



ALSOP HIGH SCHOOL

Behaviour Policy

‘Positive Behaviour’

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Policy Type	Statutory
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Review Date	Summary of Changes
June 2026	The following summary outlines the key updates made to the Behaviour Policy between the February 2025 version and the July 2026 revision: • Statutory Updates: The policy has been updated to align with the July 2026 DfE guidance on "Suspensions and Permanent Exclusions" and the new Education Regulations 2026. • Mobile Phone Pouch System: Change from phones being "stored in bags" to a mandatory secure phone pouch system for all students during the school day, effective September 2026. • Reinstatement of C6 Sanctions: While the 2025 policy removed the C6 category, the 2026 update reintroduces C6 specifically for "External Suspensions" to distinguish them from internal measures. • Formalised Recognition Ladder: Introduction of a structured R1-R5 Recognition Ladder and the "ALSOP Superstars" mnemonic (covering Star Reader, Uniform, Excellence, etc.) to reward positive behaviour. • Separation for Safeguarding: A new non-disciplinary protocol allows the Headteacher to temporarily forbid a student from the site for safeguarding reasons (led by the DSL) without it being recorded as a disciplinary sanction. • Reintegration & Classroom Access: Updated guidance clarifies that a student cannot be prevented from returning to the classroom if a parent is unable or unwilling to attend a reintegration meeting. • Managed Move Restrictions: Managed moves are now strictly defined as permanent transfers that cannot be utilised on a trial basis. • Commitment Against "Off-Rolling": Explicit new sections define and prohibit "off-rolling" practices, such as using part-time timetables to manage behaviour or moving students to alternative provision against their best interests. • Enhanced Monitoring: The 2026 policy mandates more rigorous benchmarking of performance data and closer scrutiny by the Interim Executive Committee (IEC) of disparities between groups, specifically for pupils with SEND, those on FSM, and specific ethnic groups.

Signed by:
Executive Principal

14th July 2026

Chair of Trustees

14th July 2026

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1. Introduction and Purpose

At Alsop High School, part of Omega Multi-Academy Trust, we want every child to do their best, achieve great things and be ready for the future. We aim to help pupils become confident, resilient, kind and respectful members of their community.

We believe children learn best when they understand what they are learning and why it is important.

Our values are:

- **Ambition**
- **Respect**
- **Community**

We encourage pupils to make good choices, develop positive learning habits and take responsibility for their actions.

Our school expectations are simple:

- **Be Ready, Be Respectful, Be Safe**

Good behaviour is everyone's responsibility. Staff, pupils, parents and carers all play an important part in creating a positive school environment.

We are committed to providing a safe, welcoming and inclusive school where every child can learn, succeed and feel valued. This policy supports the high standards of behaviour we expect and helps create a positive culture across our schools.

2. Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in Schools – Advice for Headteachers and School staff 2022 (including revised mobile phone guidance 2024)
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping children safe in education 2026-27
- Restrictive interventions and reasonable force advice April 2026
- Suspensions and Exclusion guidance July 2026
- The SEND code of practice
- This policy links to the Omega Multi Academy trust policy on suspensions and exclusions and anti-bullying policies and positive handling policy.

In addition, this policy is based on:

- [The Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children,

paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- Health and Safety at Work Act, 1974
- Children Act 1989, as amended 2004, Section 52 Mental Health Act 1983, as amended in 2016 Human Rights Act 1988
- [DfE guidance](#) explaining that school should publish their behaviour policy and anti-bullying strategy.

This policy complies with the Omega Multi Academy Trust funding agreement and Articles of Association.

3. The national minimum expectation of behaviour

Omega Multi-Academy Trust is committed to maintaining high standards of behaviour in all its schools. This policy follows government guidance and helps create calm, safe and supportive schools where every child can succeed.

School leaders are responsible for making sure behaviour expectations are clear, fair and applied consistently.

We expect all members of our school community to:

- Treat others with respect.
- Follow school rules and routines.
- Help create a calm and safe learning environment.
- Support positive behaviour and good choices.

We do not tolerate bullying, discrimination, violence, intimidation or abusive language. Any incidents will be dealt with quickly and appropriately.

We believe that high standards of behaviour help all children feel safe, enjoy school and achieve their best.

4. Roles and responsibilities

Trust Board

- Approves the Positive Behaviour Policy.
- Monitors how well it works and its impact on pupils.

Chief Executive Officer (CEO)

- Sets the behaviour culture across the Trust.
- Ensures the policy is fair, clear and understood by staff, pupils and parents.
- Reviews the policy regularly.

Directors of Education

- Check that schools are following the policy consistently.
- Monitors how effective it is and report findings to the CEO.

Executive Principal and Head of School

- Lead the implementation of the policy in school.
- Ensure behaviour expectations are clear and applied fairly.

- Support staff in managing behaviour.
- Keep records of serious incidents, including bullying, racism, sexual harassment and discriminatory behaviour.
- Monitor the use of rewards and consequences.
- Provide staff training.
- Make decisions about suspensions and permanent exclusions where necessary.
- Ensure the safety and wellbeing of all pupils.

School Leaders

- Support the Executive Principal and Head of School in promoting positive behaviour.
- Help create a positive school culture.
- Ensure good behaviour is recognised and poor behaviour is dealt with appropriately.

Local Governing Body (LGB) / Interim Executive Committee (IEC)

- Monitor how the policy is used and its impact.
- Raise concerns with the CEO when needed.
- Arrange behaviour review panels where required.

Staff and Volunteers

- Follow the behaviour policy consistently and fairly.
- Create a positive learning environment.
- Model respectful behaviour.
- Record behaviour incidents accurately.
- Take part in training to support their role.
- Build positive relationships with pupils and families.
- Work with parents and other agencies when needed to support children.

