

Behaviour Management Policy “The Moor Park Way”

Approved at Governors: 15 October 2025
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Statement of Intent

Moor Park High School and Sixth Form believes that, in order to facilitate effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Modelling and promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and equity.
- Praising and rewarding and celebrating good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, bullying and any form of intimidation or harassment and one which promotes the values of caring, empathy, teamwork and coordination
- Promoting early intervention
- Promoting a culture of encouragement in which all pupils can achieve.
- Creating and maintaining an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- Encouraging consistency of response to both positive and negative behaviour
- Encouraging a positive relationship between all stakeholders to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy fairly and consistently.

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of poor behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school will aim to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The

school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Roles and Responsibilities

The school is aware that in order facilitate high standards of teaching and learning and therefore excellent pupil outcomes there must be high standards of behaviour at all times and therefore we are aware behaviour management is a matter that concerns and involves all members of the school community:

The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy. The Governing Body is advised of the implications of the Behaviour Policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

All Pupils (from Year 7-13):

- All pupils will follow the Moor Park Way at all times
- All pupils are expected to behave in a polite, responsible and respectful manner towards all adults

and towards each other both in school and in the local community

- Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- All pupils are expected to behave in a manner which does not adversely affect the health and safety of others
- At all times pupils are expected to wear full school uniform and take pride in their appearance at all times.
- Act as positive ambassadors and representatives of the school through their exemplary behaviour
- All pupils are expected to behave responsibly on their journey to and from school and on school trips so as not to bring the name of the school into disrepute.
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment
- Respect and value the environment and their surroundings, as well as each other.
- Understand the school's definition of disruptive behaviour and not act in a manner which is disruptive to the learning of others.

Teachers and Associate staff:

- Be fully aware that behaviour management is the responsibility of all staff
- All staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Staff are responsible for dealing with unacceptable behaviour wherever they see it, in classrooms and corridors
- Have high expectations from pupils at all times and insist on high standards of behaviour, discipline, attendance, punctuality and uniform from all pupils
- Create a high-quality learning environment, with well planned, engaging lessons that cater for the needs of all pupils in the lesson
- Follow and consistently apply The Moor Park Way and dealing with behaviour that disrupts learning method.
- Issue sanctions, including detentions and the use of on-call, for unacceptable behaviour
- Confiscate inappropriate items from pupils
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Record all behavioural events, both positive and negative, on the school's management information system, by following the correct reporting procedure.
- Raise any concerns regarding pupils' behaviour with the relevant head of year.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Contact parents/carers regarding their child's behaviour where necessary.
- Monitor the attitude, effort and quality of the pupils' work.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.
- Ensure they demonstrate, communicate and model correct behaviour in all aspects of school life.
- Ensure they are aware of their roles and responsibilities at all stages of the behaviour intervention hierarchy

Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school by:

- Actively supporting all school policies
- Ensuring regular and prompt attendance is maintained
- Supporting any sanctions, such as detentions, that are issued
- Insisting on high standards of uniform, behaviour and discipline to and from school
- Checking their child's school planner and signing it weekly
- Responding in a positive way to all communication from the school
- Abiding by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encouraging good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
- Sharing any concerns, they have regarding their child's education, welfare, behaviour and life at name of school with the pupil's classroom teacher or SLT.
- Supporting their child's independent learning.
- Supporting the school's decisions in relation to behavioural issues, whilst having the right to question the school's decisions regarding their child's behaviour.
- Ensuring that their child correctly presents themselves as a pupil of name of school, in accordance with the school's Uniform Policy.

The Headteacher and Deputy Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures by:

- Supporting all staff in managing behaviour, including the use of consequences
- Supporting staff where they need to use "reasonable force"
- Supporting staff faced with challenging behaviour.
- Reporting to the Governing Body with behaviour and attendance data.
- The Headteacher is responsible for taking the decision to exclude any pupil should it become necessary (see Exclusion Policy)

The Governing Body will:

- Ensure that the policy is clearly communicated to pupils and parents, is non-discriminatory and the expectations are clear.
- Support the school in maintaining high standards of behaviour
- Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- Monitor the implementation of the policy

Definition

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which

- humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

The Moor Park Way

The underlying principles of the school in determining the behaviour in the school community are outlined in the 'RIGHTS AND RESPONSIBILITIES CHARTER' enshrined in 'THE MOOR PARK WAY'

This acts as the Pupil Code of Conduct which forms the basis of accepted behaviour in the classroom and is based on respect and value for one another, emphasising the right of all pupils to learn and the right of all staff to teach.

