



# Behaviour policy

## Primary and Secondary Academies

April 2026

Due for review April 2027

## Introduction

We actively promote positive behaviour because there should be an intrinsic motivation to '*do the right thing because it is the right thing to do*'. This is essential to creating an effective teaching and learning environment in which all pupils are able to progress.

There is a strong emphasis on positive behaviour strategies throughout each academy so that good behaviour is explicitly encouraged and rewarded. All academy staff are expected to lead by example by openly demonstrating good manners, consideration and respect toward pupils and each other.

We also recognise that negative behaviours can sometimes be displayed as a result of a Special Educational Need or Disability.

This policy has been developed in line with the DfE' guidance entitled '[Behaviour and discipline in schools](#)' and the [Equalities Act 2010](#) and should be read alongside our [Attendance policy](#), our [Suspension and permanent exclusion policy](#) our [Searching and confiscation policy](#) and our [Safeguarding, child protection and associated procedures](#) all available on the policy page of the school website.

## Behaviour principles

- Every pupil has the right to learn without disruption
- Every member of the community has the right to feel safe, valued and respected
- Behaviour is everyone's responsibility;
- Behaviour expectations are explicit, taught and revisited regularly;
- Staff and volunteers set an excellent example; pupils are helped to take responsibility for their actions and to develop a sense of self discipline and respect for others through understanding the consequences of their own actions
- Positive behaviour is recognised more frequently than negative behaviour
- Rewards are used fairly; sanctions are proportionate, consistent and restorative;
- Families and carers are partners in supporting behaviour and, where appropriate, are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- Our [Suspension and permanent exclusions policy](#) explains that exclusions will only be used as a last resort (and outlines the processes involved)

Our Trustees and school governors also emphasise that violence or threatening behaviour will not be tolerated.

## Reasonable adjustments

We recognise that every pupil is an individual and that behaviour is a form of communication. Some pupils may require additional support due to special educational needs, disability, personal circumstances or emotional wellbeing. In line with our commitment to an inclusive and equitable provision, staff will make reasonable adjustments to support pupils in meeting expectations, including adapting approaches, communication and support strategies where appropriate.

These adjustments are intended to remove barriers to learning and ensure that all pupils can access the curriculum and participate fully in school life. Adjustments are applied consistently and proportionately, with a clear focus on securing positive behaviour over time.

While our approaches may be adapted, our expectations are not lowered. We maintain consistently high expectations for all pupils and support them to meet these through clear routines, strong relationships and a culture of consistency. This ensures that pupils feel safe, supported and able to succeed.

## Appendices

In order to achieve our aims, we recognise that whilst there are similarities, there are also significant differences between the procedures required for a primary academy and those of a secondary academy.

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## Policy monitoring and review

This policy is reviewed at least annually and in line with any changes to statutory guidance or internal methods to ensure it remains effective and inclusive. Behaviour data is monitored to ensure fairness and equity across all pupil groups.

## Primary academies positive behaviour

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### Procedures and strategies

All classes display classroom rules that have been discussed and agreed as a whole class. Each class will discuss and agree rules for wet play.

Positive behaviour and behaviour for learning is rewarded through a range of consistent strategies that each academy will adopt such as: -

- certificates
- stickers / star charts
- team / house points
- notes to parents
- verbal praise
- whole class rewards
- 'caught in the act' scheme (an opportunity for all academy staff to catch children doing the right thing, being kind and demonstrating our values and virtues)

### Positive behaviour

Primary academy staff have agreed the following positive behaviour management strategies: -

- **Active Listening:**

**Legs**      (*legs crossed or both feet on the floor*);

**Lap**      (*hands in lap, by your side or folded on the table*);

**Lips**      (*lips closed*);

**Look**      (*eyes looking at the talker*);

**Listen**    (*use your ears to hear the talker*).

- **'Zero noise' signal**

i.e. adult raises arm in the air, children follow

- **1, 2, 3**

Get ready; Stand up; Follow me

## Weekly assemblies

There are weekly assemblies during which individual children and / or classes receive special awards based upon positive behaviour, behaviour for learning, attendance / punctuality and achievement.

## Around the academy

It is important to ensure that children are encouraged to walk around the academy on the left hand side in a quiet, calm, orderly and organised way. All classes must be accompanied by a member of staff when walking along corridors.

In buildings where there are stairs, all adults and children must be in single file when using them. Children move around quietly and calmly at all times. Children may only leave the class if they have permission from the class teacher and no more than two children should be allowed to leave the class at any one time

School property should be respected. Where school property is defaced or damaged by a pupil, the bill for repair will ultimately be met by their parent / carer / guardian.

## First impressions

Children should always be respectful to each other and adults, maintain eye contact when speaking and treat others like they would be treated. A handshake and how you present yourself is also an indication of politeness. *You never get a second chance to make a first impression*

## Our values

We have adopted values; derived from our academy rules and the DfE's [British values](#) which slightly differ between our primary schools so as to focus on the core needs of the pupils.

Enfield Heights Academy	Kingfisher Hall Academy	Woodpecker Hall Academy
KINDNESS BRAVERY RESPECT RESILIENCE	RESPECT HONESTY RESILIENCE	COURAGE HONESTY KINDESS RESPECT RESLIENCE RESPONSIBILITY

## Zones of regulation

This is a whole school approach to encourage pupils to identify their emotions and utilise suggested strategies that can help them regulate their emotions. Children may check in how they're feeling at different points during the day.

### 'Speak out'

The '*Speak out*' approach fits perfectly with our values. The children are encouraged to follow three steps when dealing with any behaviour which makes them unhappy: -

- **Step 1**

If someone makes you unhappy at the academy through their behaviour or what they say to you, say "*Stop it, I don't like that.*"

**Speak Out**

- **Step 2**

If the behaviour continues, try again and say "*Stop it, I don't like that.*"

**Speak Out**

- **Step 3**

If the behaviour which is making you feel unhappy still continues, find an adult and tell them.

**Speak Out**

## Addressing behaviour

Staff are encouraged to always provide opportunities for children to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. We believe that the curriculum should be appropriately planned to include all children in order to maximise their opportunities to experience success and enhance their self-esteem. Each class has a '*worry box*' or equivalent to support pupils in speaking out / addressing concerns discretely which the teacher is responsible for checking daily.