Parents and Carers

- Ensure their child is ready to learn and attend school regularly.
- Support the school's behaviour expectations at home.
- Read and understand this policy.
- Work in partnership with the school when behaviour concerns arise.
- Attend meetings and reviews when invited.
- Celebrate and encourage positive behaviour.
- Have a responsibility to inform the academy of any changes in circumstances that may affect their child's behaviour and attend review/reintegration meetings as required.

Pupils

- Follow the school's expectations:
 - **Be Ready**
 - **Be Respectful**
 - **Be Safe**
- Take responsibility for their actions.
- Treat others with kindness and respect.
- Help make the school a safe and positive place for everyone.

5. Our 6 key learning habits that all students follow at Alsop:



6. Rewards and Recognition Ladder

We operate a conduct and recognition ladder to ensure we balance positive praise with conduct reminders and sanctions where needed:

Recognition Ladder R1-5

- R1 Faculty Recognition
- R2 Weekly Recognition
- R3 Half-Term Star Awards
- R4 Termly Celebration Awards
- R5 Annual Honours Awards

We always aim to reward based on our values and use the ALSOP Superstars mnemonic as categories.

Star Reader
Uniform and Equipment
Punctual to school and class
Excellence in classwork or Homework
Representing school or Extra Curricular
Star Attender
Team Player/ Community Star
Ambition and Aiming for 1% Improvement
Respectful and Kind

7. Conduct and Consequences Ladder

- **C1 Choice**
Students are given a choice to change their behaviour. **Not recorded.**
- **C2 Chance**
Students are given a 2nd chance. **Not recorded.**
- **C3 Consequence**
Students are given a 3rd warning which is **logged on Bromcom** as a reminder about low level disruption. More than 2 C3's in a day result in behaviour review at end of day.
- **C4 Removal**
Students are removed from the lesson to Reflective Learning Centre - Removal room (RLC) for up to 2 lessons and a social time. **Logged on Bromcom and parents informed.** More than 2 C4's in a day results in a behaviour review and consideration of escalation of sanction.
- **C5 Internal Suspension**
Students are placed in Internal Suspension Room following investigation for a period of up to 5 days **Logged on Bromcom and parents informed.**
- **C6 External Suspension**

Our Positive Behaviour System helps students make good choices and take responsibility for their behaviour. It supports learning and addresses any behaviour that may affect a student's own learning or the learning of others.

The system provides clear and fair expectations for all students. Most students meet these expectations every day, but when behaviour falls below our standards, staff will respond consistently and appropriately.

Across the Trust, staff follow a graduated approach, using agreed consequences and support strategies to help students improve their behaviour and make positive choices.

When misbehaviour occurs, staff will:

- Ensure everyone is safe.
- Restore a calm and orderly learning environment.
- Respond consistently and fairly.
- Use de-escalation strategies where appropriate.
- Apply consequences when needed.

Any response to poor behaviour aims to:

- Maintain a safe and positive learning environment.
- Prevent behaviour from happening again.
- Reinforce our expectations of **Be Ready, Be Respectful, Be Safe.**

Staff are expected to be calm, consistent and predictable in their responses. This helps students understand boundaries and know what is expected of them.

Consequences will be applied fairly and consistently. Where appropriate, staff will also have restorative conversations with students to help them understand their behaviour, reflect on their choices and make improvements in the future.

A C3 Consequence reminder is issued by tutors/teachers and logged on Bromcom as Low Level disruption in lesson. This will be issued for:

- **Continued Low-level disruption** after reminders.
- **Failure to engage with learning** after reminder
- **Repeated lack of equipment**
- **Note: Lateness to lesson** will be tracked via Bromcom entry of L and minutes late logged. Late more than twice in a day can lead to a 30 minute punctuality detention.

A C4 Removal may be issued for incidents such as:

- **Persistent low-level disruption**
- **Verbal abuse/rudeness to staff**
- **Verbal abuse/rudeness to students**
- **Persistent low level defiance**
- **Electronic device**
- **Persistent failure to engage with learning**
- **Fighting/threatening behaviour**
- **Prohibited item**
- **Misogynistic/sexualized language/behaviour**
- **Racist language/behaviour**
- **Homophobic language/behaviour**
- **Smoking/Vaping suspected**
- **Vandalism**
- **Serious unsafe behaviours**
- **Lesson avoidance**

A C5 Internal suspension may be issued for incidents such as: (This list is not exhaustive)

- **Persistent refusal to follow school expectations**
- **High level Fighting, violence or threatening behaviour**
- **High level defiance.**
- **Repeated breaches of electronic device policy**
- **Prohibited item.**
- **High level Verbal abuse/Staff**
- **High level verbal abuse/Students**
- **Smoking/Vaping.**
- **High level Misogynistic/Homophobic/racial language**
- **High level Sexual misconduct**
- **Bullying (after investigation)**
- **Truancy**

This sanction will be employed only after an investigation has taken place. The Internal suspension period can be up to 5 days and will only be issued by Associate Assistant Principals with approval from a Vice Principal or Head of School.

A C6 External suspension may be issued for incidents as above but, following investigation, leaders deem it appropriately serious to warrant an offsite suspension. (This list is not exhaustive)

- **Cumulative, repeated internal suspensions.**
- **Fighting, violence or threatening behaviour**
- **Persistent high level defiance.**
- **Prohibited item.**
- **Drug/alcohol related incidents.**
- **Extreme Verbal abuse towards staff.**
- **Extreme Verbal abuse to students**
- **Assault or threatening behaviour towards member of staff.**
- **Serious or threatening behaviour towards member of student.**
- **Serious high level misogynistic language/behaviour**
- **Serious high level racist language/behaviour**
- **Serious high level homophobic language/behaviour**
- **Bringing the school into disrepute.**
- **Extreme sexual Misconduct.**
- **Making a false allegation about a member of staff.**
- **Serious/persistent bullying.**

Removal from the Classroom

A C4 Removal or C5 Internal Suspension requires a pupil to spend time away from their normal classroom for disciplinary reasons. It will only be used to:

- Maintain the safety of pupils and staff.
- Restore effective learning following serious disruption.

