# Westacre Middle School
# Behaviour Policy

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| **Author/Reviewing member of staff** | Mrs Doolin |
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## Purpose and principles

The school's statement of purpose is to provide a high quality of education for all pupils. This policy supports a calm, safe, secure and happy environment in which high standards of teaching and learning can flourish, and every pupil can achieve their full potential. Good behaviour is expected, taught, recognised and rewarded. We aim to develop positive self-esteem, self-control, personal responsibility and respect for others.

This policy provides a common framework and consistent approach for staff, pupils and families. Behaviour is understood in context and, where appropriate, pupils receive support to help them meet expectations. The school will make reasonable adjustments for children with special educational needs and disabilities, communication needs, safeguarding concerns, medical needs and other relevant circumstances when responding to behaviour.

## 2. Scope and legal/guidance framework

This policy applies during the school day, on school visits and activities, and to behaviour outside school where the school has a lawful and reasonable basis to respond. It should be read alongside the school's safeguarding/child protection, anti-bullying, SEND, suspension and permanent exclusion, online safety, attendance and positive handling/restrictive intervention policies.

- Department for Education (DfE), Behaviour in Schools: advice for headteachers and school staff (February 2024).
- DfE, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026).
- DfE, Mobile Phones in Schools statutory guidance (to be followed from 1 September 2026).
- DfE, Restrictive Interventions, including use of reasonable force, in schools (effective 1 April 2026).
- DfE, Searching, Screening and Confiscation in Schools.
- Keeping Children Safe in Education 2026 (effective 1 September 2026).
- Working Together to Improve School Attendance (updated July 2026).
- Equality Act 2010, Education and Inspections Act 2006, Children and Families Act 2014 and SEND Code of Practice.

## 3. Behaviour expectations

Behaviour expectations are explicitly taught, modelled and revisited throughout the year. They are displayed in classrooms and communicated to pupils and families.

| We expect pupils to: | Unacceptable behaviour includes: |
|---|---|
| • Always try your best<br>• Listen respectfully when someone else is speaking<br>• Follow reasonable instructions promptly<br>• Be polite and respectful<br>• Ask for help when needed<br>• Set a good example and show kindness<br>• Be honest<br>• Respect other people, their views, belongings and work<br>• Work co-operatively and allow others to learn<br>• • Move around the school sensibly and safely | • Violence, aggression or threatening behaviour<br>• Bullying, including online bullying<br>• Sexual harassment or sexually inappropriate language<br>• Discriminatory, prejudicial or derogatory language or conduct<br>• Deliberate disobedience or persistent non-compliance<br>• Rudeness or disrespectful behaviour<br>• Abusive or unacceptable language<br>• Deliberate damage to property<br>• Disruption to teaching and learning<br>• Possession or misuse of prohibited or banned items |

## 4. Whole-school system for behaviour management

Expectations are explained at the start of each academic year and reinforced regularly. Staff respond consistently, calmly and respectfully. Any form of bullying, sexual harassment, sexual violence, discrimination, physical abuse or intimidation will be taken seriously and will never be dismissed as “banter”, “just having a laugh” or “part of growing up”. Where behaviour raises a safeguarding concern, staff must follow the child protection policy and consult the Designated Safeguarding Lead (DSL) or deputy.

### Positive reinforcement

All staff should take every opportunity to notice and reinforce positive behaviour. Celebrating individual and collective successes helps pupils develop confidence, belonging and responsibility and supports the school’s values. Monthly values continue to inform assemblies and PSHE. Structured play and adult modelling are used where pupils need support to interact positively with others.

## 5. Rewards

- Verbal praise, with an emphasis on positive language in the classroom
- Positive comments in feedback (see Feedback Policy)
- 6R merit recorded in the planner, working towards bronze/silver/gold/platinum achievement cards; success shared in assembly and, where appropriate, on the school website
- House system to develop a sense of communal achievement
- Sending a pupil with work to the Head of Year, class teacher, subject leader or SLT for acknowledgement
- Roll of Honour in year group assemblies and, where appropriate, on the website
- Positive note in planner, phone call home or postcard
- Tea with Mrs E
- 100 Club

## 6. Classroom management

All staff are responsible for setting the tone and context for positive behaviour. Respectful relationships, predictable routines and high-quality teaching sit at the heart of classroom practice.

