



Vanguard Learning Trust

As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. The Trust has a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, with the common aspiration that all students can achieve their potential.

Behaviour policy (DRAFT)

Part B: Vyners School

Summer 2026

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DRAFT

Part B: Vyners School

Section 1: How this behaviour policy is implemented

1.1 Introduction

Vyners School sets high expectations of the behaviour of its students. Staff strive to build high performance relationships, balancing expectations with care and support. The school works to support students to make good choices in line with the CARE values of Community, Aspiration, Respect and Endeavour. The school rules enable the school community to be the best it can be. Where students do not adhere to the rules they can expect both the corresponding consequence, alongside guidance to reflect on their behaviour, restore relationships and find ways to make better choices moving forward.

1.2 The commitment of Vyners School

Vyners School is committed to:

- promoting an ethos/culture of praise and encouragement in which all students can enjoy and achieve.
- promoting self esteem, self discipline, correct regard for authority and positive relationships based upon mutual respect;
- promoting good behaviour both inside and outside of the classroom;
- ensuring equality and fairness for all;
- promoting consistent responses both to negative behaviours (consequences) but also to positive behaviours (rewards);
- providing a safe environment for all staff and students, which is free from bullying or any form of harassment;
- working with a range of external agencies to promote and encourage good behaviour and to engage in early intervention where it is believed to be necessary; and
- encouraging a positive relationship with students, parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

1.3 Dealing with in-class incidents of negative behaviour

Classrooms are places of learning and the school has high expectations for student behaviour in lessons. Vyners School expects students to:

- engage fully in learning without disrupting the learning of others;
- follow the classroom code of conduct which includes routines for entering the classroom, seating plans; how to answer questions; having basic equipment necessary for the lesson;
- show respect for the classroom teacher and any other adults in the classroom;
- show respect for all other students and learners and to work co-operatively with them to ensure that learning targets are achieved. This includes respecting diversity and the differing views and opinions that other students may have; and
- show respect for the learning environment and the physical equipment made available to them during the lesson.

Vyners School believes that the vast majority of behaviour incidents can be dealt with by the classroom teacher. However, there are situations where the negative behaviour of a student continues to disrupt the learning and progress of other students. Staff follow a staged response to de-escalating behaviour, reinforcing classroom expectations and supporting students to regulate and adjust their behaviour. This will follow the remind > reset and refocus > remove process as detailed in **Appendix 1**. A member of SLT will be available throughout every lesson to support classroom teachers in situations where the behaviour management strategies are not having an impact on changing the negative behaviour of individual students in the classroom. Where students

demonstrate persistent negative behaviour, receiving multiple reminders or needing to reset and refocus across multiple lessons, the report process will be initiated (**Appendix 3**). Departments will issue a 20 minute detentions to students who do not complete home learning tasks.

1.4 Removal from lessons

Students may be withdrawn from lessons for a variety of reasons, including disrupting the learning environment. Where students have not adjusted their behaviour after moving through the remind, reset and refocus stages of the behaviour for learning model they will be removed from the lesson and taken to the internal exclusion room. They will remain there for 3 lessons, including one social time. Restorative and reflective work will take place before a student returns to the lesson. Where students are removed from 3 or more lessons during a term a suspension will be issued. Students may also be removed from lessons if they are involved in a serious incident whilst an investigation takes place. Students may also be withdrawn from lessons if they are deemed to be a witness to an investigation or if they are deemed to be temporarily at risk by remaining in a classroom setting.

1.5 Dealing with incidents beyond the classroom

Vyners School expects high levels of behaviour from students during times when they are not in the classroom. The school expects students to:

- follow staff instructions the first time of asking without comment;
- travel through the school in an orderly and safe fashion - no running or shouting;
- wear the school uniform correctly, with pride at all times;
- adhere to the school values of respect and community by being polite and kind to others
- stay in the designated areas of the school, including only eating and drinking in the allocated areas of the school; and
- show respect for the school environment and not litter.

Students carry a 'standards card' with them so that staff can record incidents of behaviour related to uniform and equipment for learning. Where students demonstrate negative behaviour outside of the classroom they will be subject to our consequences system (see **Appendix 4**).