Pupils will continue to receive meaningful education in an appropriate setting.

Removal may be used for:

- **C4:** Continued persistent disruption following a consequence. (Short term removal of a section of the school day and a social time)
- **C5:** Serious misbehaviour. (Internal suspension for a period of time)

This will usually take place in the Reflective Learning Centre- Removal room (RLC) or internal suspension room. In some cases, serious C5 behaviour may result in immediate removal.

Removal for disciplinary reasons is different from planned support for pupils with additional needs, for example where a pupil leaves lessons to regulate emotions or manage sensory overload as part of an agreed intervention.

Parents/carers will normally be informed on the same day that their child is placed in the RLC or internal suspension.

The length of time spent in the internal suspension will be decided by school leaders, taking account of individual circumstances and following investigation. Time out of class will be kept to the minimum necessary, and pupils will continue their learning.

When making decisions about removal, staff will:

- Ensure the sanction is proportionate, taking account of the pupil's age, SEND, disability, and any potential unmet needs.
- Consider whether further assessment of the causes of the behaviour is required.
- Support the pupil to reflect on their behaviour and identify strategies to prevent repetition.

8. Equipment expectations at Alsop

We believe that being organised is an important learning habit. Students are expected to take responsibility for their equipment and arrive fully prepared for every lesson.

To support students in developing good habits. Progress Leaders will monitor equipment checks and provide reminders where needed. Our aim is to work with students and families to ensure all students are ready to learn and able to succeed.

Lack of equipment will be tracked via C3 consequence reminders logged.

9. Positive Behaviour expectations regarding electronic devices

From September 2026, all students will use a phone pouch system. This follows government guidance and supports our commitment to students' wellbeing by reducing screen use during the school day.

Mobile phones, smart watches, headphones, AirPods, vapes and other electronic devices must not be used, seen or heard during the school day.

We understand that some students need a phone for travelling to and from school. Phones must be:

- Switched off before entering the school site.
- Stored securely in their phone pouch until the end of the school day.

If a phone, headphones or other electronic device is seen between **8:30am and 3:00pm**, it will be confiscated.

Repeated incidents may result in:

- Further school sanctions.
- Parents/carers being asked to collect the device.
- The student losing the privilege of bringing a phone to school.

The school cannot accept responsibility for lost, stolen or damaged electronic devices.

Any use of technology to bully, threaten, intimidate, record others without permission, or share inappropriate content will be treated as a serious behaviour incident and may involve the police where appropriate.

Phone and electronic device incidents will be recorded on Bromcom.

10. Detentions at Alsop High school

Detentions are an important part of the school's behaviour system and are used to support high standards of conduct, learning and personal responsibility. In line with statutory guidance, schools have the legal power to issue detentions as a sanction for poor behaviour and are not required to provide advance notice for after-school detentions, provided that the welfare and safe travel arrangements of students are considered.

The school operates:

- **30-minute Conduct Detentions** every school day 3pm-3.30pm.
- **60-minute Senior Leadership Team (SLT) Detentions** three times per week for more serious or repeated breaches of the Behaviour Policy. Monday/Wednesday/Friday.
- **Late Detentions**, which are completed within the school day at social times and are used when students arrive late to school or lessons.

The purpose of detention is not simply to sanction poor choices, but to provide students with an opportunity to reflect on their behaviour, understand its impact on others and on their learning, and make positive changes for the future. Students are expected to attend all detentions punctually and engage respectfully in the reflection process. Failure to attend a detention may result in further sanctions.

11. Reasonable adjustments for students with SEND

Omega Multi-Academy Trust is committed to supporting all students to meet our high expectations. In line with the **Equality Act 2010**, we will make reasonable adjustments for students with special educational needs and disabilities (SEND) where appropriate.

This does not mean lowering expectations; it means providing the right support to help students succeed.

We believe every student should feel safe, valued and able to thrive in school. A calm, orderly and inclusive environment helps all students, including those with SEND, to learn successfully.

When a student has SEND, we use a graduated approach to:

- Assess needs.
- Plan support.
- Put support in place.
- Review its impact.

Where possible, we will identify triggers that may lead to difficulties and provide support to help prevent problems from occurring.

However, all students are expected to follow the school's behaviour expectations. The safety and wellbeing of all students and staff must always be considered. When behaviour incidents occur, staff will consider whether a student's SEND may have contributed to their behaviour and whether any additional support is needed. Any decisions about consequences will be

made fairly, taking account of the individual circumstances and the requirements of the Equality Act 2010.

Our aim is to understand the reasons behind behaviour, provide appropriate support and help every student succeed.

For pupils with an Education, Health and Care Plan (EHCP), or where an EHCP assessment is underway, reasonable adjustments may be required to support the pupil in meeting the expectations of the Positive Behaviour Policy.

An example of reasonable adjustment is a supervised 2 minute movement break. Other reasonable adjustments are approved by the SENDCO and SLT/Head of School and in line with EHCPs and are only applicable where there is no chance of disruption to other students.

Where there is no impact on improving behaviour over time, an Emergency Annual Review should be called, as advised in the SEND Code of Practice.

12. Suspension and Exclusion

Alsop High School is committed to ensuring that all suspensions and permanent exclusions are fair, lawful, and used only as a last resort. In accordance with the Trust Suspension and Exclusion Policy, all suspensions and exclusions will only be issued on disciplinary grounds as formal sanctions for serious or persistent breaches of this Behaviour Policy.