## Practical implementation of the behaviour policy

- Point out the particular rule that has been broken and explicitly state the desired behaviour needed
- Use positive reinforcement (e.g. use of proximity praise to encourage desired behaviour / positive praise etc)

- Depending on the behaviour, explain the consequences that will be followed through if undesirable behaviour continues, for example: -
  - a verbal warning (given discretely)
  - a second verbal warning with reference to appropriate strategy to elicit desired behaviour
  - name written down
  - time out / reflection time in a parallel classroom for 15 mins with a reflection sheet
  - restorative conversation with class teacher or senior leader in a classroom or at break time
- **Any** form of aggressive behaviour, bullying, homophobia or racism, will be taken very seriously and followed up rigorously by the senior leadership team (SLT)
- Steps for monitoring ongoing and serious behaviour: -
  - The school's SLT will be informed
  - Where necessary, we will arrange a meeting with parents / carers to discuss the behaviour. If a behavioural support plan is needed, the steps and actions will be discussed and a plan to implement these in partnership with the parent / carer and child. External agencies may be identified where appropriate to work with pupils / families to put a support plan in place
  - Suspensions or exclusions may be considered

A member of teaching staff will be the designated behaviour lead and will monitor behaviour logs on a termly basis. Any children with recurring concerns for behaviour will be discussed with the school senior leadership team and appropriate support will be put in place

## Physical aggression

We have zero tolerance to physical aggression. When recording incidents of physical aggression, we have a two strike rule. We understand that mistakes happen and therefore children will get a second chance and an opportunity to learn from their mistakes. However, if an act of physical aggression occurs again because the child has chosen to behave in that way, they will receive their 'second strike' and, at the discretion of the head teacher, this will likely lead to a suspension.

Any identified child with additional needs who expresses themselves / communicates through physical aggression will need a risk assessment undertaken to mitigate / prevent risk of injury to themselves or others.

## Physically aggressive toward staff

Where pupils have been physically aggressive towards staff, the following procedures will be followed: -

- incident recorded in the accidents book / log
- staff member supported and treatment sought as appropriate
- head teacher to investigate and any existing risk assessments will be reviewed.

Following on from the Head teacher's investigation, the appropriate consequence / support for the pupil will be put in place as deemed necessary by the head teacher and, depending on the severity of the incident, this may lead to suspension.

### All behavioural incidents must be recorded

Our [Suspension and permanent exclusion policy](#) is available on the policies page of the school website.

## Behaviour around the academy

- The *'Speak Out'* programme applies throughout the Academy, including during break times.
- A variety of playground equipment has been developed in order to encourage co-operative play and active involvement.
- Where possible, lunchtime clubs will be established in order to enrich the children's experiences and offer 'quiet areas.'
- Playtime / lunchtime rules are discussed and reviewed through assemblies.
- When play times end, children should stand still at the first whistle and line up safely on the second
- Health and safety guidelines are in place.

### During break times we look to: -

- Create a friendly and enjoyable playground environment.
- Organise and supervise games and activities for children.
- Regularly reward positive behaviour.

- Insist on respect for everyone in the school community.
- Listen to children and act according to policy.

## **Positive conduct to and from school and the local community**

We have the same high expectations of pupils' behaviour outside of school as we do on the school site.

Sanctions may be applied where a pupil misbehaves off-site when representing the school when, for example: -

- 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

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 or member of the public;
- 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 the staff member (e.g. on a school-organised trip).

## Secondary academies positive behaviour (Years 7 -11)

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### Overview

Our policy sets out the operational expectations for how behaviour is implemented clearly, **consistently** and daily so that parents are aware of, and staff understand exactly what is expected and how to apply behavioural routines, systems, language and responses in a calm, safe and purposeful environment where all pupils can learn and succeed.

As well as aligning with DfE guidance, it draws on best practice from a range of settings, while seeking to recognise our unique context.

### Scope

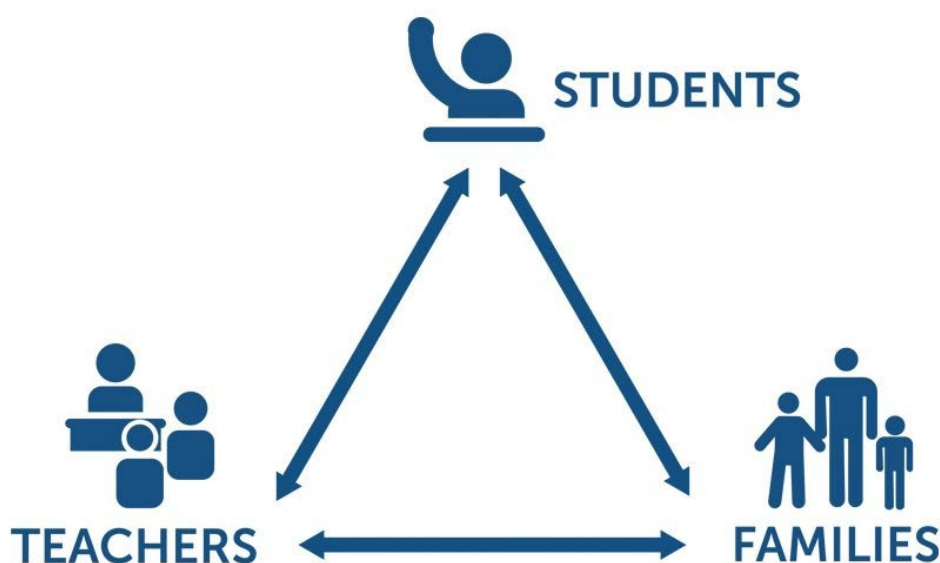
The behaviour policy applies when pupils are

- On school premises
- Travelling to or from school
- On school visits
- Wearing school uniform or are otherwise identifiable as pupils of our school

### Rights and responsibilities

A positive behaviour culture depends on all members of the community understanding their rights and fulfilling their responsibilities. These expectations apply at all times.

We recognise the value of the 'Triangle of Care' and believe firmly that shared messaging, good communication and working together can create a more seamless school experience for all parties so understanding what our part to play is important.



