

Behaviour Policy

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AIMS AND SCOPE

This policy, applicable in all schools across Ascend Learning Trust, aims to:

- Foster a positive environment that encourages exemplary conduct, guaranteeing every student the chance to experience learning in a calm, secure, and encouraging atmosphere.
- Implement a school-wide strategy to uphold elevated standards of behaviour aligned with the school and Trust's values.
- Clearly articulate behaviour expectations and their corresponding consequences.
- Ensure a uniform approach to managing behaviour that is fair and impartial for all students.
- Clearly define unacceptable behaviour, encompassing bullying and discrimination.

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [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 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

Headteacher: In this policy the term Headteacher also includes the Principal, and any person formally appointed as Acting Headteacher or Acting Principal.

Misbehaviour: We have four levels of misbehaviour, consistent across the Trust:

- Low level misbehaviour
- Medium level misbehaviour
- High level misbehaviour
- Very high level misbehaviour

The table in Appendix 2 sets out examples of behaviour which may come under each of the behaviour for learning approaches together with example actions.

Prohibited Items which all pupils are banned from taking into or possessing in school are:

- 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 pupil)
- abusive or racially inflammatory images or texts
- acids or toxins
- alcohol
- any item which may be being used, or have been used to coerce, groom, bribe or intimidate others
- mobile telephones/electronic devices when used in a way that contravenes the school rules
- fireworks
- imitation/replica/toy knives and weapons such as B.B guns
- illegal drugs and associated paraphernalia
- knives and weapons
- laser pens or similar
- legal highs and associated paraphernalia
- literature or images considered to be purporting extremist views
- pornographic or otherwise offensive images
- stolen items
- cigarettes, tobacco and cigarette papers and associated paraphernalia
- vapes and e-cigarettes and associated equipment including liquid and devices

We reserve the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.¹ Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Behaviour for Learning policy, available on our school website. Incidents of bullying will be reported to the school safeguarding team using CPOMS.

¹ [Our definition of bullying \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

ROLES AND RESPONSIBILITIES

The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteachers to account for its implementation.

Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring the promotion of positive behaviour within the school environment
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards, interventions and sanctions are applied consistently to all groups of pupils.
- Ensuring new staff undergo a comprehensive induction into the school's behavioural culture, equipping them with a clear understanding of rules, routines, and effective ways to support all students in their full participation.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy seamlessly aligns with the safeguarding policy, offering a balanced approach of sanctions and support when required.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Cultivating a calm and secure atmosphere conducive to student well-being.
- Establishing and upholding well-defined boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Conveying the school's expectations, routines, values, and standards through instructional practices and all interactions with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Promptly documenting behaviour incidents using the behaviour log.

- Encouraging and guiding students to meet the school's set expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Familiarise yourself with the school's behaviour policy and reinforce it at home where applicable.
- Assist and encourage your child in adhering to the school's behaviour policy.
- Keep the school informed of any changes in circumstances that may impact your child's behaviour.
- Promptly discuss any behavioural concerns with the class teacher.
- Directly address any concerns about behaviour management with the school while maintaining a collaborative partnership.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions and reintegration meetings).
- Engage actively in the school community and contribute to its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's home school agreement and working in collaboration with them to tackle behavioural issues. It is the responsibility of parents to enforce behaviours outside of the school day.

Pupils

Pupils will be made aware of the following:

- The anticipated level of behaviour they are expected to exhibit while at school.
- Their obligation to adhere to the school's behaviour policy.
- The essential rules and routines governing the school environment.
- The potential rewards they can attain for meeting the expected behaviour standard, as well as the consequences for failing to meet this standard.
- The availability of pastoral support designed to assist them in meeting the behavioural expectations.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

SCHOOL EXPECTATIONS

Pupils are expected to:

