classroom we operate a simple system of '**Warn**', '**Remove**': Students who have been removed are supervised by the Reflection Room manager, or other appropriate member of staff where necessary. They will continue to receive meaningful education, but it may differ from the mainstream curriculum.

Warn (logged on ICT system): If a student does not meet expectations, teachers will clearly communicate a verbal warning to the student. Students will only be warned once.

Remove (logged on ICT system): If students fail to meet expectations for a second time, they will be sent immediately to the Reflection Room for the remainder of the lesson.

Removal can be used to:

- Restore order in a classroom or elsewhere in the school
- Maintain the safety of all students
- Enable all students to experience disruption free learning
- Allow the disruptive student to continue their learning in a managed environment
- Maintain standards and expectations, clearly signalling to the individual students, and wider community, what is and is not acceptable

Where behaviour is more extreme staff are empowered to move straight to the 'remove' stage of this system without prior warning. Students can be removed from social time such e.g. break and lunchtime if their behaviour warrants it.

Occasionally it is necessary to place a student in the Reflection Room for a longer period of time when there has been a serious behaviour incident and there are ongoing investigations. This helps to keep all parties safe. Staff will record all incidents of removal to reflection on ICT systems along with details of the incident that led to the removal. Parents/carers will be informed immediately via ICT systems that their child is removed to the reflection room.

NOTE: we apply reasonable adjustments for **Warn** and **Remove** where appropriate see **Appendix A for adjustment to Policy for students with SEND**.

Internal suspension (logged on ICT systems)

Internal suspension is used in response to serious or persistent breaches of the behaviour policy. The school may remove students for a limited time from classrooms, social time/breaks, or at any other time when the student is in school. This may be an alternative to avoid a suspension.

Students who have been internally suspended will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Internal suspension is used as an escalated sanction where other support and sanctions have not had a positive impact or because the behaviour is so persistent or serious as to warrant it (note: this is not an exhaustive list):

- Persistent lateness to school or lessons
- Persistent disruption to learning e.g. multiple lesson removes, disrupting the reflection room
- Persistently not following reasonable instructions of staff
- Persistent delayed compliance
- Verbal abuse of staff
- Unsafe movement around school site
- Persistent lesson truancy or truancy from the reflection room
- Child on child abuse, including verbal abuse and abuse targeting protected characteristics
- Persistent breaches of the uniform policy – students will always be given the option to borrow uniform from our uniform room
- Persistent breaches of the Behaviour Policy
- Failure to attend after school detention
- Any other matter deemed appropriate by the senior leadership team

Expectations in the Reflection room

Upon entering the reflection room students will sign in on the register, place their phone in a locker, sit in a designated seat in the room, and are expected to work purposefully and in silence throughout the time they are there. Students are expected to follow all instructions without delay. Disruption of the reflection room will lead to escalated sanctions.

Students will be provided time to eat and have access to water as appropriate. A toilet is always available for students to use; however, this will be discouraged during lesson time as per our Behaviour Policy.

10. Suspensions and Permanent Exclusions

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them.

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the school is made only by the Principal (or 'Acting' Principal if the Principal is not available. The Deputy Principal is designated as 'Acting' in this instance). Parents and Carers will be informed by telephone, email and by letter if their child is suspended.

Parents and Carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period and the school is responsible for providing school work for the first five days. Parents and Carers are expected to attend a reintegration meeting with a member of the pastoral or senior team on return from any suspension. See Exclusions Policy for more detail.

Reasons for suspension are listed below (**please note this is not an exhaustive list**). Reasonable adjustments will always be used where applicable.

- Persistent breach of the Behaviour Policy
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Bullying
- Deliberately risking the health and safety of others in the school
- Walking around the site without permission
- Damage
- Drug and alcohol related incidents
- Inappropriate use of social media or online technology, including AI
- Persistent disruptive behaviour

- Physical assault against a student
- Physical assault against an adult
- Intimidation or aggressive behaviour towards other students and/or members of staff
- Racist abuse
- Sexual misconduct
- Theft
- Use or threat of use of an offensive weapon or prohibited item
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Refusing/failure of Reflection room
- Setting off fire alarm/extinguishers
- In possession of a banned item
- Using lighters matches or cigarettes which endanger the safety of the building. *repeated vaping or being present with other people vaping
- Breaching school ICT security
- Malicious allegations against staff
- Bringing the school into disrepute (including travelling to and from the school)
- Refusal to hand phone over for breaking the school phone rule
- Refusal to be searched