### Pupil rights

- To learn in a calm and purposeful environment
- To feel safe, supported and respected
- To be treated fairly and without discrimination
- To receive help to improve behaviour

### Pupil responsibilities

- Follow school rules, routines and expectations
- Behave in a way that allows others to learn
- Treat staff, peers and visitors with respect
- Take responsibility for their actions and choices
- Follow reasonable instructions first time
- Act as ambassadors for the school when off-site
- Attend all lessons; Always arrive on time to lesson and school

### Staff rights

- To teach and work in a respectful environment
- To be supported with behaviour management
- To expect cooperation from pupils

### Staff responsibilities

- Model calm, respectful and professional behaviour
- Build positive relationships with pupils
- Apply the behaviour policy consistently
- Use '*Remind - Ask – Tell*' effectively
- Make reasonable adjustments where appropriate
- Record behaviour accurately and promptly on our Management Information System (Arbor)
- Communicate with parents

### Staff consistency: Non-negotiables

Consistency is critical to the success of our behaviour culture. All staff are expected to implement the following non-negotiables to ensure pupils experience a consistent approach in school: -

- Meet and greet pupils at the threshold of every lesson

- Be present and actively supervise during transitions
- Use the agreed language of '*Remind – Ask – Tell*'
- Expect pupils to follow instructions first time
- Reinforce 'SLANT' consistently in all lessons
- Address behaviour promptly and calmly
- Log behaviour accurately on our Management Information System (Arbor)
- Follow up behaviour, including communication home where required

### Parents and carers rights

- To receive clear communication about behaviour
- To discuss concerns with appropriate staff
- To expect consistent application of the policy

### Parents and carers responsibilities

- Support school behaviour expectations
- Regularly check email to ensure they are informed of any sanctions, including detentions.
- Reinforce positive behaviour at home
- Engage respectfully with staff
- Attend meetings when requested
- Remain engaged and available for discussion.
- Ensure pupils arrive ready for learning

## Roles and responsibilities

### Senior Leadership Team (SLT)

The Senior Leadership Team provides strategic leadership for behaviour across the academy. They are responsible for:

- Setting and modelling high expectations
- Supporting staff with complex behaviour incidents
- Responding to removals and serious incidents
- Communicating with parents following significant concerns
- Monitoring behaviour data and trends
- Ensuring equitable application of the policy

## Heads of department

Heads of Department are responsible for maintaining high standards within their areas. They will:

- Support colleagues with behaviour management
- Monitor departmental behaviour trends
- Ensure consistent application of routines
- Liaise with Heads of Year where concerns persist
- Follow up departmental sanctions and reports

## Year Attainment Managers (YAMs) and Pastoral Team

Heads of Year lead on pastoral behaviour support. They will:

- Monitor behaviour data daily
- Identify pupils requiring additional support
- Coordinate reports and intervention plans
- Communicate with parents regarding concerns
- Work with SLT on escalated behaviour
- Manage tutors effectively

## Tutors

Tutors play a vital role in reinforcing expectations. They will:

- Monitor daily conduct and punctuality
- Support pupils on report
- Act as the first point of contact for families
- Reinforce positive behaviour consistently
- Hold daily detentions
- Deliver a pastoral and behaviour curriculum
- Use Tutor First Interventions
- Communicate to parents, carers and the wider school community

## Core values and classroom expectations

### STRIVE Values

We promote strong character education through the STRIVE values, which underpin expectations for behaviour, learning and relationships. These values are explicitly taught, modelled by staff and reinforced through rewards, recognition and behaviour expectations.

<b>S</b>	<b>SUPPORTIVE</b>	I help my peers and staff
<b>T</b>	<b>TOLERANT</b>	I respect differences and diversity
<b>R</b>	<b>RESILIENT</b>	I persevere when learning is challenging
<b>I</b>	<b>INTEGRITY</b>	I do the right thing even when it is difficult
<b>V</b>	<b>VISIONARY</b>	I aim high and think about my future
<b>E</b>	<b>EXCELLENCE</b>	I always try to do my best

### SLANT: Classroom Routine

All classrooms use the SLANT routine to promote positive behaviour for learning. It provides a shared language and clear expectations, ensuring consistency across lessons.

<b>S</b>	Sit up straight or stand still in practical subjects
<b>L</b>	Listen
<b>A</b>	Answer questions
<b>N</b>	Never interrupt
<b>T</b>	Track the speaker

## Behaviour curriculum

We believe that positive behaviour is taught, modelled and reinforced, not assumed. Behaviour expectations are explicitly taught through a planned and coherent Behaviour Curriculum, ensuring that all pupils understand what good behaviour looks like, why it matters, and how it supports learning, wellbeing and success.

The Behaviour Curriculum is delivered through:

- Assemblies, which reinforce school values, expectations, conduct, attendance, punctuality, safeguarding and respect for others.
- Tutor Time, where routines, behaviour expectations, punctuality, uniform standards and conduct are regularly revisited and reinforced, and pupils are supported to reflect on their choices both at the beginning and end of day.

- PSHE and Personal Development lessons, which explicitly teach skills such as self-regulation, respect, conflict resolution, responsible decision-making, online behaviour and understanding rights and responsibilities.

Behaviour expectations are revisited throughout the year, particularly following transitions, incidents or identified patterns of concern. This consistent and explicit teaching ensures that behaviour expectations are clear, inclusive and accessible to all pupils, including those with additional needs.

## Teaching behaviour: Induction, practice and reset

We do not assume that pupils know how to behave; we explicitly teach, model and practise the behaviours we expect.

Behaviour is taught through a structured and consistent approach:

### Annual induction

At the start of each academic year, all pupils take part in a structured induction programme where key routines and expectations are explicitly taught and practised. This includes:

- Entry to school and line-up routines
- Movement around the building
- Classroom expectations (including SLANT)
- Equipment and uniform expectations
- How to interact respectfully with staff and peers

### Half-termly reset

At the start of each half term, expectations are revisited through assemblies, tutor time and lesson-based reminders. This ensures that standards are re-established and any drift is addressed promptly.

### Daily front-loading of expectations

Using consistent language and clear reminders of expected behaviour, staff consistently front-load expectations at key points in the day, including:

- Line-up
- Entry to lessons
- Transitions

## Deliberate practice

To ensure expectations become embedded habits over time, opportunities are planned throughout the year for pupils to practise routines, including:

- Lining up correctly
- Entering classrooms
- Responding to instructions
- Transitions between activities

## Top and tail tutoring

Top and tail tutoring is a key feature of our school day and plays a vital role in strengthening our pastoral care, behaviour systems and relationships. By placing tutor time at both the start and end of the day, we create consistent opportunities for tutors to check in with pupils, reinforce expectations, and respond to any concerns promptly. This structure supports a calm and purposeful start to learning, while also allowing for reflection, recognition and follow-up at the end of the day, including the completion of detentions and restorative conversations.

In our context, where consistency, relationships and timely intervention are critical, top and tail tutoring ensures that no pupil goes unseen and that support is immediate, visible and effective. It strengthens communication between home and school, embeds our behaviour curriculum, and reinforces the role of the tutor as the first and most important point of contact for pupils.