- Demonstrate kindness
- Conduct oneself in an orderly and self-controlled manner
- Exhibit respect towards both staff and fellow students
- Contribute to a calm and positive learning environment for all pupils in the classroom
- Move sensibly within the school premises
- Show regard for school buildings and property
- Wear the school uniform consistently
- Acknowledge and actively participate in interventions and sanctions when required
- Avoid engaging in behaviours that could bring disrepute to the school, whether within school premises, outside, or online
- Be familiar with this policy and how misbehaviour is defined (with particular reference to Appendix 2 which sets out examples of all levels of misbehaviour)

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

The Department for Education issued guidance to all schools in February 2024 for the use of mobile phones in schools². Schools have adopted the 'Never used, seen or heard' principle suggested. Mobile phones should be switched off, and out of sight for the duration of the school day, including break and lunch times. The principle should commence once the pupils enter the school gates, and continue until they leave the school site at the end of the school day. A breach of this rule will result in confiscation and possible additional sanctions. Detentions will be communicated as per any other sanction and mobile phones can be collected at the end of the detention. If multiple occurrences occur, the mobile phone will be kept securely at the school until a parent can collect the phone.

² https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

Some schools have implemented preventative measures to ensure this can run smoothly such as lockable pouches and this is reviewed annually.

RESPONDING TO BEHAVIOUR

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a learning rich environment that encourages pupils to be engaged
- Display the behaviour expectations
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school acknowledges that alterations in behaviour could signal that a student may require assistance or protection.

We will assess whether a pupil's misbehaviour might be connected to them experiencing or being at risk of significant harm.

In such instances, we will adhere to our safeguarding and child protection policy, evaluating whether pastoral support, early intervention, or a referral to children's social care is warranted.

For more detailed information, please consult our safeguarding & child protection policy, accessible on the school website.

Responding to good behaviour

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

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

Positive behaviour may include:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, rewards, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Reward via ClassCharts or similar

Responding to misbehaviour

When a pupil's behaviour deviates from the expected standard, staff will take responsive actions to restore a calm and safe learning environment, aiming to prevent the recurrence of misbehaviour.

Staff members are committed to fostering a predictable environment by consistently addressing behaviour that falls below the expected standards in a fair, proportionate, and uniform manner. This ensures that pupils are aware that misbehaviour will consistently be addressed.

To prevent the escalation of behavioural issues, staff may employ de-escalation techniques, including the use of pre-arranged scripts and phrases. The policy is designed to treat all pupils fairly, with careful consideration given to any contributing factors identified in the behavioural incident.

This approach ensures equitable treatment for all students under the policy.

Appendix 2 sets out the school Behaviour for Learning expectations with examples of possible school responses which may be taken. Staff will consider both support to address underlying concerns and help improve future behaviour; assessment to identify any special educational needs or other support required; as well as appropriate sanctions.

Personal circumstances of the pupil will be taken into account when planning appropriate school responses to misbehaviour and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The pupil will be allowed an opportunity to explain their misbehaviour where

appropriate. Staff will be aware of a pupil's SEND and/or neurodiversity in considering behaviour responses and will take this into account.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, conduct a dynamic risk assessment, if possible, to carefully recognise any specific vulnerabilities of the pupil, including SEND and/or neurodiversity, mental health needs or medical conditions.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed above at Section 3) found in a pupil's possession may be confiscated, retained, disposed of or handed to the police. For example, alcohol, fireworks, tobacco, e-cigarettes, drugs, illegal highs, weapons, cigarette papers and other paraphernalia may be disposed of. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised 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 the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, designated safeguarding lead (or deputy) or pastoral lead, to try and determine why the pupil is refusing to comply. In extreme cases, the police may be called to provide assistance.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.

- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding and child protection policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 2019 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Phones and other electronic devices

When an electronic device, such as a mobile phone, has been confiscated by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so. There is **no need to have parental consent** to search through a young person's mobile phone.

When used at a time or in a way which is restricted, a mobile telephone/device will be considered a 'prohibited item' banned by the Trust/school, and subject to the normal rules on searching, confiscation, retention or destruction.