Permanent Exclusions

A permanent exclusion is when a student is no longer allowed to attend our school. School will operate within the confines set out in legislation and in DFE guidance. Permanent Exclusion will be used as a last resort. The decision to exclude a student permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school

Please refer to the exclusions policy for further details. Examples of reasons for permanent exclusion may include: **(this is not an exhaustive list)**:

- a serious breach of safety requirements likely to endanger other people or yourself;
- use or possession of or supply of alcohol or illegal drugs within the school premises or during school organised activities;
- removal or damage of school property;
- stealing from the school, employees of the school, or from students;
- intentional damage to property;
- abuse of the school's computer system and of the internet;
- sexual misconduct, abuse or assault;
- serious actual or threatened violence or physical assault against another student, member of staff or worker in the school;
- carrying an offensive weapon (defined as any item made or adapted for causing injury);
- bullying and/or harassment including racial, sexual or homophobic harassment;
- wilful defiance of the properly exercised authority of the school and its staff;
- bringing the school into disrepute or acting in a manner deliberately to undermine the school's principles or ethos.

In exceptional circumstances Champion School will automatically consider a Permanent Exclusion for students who commit a first or one off offence. Note that in applying this policy, the school will adhere to current

legislation, including the Equality Act 2010. Sanctions are applied fairly, reasonably and proportionately and after due investigative action has taken place.

Exclusion Policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement; over the telephone or online (such as on social media) etc.

Malicious accusations against staff

These can be very damaging for a member of staff's welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student(s) will be sanctioned with a suspension or day in Internal Reflection. The length of suspension and whether this is internal or external will be treated on a case-by-case basis.

The power to discipline beyond the school gate

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity e.g. educational visits, sports fixture
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school. This will include any instances of cyberbullying or mis-use of social media.

DfE guidelines state: 'Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'

Behaviour online and social media:

Parents/carers hold primary responsibility for their child's online behaviour and safety. It is a parent/carers choice to allow their child to access, or not, social media. Therefore, when the school is made aware of behaviour pertaining to social media and online safety it would be usual practice to inform parents/carers. The school may deem it necessary to issue sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student or member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

The school will provide regular opportunities for all students to learn about online safety through e.g. PSHE, tutor time, year group assemblies, online safety guides and the promotion of national online safety weeks. Please see the safeguarding policy for further details. Misuse of social media includes **(this is not an exhaustive list)**:

- Damaging the school or its reputation

- Use that may defame school staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- False or misleading accounts
- Use that impersonates staff, other students or third parties
- Expressing opinions of the school's behalf
- Using school logos or trademarks

Students can report misuse of social media to any member of staff in the school. This should be logged on CPOMS and an appropriately senior member of staff will investigate. Any incident relating to safeguarding will be handled by a member of the safeguarding team.

In line with Government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Keywords are picked up by Sensco software and usage is tracked and sanctions applied where applicable.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

11. Supporting students following sanctions

Report Cards

As part of our graduated approach students can be placed on a report card intervention as a supportive measure. Students on report will have up to 3 measurable targets. Classroom teachers and parents/carers will be made aware when a student is on report. The student will have a weekly review meeting with the member of staff e.g. Form Tutor, Head of Year, SLT to look at the targets for that week.

Organisational issues affect individual students and are logged on ICT systems by school staff. Pastoral and senior leaders will routinely monitor and track organisational issues, looking to put in place support and intervention as needed. This list of examples is not exhaustive.

- Incorrect uniform or sixth form dress code
- Lack of basic equipment
- Lack of subject specific equipment
- Incorrect or no PE kit
- No homework
- Toilet use in lessons
- Wearing jewellery other than that permitted in the uniform policy
- Any other matter deemed appropriate by a member of staff

School will put in place waves of universal support and intervention so that students are able to be better organised in future. This support and intervention will be guided by pastoral staff and increase in intensity if organisational issues persist. This list of examples is not exhaustive.

- Coaching from tutor, class teacher, pastoral or academic leader
- Phone call home
- Provision of equipment/uniform
- Attendance at homework clubs
- Use of the library before/after school
- Review of additional support from SEND department
- Daily check ins

Disruptive behaviours impact the good order of the school and the learning of others. They are to be logged on ICT systems by school staff. Pastoral and senior leaders will routinely monitor and track disruptive behaviours. This list of examples is not exhaustive.