- Greet pupils positively at the start of the day/lesson
- Establish and explicitly teach clear routines, using visual timetables where helpful
- Secure attention before giving instructions and use calm, clear language
- Ensure pupils are appropriately supervised and move calmly around the building
- Communicate expectations through appropriate verbal and non-verbal cues
- Notice, highlight and promote positive behaviour
- Conclude lessons/days positively wherever possible
- Respond consistently and respectfully when behaviour does not meet expectations, referring to the displayed expectations
- Make reasonable adjustments and use agreed individual strategies where needed

## 7. Support for behaviour challenges: graduated response

Staff will use professional judgement and a graduated response. A pupil may move more quickly through the response where behaviour presents an immediate risk or is particularly serious.

**In-class support**

- **Variety of behavioural techniques to encourage children to make positive choices such as: Positive reinforcement**
- **Clear explanation of the expectation**
- **quiet reminder**
- **timer/visual support**
- **change of seat; de-escalation;**
- **distraction/redirection**
- **recognition of positive choices**
- **a brief supervised reset**
- **a restorative/debrief conversation at break or lunch where appropriate**

**Immediate removal / EXIT CARD**
**For violence, serious abusive language, significant risk to self or others, serious damage to property, or another incident requiring immediate removal, staff should request SLT support. The pupil will move to a supervised setting such as Re-focus. Parents/carers will be informed on the same day, and immediately where the circumstances require it. Safeguarding procedures take priority where relevant.**

**Additional support**
**If in-class strategies are not effective, the teacher will request support from the Head of Year/ELT/SLT.**
**The pupil may complete work in another supervised setting.**
**The class teacher and Head of Year will follow up, contact home as appropriate, and consider whether Re-focus or additional pastoral/SEND support is required.**

**Escalation**
**If disruption continues or the pupil refuses reasonable support, the Head of Year/ELT may remove the pupil to Re-focus and involve SLT. Parents/carers may be asked to support de-escalation. A restorative/reintegration conversation will be arranged before or as the pupil returns to normal routines.**

## 8. Actions following incidents and emerging patterns

- The relevant member of staff discusses the incident with the pupil when it is safe and appropriate to do so.
- Emerging patterns are discussed with the Head of Year; actions are agreed and recorded on the appropriate school system. Safeguarding information must be recorded in line with the school's safeguarding procedures.
- Initial parent/carer contact will normally be made by the class/subject teacher; the Head of Year becomes involved where concerns persist or are serious.
- A short-term behaviour tracker may be introduced with clear, achievable targets and regular review.
- Where concerns persist, a meeting involving the pupil, family, Head of Year, pastoral staff, SENCO where relevant, and SLT may agree additional assessment, support or a Pastoral Support Plan (PSP).
- The school will consider whether SEND, disability, safeguarding, mental health, communication, trauma, bereavement, bullying or other contextual factors may be contributing, and whether reasonable adjustments or additional support are needed.
- Part-time timetables will not be used as a behaviour-management strategy. Any exceptional temporary part-time timetable will be used only where lawful, in the pupil's best interests, and in line with current attendance guidance.
- Where in-school support is not sufficient, lawful options such as outreach, alternative provision, off-site direction or a managed move may be considered in accordance with current statutory guidance.

## 9. Restorative approach

Westacre Middle School uses restorative approaches to help pupils understand impact, repair relationships and make better choices. Restorative work complements, rather than automatically replaces, proportionate sanctions and safeguarding action.

Restorative conversations should not be used in a way that places pressure on a victim of bullying, harassment, sexual violence or other harmful behaviour to meet with, forgive or reconcile with the pupil who caused harm. The DSL will advise where safeguarding concerns are present.