If an electronic device that is prohibited has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

A pupil's mobile telephone/device may also be confiscated by the school as a disciplinary sanction. In such cases, the mobile telephone/device will be retained until it can be collected by the pupil and/or parent after a period of time agreed by the school. This may be up to the end of the current term.

Off-site misbehaviour

School's reserve the right to apply interventions and sanctions for off-site misbehaviour.

Interventions, including sanctions, may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Interventions, including sanctions may also be applied where a pupil 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 pupil, member of staff or member of the school community.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip). It is the responsibility of parents for behaviour outside of the school day.

Online misbehaviour

The school will also respond to online misbehaviour by pupils when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Parents are encouraged to report any online abuse to the police.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider an appropriate response in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider an appropriate response in accordance with this policy.

Malicious allegations are usually seen as a very serious level 4 misbehaviour.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO) or Designated Officer at the Local Authority (DOFA) where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding and child protection policy and our allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

SERIOUS INTERVENTIONS

Detention

Pupils can be issued with detentions during break, at lunch, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents. Parents will be notified when detentions have been given, usually via email or use of a school specific application such as ClassCharts.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be supervised and will be removed for a maximum of 5 school days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, which may include:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- On site pupil support groups
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Removal from the classroom as set out above is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

On Site Pupil Support Groups

An on site pupil support group is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition will be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit will be aligned to the culture of the whole school and compatible with this policy.

Off-site direction

An off-site direction is when the Headteacher requires a pupil to attend another education setting to improve their behaviour. An off-site direction will only be used:

- as a way to improve future behaviour not as a sanction or punishment for past misconduct
- as a temporary measure
- where in-school interventions, support and/or outreach have been unsuccessful or are deemed inappropriate.

Parental agreement is not required but the Headteacher will work closely with parents/carers to ensure the pupil is as well supported as possible. The off-site

direction may be made to another mainstream school or alternative provision and may be full time or a combination of part-time alternative provision and part time continued mainstream education. Pupils will be dual registered, and the arrangement will be kept under review for its duration with a reintegration strategy upon its conclusion. The [Alternative Provision guidance](#) will be referred to for guidance.

Managed move

A managed move is a permanent move to another mainstream school, as a preventative measure to permanent exclusion. A managed move will be:

- voluntary and there must be agreement by parents/carers as well as both the current and the new school only suggested when it is the pupil's best interests
- offered as part of a planned intervention – appropriate initial intervention will already have been carried out including, where relevant, multi-agency assessment and any statutory assessments
- preceded by information sharing between the current and new school, including data on prior and current attainment, academic potential, safeguarding, a risk assessment and advice on risk management strategies
- supported by an effective integration strategy by the new school

If the pupil has an EHC Plan, contact will be made with the local authority to ensure all statutory duties can be met.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Our priority is to try to prevent pupils being suspended or excluded from school and whilst only ever used as a last resort. The table at Appendix 2 sets out examples whereby suspension or exclusion may be considered, although the lists included are not exhaustive and indicative only.

This list is not exhaustive. There may be other instances of poor behaviour or patterns of persistent lower-level behaviour which are considered to be sufficiently serious in nature to warrant a suspension. In addition, we consider the harm caused to the education and welfare of others in school.

Please refer to the school's Exclusions Policy for further details on suspensions and exclusions, including the school's approach, procedures, and reviews.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND and/or NEURODIVERSITY

Recognising the impact of SEND and/or Neurodiversity on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and that of neurodiversity.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND and/or neurodiversity, although we recognise that not every incident of misbehaviour will be connected to their SEND and/or neurodiversity. Decisions on whether a pupil's SEND and/or neurodiversity had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND and/or neurodiversity, especially where their SEND and/or neurodiversity affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND and/or neurodiversity ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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 take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour:

- Short, planned movement breaks for a pupil with SEND and/or neurodiversity who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND and/or Neurodiversity

When considering a behavioural response for a pupil with SEND and/or neurodiversity, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND and/or neurodiversity
- Whether the pupil is likely to behave aggressively due to their particular SEND and/or neurodiversity

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a particular intervention and if so, whether any reasonable adjustments need to be made.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND and/or Neurodiversity

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

SUPPORTING PUPILS FOLLOWING A SANCTION

Reintegration strategy

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Following suspension or other time away from the school to improve behaviour, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or other time off site and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support
- Reintegration meeting upon return to school

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Reintegration meeting

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, Head of Year/House, member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend.