Each session is fully planned and resourced to ensure consistency across tutor groups.

### **MORNING TUTOR TIME (8:40–9:00)**

Focuses on:

- Registration
- Equipment and uniform checks
- Reinforcing expectations
- Preparing pupils for learning

### **AFTERNOON TUTOR TIME (20 minutes)**

Delivers the behaviour and personal development curriculum, including:

- PSHE and RSE
- Careers education
- Behaviour expectations and reflection
- Recognition and celebration
- Restorative conversations and follow-up

## Positive behaviour and celebration of achievement

Positive behaviour is actively recognised and celebrated. We believe that recognition builds confidence, reinforces expectations and strengthens relationships.

Staff are expected to deliberately and consistently identify positive behaviour, effort and improvement.

### Merits

Merits are used to recognise positive behaviour, effort, achievement and contribution across all areas of school life. Staff should award merits regularly for:

- Being on task and engaged in learning
- Following instructions first time
- Demonstrating the STRIVE values
- Producing high-quality work
- Showing resilience and effort
- Supporting others
- Representing the school positively

Merits must be recorded on our Management Information System (Arbor) and form part of each pupil's overall profile. Patterns of positive behaviour are reviewed regularly by pastoral teams to ensure recognition is consistent and meaningful.

Below provides clear and consistent guidance on the awarding of merits outlining examples of behaviours and contributions at different levels, linked to the STRIVE values, to help recognise day-to-day positivity, sustained effort and exceptional achievement both in and beyond the classroom.

### Day to day positivity from STRIVE

Example in classroom	Examples outside	Positive outcomes
<ul style="list-style-type: none"> <li>• Being SUPPORTIVE</li> <li>• Being TOLERANT</li> <li>• Being RESILIENT</li> <li>• Showing INTEGRITY</li> <li>• Being VISIONARY</li> <li>• Showing EXCELLENCE</li> </ul>	<ul style="list-style-type: none"> <li>• Calm movement</li> <li>• Lining up correctly</li> <li>• Polite interactions</li> <li>• Wearing uniform correctly</li> <li>• Positive presence</li> </ul>	<p><b>Always:</b></p> <ul style="list-style-type: none"> <li>• Communicate behaviour with home</li> <li>• Tutors to celebrate at the end of each day</li> <li>• Become part of league tables and competitions</li> </ul>

<ul style="list-style-type: none"> <li>• 0 Behaviour for the week</li> <li>• On-task and engaged</li> <li>• Following instructions first time</li> <li>• Positive contribution</li> <li>• Supporting others</li> <li>• Good effort</li> </ul>	<ul style="list-style-type: none"> <li>• Picking up litter</li> <li>• Opening doors</li> <li>• Good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrated in assemblies</li> <li>• Added to student profile</li> </ul> <p><b>Possible rewards</b></p> <ul style="list-style-type: none"> <li>• Positive report to help build a students motivation.</li> <li>• Tutor goals and competitions</li> <li>• Badges and prizes with accumulation</li> <li>• Subject rewards</li> <li>• Certificate mention</li> </ul>
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### MERITS | Beyond basic expectations

Example in classroom	Examples outside	Positive outcomes
<ul style="list-style-type: none"> <li>• Sustained effort over time</li> <li>• High-quality work</li> <li>• Consistent engagement</li> <li>• Leading learning</li> <li>• Academic improvement</li> <li>• Supporting peers to a high level</li> <li>• Being a superstar</li> </ul>	<ul style="list-style-type: none"> <li>• Representing the school positively</li> <li>• Supporting peers consistently</li> <li>• Taking responsibility</li> <li>• Demonstrating STRIVE values around the building and on trips.</li> <li>• Supporting guests</li> <li>• Consistently polite</li> <li>• Leadership</li> <li>• Enhancing others experience</li> </ul>	<p><b>Always:</b></p> <ul style="list-style-type: none"> <li>• Communicate behaviour with home</li> <li>• Tutors to celebrate at the end of each day</li> <li>• Become part of league tables and competitions</li> <li>• Celebrated in assemblies</li> <li>• Added to student profile</li> </ul> <p><b>Possible Rewards</b></p> <ul style="list-style-type: none"> <li>• Multiple positive points</li> <li>• Tutor recognition</li> <li>• Phone call / email home</li> <li>• Certificate / mention</li> <li>• Tutor goals and competitions</li> <li>• Access to reward trips</li> <li>• Badges and prizes</li> <li>• Extra allowances</li> </ul>

## MERITS | Going above and beyond

Example in classroom	Examples outside	Positive outcomes
<ul style="list-style-type: none"> <li>• Exceptional effort leading to high-quality or outstanding work</li> <li>• Significant academic progress or mastery</li> <li>• Leading learning (supporting others, modelling excellence)</li> <li>• Consistently exceeding expectations across multiple lessons</li> <li>• Demonstrating resilience in challenging learning situations</li> <li>• Taking initiative in learning beyond what is expected</li> </ul>	<ul style="list-style-type: none"> <li>• Acting as a role model for younger pupils</li> <li>• Supporting peers in a sustained and meaningful way</li> <li>• Leading student voice, assemblies or initiatives</li> <li>• Representing the school positively on trips or visits</li> <li>• Demonstrating outstanding conduct in social times</li> <li>• Acting as an ambassador for the school in the community</li> <li>• Showing integrity in difficult situations (doing the right thing)</li> <li>• De-escalating situations or supporting others to make better choices</li> </ul>	<p><b>Always:</b></p> <ul style="list-style-type: none"> <li>• Communicate behaviour with home (Personal phone call)</li> <li>• Tutors to celebrate at the end of each day</li> <li>• Become part of league tables and competitions</li> <li>• Celebrated in assemblies</li> <li>• Added to student profile</li> </ul> <p><b>Possible Rewards</b></p> <ul style="list-style-type: none"> <li>• Head of Year or SLT recognition</li> <li>• Headteacher Award</li> <li>• Public recognition (assembly / tutor time)</li> <li>• Phone call or email home</li> <li>• Certificates or badges</li> <li>• Rewards event / trip eligibility</li> <li>• Leadership opportunities within school</li> <li>• High value rewards</li> </ul>

### Daily recognition: Superstar tickets

In addition to merits, all teachers are expected to recognise exceptional effort in every lesson through the use of **Superstar Tickets** which provide a consistent and visible way of reinforcing positive behaviour and promoting a culture of excellence.