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and how?
4. What could be done differently next time?
5. What needs to happen to put things right, where appropriate?

## 10. Lunchtime behaviour and detention

Lunchtime supervisors play a key role in promoting positive behaviour and safe, positive play. Staff use de-escalation and positive reinforcement and refer to the school expectations.

- Take the pupil aside and explain the expectation
- Use de-escalation strategies
- Recognise and praise positive/settled behaviour

- Support the pupil to engage in a positive play experience

If poor behaviour continues or there is a serious incident, the pupil may be brought off the playground to a supervised area or to a member of SLT. A lunchtime detention may be issued at the next appropriate opportunity. Detentions will be recorded and parents/carers informed in accordance with school procedures.

### Lunchtime detention

Lunchtime detention may be used for incidents during break, lunchtime or movement around the school, and may form part of a Re-focus day. The member of staff issuing the detention records the pupil's name and reason on the school system. Detentions are supervised. The school will consider any relevant medical, SEND, safeguarding or other individual needs, including reasonable time to eat, drink and use the toilet.

## 11. Re-focus / removal from the classroom

Re-focus is Westacre's supervised removal arrangement for serious or persistent disruption. Removal is a serious sanction and will normally be used after other classroom strategies have been attempted, unless the behaviour is sufficiently serious to warrant immediate removal.

- The purpose is to restore safety and stability, allow education to continue in a managed environment, and/or allow the pupil to regain calm in a safe space.
- Pupils will continue to receive meaningful, supervised education. The setting will be suitable for learning and staffed appropriately.
- Parents/carers will be informed on the same day when a pupil is removed from the classroom.
- Pupils will have appropriate comfort/toilet breaks and access to fresh air in line with school arrangements.
- Removal will be for the minimum period reasonably necessary. A pupil will not be kept in removal for prolonged periods without regular review by senior staff.
- Pupils will never be locked in a removal room. Preventing a pupil from leaving may only occur as an immediate safety measure where lawful and necessary, and is governed by the restrictive intervention section of this policy.
- A reintegration/restorative conversation will take place and any additional support or adjustments will be considered.
- The school will monitor removal data for repeated patterns, effectiveness and potential disproportionate impact on groups of pupils.

## 12. Pastoral support, behaviour trackers and Pastoral Support Plans

### Pastoral support

Pupil strategy meetings identify pupils who may benefit from targeted pastoral support, for example work on self-esteem, emotional regulation, anger management, social interaction, relationships or successful access to the school day. Support may also form part of reintegration after removal or suspension.

### Behaviour trackers

A behaviour tracker is a short-term tool to help a pupil take increasing responsibility for their choices. The pupil, family, class teacher, Head of Year and Pastoral Leader agree a small number of clear targets, review progress and celebrate improvement.

### Pastoral Support Plans (PSPs)

A PSP may be used where behaviour concerns are persistent, and a pupil is at increased risk of suspension or permanent exclusion. The pupil, parents/carers, class teachers, Head of Year, SENCO where relevant, Pastoral Leader and Deputy Headteacher work together to agree a personalised plan of support, reasonable adjustments where needed, clear targets and review arrangements. Plans should be reviewed regularly and after significant incidents.

## 13. Alternative provision, off-site direction and managed moves

Where in-school interventions and outreach have not been successful or are not appropriate, the school may consider alternative provision or an off-site direction. Any placement will be based on the pupil's individual needs, including SEND, health, safeguarding and curriculum needs.

- Offsite direction is a temporary placement used to improve future behaviour; it must not be used as a punishment for past misconduct.
- The governing board remains responsible for making and reviewing an off-site direction in accordance with the law and current statutory guidance. Any delegation will only be used where legally permitted and properly recorded.

- Parents/carers and, where applicable, the local authority must receive the required written information and review arrangements within statutory timescales.
- The placement will have clear objectives, an anticipated timescale and regular written reviews, with the pupil and parents/carers given opportunities to contribute their views.
- The pupil must continue to receive a broad and balanced education, and the school will plan for reintegration.
- A managed move is a permanent transfer to another mainstream school. It is voluntary, must be in the pupil's best interests and requires agreement from all relevant parties. "Trial managed moves" will not be used; temporary moves for behaviour support will be treated as off-site directions.