1.6 Students at risk of permanent exclusion

The range of rewards and sanctions at the school's disposal ensure that the vast majority of students are increasingly self-motivated, independent in their learning, and can self-regulate and manage their emotions. However, a minority of students will, occasionally, accrue a number of internal suspension and suspensions and therefore be at risk of permanent exclusion. Vyners School is fully committed to the vision of a fully inclusive education and a number of measures are taken to provide support for individual students in these circumstances, in order to avoid a permanent exclusion whilst reinforcing the school's values, ethos and boundaries.

1.7 Reintegration meetings

A reintegration meeting between the student, parents and staff takes place following a suspension:

- Reintegration meetings are normally led by a member of the SLT and the Year Leader. The initial stages of the meeting are used to establish whether the student has taken responsibility for their actions and ensure that there is a consistent home-school approach.
- At least one parent / carer is expected to attend the meeting. However, in circumstances where this is not possible then the school may seek to make alternative arrangements.
- Once re-admitted, the student will be placed on a daily report with the Year Leader.

Following a one-off incident that leads to five or more days of a fixed term suspension:

- A preliminary governors' disciplinary committee may be held to issue an oral warning to the student; this warning is to try to make the student and his/her parents aware that he/she could be permanently excluded in the future.

- Alternative provision may be used which may involve the use of personalised timetables, or externally provided alternative provision. The use of alternative provision and personalised timetables will remain under regular review.

1.8 Resolution and community service

The school will endeavour to ensure restorative processes take place where there have been issues between students that involve conflict. Where there appears to be a breakdown in relationship between students and staff members, including in situations where students have been removed from a lesson, a restorative conversation will take place with the class teacher prior to the student returning to the classroom. Students will be supported to prepare for all restorative conversations. In some instances, it may be appropriate for a student to participate in community service as part of the restorative process.

Section 2: Student messages

2.1 Values

The Vyners School community has a set of values that say, 'this is what is important to us and this is what we want to see and feel in our school'. The school's values shape rewards and consequences that may be issued. The school rewards good behaviour and there are consequences for poor behaviour. The school values are demonstrated in our rewards and consequences system and can be summarised by the mnemonic CARE:

- Community
- Aspiration
- Respect
- Endeavour

2.2 The 'Vyners 10'

The Vyners 10 reminds all members of the community about the expected standards of behaviour:

1. I am proud of who I am and what I have achieved today
2. I actively participate in lessons and school activities
3. I can, if I think I can, and I strive to do my best even when learning is difficult
4. I value others and understand that our individuality makes our community stronger
5. I share in and celebrate everyone's success
6. I do as I'm asked, the first time I'm asked
7. I am always in the right place at the right time, doing the right thing
8. I understand that school is a formal environment; I dress and behave accordingly
9. I attend regularly and arrive on time with the correct equipment
10. I am proud of our school, helping to look after it and create a positive learning environment

Section 3: Relevant staff and chain of communication

3.1 Board of trustees

Trustees will work with relevant members of the Trust's central team each school's senior leadership team (SLT) to help set the ethos and a set of core values that promote high standards of expected behaviour from students attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the chief executive officer (CEO) and headteachers to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

3.2 Chief executive officer

The CEO will ensure that Part A of this policy is applied consistently across all schools within the Trust and will report back to the trustees. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

3.3 Local governing body

Governors in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school headteacher on behavioural sanctions and support that is put in place for students at their school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the headteacher.

3.4 Headteacher

The headteacher, with support from the SLT, will ensure that staff are supported and up-to-date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The headteacher will ensure that the teaching of behaviour expectations is included in induction for all staff and students, regardless of whether they enter the school at standard or non-standard entry points. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately, as well as not having a disproportionate effect on students sharing particular protected characteristics. The headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

3.5 Staff

The responsibilities of Trust staff in fostering and maintaining high standards of behaviour are set out in **Part A, Appendix 1** of this policy. Staff will receive training on behaviour strategies throughout the year and are encouraged to work collaboratively on methods and initiatives to help improve behaviour within their school and local community.

3.6 Students

The rights and responsibilities of students are set out in **Part A, Appendix 2** of this policy along with a list of the rules to which all students must adhere. Students will regularly receive reminders of the rules and expected standards of behaviour. Students are expected to have a positive attitude and maintain high expectations for themselves. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

3.7 Parents/carers

Parents/carers play an important role in ensuring good behaviour from their children. Our home-school agreement helps to clarify expectations, outlining the roles, and responsibilities of parents/carers in fostering good behaviour.