The Moor Park Way is the foundation of our school's culture and it summarises "the way we do things around here and the values we hold."

Acceptable and unacceptable behaviour

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.

The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexual and homophobic abuse. (see "The Moor Park Way" and Anti-bullying policy)

The power to discipline beyond the school gate:

- Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Classroom and Corridor Routines

One key way to establishing and maintaining a culture of excellent behaviour is through ensuring there are routines that teach pupils the correct way to behave. These routines are to be followed all of the time by staff to ensure consistency of practice and to support pupils in managing their behaviour and enhance their learning. These routines must not be changed or altered for any class at any time

Classroom Routines

At the start of every lesson the routines are as follows and staff must:

- Welcome pupils at the door
- Ensure pupils enter immediately in an orderly manner.
- Ensure pupil place all equipment (pen, pencil, ruler, books etc.) on desk.
- Ensure bags and coats are be packed away (under the desk, on a hook or where the teacher had decided and informed pupils).
- Ensure planners are on the desks – opened on MPW and routines pages.
- Ensure pupils stand quietly behind their chair in the seating plan place.
- Greet pupils appropriately (“good morning” / “good afternoon”)
- Expect pupils to respond in an appropriate manner (as instructed) when greeted
- Instruct pupils to sit down (give them appropriate task etc.)
- Take register in silence.
- Call out every pupil’s name and expect the response to be ‘Yes Miss/Sir’ (or as instructed).

During every lesson the expectations from pupils are as follows:

- Pupils will follow all instructions from all adults in the classroom at all times
- Pupils will speak to peers and adults in a pleasant and polite manner
- Pupils will complete all work to the best of their ability
- Pupils will ask for help by putting up their hands to attract a teacher’s attention
- Pupils will treat all members of the class with dignity and respect

At the end of every lesson the routines are as follows and teachers must ensure:

- Pupils only pack away when they are told to
- Pupils remain seated until the teacher asks them to stand behind their chairs
- Pupils will stand behind their seats in silence
- Pupils will be dismissed by the teacher
- The teacher will stand at the door to control the exit of pupils from the room and to monitor movement and behaviour on the corridor

Corridor Rules and Routines:

Around the school staff will monitor behaviour, encourage and expect pupils to:

- Walk on the left-hand side of the corridor
- Always wear full school uniform
- Not wear coats, hats, gloves and scarves in the building
- Eat and drink in designated areas - no eating or drinking in corridors or classrooms
- Only use the designated toilets
- Use the correct staircases and remain in designated areas
- Place litter in the bins provided
- Be polite and helpful to others at all times
- Move sensibly and safely (no running, shouting etc.)
- Follow ALL instructions given by ALL staff at ALL times
- Never argue or answer back to requests or instructions from staff
- Arrive promptly to lessons.

Dealing with disruptive behaviour in the classroom

Definition of disruption: ***“Disruptive behaviour is anything pupils do that causes the teacher to stop teaching the lesson”***

If disruption occurs in a lesson a teacher will issue a:

1. REMINDER to ALL pupils:

- On the first incident of disruptive behaviour ALL pupils will be reminded that disruption to lessons is unacceptable
- For example; "I have stopped my teaching because..... I am reminding you that this is unacceptable"

2. WARNING to ALL pupils:

- On the second incident of disruption ALL pupils are issued a warning
- For example; "This is the second time I have stopped my teaching, you are all warned any pupil that disrupts from now will receive a consequence for their actions"

3. CONSEQUENCE to the pupil(s) that continue to disrupt:

- The next pupil(s) to disrupt are issued with a behaviour detention (3.15-4.00) on the same day for incidents of disruption
- For example; "You have disrupted my lesson despite the reminders and warnings, your consequence is a one-hour detention after school"
- It is the responsibility of the pupil to report to the detention room on the day the detention is issued. Pupils who fail to attend the detention, without discussion or permission from a member of staff will have further sanctions, including seclusion or exclusion applied.

4. REMOVE pupil from lesson via the "on-call" system

- If the same or any other pupil further disrupts the lesson:
- The teacher to make a request for on-call.
- The pupil will be removed from lessons and parents will be contacted and a meeting will be arranged to discuss the matter. In some cases, pupils may be put in isolation pending a meeting with parents.