Westacre will follow current Worcestershire Local Authority procedures and national statutory guidance when arranging alternative provision, off-site direction or managed moves.

## 14. Suspension and permanent exclusion

Suspension and permanent exclusion are serious sanctions. The school will follow its Suspension and Permanent Exclusion Policy and the current DfE statutory guidance.

- Only the Headteacher, or a formally appointed acting Headteacher, may suspend or permanently exclude a pupil on disciplinary grounds.
- A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year.
- Permanent exclusion will only be used in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.
- Decisions will be lawful, reasonable, fair and proportionate, and will take account of relevant safeguarding, SEND, disability, equality and contextual factors. The pupil's views will be considered where appropriate.
- Any time a pupil is sent home for disciplinary reasons will be treated and recorded as a formal suspension. Informal or unofficial exclusions are not permitted.
- The school will support reintegration after suspension and will set/mark work during the first five school days as required.
- Parents/carers, the local authority, and where applicable the pupil's social worker and/or Virtual School Head will be notified in accordance with statutory requirements.

## 15. Mobile phones, smartwatches and similar technology

Westacre is a mobile phone-free school throughout the school day. From 1 September 2026 this section should be read in line with the DfE's statutory guidance on mobile phones in schools.

- Pupils must not use or access mobile phones, smartwatches or other communication/smart technology with similar functionality during the school day, including lessons, movement time, break and lunch.
- If a mobile phone is brought to school for travel or safety reasons, it must be switched off before entering the school site, stored securely and out of sight in accordance with school arrangements, and not accessed until the pupil has left the school gates.
- Smartwatches or other wearable communication devices are not permitted unless an agreed exception applies.
- The school may confiscate a device when the policy is breached. Any confiscation and return arrangements will be proportionate and communicated clearly.
- The school will make reasonable adjustments and individual exceptions where required by law or necessary to support a medical condition or other exceptional individual need. Such arrangements should be agreed and recorded in advance wherever possible.
- Parents/carers who need to contact a pupil during the school day should contact the school office.
- Mobile phones are not normally permitted on educational or residential visits unless the school has set different arrangements for a particular visit. Any exceptions will be communicated in advance.
- Staff should model the policy and should not use personal mobile phones for personal reasons in front of pupils during the school day, except where authorised for a legitimate work purpose.

## 16. Behaviour outside school and online

The school may respond to misbehaviour outside the school premises, including online behaviour, where it is reasonable and lawful to do so. This may include behaviour when a pupil is travelling to or from school, wearing school uniform, identifiable as a Westacre pupil, taking part in a school activity, or behaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of staff, or could adversely affect the school community.

The same standards of kindness, respect and dignity apply online as offline. Online bullying, harassment, discriminatory abuse, threats, sexual harassment, or the sharing/soliciting of nude or semi-nude images will be handled in line with safeguarding and behaviour procedures. Where a matter may be criminal or poses a safeguarding risk, the DSL will advise on referrals to the police, children's social care or other agencies.

## 17. Bullying, discrimination and child-on-child harmful behaviour

Bullying is the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal, relational or online.

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the person being targeted to defend against because of the imbalance of power

All incidents of bullying are taken seriously, recorded and acted on. The school will work with pupils and parents/carers to stop the behaviour and support those affected. One-off harmful incidents that do not meet the definition of bullying will still be addressed under this policy.

Sexual violence and sexual harassment, whether online or offline, are never acceptable. Reports will be responded to in line with Keeping Children Safe in Education and the school's child protection policy. The DSL or deputy will advise on the initial safeguarding response. Victims will be supported and will not be made to feel responsible for causing a problem by reporting.

## 18. Restrictive interventions, including reasonable force

The school seeks to minimise the need for restrictive interventions through prevention, early support, positive relationships and de-escalation. There are circumstances where reasonable force or another restrictive intervention may be lawful and necessary to keep pupils and staff safe.