- Late for lesson
- Disrupting learning
- Not following instructions
- Delayed compliance
- Rudeness
- Unsafe movement around school site
- Lesson truancy
- Mobile phone or electronic device use
- Any other matter deemed appropriate by a member of staff

School will put in place waves of support and intervention so that students are able to make better decisions about their behaviour in future. This support and intervention will be targeted. This list of examples is not exhaustive.

- Coaching from tutor, class teacher, pastoral or academic leader
- Phone call home
- Meeting with parent/carer
- Tutor/subject report
- Head of Year report
- Senior Leadership Team report
- Meeting with the school medical team
- Behaviour awareness course
- Change of tutor group/band
- Change of seating plan
- Meeting with senior members of staff
- Mindfulness
- Meeting with a member of the careers team
- Mentoring

Serious behaviour incidents and **persistent disruptive behaviour** are highly detrimental to the safety and good order of school. Staff must refer these incidents to leaders as appropriate e.g. heads of year, heads of faculty, senior leaders. Pastoral and senior leaders will routinely monitor and track serious incidents and persistent disruptive behaviour. This list of examples is not exhaustive.

- Any persistent or repeated disruptive behaviours (as listed above)
- Refusal to comply with school sanctions
- Any form of child-on-child abuse, including bullying
- Vandalism
- Theft
- Refusal to follow the student code of conduct when on an educational visit
- Fighting or physical assault
- Threatening behaviour
- Smoking or vaping
- Absconding from school site
- Inappropriate use of language or electronic devices including racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items
- Intention to sell or distribute prohibited/banned items
- Verbal abuse of staff
- Malicious allegations
- Any other matter deemed appropriate by a member of staff

School will put in place waves of support and intervention so that students are able to make better decisions about their behaviour in future. This level of support and intervention will be more intensive and may include specialist support. This list of examples is not exhaustive.

- Meeting with parent/carer (pastoral or senior leader)
- Change of tutor group/year half
- Meeting with the school police officer
- Head of Year report
- Senior Leadership Team report
- Engagement with an external agencies and interventions
- Early help Assessment
- Restorative meeting with staff or students
- Referral to the SENDCO
- Review of previous support and interventions
- Referral to the Local Authority School attendance support officer (SASO)
- Referral to the Local Authority Social, emotional and mental health panel (HARPS)
- Referral to the Local Authority SEND Specialist Service
- Placement review – have all options for support and intervention been exhausted?
- Offsite direction, managed move or referral to Alternative Provision

Inclusion and SEND

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). As such it is inherent that in the application of this policy school will make appropriate reasonable adjustments.

- When incidents of misbehaviour arise, school will consider them in relation to a student's SEND; school recognises that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- 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.
- As part of meeting these duties, the school 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.
- If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.
- Where the behaviour of a student is causing significant concern school will consider and investigate if there is an unmet SEND need.
- School will operate zero-tolerance towards any abuse directed against a protected characteristic of a student or member of staff. Support and education will be provided to students displaying this type of abusive behaviour and there will be increasingly robust sanctions, and the involvement of other agencies, should behaviour persist or repeat.

Bridge/SEND base:

The Bridge or SEND base are areas where there is an opportunity for extra support for students with SEND, both academic and in terms of well-being, to ensure that school is meeting individual needs. SEND interventions will be delivered in these spaces with the intention always to integrate students as fully as possible into a mainstream classrooms for all or most of their learning. It would be expected that for most students with SEND, most of the time, that they would attend usual lessons. Time in the Bridge is usually

scheduled but sometimes ad-hoc arrangement may be made based on the presentation of the student's needs.

Pastoral Review Meetings

Pastoral review meetings determine whether it is appropriate for a student to access any of our additional support measures. This meeting is a multi-agency style meeting with the following staff present as appropriate:

- Head of Year
- A member of SLT
- SENDCO
- Designated Safeguarding Lead or Deputy
- Member of Wellbeing team (Counsellor)

These meetings are held regularly to determine additional interventions for students and may be based on:

Risk of Permanent Exclusion (PEX) e.g persistent disruptive behaviour.
Persistent poor behaviour.
Identified as vulnerable e.g. LAC/SEN/PP/Young carer.
Specific SEND that prevents engagement in mainstream lessons.
Attendance issues to include truancy.
Reintegration from alternative provision, excluded from another school, managed move or returning from extended absence.