This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent, and school.

PUPIL TRANSITION

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND, neurodiversity and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

MONITORING ARRANGEMENTS

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of on site pupil support groups, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Trust and the headteacher and at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Trust Executive Team.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Anti-bullying policy – see <https://www.rwba.org.uk/anti-bullying>
- Whole school equality

APPENDIX 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, behaviour interventions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 2: Behaviour for Learning Guidance 24-25

Behaviour for Learning Guidance – 2024-2025

BEHAVIOUR SYSTEM	WHEN GIVEN	WHAT HAPPENS
OUT OF LESSON NEGATIVE BEHAVIOURS		
RWBA Conduct Card	<p>Around the School For out of lesson behaviours staff should verbally reprimand unacceptable behaviour and praise good behaviour.</p> <p>Unacceptable behaviours: -</p> <ul style="list-style-type: none"> ▪ Behaviours e.g., running in corridors, chewing gum, dropping litter. ▪ Uniform issue – including shirt untucked, wearing a hoodie, polo shirt sleeves rolled up, coat on indoors ▪ Late to lessons after the teacher has taken the register <p>Acceptable behaviours: -</p> <ul style="list-style-type: none"> ▪ Good deeds such as litter picking, holding doors, helping others. ▪ Supporting others and being a Bassett Leader ▪ Running errands or being helpful – Bassett Leader ▪ Standing up for things that are right ▪ Mobile seen or heard (send to Removal Room) <p>For incidents that are deemed more serious, they need to refer to the Head of Year and the Student Manager as soon as possible.</p> <ul style="list-style-type: none"> ▪ Heads of Year, Student Managers and the Leadership Team have discretion to respond to out of lesson behaviours with a C4 Detention or higher. 	<ul style="list-style-type: none"> ▪ Tick and sign a student's Conduct Card ▪ Rectify any uniform issues. ▪ I Learn Tutors and HOY to monitor conduct card points and update tracker Spreadsheet. ▪ Tutors inform a student that they have a detention from a full conduct card.

BEHAVIOUR SYSTEM	WHEN GIVEN	WHAT HAPPENS
IN-LESSON BEHAVIOURS		
<p>Teachers are expected to consider behaviour management alongside their standard lesson planning; this should include planned reasonable adjustment for students as required, especially considering any SEND need, REP or Graduated Response Plan or students on report. <i>See also – preventative positive classroom management strategies</i></p>		
<p>PRE C1 WARNING The Informal Warning</p>	<p>This is when a student needs to be reminded that they must correct current their behaviours, issue a pre-warning.</p> <p>The purpose is to help the students de-escalate before they get to the formal stage.</p>	<p>Specific mention such as:</p> <ul style="list-style-type: none"> ▪ Warn informally – <i>“Come on – back on task please” or “Stop what you are doing otherwise you risk escalating this situation to a C1”.</i> ▪ A clear the throat warning, with a visual look (raised eyebrows) and ask to return to task. ▪ Write it on the board if this may help or a post it note for their desk. ▪ Try to redirect with positive praise and quick get back on task requests – date, title, underline, high light etc.
<p>C1 - WARNING The Formal Warning</p>	<p>If a student is not meeting the Expectations of Behaviour for Learning and it is hindering their learning or the progress of other students:</p> <ul style="list-style-type: none"> ▪ Disruption to the learning of others – persistent chat ▪ Failure to complete work set to teacher’s expectations ▪ Failing to follow instructions ▪ Chewing gum/eating in class 	<p>Specific mention:</p> <ul style="list-style-type: none"> ▪ Inform them they have a C1 – right their name on the board under C1 sign. ▪ <i>“I’ve asked you to stop and refocus. Try sort this out” or “The way you are talking when I am, is disrupting the learning of others in the whole class. You need to correct this behaviour”.</i> ▪ <i>Log on Arbor.</i> <p>Rectify chewing etc.</p>
<p>C2 - MOVE The Final Warning</p>	<p>Failure to make improvement following a C1 warning and take-up time:</p> <ul style="list-style-type: none"> ▪ Disruption to the learning of others – persistent chat continues ▪ Failed to start work or stopped working again ▪ Not following instructions to change behaviour ▪ Chatting over the teacher instructions 	<p>Specific mention:</p> <ul style="list-style-type: none"> ▪ Inform them they have a C2 – name on board under C2 sign. ▪ <i>“You had a C1 warning. You are now at C2 so let’s move to here please”. Or let’s talk outside the room before you move to reset. Choose suitable location.</i> ▪ Move - adjust seating plan and speak with student outside if appropriate. ▪ Log on Arbor