- Each teacher awards one Superstar Ticket per lesson which recognises the pupil who has demonstrated the best relative effort
- Each Superstar Ticket is worth 2 merits

Superstar Tickets must be recorded on our Management Information System (Arbor) and recognition is used deliberately to reinforce expectations

## Rewards trip and head teacher's awards

Students earn merits throughout the year for positive behaviour, achievement, effort, resilience and service to the school community. At the end of the academic year, the top 15% of students with the highest number of merits will qualify for the Rewards Trip, provided their attendance, punctuality, behaviour and conduct remain consistently strong. The Rewards Trip is a privilege and may be withdrawn where serious behaviour concerns arise.

In addition, Head teacher's Awards (HT Awards) are issued following staff and peer nominations to recognise outstanding leadership, service, kindness and contribution to school life and the wider community. Up to five awards per month may be granted, with nominations reviewed by the Senior Leadership Team to ensure fairness and consistency. Any Headteacher's Award recipient will also qualify for the Rewards Trip, provided their behaviour and conduct remain strong throughout the year.

The school will monitor participation and awards to ensure equitable access for all pupils and that recognition remains fair, inclusive and aspirational.

Rewards recognise not only outcomes, but effort, resilience, improvement and contribution to school life. Positive behaviour is actively recognised and celebrated. We believe that recognition builds confidence, reinforces expectations and strengthens relationships.

## Attendance and punctuality award initiative

To strengthen our whole-school culture of excellent attendance and punctuality, this initiative is designed to motivate students through recognition and celebration, reinforcing the importance of being in school, on time, and fully engaged in learning every day. The rationale for this approach is clear: high attendance and punctuality are directly linked to academic achievement, wellbeing, positive routines, and safeguarding. When students attend consistently and arrive punctually to school and lessons, they maximise learning time, reduce disruption, and build the habits necessary for long-term success.

The scheme focuses specifically on rewarding students who achieve 100% attendance each week and who are 100% on time to school and all lessons. Students who meet the agreed weekly criteria will earn entry into an attendance raffle. This ensures that the initiative remains aspirational while also offering all students, including those with previous patterns of persistent absence, a fresh opportunity to succeed through positive choices and improved routines.

Entries are logged electronically and monitored centrally, with parents/carers informed regularly when their child has successfully met the criteria. The award scheme will be promoted visibly across the school through assemblies, displays and communication home, reinforcing the message that excellent attendance and punctuality are valued and recognised. Prize draws will take place at agreed points during the year, with a range of rewards available to sustain motivation and celebrate commitment, culminating in a larger end-of-period prize. This initiative

supports our commitment to improving attendance, reducing truancy, strengthening home-school partnerships, and ensuring every student benefits fully from their education.

## **Behaviour management approach (Remind – Ask – Tell)**

This approach supports early intervention and prevents escalation. Failure to respond will result in sanctions in line with the Sanctions and consequences (C1–C5) system. All staff use the consistent language of:

<b>Remind</b>	A calm reminder of the expected behaviour
<b>Ask</b>	A clear request to correct behaviour
<b>Tell</b>	A clear instruction with consequences explained

## **Movement, corridors and transitions (Quickly, calmly, purposefully)**

High standards of behaviour and respect for the learning of others during transitions is expected around the school site at all times.

- Pupils move calmly, quietly and purposefully
- The one-way system must be followed
- Pupils must not congregate in corridors or stairwells
- Staff actively supervise transition times. They should be stood on the thresholds of each classroom.
- Lateness to lessons will be sanctioned

## **Line-up procedures**

- Line-up signals the end of unstructured time and the start of learning.
- A first signal of three whistles indicates a 3-minute warning that it is the end of break/ lunch and students should move to their line.
- A second signal whistle indicates start of silent line up procedure.
- Pupils are expected to stand sensibly, silently and correctly presented. Coats should be removed ready for the students to enter the building.
- Staff use non-verbal cues where possible
- Failure to meet expectations may result in sanctions or line-up practice.

## **Coats, jumpers and fleeces**

- Students must remove coats during line-up before entering the building. Coats must not be worn inside the school building at any time.

- On arrival to lessons and dismissal from lessons, all staff are expected to ensure that students are not wearing coats within classrooms, corridors or communal areas.
- Non-school jumpers, hoodies and fleeces are not permitted and must not be worn at any time during the school day.

## Understanding behaviour categories

To support clarity and consistency, behaviour can be understood in four broad categories which support staff in identifying behaviour quickly and applying appropriate responses within the C1–C5 framework.

### Disorganised behaviour

Behaviour that impacts a pupil's own learning (e.g. lack of equipment, incorrect uniform, lateness)

### Defiant behaviour

Failure to follow instructions or meet expectations (e.g. refusal, answering back)

### Disruptive behaviour

Behaviour that impacts the learning of others (e.g. calling out, interrupting, distracting peers)

### Dangerous or serious behaviour

Behaviour that poses a risk to safety or is significantly harmful (e.g. aggression, bullying, bringing prohibited items)

## Sanctions and consequences (The C1–C5 System)

We use staged C1–C5 behaviour framework to ensure fairness, clarity and consistency. Responses are proportionate and focus on repairing harm as well as applying consequences. This is a **consistent restorative approach where behaviour is recorded and monitored, and our response is designed to improve behaviour over time not simply sanction.**

Sanctions are:

- Proportionate to the behaviour
- Applied consistently
- Logged accurately
- Accompanied by restorative conversations

## Consequences matrix | Overview

Stage	Description	Action
<b>C1</b>	<p><b>Remind / Redirect</b></p> <p>Recorded on our Management Information System (Arbor) and auto communicated with home via email.</p>	<p>C1 is our 'Remind' and 'Redirect' phase.</p> <p>There are no punitive measures at this point and this is simply drawing a students attention to their behaviour.</p> <p>Five incidents of C1 behaviour recorded across a week will result in a C2 as there will need to be tutor intervention</p>
<b>C2</b>	<p><b>Warning / Consequence</b></p> <p>Recorded on our Management Information System (Arbor) and auto communicated with home via email.</p>	<p>C2 behaviour will require correction and follow up as it has caused disruption, harm or effected the learning of the student and others.</p> <p>There will be a sanction applied to this.</p>
<b>C3</b>	<p><b>Escalation / Reset</b></p> <p>Recorded on our Management Information System (Arbor) and auto communicated with home via email.</p>	<p>C3 could result in a removal from class and will also require a same day phone call home that will be recorded on Arbor. This communication will form part of the important 'Triangle of care' that exists between Student, Parent, School.</p> <p>C3 will incur a 30 Minute same day detention or as close to the incident as possible. There will be an initial discussion with tutor before the student is collected by pastoral staff for further work to be undertaken in a central location.</p>
<b>C4</b>	<p><b>Serious incident / Restore</b></p> <p>Recorded on our Management Information System (Arbor) and auto communicated with home via email.</p>	<p>This behaviour category will link to what we deem serious and will require a number of steps being followed.</p> <p>Where a behaviour happens in a classroom there will be a removal, communication home and students will receive a one-hour detention with a 24hr delay. We believe it is fair to communicate and give time for families to make arrangements for collection etc.</p>