Section 4: Attendance, punctuality and registers: rewards and sanctions, including truancy

4.1 Attendance and punctuality

The school day starts at 8.30am for all students and students are expected to arrive on the school site by 8.25am. Students will be considered as late if they arrive at their tutorial room after the bell has sounded at 8.30am. Students who are late for school will receive a 20 minute late detention in the first instance. These detentions will be served on the same day as the late from 3.00pm to

3.30pm. The following additional steps are taken to support good punctuality across the academic year:

- First occasion - late detention
- Second occasion - late detention; second tutor conversation
- Third occasion - late detention; tutor telephone call home
- Fourth occasion - late detention; start of report system (Appendix 4)
- Sixth occasion - late detention; Year Leader call home and escalation of the report process (Appendix 3)
- Seventh occasion - late detention; parent meeting with individual action plan and contact

Vyners School also recognises that excellent attendance and punctuality should be valued and rewarded. All students with 100% attendance will receive a 100% attendance certificate and be entered into a termly prize draw. Reasonable adjustments will be made for students with known medical issues that impact on their attendance.

4.2 Truancy

General truancy from school is rare. However, there has been a significant increase nationally in what has become known as internal truancy. This is where students are on site but decide not to attend one or more lessons on a given day. All incidents of internal or external truancy will lead to an internal isolation. Pastoral leaders will also work to support individual students to ascertain the reasons for their behaviour and support them back into lessons.

4.3 Registers and climate checks – the importance of presence

The use of registers in schools is an important part of safeguarding procedures. Registers of attendance are taken during the morning tutorial and at the start of each lesson during the school day. Parents will be notified by text to inform them whether their child is not in school on any given day. This text will usually be sent by 9.30am. Parents/carers should contact the school if they receive a text and expected their child to be in attendance.

4.4 Taking of registers

All staff must register students at the start of lessons. This should be done verbally to ensure that mistakes are not made. Students are expected to listen to the register in silence and respond politely and promptly when their name is called. Where a student is absent from a lesson after the first 5 minutes of the lesson and being marked present earlier in the day, staff should check in the online register (via SIMS) to see whether a reason has been provided. If no reason is provided they should contact student services to inform them that a child is missing from their lesson.

4.5 Climate checks

As part of the school's 'Every Lesson, Every Day' strategy, all members of the school's senior leadership team (SLT) conduct a climate check programme, which ensures that the behaviour of students is checked in each lesson across each day throughout the week. Members of the SLT may spend more time in lessons which require additional support.

4.6 Equipment

All students are expected to be appropriately equipped for learning as this significantly improves their ability to engage in learning. Form tutors will check that students are fully equipped and that all equipment is kept in a suitable pencil case. This is completed via a weekly equipment check during tutor time. Students who arrive without a pencil case and required equipment are given a warning on the first occasion and this is recorded on the management information system (MIS) and contact is made with parents if necessary. If a student is not equipped on a second occasion during a half term then they will receive an-hour after-school detention and parents will be informed. The school will provide support for students to acquire the correct equipment where necessary.

Section 5: Expectations of uniform

The highest standards of uniform are expected at Vyners. All poor uniform will be dealt with through the standards card system. This includes whilst students are travelling to and from the school site. The standards cards list uniform items along a grid where staff are expected to sign to highlight a uniform infringement. The first two signatures act as a warning. Three signatures across a half term period will result in a one hour after-school detention. Standards cards are re-issued in different colours at the start of each half term. Students with zero signatures across the half term period may enter their card for a half term prize draw. If a student receives two hour after-school detentions for uniform infringements in a half term period then their tutor will contact home and the child will be placed on a uniform report for two weeks which will be monitored by the tutor. If there is no improvement during this period then an internal suspension will be issued. As per the uniform policy, students who arrive at school with additional piercings, nail extensions or any other inappropriate items will be isolated in the reflection room until the matter is resolved. If students continue to wear any jewellery in addition to the permitted 1 pair of stud earrings and wrist watch, the item will be confiscated until a parent can collect it.