C3 - REMOVE Removal from a lesson to the Removal Room	Failure to make improvement following C2 – <ul style="list-style-type: none"> ▪ Refused to move ▪ Answered back ▪ Continues to be disruptive after a move ▪ An automatic C3 can be given without a C1/2 graduation for: - ▪ Verbal abuse or swearing at a member of staff ▪ Abusive, discriminatory or inappropriate language ▪ Failure to borrow PE kit ▪ Phone being out 	Specific mention: <ul style="list-style-type: none"> ▪ Remove – the student will be asked to leave the classroom to go to the RR ‘Removal Room’ (see <i>guidance below</i>). ▪ Inform the students they will now have a detention. ▪ Log on Arbor.
Pre C4	Agreed time given to rectify the problem before escalating to a C4 detention - <ul style="list-style-type: none"> ▪ Not having the correct equipment ▪ Not wearing the correct uniform ▪ Failure to complete homework 	Specific mention: <ul style="list-style-type: none"> ▪ Equipment to be loaned from the library. ▪ Students get uniform or a non- uniform slip from Year office. ▪ Students are given a homework extension to the next lesson. If it is not completed by the extension, a C4 is issued.
C4 - School Detention 3.00pm – 4.00pm Mon-Fri	Detentions on the same day - <ul style="list-style-type: none"> ▪ All C3 [Removal Room] behaviours ▪ Refusal to hand over Conduct Card ▪ All Pre C4 behaviours if not rectified the next day ▪ Late to school - with no parental contact (break and lunch time) ▪ Mobile phone or tech device seen or heard. 	Specific mention: <ul style="list-style-type: none"> ▪ Automated Parent / Carer email to confirm time of detention. ▪ Teacher to attend the detention to discuss the reflection sheet and ensure fresh start. ▪ Contact home and subject report discussed
C5 - School Detention 3.00pm-4.30pm Mon - Fri	Extended Detentions on the same day <ul style="list-style-type: none"> ▪ 2 x C4 Incidents on same day (e.g. Twice to the Removal Room in the same day) ▪ Excessive travel time. ▪ Failure to attend an After-school detention. ▪ Discretion of HOY/LT 	Specific mention - <ul style="list-style-type: none"> ▪ Automated Parent / Carer email to confirm time of detention. ▪ Teachers and HOY to attend the detention to discuss the reflection sheet, the day and ensure fresh start. ▪ Subject teacher contact home and subject report discussed ▪ Parent meeting or contact from HOY / SM regarding the behaviour in the day.