<b>C5</b>	<b>Critical behaviours</b>	These behaviours are deemed critical by the Academy as they could result in 'direction' away from the school, suspension or even a permanent exclusion and so are taken extremely seriously and will be managed largely by SLT coordination. A full investigation will be carried out ensuring that all voices are captured leading to a final decision. In some incidents the school and Headteacher we use the power of balance of probability when conflicting stories become complex.
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- Staff will log C1–C5 incidents on our Management Information System (Arbor) with clear, factual narrative.
- Repeated C2s across subjects should trigger pastoral or academic interventions.
- Patterns of behaviour are reviewed weekly by each year group pastoral team to ensure early support.

## Consequences matrix | Examples

These will be regularly reviewed and subject to change as behaviours emerge.

### C1: Minor Infringement (Remind / redirect)

Behaviour examples	Consequences
<ul style="list-style-type: none"> <li>• Littering</li> <li>• Incorrectly lining up</li> <li>• Minor Corridor Misbehaviour</li> <li>• Late to Lesson</li> <li>• Uniform</li> <li>• Chewing Gum</li> <li>• Lack of Equipment</li> <li>• Ignoring Staff Instructions</li> </ul>	<p><b>Always:</b></p> <ul style="list-style-type: none"> <li>• Reminder of the school expectations</li> <li>• Advise the student this will be recorded and monitored Staff member logs <b>C1</b> on Arbor at the end of the lesson if this is the largest sanction</li> <li>• Sanction triggered if behaviour becomes persistent and moved to a C2 for intervention</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Move seat / tactical pause</li> <li>• Positive messaging/Praise</li> <li>• Redirect/Positive narration</li> <li>• Put on form tutor report (for persistent low-level behaviour)</li> </ul>

## C2: Minor incident requiring immediate follow-up (Warning / Consequence)

Behaviour examples	Consequences
<ul style="list-style-type: none"> <li>• Not present at line-up</li> <li>• Refusing to follow corridor instructions</li> <li>• Unkind behaviour to others</li> <li>• Disrupting others</li> <li>• Refusal to work</li> <li>• Repeated ignoring of instructions</li> </ul>	<p><b>Always:</b></p> <ul style="list-style-type: none"> <li>• Staff member logs C2 on Arbor if this is the largest sanction</li> <li>• Tutor led Reflective Session 15 Min same day</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Support student and help reset them for the following day</li> <li>• Support discussions or small scale interventions to help get the student back on track</li> <li>• One-to-one conversation with form tutor Restorative conversation between students (where appropriate)</li> <li>• Put on form tutor/subject report (for repeated patterns)</li> </ul>

## C3: Behaviour requiring parental involvement (Escalation / Reset)

Behaviour examples	Consequences
<ul style="list-style-type: none"> <li>• Persistent corridor disruption</li> <li>• Truancy from lesson</li> <li>• Leaving lesson without permission</li> <li>• Persistent disruption to learning</li> <li>• Persistent refusal to follow instructions</li> </ul>	<p><b>Always:</b></p> <ul style="list-style-type: none"> <li>• Staff member logs <b>C3</b> on Arbor with a narrative</li> <li>• On call called only if absolutely necessary, then options surrounding this will apply A Centralised year team detention with a restorative focus and completion of work 30 mins same day (Main Hall)</li> <li>• <b>Contact home</b> (same day where possible) to explain what happened and the next steps</li> </ul> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>• Put on form tutor/Year lead (for persistent behaviours)</li> <li>• Restorative meeting (student–student or student–staff) supported by HoD/YAM where appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• Potentially sent to reset room</li> <li>• Appropriate first interventions taken by student's tutor</li> <li>• Pastoral / subject teacher initiatives</li> <li>• Short stay in Reset room</li> </ul>
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#### C4: Serious incident (Restore)

Behaviour examples	Consequences
<ul style="list-style-type: none"> <li>• Verbal abuse (e.g. swearing at someone)</li> <li>• Bullying</li> <li>• High Level Disruption or defiance requiring removal from the lesson</li> <li>• Damage to property</li> </ul>	<p><b>Always:</b></p> <ul style="list-style-type: none"> <li>• Staff member logs C4 on Arbor immediately with clear, factual detail</li> <li>• Phone call home recorded on the Arbor system</li> <li>• Incident managed and investigated by the Year Team (with safeguarding procedures followed where relevant)</li> <li>• One hour Pastoral C4 detention same day where possible</li> <li>• Restorative meeting to repair harm and agree a clear behaviour plan during the detention</li> </ul> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>• Confiscated item to be collected by parent/carer (where appropriate)</li> <li>• Student placed on report (Head of Year / Senior Leadership Team / Head teacher) for monitoring and support</li> <li>• Escalation to Parental Meeting if not already completed</li> <li>• Consider internal suspension (R&amp;R) / direction off-site (where threshold is met)</li> </ul>

#### C5: Critical behaviours (Exclusions / managed move threshold)

Behaviour examples	Consequences
<ul style="list-style-type: none"> <li>• Bringing the academy into disrepute</li> <li>• Carrying an offensive weapon</li> <li>• Carrying, supply or misuse of drugs</li> </ul>	<p><b>Always:</b></p> <ul style="list-style-type: none"> <li>• Staff member logs C5 on Arbor immediately with full narrative</li> </ul>

<ul style="list-style-type: none"> <li>• Damage to property</li> <li>• Endangering the health &amp; safety of Others</li> <li>• Physical Assault or Verbal Abuse to an Adult or Child</li> <li>• Serious actual or threatened violence against another pupil or member of staff</li> <li>• Theft</li> </ul>	<ul style="list-style-type: none"> <li>• Escalate to SLT immediately and follow formal investigation procedures</li> <li>• Safeguarding procedures followed where relevant</li> <li>• Parental meeting to discuss next steps (as part of formal process)</li> </ul> <p><b>Sometimes (depending on threshold):</b></p> <ul style="list-style-type: none"> <li>• Managed move</li> <li>• Alternative provision</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> </ul>
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## Detentions

Detentions are not punitive in nature; they are restorative, purposeful and linked to learning. They are an integral part of the academy's graduated response to behaviour and are used to reinforce expectations, protect learning time, support reflection and improvement and maintain high standards.