Section 6: Inclusion and supporting students with special educational needs and/or disabilities (SEND)

6.1 SEND

Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported at School Support or who are subject to an educational health and care plan (EHCP). The school also acknowledges its legal duty under the Disability Discrimination Act not to discriminate against disabled students by excluding them from school where their SEND may be a contributing factor to their behaviour. This applies to both suspension and permanent exclusions.

6.2 Reasonable adjustments

Staff should consider whether the student's SEND has contributed to any poor behaviour. In doing so they should refer to the Equality Act 2010 and other relevant school guidance. Any reasonable adjustments that are considered should be discussed with the school's SENCo.

Section 7: Behaviour topics and implementation:

7.1 Mental health

As part of the school's commitment to promote positive mental health and wellbeing for all students (and staff), the school has developed a number of strategies to support its students (and staff). These include:

- Offering wellbeing support through the pastoral team, including mentors and family liaison officers;
- Appointing a senior member of staff as the strategic lead for the whole school approach to positive mental health and well being;
- An ongoing commitment to the development of staff with mental health first aid training;
- Signposting external sources of support as well as resources on the school website;
- Raising awareness of mental health during assemblies, externally led workshops and relationships and sex education lessons (RSE); and
- Creating a student anti-bullying and well being group to help to inform the school's mental health and wellbeing strategy.

7.2 E-safety

The school's network provides internet access to all students and staff. All students and staff undertake e-safety inductions and ongoing training. The school's acceptable use policy is designed to protect students and staff and outlines behaviours that are acceptable along with those that are not.

7.3 National tests

All students participating in internal and external examinations are expected to maintain the highest standards of behaviour. Students will only be permitted to take a clear pencil case and a clear water bottle into the examination. All other items must be stored in lockers or designated rooms. Students will have the opportunity to run through examination procedures prior to and during their trial examinations. Any student that is suspected of malpractice will be reported to the relevant examinations body as per the Joint Council for Qualifications (JCQ) regulations. Where malpractice is suspected in an internal examination, the Year Leader or link SLT member will contact the student's parents/carers and conduct a thorough investigation. Sanctions will be applied where necessary in line with the school's consequences. Further information can be found in the [Trust Examinations Policy](#).

7.4 A proactive approach to reducing harmful behaviours

The school recognises and values the importance of preventative education for all students and we follow a broad and balanced RSE curriculum. RSE is lifelong learning about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves acquiring information, developing skills, forming positive beliefs, values, attitudes and personal empowerment to deal with situations within relationships and the family unit. It teaches what is acceptable and unacceptable behaviour in relationships. This helps students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Section 8: Rewards

8.1 Rewards at Vyners School

The school uses a number of rewards to recognise and support high standards of behaviour, work and attendance. These rewards are linked to the school's CARE values. The celebrating success pyramid is designed to provide all students with the opportunity to receive progressively meritorious awards based upon the magnitude of their achievement (see **Appendix 2b**). Each department uses a clear and transparent points system of rewarding students, so all students are clear how they can receive the highest rewards in their subjects.

8.2 Celebration assemblies

Parents are invited to these assemblies that take place in the summer term. Nominated students receive silver awards in these assemblies. These are given to one student from each subject class for outstanding effort/attainment. One male and one female student from each tutorial will also receive a service award for dedication to serving others within their tutor group throughout the academic year. Students are also rewarded for improvements in their behaviour and/or attitude to learning over the academic year.

8.3 Weekly assemblies

Student achievements are also celebrated during weekly year group assemblies.

8.3 Reward trips

Students with three or fewer C1 consequences and have strong attendance will be invited to attend the rewards trip in the autumn term of the following academic year. Students who have received a

lesson removal or a consequence of an hour detention or above will not be eligible regardless of whether they have a low number of C1 consequences.

8.4 Awards evening

This evening takes place in the autumn term and is to celebrate the most significant academic achievements of the year alongside bestowed awards for service to the school community. Each subject nominates one award winner per year group (gold award). There are also a number of bestowed awards that are presented for students who have gone above and beyond within the school community or in an area of enrichment.