<p>C6 - School Detention 3.00pm- 5.00pm Mon - Fri</p>	<p>Detentions on the same day</p> <ul style="list-style-type: none"> ▪ Poor behaviour in an After School Detention ▪ Failure to attend After School Detention ▪ Discretion of HOY/LT ▪ Behaviour incident in school. 	<p>Specific mention:</p> <ul style="list-style-type: none"> ▪ Automated Parent / Carer email to confirm time of detention. ▪ Student Manager or Head of Year to confirm time and reason for IER and detention. ▪ IER staff to contact parents regarding the success of the day. ▪ On Stage 3 report for two weeks
<p>C7 - IER Internal Exclusion 8.40pm – 5.00pm Mon – Fri At LT and HOY discretion</p>	<p>Isolation from the school due to :-</p> <ul style="list-style-type: none"> ▪ ‘Pending further investigation’ regarding a serious incident. ▪ Negative interaction with other students ▪ Repeated Failure to attend C4/C5 detentions. ▪ Bullying Incidents ▪ Persistent Truancy / wandering ▪ Internet crime against a student or member of staff ▪ Assault on a student / fighting ▪ Failed Removal Room because of behaviour in the room ▪ Extreme defiance ▪ Inappropriate sexualised behaviours ▪ Theft ▪ Inappropriate use of the Academy’s ICT system ▪ Damage of school property ▪ Bringing the school into disrepute in the community ▪ Repeated Uniform issues or failure to rectify e.g., piercings, extreme makeup, hair colour; false eyelashes or nails – isolation or POD ▪ Smoking / vaping on school site <u>or in the vicinity</u> ▪ Repeated failure to follow rules or failure to rectify behaviour ▪ Persistent abuse of mobile phone rules. <p>The above list is not exhaustive and the Headteachers decision is final.</p>	<p>Specific actions or mentions:</p> <ul style="list-style-type: none"> ▪ Parent / Carer text or emailed by Admin Support, Student Manager or Head of Year to confirm time and reason for detention. ▪ Parental meeting request with the HOY. ▪ Tutor support if requested by HOY or SM. ▪ IER log completed and shared with parents ▪ On HOY report for a term following C7

<p>C7+ Off Site Direction or Trust Internal Exclusion Room (IER) at a Trust School and possible progressive consequences to Fixed Suspension or Permanent Exclusion</p>	<p>Multiple IER days or suspensions in a Term, persistent behaviours and / or failure to rectify behaviours.</p> <ul style="list-style-type: none"> ▪ C7+ Placement can last from 1 to 10 days in another Trust School between the hours 8.40am until 5.00pm (transport provided). ▪ RWBA will choose the location and it is non-negotiable. <p>DHT / HOY / SM / Admin Support will -</p> <ol style="list-style-type: none"> 1. Liaise with Parents 2. Liaise with Placement School 3. Complete documentation 4. Arrange transport if needed 5. Arrange for access to work and support 6. Reintegrate student after Placement 	<p>Specific actions or mentions:</p> <ul style="list-style-type: none"> ▪ Parent / Carer text face to face meeting to confirm time and reason for C7+ ▪ Involvement of Police or other agencies as appropriate ▪ HOY to provide daily update to parents on the placement outcomes. ▪ DHT report on return and student meeting ▪ BIP / GRP or REP if necessary and persistent problem ▪ POD reintegration if necessary
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<p>C8 Fixed Term Suspension and possible progressive consequences to Permanent Exclusion</p>	<ul style="list-style-type: none"> ▪ Failure to leave the classroom when requested via the 'Removal Room' system or refusal to attend 'Removal Room' ▪ Failure to complete the IER (NB: IER will be completed upon re-admission) ▪ Failure of C7+ ▪ Verbal abuse or threatening behaviour against a student or an adult ▪ Assault against an adult ▪ Assault against a student ▪ Persistent Disruptive Behaviour ▪ Persistent & targeted bullying (including racist, sexist/prejudiced based bullying or disability). ▪ Possession, or under influence, of illegal substance or alcohol ▪ In possession of an offensive weapon, dangerous or banned item; this may include pornography, drugs, alcohol, bladed items, chains, tools, fireworks, combustible substances* ▪ Actions that compromise the health and safety of others, e.g. damaging fire extinguishers / CCTV, setting off fire alarms ▪ Any other serious/continual breaches of the Academy's expectations compromising the good order and discipline in the Academy to be considered on an individual basis <p>*Please note this list is not exhaustive and follows Government guidance</p>	<p>Specific actions or mentions:</p> <ul style="list-style-type: none"> ▪ School to communicate with LA, VSH, Social Services, LAC as per Government guidance ▪ School to inform parents at the earliest opportunity of the decision to suspend. ▪ Reintegration meeting on return to school or consideration of AP placement. ▪ Consideration of a phased return and support plan for this.
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REMOVAL ROOM: STAFF GUIDELINES