Only the Executive Principal or Head of School (or an appointed Acting Principal, due to the Executive Principal's absence or pending Executive Principal appointment) has the power to suspend or exclude a pupil from the school and is able to decide whether either a suspension or exclusion is appropriate. All suspensions will only be issued on disciplinary grounds.

Suspensions (Disciplinary):

These are formal sanctions for breachers of the school's Behaviour Policy and must follow the statutory suspensions process.

Examples of behaviour that may result in a suspension or, in the most serious cases, a permanent exclusion include:

- Physical Assault Against a Pupil (PP) – Fighting, violence or assault towards another student.
- Physical Assault Against an Adult (PA) – Violence, assault or threatening behaviour towards staff or other adults.
- Verbal Abuse or Threatening Behaviour Against a Pupil (VP) – Serious intimidation, threats or abusive behaviour towards another student.
- Verbal Abuse or Threatening Behaviour Against an Adult (VA) – Serious verbal abuse, threatening behaviour or intimidation of staff.
- Bullying (BU) – Serious or repeated bullying, including online bullying.
- Racist Abuse (RA) – Racist language, behaviour or incidents.
- Sexual Misconduct (SM) – Sexual harassment, sexual violence or harmful sexual behaviour.
- Drug and Alcohol Related (DA) – Possession, use, supply of, or being under the influence of, drugs, alcohol, vapes or other prohibited substances.
- Damage (DM) – Deliberate damage to school property or the property of others.
- Theft (TH) – Theft, attempted theft or possession of stolen property.

- Weapon or Prohibited Item (OW) – Possession, use or threat involving a weapon or prohibited item.
- Persistent Disruptive Behaviour (DB) – Repeated refusal to follow school expectations, serious disruption to learning or persistent defiance.
- Other Serious Incidents – Bringing the school into disrepute, making malicious allegations, or any other serious breach of the school's behaviour policy

Every decision is made on a case-by-case basis, considering the individual circumstances of the student and the incident.

The school will always consider appropriate support and interventions before suspension wherever possible. However, the safety, wellbeing and education of all members of the school community will remain our priority.

Internal Suspension

Where appropriate, and following consideration of the individual circumstances of the incident and the pupil, the school may use an internal suspension as an alternative to a suspension from school. This enables the pupil to remain on the school site in a supervised setting, separated from their peers where necessary, while continuing their education and reflecting on their behaviour.

Internal suspension may be used where it is considered a safe, appropriate and proportionate response and where it supports the pupil to remain engaged in learning. Decisions will always take account of the pupil's individual needs, including any safeguarding concerns, special educational needs or disabilities (SEND), and the school's duties under the Equality Act 2010.

This approach reflects the Department for Education's expectation that, where possible, schools should use in-school interventions and targeted support to meet pupils' needs before considering more restrictive measures

Suspension from school (off-site)

During a suspension, pupils will be provided with work to complete during the first five school days to support the continuity of their education. Where a suspension is for more than five consecutive school days, the school will arrange suitable full-time education from the sixth school day, or earlier where appropriate.

During the period of suspension, pupils must not attend the school site unless specifically authorised to do so. Parents/carers are responsible for ensuring that their child is not present in a public place during school hours on the first five school days of a suspension, where this has been notified by the school, unless there is a reasonable justification.

Separation for Safeguarding (Non-Disciplinary)

In rare and exceptional circumstances, where it is necessary to ensure the safety of the school community, the Headteacher may temporarily forbid a pupil from attending the school site for safeguarding purposes. This measure might be used, for example, following a serious allegation of harm between pupils to allow for a period of investigation and safety planning.

This measure is distinct from a disciplinary suspension and is not a formal sanction. Decisions regarding temporary off-site removal for safeguarding must be led by the Designated Safeguarding Lead (DSL) and informed by multi-agency working where appropriate. Parents and the Interim Executive Committee (IEC) will be informed without delay if this measure is utilised.

These incidents are governed by the school's safeguarding duties and will be recorded as a safeguarding area on the school's MIS or CPOMS. They must not be recorded as a disciplinary sanction for data or record-keeping purposes.

Permanent Exclusion

In line with the Department for Education's **Suspension and Permanent Exclusion Guidance (July 2026)**, permanent exclusion is a serious decision and will only be used as a last resort

The Executive Principal or Head of School may permanently exclude a student:

- For a **serious one-off incident**; or
- For **persistent breaches of the school's behaviour policy** where support and interventions have not led to improvement.

The Executive Principal or Head of School will only permanently exclude a pupil where they are satisfied that the pupil has committed a serious breach, or persistent breaches, of the school's behaviour policy **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Each decision will be lawful, reasonable, fair and proportionate, taking account of all the circumstances of the individual case and the school's statutory duties.

Every case will be considered individually, taking account of all relevant circumstances and the school's legal duties. Before reaching a decision, the Executive Principal or Head of School will consider the pupil's individual circumstances, including any special educational needs or disabilities (SEND), whether the behaviour may be linked to a disability, any safeguarding concerns, whether appropriate support and reasonable adjustments have been made, and the school's duties under the Equality Act 2010.

The Executive Principal/Head of School will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:

- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm
- use or threat of use of an offensive weapon or prohibited item
- prejudicial or discriminatory behaviour, including abuse related to protected characteristics such as disability, race, religion or belief, sex, sexual orientation or gender reassignment.
- inappropriate use of social media or online technology (including the recording/covert recording of staff or students)
- deliberate activation of the fire alarm without good intent
- repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the School/Trust's work
- repeated verbal abuse of staff.

- serious actual or threatened physical assault against other students or a member of staff

Please note: These examples are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the conduct and well-being of the school/academy community.

It is important that a student is not allowed to persistently disrupt and defy the School/Academy rules and expectations for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. There is no requirement for a pupil to have received a particular number or length of suspensions before permanent exclusion is considered. Each decision will be made on its own merits in accordance with the statutory guidance.