Dealing with disruptive behaviour on the Corridor

Definition of disruptive behaviour outside of lesson times: ***"Disruptive behaviour is anything pupils do that does not follow the corridor and school rules or instructions given to them by adults"***

When disruption occurs on a corridor (break, lunch, lesson changeovers etc.) Staff are required to:

1. Issue a REMINDER to individual or group of pupils:

- "Your behaviour on this corridor/Library/Yard/classroom etc. is unacceptable, I would like you to stop and follow my instruction to"

2. Issue a WARNING to individual or group of pupils:

- "This is the second time I have instructed you to, you are / you all are warned any pupil that does not follow this instruction will be issued with a consequence for their behaviour

3. issue a CONSEQUENCE to individual or group that continue to disrupt:

- "You have not followed my instructions despite the reminders and warnings, your consequence is a detention"
- Any individual or group of pupils that are not following instructions will ALL be issued with a corridor behaviour detention
- If pupils remain in a group and anyone of that group argues, they will all get a sanction - this is to encourage pupils to walk away from disruptive behaviour

4. Remove pupil via “on-call” system:

- The teacher makes a request for SLT or pastoral support
- The pupil will be removed from the area and parents will be contacted and a meeting will be arranged to discuss the matter. In some cases, pupils may be put in isolation pending a meeting with parents.

Detentions:

The school uses after school detentions as a form of sanction for pupils, in Years 7-11, who fail to comply with expectations and rules.

Detentions can be issued by teachers and the law states parental consent is not required when issuing a detention. However, the school will endeavour to notify parents by text message for after-school detentions longer than 15 minutes.

The times outside of normal school hours when detention can take place include:

- Any school day where the pupil does not have permission to be absent.
- Weekends – except the weekend preceding or following a half-term break.
- Non-teaching (training) days.

During lunchtime detentions staff will allow reasonable time for pupils to be able to visit the toilet and eat their lunch. The following detentions are currently being used:

Detention	Length	Frequency	Time of day
Same-Day Behaviour Detention	Min: 45 mins Max: 1 hour	Daily	After school
Same-Day Corridor Detention	Min: 45 mins Max: 60 mins	Daily	After school
Class Teacher Detention	Min: 15 mins Max: 60 mins	Daily	Break/lunch/after school at discretion of the teacher
Faculty Detention	Min: 15 mins Max: 60 mins	Daily	Break/lunch/after school at discretion of Faculty Leader
Punctuality Detention	Min: 30 mins Max: 60 mins	Daily	After school
Uniform Detention		Daily	After school
Inappropriate Language		Daily	After school
Possession of a banned item (this includes mobile phones, chewing gum, energy/fizzy drinks)		Daily	After school
Corridor detention	Min: 45 mins Max: 60 mins	Daily	After school
Pastoral Detention	Max: 1 hour	weekly	After school
School Detention	Min: 75 mins Max: 90 mins	weekly	After school

Issuing disruptive behaviour in class or corridor detentions

Issuing a Behaviour Detention:

- The detention issued for unacceptable behaviour needs to be logged by the member of staff as soon as possible to allow parents to be informed by text message.
- This can be at the end of break / lunchtime or at a quiet time during the lesson.
- It is to be recorded on SYNERGY using the instructions provided on the desktop - issued as a

behaviour detention

- For incidents at break/ before period 4 the detention must be logged before 3.00pm as it will be issued on the same day.
- For incidents at lunchtime and later the detention will be issued on the following day.

During the detention:

- All members of SLT and All Faculty will be present in the canteen from 3.15pm
- Period 6 tutors need to remind pupils who appear on their register to attend the detention
- Pupils will report to the detention and be seated by pastoral/senior staff
- ALL staff who have issued classroom or corridor disruption detention will, with the support of a Faculty/Senior Leader, have a discussion with the pupil about the reasons for the sanction - the purpose of this is to re-set the pupils behaviour, complete the restorative process and ensure a fresh start the following day.
- Staff will leave the detention room after the meeting with the pupil(s)
- All Faculty Leaders and SLT will remain in the detention room until restorative conversations have been completed, after which allotted staff, supported by Pastoral Team will supervise on a rota until 4.00pm

The On-Call System

Behavioural Problems:

Pupils removed via the on-call system for behaviour that disrupts teaching will be placed in seclusion and parents will be contacted for a meeting to discuss the incident. Pupils who are regularly removed via on-call for behaviour which disrupts teaching will face further sanctions which could include longer periods of seclusion, fixed term exclusion or even permanent exclusion

Health Problems:

The on-call teacher must judge the severity of the situation and decide the best option, which can include:

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Placing the child in the medical room and closely monitoring them. The school office MUST be informed when this is done. Pupils should not be left sitting in the entrance area. This is intended for guests and visitors only.