### Late to school detentions

As per our Attendance policy, ensuring children arrive to school on time is the responsibility of parents and caregivers. We live in a busy area where there is often roadworks or heavy traffic, and it is important these are factored into our daily routines to ensure a calm and purposeful start to the day. Any students not arriving at school on time will receive a late detention.

Detention Type	Who with / When	Duration	Communication
C2 Detention	Year team; Breaktime daily	20 Minutes	Via email through Arbor

Students who do not attend this detention will escalate to a C3 same day detention.

### Same day detentions

Parents will be notified via email

Detention Type	Who with / When	Duration	Communication
C2 Detention	Tutor; Same day	15 Minutes	Via email through Arbor
C3 Detention	Year team; Same day	30 Minutes	Via email through Arbor
C4 Detention	Year team; Same day	1 Hour	Via email through Arbor and phone call from teacher involved

These detentions begin at the end of the school day within the tutor room, ensuring a consistent and structured approach that supports strong pastoral oversight and efficient follow-up. This allows tutors to act as the first point of intervention, addressing behaviour promptly and reinforcing expectations.

Where behaviour is more serious or repeated, detentions will move from the tutor room to a more centralised setting, where pupils will complete appropriate work and engage in restorative support. This ensures that time is used productively to maximise learning, repair relationships and support improved behaviour moving forward.

For more serious or escalated concerns, detentions are led by the Senior Leadership Team. These detentions provide a higher level of intervention, including structured reflection, restorative conversations and, where appropriate, further action. This graduated approach ensures that all pupils are held to account while receiving the appropriate level of support and intervention.

### Leadership detentions

Leadership detentions will occur weekly each Thursday for 1hr 15 Minutes and are put in place as part of an escalation and where: -

- Students have not attended their C4 Detention;
- Anything else the SLT decided and at their discretion

Detention Type	Who with / When	Duration	Communication
Leadership detention	SLT	1 hr 15 minutes	Via email through Arbor and telephone call from year team

### Communication with parents and carers

- Clear and timely communication is essential in supporting positive behaviour and maintaining strong home school partnerships.
- Behaviour incidents and rewards are recorded on our Management Information System (Arbor)
- Where appropriate, Behaviour incidents, both positive and negative, will be communicated via email and will include a brief, factual summary of the behaviour alongside the action taken.
- Tutors are the first point of contact
- Meetings are arranged where concerns persist

Parents and carers are expected to check their email regularly to ensure they are fully informed of any sanctions, including detentions.

In line with DfE guidance, the school has the right to issue detentions without prior parental consent. However, in our context, we are committed to communicating with families wherever possible to ensure clarity, transparency and strong partnership working.

Detentions are typically issued on the same day wherever possible to ensure immediacy and impact. However Senior Leadership Team detentions will be issued with a minimum of 24 hours' notice to allow for appropriate planning and communication.

Parents and carers are strongly encouraged to download and regularly check the Arbor app, which provides up-to-date information on behaviour, rewards, attendance and detentions.

## **Behaviour monitoring and review**

Behaviour is monitored systematically to ensure early intervention and consistent support. All behaviour incidents are recorded on our Management Information System (Arbor). Behaviour monitoring is used to improve outcomes, not punish.

### **Weekly behaviour review**

Each week, pastoral teams meet to review behaviour data, including:

- C2–C5 incidents
- Detentions
- Patterns across subjects
- Pupils causing concern

These meetings:

- Identify pupils requiring additional support
- Agree interventions and next steps
- Ensure consistency in response

### **Senior leadership oversight**

To ensure that the policy is applied fairly and effectively, senior leaders review whole-school behaviour trends regularly, including:

- Year group patterns
- Subject trends
- Any disproportionality across groups

## Restorative approaches and support

We use restorative conversations to:

- Repair relationships
- Encourage accountability
- Support pupils to make better choices

Additional support may include reports, mentoring, pastoral support plans or external agency involvement.

## Pastoral support plans (PSPs)

Where a pupil's behaviour requires sustained and targeted intervention, a PSP may be implemented where: -

- Behaviour is persistent despite previous interventions
- There are repeated C4 or serious incidents
- A pupil is at risk of suspension or exclusion

Pastoral support plan's will:

- Be time-limited (typically 6–12 weeks)
- Include clear, measurable targets
- Outline support strategies for school, home and pupil
- Be regularly reviewed with parents/carers

PSPs are designed to support pupils in improving behaviour while maintaining high expectations

## Resolution and restoration (R&R); Internal provision

This internal provision is used as part of the academy's graduated response to behaviour concerns and serves two distinct but related purposes: short-term re-regulation and internal exclusion.

In all cases, R&R is a structured, supervised and a purposeful space designed to protect learning, restore calm, and support pupils to reflect on their behaviour and return successfully to mainstream lessons.

## Reset room

The Reset Room is used as a short-term intervention to support pupils who require time away from the classroom to re-regulate before returning to learning.

This is not intended to be a punitive measure, but a purposeful space where pupils can pause, reflect and regain control following a disruption or escalation.

Stays in the Reset Room are time-limited and focused on enabling a successful return to lessons as quickly as possible. During this time, pupils will complete appropriate work and may engage in a brief restorative or reflective conversation with staff to support improved behaviour.

Where appropriate, communication with parents and carers may take place to ensure clarity, reinforce expectations and strengthen the home–school partnership.

The Reset Room forms part of our graduated response, ensuring that pupils are supported to make better choices while maintaining high expectations for behaviour and learning.

Short-term re-regulation placements may be used where a pupil requires time away from the classroom to de-escalate, regain emotional regulation or reflect following an incident. These placements are time-limited and focused on enabling the pupil to stabilise, reflect and re-enter learning as quickly and successfully as possible. Where appropriate, pupils will return to lessons on the same day following a restorative discussion and clear agreement of next steps.

The Reset Room is staffed by trained pastoral professionals and is designed to support pupils who may be dysregulated, providing a calm and structured environment in which they can re-regulate effectively.

### Offsite direction

We may use off-site direction as a temporary and proportionate intervention where a pupil's behaviour requires a period away from the main school site.