Reintegration Strategy

Following a suspension, a period of off-site direction, or a temporary removal for safeguarding purposes, Alsop High School will implement a reintegration strategy to support the pupil's successful return to full-time education.

This strategy will be clearly explained to the pupil and their parents during a reintegration meeting held before or upon the pupil's return to school. During this meeting, staff will explicitly communicate to the pupil that they are receiving a 'fresh start' and remain a valued member of the school community. The purpose of the meeting is to;

- Support the student's successful return to school.
- Explain the pupil is receiving a 'fresh start'
- Discuss ways to improve behaviour.
- Strengthen the partnership between home and school.
- Identify any factors that may be affecting the student's behaviour.

Where needed, a support plan or behaviour agreement will be put in place to help prevent further incidents.

Parental Attendance and Classroom Return: The school and Trust expect all returning pupils and their parents to attend the reintegration meeting to strengthen the partnership between home and school. However, in accordance with statutory guidance, a pupil cannot be prevented from returning to the classroom simply because their parents are unable or unwilling to attend the reintegration meeting.

Monitoring and Review: The reintegration strategy is not a one-off event; it will be regularly reviewed and adapted in collaboration with the pupil and parents to ensure it effectively fosters a renewed sense of belonging and engagement with learning.

Cancelling a Suspension or Permanent Exclusion

The Executive Principal or Head of School may cancel a suspension or permanent exclusion if it has not yet been reviewed by the Local Governing Board (LGB) or Interim Executive Committee (IEC). If this happens:

- Parents/carers, the LGB/IEC and the local authority will be informed as soon as possible.
- Parents/carers will be offered a meeting to discuss the decision.

- The cancellation will be reported to the LGB/IEC as part of their monitoring responsibilities

13. Off-Rolling:

Alsop High School and Omega Multi-Academy Trust are committed to following statutory procedures and will not engage in 'off-rolling'. This is defined as the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the school rather than the pupil

Specifically, the school will not:

- Move a pupil to off-site Alternative Provision (AP) when it is not in their best interests.
- Utilise reduced or part-time timetables as a tool to manage behaviour.
- Encourage a post-16 student to leave their course against their best interests for performance reasons.

14. Preventing the recurrence of misbehaviour (Early support and intervention)

We use a range of support strategies to help students improve their behaviour and reduce the need for suspension or exclusion. In particular we use a staged “graduated approach” with potential interventions at each stage.

Our aim is to help students understand and meet our behaviour expectations. Some students may need extra support, which may be provided through small-group work, one-to-one sessions or other targeted interventions.

Students causing concern are identified through our behaviour tracking systems and regular pastoral and inclusion meetings. This helps staff quickly identify:

- Persistent behaviour concerns.
- Behaviour that is not improving.
- Sudden changes in behaviour.

Where appropriate, we will consider whether a student's SEND or other needs are affecting their behaviour and provide support using a graduated approach of **assess, plan, do and review**.

Students requiring additional support may be referred to the Inclusion Team, SENDCO, Pastoral Leaders or Senior Leaders. Interventions are tailored to individual needs and are monitored regularly to ensure they are having a positive impact.

All support, interventions and outcomes are recorded so that we can track progress and provide the right level of support for each student.

15. Managed Moves

In line with Trust and DfE guidance, a managed move is a voluntary agreement for a student to move permanently to another mainstream school when it is in their best interests. Managed moves are used as part of a planned support package and will only be considered after appropriate interventions and support have been explored.

A managed move is defined as a permanent transfer; it cannot be utilized on a trial basis. A pupil's refusal to agree to a managed move will not, in itself, be grounds for permanent exclusion.

When contemplating a managed move for a pupil with a social worker, the Headteacher must notify the social worker, the Designated Safeguarding Lead (DSL), and the Virtual School Head (VSH) (for looked-after children) as early as possible.

A managed move requires the voluntary agreement of the student, parents/carers, both schools, and the relevant admission authority.

Before a move takes place, the school will share information with the new school regarding the student's needs, progress, and support arrangements. A transition plan will be established to help the student settle successfully.

For students with an Education, Health and Care (EHC) Plan, the school will work closely with the local authority and follow all statutory requirements.

16. Off Site Directions

In line with DfE guidance, off-site direction is a temporary placement at another school or alternative provision to support a student whose behaviour is causing concern and where previous support and interventions have not been successful. It may be used to help prevent further suspensions or permanent exclusion.

Before an off-site direction begins, parents/carers will be consulted and their views considered. Following this, parents/carers will be informed in writing about the placement. In accordance with Trust Suspensions and Exclusions policy, this notice must include the following specific details:

- The address of the provision and the specific contact person the pupil should report to.
- Specific session start and finish times, including breaks if two sessions per day are provided.
- The specific reasons for and objectives of the placement.

Placement Support and Review Relevant information will be shared with the receiving provision, and clear academic, attendance, and behaviour targets will be agreed upon. Suitable support will be put in place for the student. All placements will:

- Be time-limited and regularly reviewed through meetings with parents/carers.
- Provide appropriate education and behaviour support.
- Be monitored to ensure they are meeting the student's needs.

Review meetings will consider the student's progress and whether the placement should continue, the student should return to Alsop, or if a managed move should be considered in

the student's best interests. The school will maintain full records of all off-site directions and monitor their impact.

17. Reduced/Part-Time Timetables

As an alternative to exclusion, the Executive Principal/Head of School may agree a temporary part-time timetable in exceptional circumstances to support a pupil. This must be agreed with parents/carers, recorded by the school, and reviewed regularly.

In line with statutory guidance, a part-time timetable must not be used to manage behaviour and should be in place for the shortest time necessary.