Section 9: Students' possessions

9.1 Mobile phones

The Department for Education's guidance, *Mobile phones in schools*, was updated in June 2026. The guidance becomes statutory in September 2026 and means that schools must legally ensure that schools are mobile phone free. Students in Year 7 will not be allowed to bring smartphones to school but will be allowed to bring non-smart devices. The expectation is that this policy will be rolled out across all Year groups over the next five years. Students in Years 8 to 13 are allowed to bring mobile phones and smart watches to school; however, the school has a 'see it/hear it/take it' policy. The school advises students not to bring other electronic equipment, such as iPads etc. into school, unless asked to do so as part of a lesson. Sanctions are as follows:

- First occasion in a term: Equipment confiscated and taken to the student services for collection by the student at the end of the following day. An email is sent to the student's parent/carer to inform them.
- Second occasion in a term: Equipment confiscated and taken to student services for collection by parent / carer after 24 hours. If a parent is unable to collect the item it will be confiscated for a period of one school week. An email is sent to the student's parent/carer and an additional sanction is given.
- Third and subsequent occasions in a term. Equipment confiscated and taken to the main office for collection by parent/carer. An email letter is sent to the student's parent/carer and an extended sanction is given. A parental meeting will be arranged. In addition, phones must be handed to reception on entry into school each morning until the end of term.

If a mobile phone/smart watch is used to contact a third party, including parents or carers, which leads them to contact the school this will be sanctioned with an internal or fixed-term suspension, depending on the amount of disruption caused to staff or concerns regarding the safety of staff or students. This includes students involving another student who makes contact with a third party with or without their knowledge. In addition, contact with a third party may involve using any other form of communication, eg. the internet, and/or through any medium or device.

9.2 Bikes, scooters

Students are encouraged to travel to and from school in a sustainable manner. All students wishing to ride their bike to school must wear a helmet and ensure that they secure their bike in the cycle sheds using a locking device. Students need to ride their bikes responsibly. They should ride on the road and/or cycle paths and avoid any reckless behaviours (eg. wheelies). Students are not permitted to ride their bikes on the school grounds. Scooters and e-scooters are not permitted for use to travel to and from school.

Section 10: Student voice

Students are at the heart of the school and we firmly believe that their views should be taken into account when decisions are being made about future developments and form part of action plans including the school improvement plan. This includes the development of teaching and learning. Student voice is collected in a number of ways. These include the following:

- Feedback from the student parliament
- Student surveys
- Student working groups (eg. anti-bullying; teaching and learning; equality, diversity and inclusion)
- Year groups trails and reviews
- Subject reviews

Section 11: Student leadership positions

Student leadership plays an important role in the culture and ethos of the school and also provides students with the opportunity to develop life-long skills and attributes. The opportunity to engage in student leadership activities remains central to the Vyners Learning Journey, which all students at Vyners are expected to engage with. The school's student leadership handbook outlines the range of student leadership positions that are available.

Version history

First issue/revision date	Approved by	Summary of changes if not first issue

Appendix 1: Classroom Behaviour Process Chart

Stage	Behaviour	Action
Reminder Log on MIS system	• disrupting the learning of others • being out of your seat • shouting out • No work being completed	Remind of the classroom expectation that is currently not being met; for example: • having your equipment ready • stay in your seat • being respectful of other learners • teacher directed talk • being respectful of the learning environment
Reset and Refocus Log on MIS system	Repetition of behaviours outlined above	Reiterate the classroom expectations and give practical suggestions of how to change behaviour, where possible using the language of choice; for example: • you need to refocus to complete task 1, do you need any support to understand how to complete this? • the class is currently expected to be working quietly, would moving seats support you to reset and do that more effectively? • I can see that you have become distracted, take a pause to reset and refocus on the lesson • If you need support/have a question you need to put your hand up, try to take a breath before you shout out to remind yourself of this expectation
Removal Logged by behaviour admin	Repetition of behaviours outlined above; or serious one off incident in the classroom	Call SLT to come to remove the student from the lesson.

Appendix 2: Home School Agreement

Vyners School will:

- Provide a suitable curriculum appropriate to the needs of each student;
- Keep parents informed of their child's progress and contact them at the earliest appropriate opportunity should difficulties arise;
- Do its best to ensure that all students attain their full potential;
- Provide opportunities for students to develop beyond the school curriculum through extra-curricular activities;
- Keep parents informed of general school matters;
- Insist on the highest possible standards of discipline and behaviour;
- Encourage students to be responsible and caring members of the school and local community;
- Set and mark home learning tasks in accordance with the school assessment policy;
- Do its best to ensure the safety and wellbeing of the students.