- All members of school staff have the legal power to use reasonable force in limited circumstances to prevent or stop a pupil causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils.
- Reasonable force means no more force than is necessary, for the least amount of time. Force must never be used as a punishment.
- Staff should use the least restrictive option available, consider whether the intervention is necessary and proportionate, and take account of the pupil's welfare, age, size, SEND, disability, communication needs, medical conditions and other vulnerabilities.
- Restrictive interventions that compromise airway, breathing or circulation are unacceptable. Ground restraint carries risks and should be avoided wherever possible.
- Seclusion, where a pupil is prevented from leaving a place, is a safety intervention rather than a disciplinary sanction and may only be used in accordance with the school's restrictive intervention/positive handling arrangements.
- Staff likely to need to use restrictive interventions should receive appropriate training. Individual risk assessments and behaviour support plans should be used where an identified risk exists.
- Each significant incident involving force, and any incident of seclusion, must be recorded as soon as practicable. The staff member(s) involved should endeavour to complete the record no later than the same day.
- Parents/carers must be informed of each significant use of force as soon as practicable, with the school aiming to do so no later than the same day, subject to the limited statutory safeguarding exceptions.
- After an incident, the school will consider medical needs, debriefing, pupil/staff wellbeing, work where appropriate, and changes to support plans or risk assessments.

## 19. Searching, screening and confiscation

Searching and confiscation will be carried out in line with current DfE guidance, safeguarding requirements and the law. Headteachers and staff authorised by the Headteacher may search a pupil or their possessions where the legal conditions are met.

Statutory prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers / vapes as applicable under current legislation and school rules
- Fireworks
- Pornographic images

- Any article that staff reasonably suspect has been or is likely to be used to commit an offence, cause personal injury, or damage property

The school also identifies mobile phones, smartwatches and similar communication devices as items that may be searched for where they are banned by school rules and the legal conditions for a search are met. Staff may use reasonable force to search only for items for which the law permits force; force must not be used solely to search for an item banned under school rules where it is not a statutory prohibited item.

Searches must respect the pupil's dignity and privacy, be carried out by appropriately authorised staff and be recorded as required. Where a search or found item raises a safeguarding concern, the DSL will be informed. Confiscated items will be retained, returned, disposed of or passed to the police as the law and DfE guidance require.

## 20. Roles and responsibilities

### All staff

- Implement this policy consistently and fairly
- Model calm, respectful and positive behaviour
- Teach and reinforce routines and expectations
- Use reasonable adjustments and agreed individual strategies
- Record behaviour incidents on the appropriate system
- Report safeguarding concerns in accordance with the child protection policy
- Support reintegration and restorative work where appropriate

### Parents/carers

- Support their child in meeting the school's behaviour expectations
- Inform the school of changes in circumstances that may affect behaviour, wellbeing or attendance
- Discuss behavioural concerns with school promptly
- Support agreed plans, reintegration and reasonable consequences where appropriate
- Use the school office for contact with pupils during the school day and support the mobile phone-free policy

### Heads of Year

- Monitor and intervene where pupils are not responding to classroom-level strategies
- Coordinate parent/carer contact and record relevant actions
- Oversee detentions/removal records as allocated
- Bring significant or persistent concerns to pupil strategy meetings
- Work with pastoral staff, SENCO/DSL and SLT where additional support or safeguarding input is needed

### Deputy Headteacher

- Monitor and intervene where pupils are not responding to Head of Year strategies
- Oversee agreed support strategies and pupil strategy actions
- Record and oversee significant parent/carer meetings
- Advise the Headteacher on pupils at risk of suspension or permanent exclusion
- Support oversight of removal, restrictive intervention and behaviour data

### Headteacher

- Ensure this policy is implemented consistently and lawfully
- Set and communicate high expectations for behaviour
- Maintain strategic oversight of removal and behaviour systems
- Make decisions on suspension and permanent exclusion, or ensure a formally appointed acting Headteacher does so in their absence
- Ensure statutory notifications and records are completed
- Report to the Governing Board on effectiveness, trends and significant issues