Off-site directions, managed moves and Alternative Provision

To re-focus students and meet their educational needs the school may re-direct a student's education to another local school or an Alternative Provision. The school also accesses more bespoke provisions through the SEND team where these are more suitable. In this case they will be educated off-site for a period that will be reviewed at regular intervals – typically this is every 6 weeks. Usually, this will only be put in place if it is agreed by all parties that this is in the best interest of the child. Parents/carers and, if the child has an EHCP the Local Authority, will be notified as soon as is practicable. The provider that the school uses will always be Ofsted registered if they are there for a greater time than 16 hours/week.

The school will work with other schools, where possible, to support off-site direction where these are an option.

A managed move is a permanent transfer that can be brokered when agreement is reached between parents/carers, Campion, and a receiving school.

12. Use of reasonable force

With respect to the use of reasonable force, school will always operate within the confines of the law and [guidance as set out by the DfE](#).

School would always wish to avoid the use of reasonable force and staff will always use other methods first to try to deescalate. School staff are not obliged to enter into the use of reasonable force and the decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The use of 'reasonable force' means using no more force than needed to achieve a lawful objective. SEND or any other vulnerability of a student must be

considered by any member of staff when using their professional judgment to enter in the use of reasonable force against a student.

Please see the Restrictive Intervention & Reasonable force policy for further information.

13. Prohibited items and searches

School expects students to abide by the uniform policy including with regards to jewellery and hair styles. Therefore, it is not expected that jewellery or uniform become a matter of debate between staff and students. Generally, confiscated items which pose no harm will be logged on ICT systems and handed into staff for student collection when the student leave school site. Where an item is deemed to be harmful, it will not be returned to the student and parents/carers will be requested to collect the item. In some instances, items may not be returned and will be handed over to the police. Any banned or prohibited items found in a student's possession will be confiscated. These items will not be returned to the student. School will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate. When deciding what to do with a prohibited item, the school will act in line with statutory guidance and will work in partnership with other agencies, such as the Police, when there is cause to.

List of prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs and paraphernalia
- Stolen items
- Tobacco, cigarettes, vapes and E-cigarettes
- Fireworks
- Pornographic images
- Scissors or any sharp pointed item
- Screwdrivers or similar workshop tools
- Aerosols
- Laser pens
- Energy drinks, chewing gum, or other drinks in glass bottles
- Any article a staff member reasonably suspects has been, or is 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)

Other Confiscated Items

Items taken from students during the school day are usually returned at the end of the day (other than items such as vapes/energy drinks etc which will be disposed of). However, where a student persistently brings/uses other confiscated items during school hours, Parents and Carers may be requested to come to collect. Unclaimed items are sent to lost property in the reception area at each half term. These items are then periodically given away to charity shops if left unclaimed.

The law relating to screening and searching

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for schools – July 2022. This includes

“any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

Screening and searching is not a routine action by school however, using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps school establish an environment where everyone is safe. When there are reasonable grounds for a search and wherever feasibly possible, consent from the student will be sought. The member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When a member of staff conducts a search without a witness they should immediately report this to another member of staff.

Any search of a student or of their possessions must be carried out with due consideration for the student’s personal dignity, health and safety, the school’s Safeguarding Policy, United Learning staff-student relations guidance, and the school’s own Equal Opportunities Policy. Only the Principal or a member of school staff authorised by the Principal can undertake the search of a student. An appropriate location for the search should be found and where possible this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip. A record must be made after a search is conducted on the school’s electronic safeguarding system and parents/carers will be informed as promptly as possible.

It is expected that students will cooperate with any requests to be searched. If students refuse to be searched, school will seek the support of parents/carers wherever possible and appropriate. Refusal by a student to be searched could be viewed as increasing the reasonable suspicion the student is in possession of prohibited items and could result in disciplinary action in line with this policy.

Extent of a search

A member of staff may search a student’s outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. ‘Outer clothing’ means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. ‘Possessions’ means any goods over which the student has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in school that the student gives their consent to it being searched. The member of staff may use a metal detector to assist with the search.

Searching with consent

The School may search students with their consent for any item. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Searching without consent

Schools have the statutory power to undertake a search of a student or their possessions without their consent if there are reasonable grounds to believe that the student may be in possession of a prohibited item or any other item which might pose a serious risk to the safety of that student and/or others.

Any search without consent must always be viewed as a last resort, when other methods have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item

could pose significant risks to others or themselves. Members of staff can use such force as is reasonable given the circumstances when conducting a search for:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- or articles that have been or could be used to commit an offence or to cause personal injury to, or damage to property of any person, including the student

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

The school will follow the Department for Education guidance '[Screening Searching and Confiscation – advice for Principals, staff and governing bodies](#)' - in deciding what to do with confiscated items.