Students exhibiting low level disruption in class are given opportunities to rectify their behaviours so that they too can learn. If however, behaviours are not rectified, the Removal Room will be used.

C3 – Removal Room

- Will be supervised by a rota of Senior and Middle Leaders.
- If a student's behaviour is unacceptable in the 'Removal Room', the member of staff supervising will inform E Gibson, Student's Manager, Head of Year or member of LT. The student will subsequently be issued an emergency C7 - IER Placement or be placed in isolation with a member of the LT.

If a student does not improve their behaviour following a C2 consequence, the class teacher should:

1. Input on Arbor.
 2. *Try to avoid sending more than one pupil from a lesson.*
 3. Add any further details to the Arbor behaviour management log. – **as soon as possible and certainly no later than 3.15pm each day.** Ensuring you complete the 'Narrative Taken' field with **C3 Removal Room**
- Whilst in the Removal Room, the student will be expected to complete a reflection log and hand it in followed by reading or subjectwork.
 - If a student fails to go to the Removal Room, an alert will be raised via the radio to seek help in locating the student. The student may be issued with a C7 for failure to follow instructions at the earliest opportunity.

If a student is sent to the Removal Room for the second time in a day, the student will be issued with a C7 IER placement for the remainder of the day by the member of staff supervising and then will subsequently be issued with an additional C7 IER with detention until 5.00pm the next day.

Expectations in the Removal Room –

- **Bags under the desk.**
- **Sitting up in the chair and not slouched on the desk.**
- **Engaged in completing the reflection form, reading, or completing work set.**
- **Ensure the student is fit to return to the next lesson or keep them in the RR. Contact E Gibson to inform the Pastoral team or LT.**

C4 DETENTIONS: STAFF GUIDELINES

1. Parents / Carers will be emailed before 2.00pm each day to say that their child has a C4 detention after school that day.
 2. If a student picks up a detention between 2.00pm and 3.00pm, they will be given a C4 detention for the next day.
 3. **C4 detention will take place from 3.00pm - 4.00pm.** C4 registration list will be provided by Admin Support.
 4. All students discuss their Reflection Sheet with the teacher who set the C4.
 5. Students will be allowed to complete reading, Sparx Maths, Memrise, Educake or revision if in their assessment period.
 6. No Mobile Phones are to be used. They will be confiscated if seen.
 7. C4 detention will be supervised by staff on the After School Detentions Rota.
 8. Staff supervising these detentions must attend their duty and be punctual. Swaps need to occur before the day and within departments.
 9. Students are to remain seated and be silent whilst in detention.
 10. Colleagues who place students in a C4 sanction are expected to carry out a restorative discussion with the student during this time based upon the reflection log.
 11. *After 4.00pm, LT and/or HOYs will take over the sole supervision of the detention as required.*
- **C5 Detentions run until 4.30pm.**
 - **C6 and C7 Detentions run until 5.00pm.**
 - **If a student fails to attend a C4 detention, they will be issued with a C6 After School Detention until 5.00pm the next day.**
 - **Failure to attend C6 will result in IER**
 - **Multiple failed detentions will result in a suspension or placed on an intervention plan.**

ROYAL WOOTTON BASSETT ACADEMY

Encouraging Positive Behaviour for Learning *before* needing to use the Consequence System.