This approach is used to support pupils to continue their education in a more appropriate setting while addressing underlying needs and reducing the risk of escalation to suspension or permanent exclusion. Off-site direction is not used as a sanction in isolation, but as part of a planned and supportive intervention, with clear objectives, regular review points and a focus on successful reintegration.

The academy retains responsibility for the pupil at all times, including safeguarding, attendance and the quality of education provided. Parents and carers will be informed, and where appropriate involved, in planning and reviewing the provision.

Off-site placements are carefully selected to meet the needs of the pupil and are monitored closely to ensure they are having a positive impact on behaviour, engagement and outcomes.

## Internal exclusion placements

These may be used where behaviour has reached the C4 threshold, where a serious incident requires removal from lessons for a full day, or where repeated behaviours indicate the need for a more structured intervention. Internal exclusion is time-limited, proportionate, and reviewed daily. During this time, pupils complete appropriate academic work set by their teachers, alongside structured reflection tasks and restorative activities aimed at addressing harm, rebuilding relationships and preventing recurrence.

Placement in R&R is monitored closely by the pastoral team and Senior Leadership Team. Parents / carers are informed as appropriate, particularly where a full-day internal exclusion is used.

Reintegration into mainstream lessons is planned carefully and may include restorative meetings, agreed behaviour strategies or additional support. R&R is never used as a default sanction and is not a substitute for appropriate SEND support, safeguarding processes or external intervention where these are required.

Through Resolution and Restoration, the academy maintains high expectations for behaviour while ensuring that pupils are supported to take responsibility, repair relationships and move forward positively.

## Staff development and support

High-quality behaviour management is supported through ongoing staff development and this includes: -

- Regular CPD on behaviour systems and routines
- Opportunities to practise key strategies
- Coaching and support from middle and senior leaders
- Sharing of best practice

Leaders will monitor implementation and provide feedback to ensure consistency and continuous improvement

## Quality assurance and consistency

Leaders at all levels are responsible for ensuring that the behaviour policy is implemented consistently and this includes: -

- Learning walks focused on behaviour routines
- Reviews of behaviour data and logging
- Monitoring of rewards and sanctions
- Pupil voice and feedback

Where inconsistencies are identified, support and coaching will be provided to ensure alignment.

## Secondary academies positive behaviour (Sixth Form)

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### Aims for our sixth form

Pupils should: -

- attend all lessons and actively engage and participate in their learning
- be punctual to all lessons
- consistently show responsible and mature behaviour throughout the school
- adhere to the expectations of the Sixth Form and the school
- have respect for the school environment and internal and external community
- be seen as aspirational role models to the younger pupils
- develop vital key skills through engagement and ownership of the school PSHE and enrichment programme
- develop the skills and abilities necessary to thrive and be successful in the next phase of their lives.

Above all, staff are collectively committed towards providing a safe, happy and positive environment for all of our pupils and are expected to demonstrate individual responsibility in encouraging positive behaviour and dealing with any incidents that may occur in appropriately agreed ways.

The Sixth Form Disciplinary Process is a clear, tiered approach which aims to support pupils to make good choices regarding their behaviour and learning.

The process escalates from Stage 1 Monitoring to Stage 5 where a pupil may be asked to leave the Sixth Form if they have continually failed to meet the commitments as laid out in the [Sixth Form Home School Agreement](#).<sup>1</sup>

The process ensures all relevant parties are involved including pupils, parents or guardians and staff.

School property should be respected. Where school property is defaced or damaged by a pupil, the bill for repair will ultimately be met by their parent / carer / guardian.

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<sup>1</sup> It is the expectation at Heron Hall that all Sixth Form students are able to meet the terms of the Home school agreement which they sign prior to enrolment within the Sixth Form. Any student who fails to agree to the terms and conditions of this agreement could potentially have their place withdrawn.

## Behaviour interventions | Staged approach

### Stage One

Concerns will be noted by subject teacher and/or form tutor. This may trigger a conversation between the pupil and their Head of Year depending on the nature of the concern.

The pupil and supporting member of staff will work together to identify the potential barrier to appropriate behaviour for learning.

Behaviour will then be monitored. This could include additional sanctions such as a report card or privileges (such as being allowed off site for lunch, or ability to use mobile phone during break) rescinded for a specified amount of time.

### Stage Two

Further support to identify any barriers to behaviour will be given by the form tutor and the Head of Year. This will include: -

- Meetings with the Head of Year, form tutor and parents/carer
- Being placed on a monitoring report in order to identify progress
- A letter being sent home addressing our concerns and future consequences

### Stage Three

The pupil and parent/carer will attend a formal meeting with the Head of Year in which they will be given an official first warning. This will be made clear to parents in writing as will our concerns regarding their child's behaviour and, should the behaviour persist, the potential further actions the school may take. The pupil will be placed on a Pastoral Support Plan (PSP) which all parties (parents, pupils and school) must agree to and sign.

### Stage Four

The pupil will attend a formal meeting with their Head of Year and The Head of Sixth Form. Parents/carers will be asked to attend the meeting. A second warning will be issued and a letter explaining this sent home. The pupil again will undertake a PSP, which will be overseen by the Head of Sixth Form

### Stage Five

Pupils and parents/carers will meet with the Head of Sixth Form and Headteacher or Deputy Headteacher responsible for Pastoral care. A final warning letter will be sent detailing the schools expectations and targets. If there is no improvement the pupils place at Heron Hall Academy Sixth Form will be withdrawn.

## **Dealing with serious incidents**

In some situations, an incident may be deemed as serious and result in a meeting immediately with the Headteacher, meeting with The Head of Sixth Form, a suspension, or a permanent exclusion.

If a serious incident occurs, the staff member involved will complete an incident report form to ensure that a thorough investigation can be undertaken.

The following are some examples of serious incidents: -

- persistent and continued disruption
- outright defiance
- serious and/ or continued bullying
- fighting
- violence or assault towards a pupil or staff
- sexually inappropriate behaviour
- using or being under the influence of drugs or alcohol
- smoking/vaping on the school premises
- being in possession of drugs or alcohol
- supplying drugs or illegal substances
- bringing or being found in possession an offensive weapon or illegal substances
- allowing younger pupils access to areas restricted to sixth form pupils
- breaching the sixth form mobile phones and accessories policy

## **Expectations for parents/carers**

We ask that parents/carers carefully read this policy and that they support the Sixth Form Team to implement it effectively by encouraging their child to be a role model to young pupils and to ensure that they adhere to the policy.