Refusal by a student to be searched as per our behaviour policy could result in a sanction.

Mobile phones and electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As such, staff may request consent from a student to search an electronic device when the criteria outlined in this policy are met. Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the staff may inspect the data on it if they think there is a good reason to do so. The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching, or break the school rules. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

14. Drugs

For the health and safety of all staff, students and visitors, the school operates a zero-tolerance policy on drugs. This policy applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances, and legal highs. Over the counter and prescription medicines are dealt with in the "Supporting students with medical needs" policy.

Students will receive education about the risks of drugs as part of the PSHCE programme and the school will also involve outside agencies where appropriate.

Any student found to be involved in a drugs-related incident will be subject to disciplinary sanctions in accordance with this policy and the Exclusion policy. Supplying of illegal drugs will, other than in exceptional

circumstances, lead to permanent exclusion. The school will always work in partnership with other agencies, including the Police, as needed.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested.

Similarly, any drugs-related paraphernalia such as needles will be disposed of. The school may carry out searches for drugs in accordance with this policy.

Parents and Carers involvement

The school will inform Parents and Carers when their child has been found to be involved in drugs unless in exceptional circumstances where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform Parents and Carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

15. Serious Incidents that require investigation

When there is an incident that requires an investigation, then this should be overseen by an appropriately senior member of staff. If no senior staff are available, then a senior Pastoral leader should carry out the investigation. It may be necessary to isolate students in appropriate spaces e.g. the reflection room or staff offices during an investigation. Investigating an incident often involves:

- Student (s) involved and given the opportunity to write an initial account. It must be made clear to them to state where it happened, when it happened, which individual(s) were there and full details of what occurred. They are not to discuss the situation with anybody before completing the account.
- Phones should be taken from the students (s) and they are to be supervised whilst completing the account. The member of staff who supervises this should sign the account also. (The student may need support in writing the account).
- The student (s) will remain in isolation until the investigation is complete.
- Any member(s) of staff who were witness should email the member of staff overseeing the investigation with a full account as soon as possible.
- Any student (s) who were witnesses should complete an account whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing the account.
- The member of staff leading the investigation will speak with the witnesses regarding the accounts made to ensure that all relevant information is collected and then ensure that the accounts are signed.
- The member of staff leading the investigation will speak with the student (s) regarding the accounts made to ensure that all relevant information is collected and then ensure that the accounts are signed.

Reasonable adjustments for SEND students will be implemented to ensure they are fully supported through any investigations.

The member of staff leading the investigation will then discuss with the Principal the sanction to apply if they are at risk of suspension or permanent exclusion. The decision to exclude will be made , by the

Principal, after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school’s behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

If a decision to suspend has been made, Parents and Carers will be contacted at the earliest possible opportunity, by telephone if possible. The suspension or permanent exclusion will be confirmed (without delay) by a letter signed by the Principal outlining the reasons. If a student has a social worker, or if a student is looked-after, the Principal will also, without delay after their decision, notify the social worker and/or virtual schools, as applicable. The school will also notify the local authority, without delay.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student’s previous behavioural record – taking care to be clear what behavioural incidents the student is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school’s Behaviour Policy, Special Educational Needs Policy and Equality Law obligations.

16. Monitoring and review

Campion will monitor behaviour in school and evaluate the effectiveness of the behaviour policy regularly. School will use data, student voice, staff voice, parent/carers voice, and other quality assurance processes, including external scrutiny from United Learning, to measure impact and develop further this policy and associated strategies. This will support the school to understand whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into student's PSHCE/RSE lessons, or the development or implementation of strategies, practices and procedures.

Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale: Campion School is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with Parents and Carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies that may be used:
Increased use of praise
Time out card
Attendance to homework club
Seating Plan adjustment
Short and repeated instructions
Use of a visual checklist on student expectations
Private notification of warnings, including post it notes on desks
Chunked tasks

Examples of adjustments to the Behaviour Policy that may be used:
Pre-warning given
Shorter length of detention
Access to keyworker support in the Reflection room, when required
Time out card in the Reflection room
Shorter time spent in the Reflection room
Access to a laptop in the Reflection room

Restorative discussion with the teacher to take place immediately, rather than the end of the day

Please note the above are examples; strategies and adjustments that may be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

Implementing Visual Timetables: Help students maintain positive behaviour by providing structure and predictability through visual timetables, aiding in smooth transitions and managing changes in their routine.