As a parent / carer I will:

- Take an active interest in my child's life at school.
- Support my child's learning.
- Make sure that my child attends school regularly, on time, properly equipped and in full school uniform.
- Support the school in upholding its rules and behaviour policy.
- Make sure my child completes home learning tasks to the best of his / her ability.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Encourage my child to participate in co-curricular activities.
- Attend parents' evenings and discussions about my child's progress.
- Avoid taking my child out of school during term times.

As a student I will:

- Work to the best of my ability in school and at home.
- Attend school regularly and on time.
- Bring the correct equipment for school each day.
- Wear my uniform correctly in and out of school.
- Complete my home learning tasks in good time.
- Keep to the school rules, be polite and helpful at all times, both in school and to and from school.
- Give service to the school where possible.
- Get involved in any co-curricular activities which interest me.
- Behave in a manner which shows respect for others in my school, supporting other students where possible.

Appendix 3: Behaviour reports

Tutor report / Green report (including attendance and uniform)

This is an initial response to support a student whose behaviour is a concern in more than one curriculum area. If students receive 3 hour detentions in a term, the tutor is alerted by student services and a tutor report is initiated. Repeated incidents of lateness to school and incorrect uniform will also initiate the report process. Parents will be informed by the tutor via a telephone call that their child is going on report. The report will have clear targets that relate to reframing the behaviour that is causing concern. Staff will indicate clearly whether a target has been met or not in a lesson or break time. The report will be monitored daily by the form tutor and signed each evening by the parent. There is a space for parents to comment if they need to. A telephone review will take place at the end of the report's 2 week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

Year Leader report / Amber report

If the student has not met the targets on the green report parents will be called to school to attend a meeting with the Year Leader. Targets will be looked at and a Year Leader report issued. The structure of the report will be the same as the green report and it will be monitored daily by the Year Leader and signed each evening by the parent. A review meeting with parents, student and Year Leader will take place at the end of the reports 2 week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

Senior Leader report / Red report

If the student has not met the targets on the Amber report parents will be called to school to attend a meeting with the Year Leader and a member of the Senior Leadership Team. Targets will be looked at and a Senior Leadership Team report issued. The report will be monitored daily by a member of the Senior Leadership team and signed each evening by the parent. A review meeting with parents, student, Year Leader and Senior Leader will take place at the end of the reports 2 week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

Pastoral Support Programmes

Should students fail to make significant progress in meeting behaviour targets they will be placed on a Pastoral Support Programme (PSP). This will be monitored by the Assistant Headteacher with responsibility for pastoral education. The PSP is a 16 week programme involving school and external agents aimed at reframing behaviour and supporting students to be in school. Where students fail to make progress on a Pastoral Support Programme they will be required to attend a Governor's behaviour panel. The purpose of this panel will be to explain to the student that they are at risk of permanent exclusion. Agreed additional interventions will take place at this point, which may include the use of the managed move process or direction to external alternative provision.

Appendix 4: Rewards and consequences charts

Consequence	Behaviour	Sanction
1 Hour Detention After-school	• Rudeness to a member of staff • Refusal to follow instructions • Inappropriate language including swearing in conversation • Littering • Lateness to lessons • Inappropriate corridor behaviour • Being out of bounds • Use of a mobile phone (plus confiscation) • Failure to attend a department detention • Eating out of bounds • 3 signatures on a standards card • No standards card • Chewing gum • Repeated lack of equipment in a half term	60 MINUTE DETENTION
Headteacher's Detention	• Failure to attend an hour detention • Poor behaviour in a hour detention • Failure to complete a report card (weekly)	120 MINUTE HEADTEACHER DETENTION
Internal Suspension	• Repeated 1 hour detentions • Failure to attend a Headteacher's detention • Dishonesty/lying to a member of staff • Swearing at another student • Wilfully being in the vicinity of smokers/vapers • Walking away from a member of staff¹ • Deliberate defiance • Fighting • Internal truancy • Repeated bullying • Any 2 detentions issued in one day (with the exception of lateness) • The use of discriminatory language in conversation	1 DAY IN REFLECTION ROOM