All adjustments must be clearly recorded and reviewed. Where adjustments do not lead to sustained improvement, the school should consider requesting an emergency annual review of the EHCP.

18. Child-on-Child Abuse

Omega Multi-Academy Trust has a zero-tolerance approach to child-on-child abuse. It is never acceptable and will not be tolerated. We recognise that abuse, including online abuse, can occur even where no concerns have been reported.

Child-on-child sexual violence and harassment must never be dismissed as "banter", "having a laugh", "part of growing up" or "boys being boys", as this can create an unsafe culture and environment for children.

Child-on-child abuse can include:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships (teenage relationship abuse).
- Physical abuse, including hitting, kicking, shaking, biting, or hair pulling.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude or semi-nude images and videos.
- Causing someone to engage in sexual activity without consent.
- Upskirting, which is a criminal offence.
- Initiation, hazing, or ritualised violence.

Child-on-child abuse may take place face-to-face or online. Any incident, including a single act, will be taken seriously and addressed.

The Trust seeks to prevent such behaviour through a comprehensive Relationships and Sex Education (RSE) programme and a strong safeguarding culture.

Where child-on-child sexual violence or harassment is witnessed or reported, staff will:

1. Stop the behaviour.
2. Apply appropriate consequences in line with the Behaviour Policy.
3. Record and report the incident to a Designated Safeguarding Lead (DSL) in accordance with the Safeguarding and Child Protection Policy.

All incidents will be recorded on CPOMS and regularly reviewed to inform and improve practice.

The Trust will work with relevant professionals to understand the reasons behind a child's behaviour. Consideration will be given to the child's age, stage of development, the nature and frequency of the concerns, and whether allegations may be malicious or deliberately false.

Support and consequences will be considered on a case-by-case basis, taking account of any risk posed to others. Advice may be sought from Children's Social Care, specialist services, and the Police where appropriate.

Where a child has harmed another child, consequences may include:

- C4 Referral to the Reflective Learning Centre (RLC).
- C5 internal Suspension or C6 External Suspension
- A planned intervention.
- A managed move.
- Permanent exclusion.

The Trust recognises that school can be a significant protective factor for children who display harmful behaviour. Continued access to education, supported by an appropriate safeguarding plan, will be carefully considered before decisions are made.

Where disciplinary action is taken, appropriate support for the child will continue alongside any consequence.

19. Searches and Confiscation

Omega Multi-Academy Trust follows the Department for Education's *Searching, Screening and Confiscation* guidance. Under Section 91 of the Education and Inspections Act 2006, staff may confiscate, retain or dispose of a pupil's property where this is a reasonable disciplinary sanction.

The school may search for the following prohibited items:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers and e-cigarettes.
- Fireworks.
- Pornographic images.
- Any item likely to be used to commit an offence, cause injury or damage.
- Any item banned by school rules that has been identified as searchable.

Before a search takes place, staff will explain the reason for the search and how it will be conducted. Where a pupil refuses to cooperate, staff will consider the reasons for this. Refusal may result in a consequence under the Behaviour Policy. Where necessary and authorised by the Headteacher or another authorised member of staff, reasonable force may be used in line with statutory guidance.

Searches will be conducted safely and, wherever possible, in the presence of two members of staff, including a senior leader. Searches of a pupil's person will be carried out by a member of staff of the same sex as the pupil.

The Designated Safeguarding Lead (DSL) or deputy will be informed of any search where there are safeguarding concerns.

Any prohibited item found during a search will be confiscated and will not be returned. Items that are harmful to safety or school discipline may also be confiscated and returned only following discussion with senior leaders and, where appropriate, parents/carers.

20. Positive Handling

Omega Multi-Academy Trust believes that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, our School recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions is required.

Omega Multi-Academy Trust Positive Handling Policy outlines types of positive handling responses, using positive handling responses, reporting incidents and staff training.

The Behaviour Policy should be read in conjunction with Omega Multi-Academy Trust Positive Handling Policy.

21. Behaviour Beyond the School Premises

The Behaviour Policy may be applied where a student has made poor choices off site when representing the academy. This means when the student is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from the academy
- Wearing the school uniform
- In any other way identifiable as a student of Omega Multi-Academy Trust

The Behaviour Policy may also be applied where a student has made poor behaviour choices off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another student
- Could adversely affect the reputation of the school or Omega Multi-Academy Trust

22. Behaviour Online

The school can apply the Behaviour Policy to address student behaviour online when:

- It poses a threat or causes harm to another student or member of staff.
- It could have repercussions for the orderly running of the academy.
- It adversely affects the reputation of the school or the Omega Multi-Academy Trust
- The student is identifiable as a member of the academy.

23. Suspected Criminal Behaviour

Where staff suspect criminal behaviour, the school will consider whether the incident should be reported to the Police, taking account of the *When to Call the Police* guidance for schools and colleges. Any initial fact-finding will be documented and relevant evidence preserved.

Once an incident has been reported, the school will ensure its actions do not interfere with any police investigation. The school may continue its own enquiries and apply sanctions where appropriate, provided these do not conflict with police action.

Where appropriate, a referral to Children's Social Care will be made alongside a report to the Police. The Designated Safeguarding Lead (DSL), or deputy, will normally coordinate this process.

Where the Police inform the school that a pupil is under investigation, a risk assessment and support plan will be completed. This will consider any safeguarding risks, identify support for those involved, minimise disruption to education, and ensure any police investigation is not compromised.

24. False or Malicious Allegations

Where a pupil makes an allegation against a member of staff, or another pupil, and it is found to be deliberately false or malicious, the school may consider applying consequences in line with this Behaviour Policy.

Where an allegation is found to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation requires support or safeguarding intervention. Where appropriate, this may include a referral to Children's Social Care or the implementation of a risk assessment and support plan.