Cognition and Learning

- **Differentiated Behavioural Expectations:** Tailor expectations based on the student's cognitive abilities and learning profile.
- **Positive Reinforcement:** Use frequent and specific praise to encourage positive behaviour, highlighting successes and efforts.
- **Additional Support:** Provide one-to-one or small group support to help students understand and adhere to behavioural expectations.

Social, Emotional, and Mental Health

- **Tactical ignoring:** A behaviour management technique where attention is deliberately withheld from inappropriate behaviour to reduce its occurrence and reinforce positive behaviour.
- **Redirection:** A behaviour management technique where attention is shifted from inappropriate behaviour to a more appropriate and positive activity or behaviour.
- **Calm and Safe Spaces:** Create designated areas where students can go to calm down and self-regulate during periods of distress.
- **Emotional Regulation Support:** Teach and reinforce emotional regulation strategies, such as deep breathing, mindfulness, and relaxation techniques.
- **Consistent Routines:** Establish predictable and consistent routines to provide a sense of security and reduce anxiety.

Sensory and/or Physical Needs

- **Regular Sensory Breaks:** Schedule regular breaks for sensory activities to help students manage their sensory needs and stay focused.
- **Flexible Seating Arrangements:** Allow students to choose seating that meets their sensory and physical needs, such as standing desks or quiet corners.
- For children with more severe needs, as bespoke approach to reasonable adjustments may require extensive planning and further positive behaviour management strategies.

Positive Behaviour Management Strategies

- **Building Strong Relationships**
 - **Consistent, Trusting Relationships:** Establish stable, trusting relationships with a consistent adult or mentor.
 - **Empathy and Understanding:** Show empathy and take the time to understand the child's perspective and experiences.
- **Clear Expectations and Routine**
 - **Structured Environment:** Provide a predictable and structured environment with clear, consistent routines.
 - **Clear Rules and Expectations:** Communicate rules and expectations clearly, using visual aids if necessary.
- **Positive Reinforcement**
 - **Reward Systems:** Use reward systems such as token economies, praise, or certificates to reinforce positive behaviour.
 - **Specific Praise:** Give specific, positive feedback when the child demonstrates desirable behaviour.
- **Emotional Regulation Support**
 - **Teach Coping Strategies:** Teach and practice coping strategies such as deep breathing, mindfulness, and relaxation techniques.
 - **Emotion Coaching:** Help children identify their emotions and develop strategies to manage them effectively.
- **Social Skills Training**
 - **Role-Playing and Social Stories:** Use role-playing and social stories to teach appropriate social interactions and responses.
 - **Peer Support:** Foster peer support and buddy systems to help children build positive relationships.
- **Individualised Behaviour Plans**
 - **Tailored Interventions:** Develop individualised behaviour plans that address specific needs and triggers.
 - **SMART Goals:** Set Specific, Measurable, Achievable, Relevant, and Time-bound goals to guide behaviour improvements.
- **Calm and Safe Spaces**
 - **Designated Calm Areas:** Provide access to calm, safe spaces where children can retreat to self-regulate.
 - **Sensory Breaks:** Offer regular sensory breaks to help children manage sensory overload and stay focused.
- **Positive Role Models**
 - **Model Appropriate Behaviour:** Demonstrate positive behaviour and social interactions through adult role models.
 - **Mentoring:** Pair children with positive role models or mentors who can provide guidance and support.
- **Engaging Activities**
 - **Interest-Based Learning:** Plan activities based on the child's interests to increase engagement and motivation.
 - **Hands-On Activities:** Use hands-on, interactive activities to keep children engaged and involved.
- **Consistent Communication**
 - **Regular Check-Ins:** Hold regular check-ins with the child to discuss progress, challenges, and feelings.
 - **Open Dialogue with Parents and Carers:** Maintain open and consistent communication with Parents and Carers to ensure a coordinated approach.

These reasonable adjustments, which if employed for all children, may compromise the consistency of applying the behaviour policy. Therefore, such reasonable adjustments, will be agreed on a case-by-case basis and documented in a Pastoral Support Plan and/or a Behaviour Support Plan. These plans will be

drawn up, in consultation with Parents and Carers, and where appropriate, in consultation with external agencies with specialism in social, emotional & mental health.

Where a child or young person is presenting with severe needs, that are not met through these reasonable adjustments, the Pastoral Support Plan and/or Behaviour Support Plan, will be reviewed in consultation with the Head Teacher.