Techniques to try:-

Teacher techniques	Details
Provide the student with a choice	Giving students some control over a situation may be less likely to initiate point-blank refusal and an argument; examples include: <i>"I want you to focus on your work or (consequence), it's your choice." "Are you choosing not to follow our expectations on?" Or "Sit over here or next to Connor please" (implicit choice).</i>
UNCRC (UN Convention on the Rights of the Child)	We are a Respecting Rights Academy. Remind students that they are depriving themselves and others of an effective education if they disrupt others by taking up too much of your time so that you cannot teach the rest of the class. Examples include: <i>"Do remember Chris that if you are choosing to disrupt this lesson, you are impacting on others' right to an education, including your own. Therefore, I will use the sanctions available to reduce your impact on others."</i>
Take up time	Allow students not to lose face; watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follow instructions with a pause to allow students time to comply. Examples include: <i>"Could you open your book and start work now Sarah. I'm going to see Josh who needs some help, but I'll come back in a minute if you need any."</i> <i>"Please move to there" Then move to another student and ignore. Give a few minutes, remind they need to move, give another minute then sanction if they don't move.</i>
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings, and actions. Examples include: <i>"Yes, you may have been talking about your work, but I would like you to reduce the discussion and work independently..."</i> <i>"Yes, it may not seem fair, but I want you to learn not them..."</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include - It is better to say, "When you have finished your work, then you can..." as opposed to "No, you cannot go out because you have not finished your work" or "I'll think about it, and we can discuss in ten minutes".
Privately understood signals	Draws the class together and builds in sharing time. Examples include counting down from 3,2,1, ringing a bell or playing a buzzer. An individual student may recognise a gesture from the teacher as a reminder to concentrate on work.

Tactical ignoring /Positive discipline	<p>May be appropriate for attention seeking behaviour. Ignore the ‘target’ student but praise the nearby student. Examples include:</p> <p>The teacher may say to a nearby student: “Well done you have remembered to put your hand up to answer a question” or “Well done you have your books and equipment out and look ready to start”</p>
Consequences and Expectations	<p>Needs to be in line with the Academy’s Behaviour for Learning Policy and be implemented clearly and consistently. Examples include:</p> <p>“Remember the school expectations, Chloe. It’s there on the poster to remind us all”</p>
Deferred consequences	<p>Deals later with a student who is misbehaving and therefore removes the ‘audience’, that is the rest of the class who are watching the drama unfold and avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include:</p> <p>“I’d like to sort this out, Amy, but we can’t do it now. I will talk with you at the end of the lesson. Seek another colleague to join you for the discussion.</p>
Catch them being good	<p>Crucial for relationship building. Look for the positives no matter how small they might seem. If you can build them up, then gradually the attitudes to learning will change.</p>
Use of vocal and body language skills to redirect	<p>For example: Facial expressions, eye contact, positioning, patrolling, proximity, level, silence, relaxed positions, rapport building, vocal tone, pitch, and pace.</p> <p>People communicate: 55% through their body language, 38% through the tone of their voice, and 7% by the words that they use.</p>
When dealing with pupils using ‘and’ and ‘we’ rather than ‘you’ and ‘but’	<p>Asserts a far more positive slant on the learning process. Focuses on the students’ behaviour as opposed to sounding like a personal ‘dig’</p>
Use of questions to divert	<p>Throw them off track. Quick fire questions also work well as they don’t have time to misbehave. Especially to other members of the class.</p>
Modelling	<p>Display the behaviours that you expect them to. Don’t raise your voice, state that we can sort this out after the lesson rather than now – you are choosing to avoid the conflict.</p>
Keep up the pace of lessons	<p>Chunk work down so that they do not get ‘stuck’ on one task for too long. Attention spans won’t last! Also do not be afraid to stop or abort something if it’s clearly not working.</p>
Try using humour but not banter	<p>Only use your own humour that you feel confident with – don’t try to imitate others’ style.</p>
Surprise tactics	<p>What are they least expecting you to do?</p> <p>Say ok, you write me reasons why you don’t deserve a C4, or to lose the phone (for example) and we can discuss it when you have done so</p>