The school will also consider the wellbeing and pastoral needs of any staff member or pupil who has been accused.

Further information can be found in the Child Protection and Safeguarding Policy.

25. Restorative Practice

Omega Multi-Academy Trust is committed to a restorative approach to behaviour and relationships. Restorative practices help those affected by harmful behaviour to explain its impact, and support those responsible to take responsibility and repair relationships.

Restorative approaches may be used to prevent conflict, resolve incidents, and strengthen relationships across the school community.

Following a suspension, the pupil and their parent/carer will attend a reintegration meeting with a member of the pastoral team and, where appropriate, a senior leader. The meeting will review the incident, identify support and strategies for success, and agree any necessary reintegration plan.

26. Safeguarding

Omega Multi-Academy Trust recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the Omega Multi-Academy Trust Child Protection and Safeguarding Policy for more information.

27. Staff Training

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

- The needs of the pupils at the academy
- How SEND and mental health needs can impact behaviour
- Child on child abuse
- Positive Behaviour will also form part of the school continuing professional development cycle.
- The school will keep a record of all training received by teaching and non-teaching staff.

28. Complaints

An individual wishing to make a complaint about anything within the remit of this policy should discuss this with the school in the first instance.

If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in the Omega Multi-Academy Trust Complaints Policy. This policy can be found on the Omega Multi-Academy Trust website.

If the complaint relates solely to suspensions and exclusions, then please refer to the Omega Multi-Academy Trust Suspension and Exclusion Policy and follow the guidance regarding complaints.

29. Monitoring and Evaluation and Review

The school is committed to the rigorous collection and analysis of data to ensure that this policy is applied fairly and effectively. School leaders and the Interim Executive Committee (IEC) will review comprehensive data reports regularly throughout the year.

The school will utilise performance data, including attendance, attainment, and safeguarding metrics, to identify the root causes of behavioural issues. This benchmarking will be used to evaluate the effectiveness of the Behaviour Policy and support strategies, ensuring consistency across the school.

The IEC will specifically monitor the characteristics of suspended and excluded pupils, with a focus on groups such as those with SEND, pupils eligible for FSM, and specific ethnic groups. This analysis is designed to identify and proactively address any disparities or trends between groups, ensuring the school meets its duties under the Equality Act 2010.

Where the results of this analysis identify specific trends or disparities, the school and Trust will review existing policies and interventions to ensure they remain effective and inclusive.

Review

This policy will be reviewed by the Trust Central Team in collaboration with key professionals from across the School/Academy/Trust, every two years or if changes are made to statutory guidance.

Any changes required to be made to the policy will be implemented by the School Principal/Headteacher.

Any changes to the policy will be clearly communicated to all members of staff: teachers, co-professionals and the IEC/Trust Board.

Appendix 1: Whole School approaches to Behaviour Management

Rationale:

Universal systems are unlikely to meet the needs of all students. A personalised approach may be needed for students who need more intensive support with their behaviour, including targeted interventions adapted to need. However, a tailored approach to support an individual's behaviour should complement the school's behaviour policy without lowering expectations of any students' behaviour. EEF Guidance 2019

Overview of Stages.

Pre Stage 1

- low level and low frequency difficulties with following classroom routines
- Complying with adult direction
- Responding to social situations
- Forming relationships with peers
- Immature social and emotional skills, low level anxiety or frustration.
- Needs met within quality first teaching and behaviour management strategies.

Stage 1

- Analysis shows low level difficulties increasing in frequency and a lack of response to classroom strategies.
- Needs met by more tailored intervention.

Stage 2

- Analysis shows continued low level difficulties that are unresponsive to interventions , or an escalation of behaviours which are a barrier to learning for the student and others.
- There may be incidences of non-compliant and uncooperative behaviour, disruption in classrooms, difficulties with self-regulating behaviour, avoidance strategies, inappropriate impulsive behaviour, lack of socialisation with peers and adults, and a risk of isolation and social vulnerability.
- More intensive level of intervention and SMEH assessments. Specialist input into support if a SEN is identified.

Stage 3

- Analysis indicates that the student is struggling to cope with aspects of school despite intervention.
- Ongoing difficulties as stated in stage 2, or an escalation to aggressive outbursts, high level anxiety, mood swings and unpredictable behaviour which impacts on relationships.
- Lack of impact of intensive intervention and increasing risk of permanent exclusion due to inability to meet needs in mainstream setting. Behaviours impact on the progress of others. Interventions devised based on specialist advice alongside multi-agency support.

Stage 4

- Analysis shows that behaviour has not responded to high level interventions and is challenging to manage in a mainstream setting.
- Emotional, highly challenging and dangerous behaviour puts student and others at risk of harm, and may include extreme risk-taking behaviours, sexualised behaviour, criminal activity and substance misuse.
- Behavioural issues are complex, frequent and persistent and severely disrupt the learning of others and the climate for learning in school.
- Significant risk of permanent exclusion.
- Needs may be compounded by co-existing family and environmental difficulties and supported by a multi-agency approach.

Stage 5

- Needs can no longer be met in a mainstream setting after all alternatives to permanent exclusion have been explored, and the behaviour policy has been modified with regard to SEN or Social Care status.
- The continuing education of the student in school is likely to impact negatively on the learning and well-being of others.