External Suspension	● Persistent behaviour internal suspension ● Gross disobedience ● Swearing at or about a member of staff ● The possession and or consumption of alcohol ● Assault ● Persistent bullying ● Racist or homophobic abuse ● Inappropriate use of a mobile phone /computer ● Theft, Graffiti or Vandalism ● Poor behaviour during an internal suspension ● Poor behaviour that results in a member of staff being injured or harmed ● Smoking, Vaping or the possession of any smoking paraphernalia including but not limited to vapes, cigarettes, lighters, filters, tobacco, papers ● 3 lesson removals in a term	FIXED TERM SUSPENSION
Permanent Exclusion	● Persistent behaviour leading to external suspension ● Serious assault ● Possession of an offensive weapon ● Serious theft or vandalism ● Possession of illegal drugs ● Violence towards a member of staff	PERMANENT EXCLUSION

NB: All students must sit an hour detention at the end of their internal suspension.



CELEBRATING SUCCESS



WHOLE SCHOOL AWARDS EVENING

ANNUAL YEAR GROUP CELEBRATION ASSEMBLY

HALF TERMLY YEAR GROUP CELEBRATION ASSEMBLY

SUBJECT STARS

HEADTEACHER'S COMMENDATION

PHONE CALL / POSTCARD HOME

MERITS

VERBAL PRAISE

	All Year Groups Gold Awards will be presented to the highest performing student in each subject Prestigious named awards will also be presented.
	Specifically for Years 7-10 Service Awards will be presented to two students from each tutorial for their commitment to the tutor team Silver Awards will be presented to one student from every teaching class for their progress and exceptional attitude to learning.
	A celebration of your year groups' success for the term! Certificates for all Subject Stars and merit award winners will be presented.
	Celebrated for your sustained effort, progress and/or dedication in a specific subject area You will receive a certificate and a letter will be sent home There will be one winner in each year group.
	Mr Mullings celebrates your commitment to going above and beyond in lessons and/or within the school community.
	Produce an exceptional piece of work Demonstrate consistent effort and dedication Show rapid and sustained improvement within a topic or subject.
	Merits awarded will be recorded on SIMS Merit totals will be collated at the end of each half term Two people in each tutorial with the most merits will be presented with a certificate, queue jump and the opportunity to attend the rewards trip.
	Well done for... You have shown excellent effort in... You have produced a fantastic piece of work because... Wow! That's really improved since last time Brilliant! You have really responded to my feedback about...

Appendix 5: Behaviour in the Sixth Form

Sixth Form students are subject to internal and external suspension sanctions as set out in the Consequences chart; Rewards and Consequences. Sanctions given to Sixth Form students in addition to this are found below. Please be aware that students in the Sixth Form remain subject to the jurisdiction of the school and the Exclusion Policy is applied to them as it is for all students. Sanctions given to Sixth Form students are recorded on SIMS and where applicable letters are sent home to inform parents.

Failure to complete work

When a student has not completed their work and it has been ascertained that this is a failure to meet expectations rather than a case for Learning Support intervention, this leads to a department sanction and then a Compulsory Study Session (CSS) on a Friday after school, using the following procedure:

SC1 (1 point): First warning for independent learning, uniform, lanyard, lateness or behaviour. The member of staff should give a warning and record an S1 on SIMS

SC2 (2 points): Repetition of an S1 offence. For independent study, if the student continues to fail to meet the expectation for completing work the teacher gives a sanction and contacts home.

SC3 (3 points): Repetition of an S2 offence. For independent study, should the student continue to fail to meet task completion expectations they will be required to complete a department detention set by the Subject Leader or Sixth Form Team for pastoral issues.

CSS: Repeat of an S3 incident or 4 behaviour points. This will be monitored by the Sixth Form Team.

Sixth Form behaviour sanctions for failure to comply with school rules

Where students in the Sixth Form engage in behaviour that does not comply with rules set out in Rewards and Consequences they are sanctioned in a similar way to students in Key Stages 3 and 4 and a record is kept of this

S1-3 & CSS: as above

Internal Suspension: as per main school

Fixed Term Suspension: as per main school

The Sixth Form Team will monitor and sanction S1, S2 and S3 offences. Students will make up any study time missed after school.