### Governing Board

- Review the behaviour policy with the Headteacher and monitor its effectiveness
- Hold the Headteacher to account for implementation
- Monitor behaviour, suspension/permanent exclusion, removal and restrictive-intervention data, including patterns affecting pupils with SEND or protected characteristics
- Fulfil statutory responsibilities for off-site direction, exclusion review and restrictive-intervention recording/reporting procedures

## 21. Recording, monitoring and review

The Headteacher and Deputy Headteacher will monitor the effectiveness of this policy and report to the Governing Board. The school will use behaviour information to identify patterns, evaluate interventions and ensure that systems are applied consistently and fairly.

- Behaviour incidents and serious incidents
- Detentions and removals/Re-focus
- Suspensions and permanent exclusions
- Off-site directions and managed moves
- Searching and confiscation incidents
- Restrictive interventions, including significant uses of force and seclusion

## Appendix 1 - Serious Behaviour Incident Record

Use this form for serious behaviour incidents where required by school procedures. Where force or seclusion has been used, staff must also complete the restrictive-intervention record in Appendix 2 / the school's approved recording system.

| **Date:** | **Staff completing:** |
|---|---|
| **Incident / context** | **Action taken / follow-up** |
| | |

## Appendix 2 - Restrictive Intervention / Significant Use of Force Record

For each significant incident involving the use of force, and for any incident of seclusion, the school must ensure an appropriate written record is completed as soon as practicable. Staff should endeavour to complete it no later than the same day. The school's approved electronic form may be used instead of this paper template.

| Required information | Record |
|---|---|
| Pupil name / year group | |
| Staff directly involved | |
| Date / start time / end time or duration | |
| Location | |
| Relevant needs or circumstances (including SEND/disability and SEN status where applicable) | |
| What happened immediately before the intervention; known/potential triggers | |
| Preventative/de-escalation strategies attempted | |
| Why the intervention was assessed as necessary | |
| Type of intervention / reasonable force used and degree of force | |
| Injuries or adverse impact (pupil/staff/others) | |
| Medical assessment/treatment provided | |
| Pupil account / witness information (where obtained) | |
| Post-incident support, debrief and follow-up | |
| Changes to risk assessment / support plan required | |

| | |
|---|---|
| Parent/carer notified: date/time/by whom/method | |
| If parent not notified, statutory reason and alternative reporting action | |

Completed by: _____ Date/time completed: _____

Senior review: _____ Date/time: _____

## Appendix 3

## Westacre Middle School expects good behaviour

## Inspire. Challenge. Achieve.

**We always want you to do your best and allow others to do their best.**
**We recognise and reward good behaviour and learning.**




- Always try your best
- Never talk when someone else is talking
- Follow instructions straight away
- Be polite
- Ask for help when needed
- Set a good example and always show kindness
- Always tell the truth
- Respect other people, their views, belongings and work
- Work co-operatively.
- Walk around the school sensibly

### Consequences of unacceptable behaviour:

- Listen to the adults and take a moment and think about how you should behave and take the opportunity to put things right.
- Your teacher may ask you to move seats to move away from any distractions and for a chance to calm down, reflect and to do your work silently
- You may go to the calming chair to take some time to calm down and get ready to go back to your learning
- You may have to go and work in another room
- You may be sent to the Head of Year's room to discuss your behaviour
- Your parents will need to be told about poor behaviour choices
- Your teacher may keep you in at break or lunch to complete work or discuss poor behaviour choices

If you are violent or abusive you will be asked to leave the room immediately (an exit card) and your parents will be asked to come in to school. You will have to go in to refocus.

- You may be put in refocus for repeated poor behaviour choices
- If you consistently refuse to follow our school rules you may be suspended or excluded from school.

Restorative Justice

It is always important if things go wrong that you have an opportunity to take part in a Restorative Conversation so that you can think about why you might have made a wrong choice, how it has affected people and how you can put it right.