Further information

- Meeting can be face to face or via TEAMS. If parent do not attend the initial meeting, they are provided with an alternative appointment. In the case of poor parental engagement, the meeting is held with a member of the pastoral staff as an advocate for the student, and paperwork completed and provided to parents with an invitation to discuss further. Parental contact is logged to provide evidence of parental engagement.
- For students who are at TAF – inform the Lead Professional at all stages.
- For students who are at CiN, CP or LAC – inform DSL/SOs at all stages and supply copies of paperwork. Inform DSL of any fixed term exclusions via copy of parental letter and invite SW to reintegration meeting.
- Internal suspensions are used as an alternative to fixed term suspensions to maintain relationships and daily safeguarding.
- External fixed term suspensions are used as a last resort, and in response to a serious breach or persistent breaches of the school behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Fixed term suspensions will be of minimal length to avoid reintegration issues and a negative impact on the student's progress

School Actions

Pre-Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
High quality first teaching that is matched to the needs of all learners and delivered within an inclusive classroom setting.	Analysis shows persistent non-compliance, failure to meet school expectations and behaviour which does not meet school values Lack of response to classroom strategies and school discipline strategies.	Analysis of Bromcom patterns to identify problem lessons and times and focus pastoral support/visits.	Analysis of Bromcom patterns to identify problem lessons and times and focus pastoral support/visits.	Consider Alternative Education. The decision will be made by the Head of School in consultation with other leaders. Regular parental contact so that parents are fully aware of concerns – phone calls and school-based meetings.	Permanent exclusion – all statutory paperwork completed within timescales.
Promoting consistent, calm adult behaviour where adults clearly outline their expectations	Targeted discussion around barriers to engaging in lessons with Year Manager. Stage 1 targets agreed which are SMART and review date set	Teaching staff directed to use appropriate access strategies according to identified need T&L, SEN, Behaviour CPD.	In case of LAC students, case presented to Designated Teacher to prompt a consultation with the Virtual Headteacher and LACEs team.	Daily monitoring of attendance at OSD/R&T placement and school response to any concerns identified by Attendance colleagues.	Work provided at home for first 5 days.
Promoting ‘first attention to best conduct’ by using rewards, recognition, praise and motivation to promote engagement	Pastoral debriefing using Bromcom by Year Manager – analyse trends and triggers.	Teaching staff directed to repair relationships	Regular parental contact so that parents are fully aware of concerns – phone calls and school-based meetings.	Clear exit strategy agreed from OSD/R&T and phased return to school planned, with on-going support from senior leaders.	Transition support to PRU.

Focussing on 'relentless routines' based on the school values and agreed classroom and school routines which are consistently followed up	Use of restorative justice approaches with teaching staff.	Regular parental contact so that parents are fully aware of concerns – phone calls and school-based meetings – logged as evidence.	Pastoral review - meeting with parents to discuss concerns and agree parental support. Parental views on any potential interventions recorded. Behaviour contract signed by all parties with agreed actions recorded on Stage 3 pastoral plan. Information shared with teaching staff.	For KS4 students, consult with the VP Outcomes to identify a personalised curriculum with reduced option subjects.	Consider referral to LA for a OSD/Managed Move with parental agreement (and agreement of SW if CIN/CP). Priority to maintain mainstream school placement
Scripting difficult interventions so that issues can be de-escalated whilst avoiding confrontation	Directed to appropriate extracurricular activities to build on skills and engagement.	Pastoral review - meeting with parents to discuss concerns and agree parental support. Parental views on causes of behaviour difficulties recorded. Behaviour contract signed by all parties with agreed actions recorded on Stage 2 pastoral plan. Information shared with teaching staff.	SENCO consult to consider a Person Centred Plan/Student Passport which incorporates any specialist advice, if student provides consent.	For longer-term placements at KS4 that meet the safeguarding criteria, agreed review points to be scheduled to jointly examine attendance, behaviour or any emerging safeguarding concerns. Blended AP placements prioritised.	
Embedding restorative practice to structure sanctions and develop relationships	Family signposted to local support agencies.	Year Manager to consider adaptations to school day or curriculum where appropriate, for example, time-limited	Continued reference to 'Planning for SMEH' for further advice on classroom strategies	SENCO to consult with LA on a request for an EHCP assessment.	

		withdrawal from lessons, movement of teaching groups, changes to seating plan, review of option subjects.			
	Regular parental contact so that parents are fully aware of concerns – phone calls and school-based meetings – logged as evidence.	- SENCO to complete resiliency scales assessment to target pastoral support	School response to outcomes of specialist assessments clearly evidenced, strategies amended and shared with parents.	In case of LAC students, school to consult with Virtual Headteacher and LACEs team around appropriate strategies to avoid exclusion.	
	In case of identified SEN, staff directed to 'SEN Access Strategies' to plan appropriately and modify approach.	SENCO consult to consider learning profile, literacy skills, educational and family history.	Referral for specialist consults with ASC team if appropriate.	Consult with Headteacher prior to an escalation to Stage 5. Consider OSD/managed move to another local school? Transition support to new placement via Managed Move process – all information shared with receiving school. Uniform and transport costs supported. 'At risk of permanent exclusion' paperwork completed and case reviewed with LA Principal Officer for Managed Moves.	

		SENCO consult to complete an SMEH profile in order to consider risk and protective factors alongside the parents	SENCO to consider an Additional Support Plan to map school provision and resources.	Consider blended R&T	
		SENCO to complete mental health screening and signpost family to CAMHs drop-in/advice line. SENCO consult with CAMHs if concerns are significant or complex.	SENCO to consider an EP referral for specialist advice.	Have there been modifications around SEN/LAC status? Is there an increased risk of exclusion due to the disability? Is there any potential SEN – how do you know?	
		Consideration of referrals for specialist assessments – for example, Community Paediatricians, CAMHs, SALT to identify any underlying medical or mental health issues.	Parental meeting attended by SENCO/SLT to ensure review of SEN/potential SEN strategies and ensure a holistic, whole-child approach.		
		SENCO liaison with Community Paediatricians on medication issues.	Offer of multi-agency support through Early Help/TAF process if there is parental consent and have already been signposted to appropriate agencies that they can access independently.		

			Consult with Safeguarding Officer if concerns around family circumstances or parenting suggest a referral to the Integrated Front door for additional services.		
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