Arranging for a first aider to assess the pupil if you feel it is urgent – the Office will have a list of appropriately trained staff

The On-Call system is to be used:

- As a last resort, to supplement normal disciplinary procedures in the school and where behaviour disrupts the teaching of a lesson
- Where health and safety of members of the school community is compromised
- Support staff and pupils on an immediate basis.
- To deal with a pupil who is sick or injured.

The On-Call System is not to be used:

- To remove a pupil as soon as they have done something wrong
- By staff to send messages around school
- Not be used to remove pupils who have not got the correct equipment
- For pupils with headaches or minor ailments or TLC - The best and only place for a child with a slight head or tummy ache is in the classroom by an open window.

Roles and Responsibilities:

Class Teacher Responsibilities:

- Follow above guidelines for dealing with disruptive behaviour use all other strategies before removing pupils
- Log the incident on the relevant incident form
- If the problem is persistent refer pupil to relevant Faculty Leader

Faculty Leader Responsibilities:

- Support class teachers in managing behaviour of pupils in their class

On-Call Staff Responsibilities

- Needs to complete the 'On-Call Log' as this information is used to track pupils removed from class

PLEASE NOTE:

- If a child is so ill that he/she cannot make their own way home, it is the responsibility of the parent / carer to make arrangements to come and collect the pupil otherwise the pupil must remain in the medical room.
- The school cannot administer any medication without parental permission
- The medical room must not be used for pupils temporarily removed from the classroom for discipline problems. The medical room is for injured or sick pupils only

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Recognition, sanctions and support:

Recognition

Good Behaviour at all times is an expectation at Moor Park High School and Sixth Form. A school ethos of encouragement is central to the promotion of good behaviour.

Staff will use praise and positive feedback; both to individuals and to groups of pupils in private and in public, via assemblies, tutor time and in classrooms and corridors, to encourage and motivate pupils to maintain high standards of behaviour

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Learning support programmes
- Providing mentoring and coaching
- Individual Behaviour Plans (IBPs)
- Pastoral Support Plans (PSPs)
- Additional curriculum resources
- Different teaching strategies
- Study support or alternative curriculum provision
- Social, emotional and behaviour Counselling
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan
- A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

The school would seek secured access to appropriate specialist child and family support services (where available) including:

- Behaviour support service
- Pupil referral unit
- Education Psychology Service
- Health Services (including mental health)

Sanctions

Sanctions and disciplines will be given when a pupil's behaviour is unacceptable /inappropriate, in order to help them to develop a sense of right and wrong.

A range of sanctions are clearly defined in the procedures and their use will be characterized by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

The procedures make a clear distinction between the sanctions applied for minor and major offences. The school will implement a range of strategies to deal with inappropriate behaviour by pupils including:

- Talking 'privately' with the pupil
- Verbal reprimand
- Time out
- Use of the detention system
- Withdrawal of school privileges
- Letters to parents/carers
- Meetings with parents/carers
- Referral to external agencies
- Seclusion (see Seclusion procedures)
- Fixed-term suspensions or permanent exclusion (see Exclusion policy)
- Withdrawal of privileges
- The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Investigations

The school will investigate, as appropriate, reported incidents of pupil misbehaviour and will:

- Provide adequate non-contact time for the conduct of investigations (as available).
- Notify the police and other relevant bodies of incidents where it is appropriate to do so.
- Complete investigations within a reasonable timescale.
- Ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Reviewing Effectiveness Record keeping

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the schools' Behaviour Policy.

- The school maintains accurate records of behaviour incidents.
- The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents.
- The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
- Paper records of incidents and investigations during an academic year will be disposed of at the end of that year as incidents are recorded on school IT systems.

Communication with stakeholders:

The school communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the school rules, school prospectus and website, home-school agreement, school assemblies, pupil newsletters, pupil planners, letters to, and meetings with parents/carers.

The school communicates the standards of acceptable and unacceptable pupil behaviour to staff through the policies, CPD programme and staff meetings.

Consultation and implementation

The school's Behaviour Policy has been updated and adopted by the Governing Body in June 2023.

The school has ensured that parents/carers are fully informed of the Behaviour Policy by communicating it through the school rules, school prospectus, home-school agreements, pupil planners, newsletters and other normally used channels.

The school aims to communicate expected behaviour to all new and existing pupils through the, school prospectus and website, pupil planners, school assemblies, and within the curriculum wherever relevant.

The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate formats where available. The school will ensure that all staff are consulted regularly about the policy and its implementation.

Monitoring and review

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

This policy will be reviewed by the Headteacher and Deputy Headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.