



Bramcote College
A member of The White Hills Park Trust

Behaviour Policy

Bramcote College

Version control

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1-Our Approach:

This policy is to be read in conjunction with the following policies:

- Attendance
- Anti bullying
- E-safety

And is guided by the following Department for Education documentation (Links in Appendix):

- Keeping Children Safe in Education
- Behaviour in Schools – Advice for headteachers and school staff
- Suspensions and Permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement
- Searching, Screening and Confiscation
- Restrictive interventions, including use of reasonable force, in schools

Statement of Principle:

All students at Bramcote College are entitled to a safe environment and an ethos conducive to effective learning. Good behaviour underpins the success of a school, and we expect all students to demonstrate high standards of behaviour at all times. The way our students behave and conduct themselves in and out of school is an integral part of our school culture. We want all our students in school to experience success, and we want our students to enjoy school life and fulfil their potential.

To achieve this, when a student demonstrates unacceptable behaviour, it will be dealt with in a fair, consistent and appropriate manner that will correct the behaviour we do not want to see. Above all else, we will strive to recognise and reward positive behaviour, effort, achievement and progress. We recognise that working alongside parents and carers to reinforce positive behaviours is key to being successful.

We appreciate that the behaviours a student exhibits can be influenced by a wide range of external influences or be a response to an unmet need. To support students with managing their behaviour, we will look at using appropriate strategies to ensure they feel happy and safe, a key driver for academic and pastoral success. This policy is rooted in our commitment to becoming a trauma-informed school that uses a relational approach to managing behaviour.

The information in this document provides guidelines for all staff, students, governors, visitors and partner agencies working within the school, and details guidelines and procedures as to how our school supports and responds to behaviours. The policy applies to the conduct of students throughout the school day, which includes in the classroom, moving around school, at social times, entering and leaving the school site, external visits and any other environment where a student is representing our school. All members of our school community have responsibility for themselves, for looking after our school environment and for addressing disruptive, disrespectful and challenging behaviours.

Aims of this policy:

To support all staff to:

- ensure expectations around behaviour are clear and rewards and sanctions are applied appropriately and consistently

- maintain high expectations while taking account of the personal circumstances and needs of the student
- develop strong relationships with students across the school
- provide a positive, safe and inclusive learning environment which meets the needs of all our students

To support all students to:

- develop long lasting mutual respect for others where everyone feels confident challenging discrimination
- become confident and resilient while keeping themselves mentally healthy
- be able to work confidently with other people, developing social skills in different contexts
- know the difference between right and wrong
- develop behaviour which supports them to become lifelong learners

Developing Strong Relationships:

At Bramcote College we believe strong relationships between staff, students and parents/carers are at the heart of the progress our students make both academically and pastorally. Building mutual respect between members of our school community is a priority and if these relationships break down, we actively seek to repair and restore them.

Having a trauma-informed approach does not mean having lower expectations of behaviour routines or structures. On the contrary, in order for students to feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable, consistent routines, expectations and responses to behaviour.

All staff are expected to have high expectations, be proactive in developing strong professional relationships with students and apply consistent routines in line with the school ethos. However, managing these expectations may require some flexibility for some students. Being 'fair' is not about each student getting the same, but about everyone getting what they need to manage and develop their behaviour.

Expectations on Staff:

All staff have a vital role in maintaining the high standards we expect of our students in the classroom and at social times (Appendix A). We expect our staff to respond to behaviours in a non-judgemental, empathetic way that focuses on the emotional needs that drive a behaviour, rather than the behaviour itself. Maintaining positive relationships with students is a vital part of ensuring the classroom environment is safe and productive.

Where relationships break down, we expect staff to engage with restorative practices which focus on rebuilding these relationships while ensuring the student understands the impact they have had on the setting where the issues arose. We expect staff to put in place procedures which:

- understand and take account of students' individual circumstances
- provide all students with the opportunity to reflect on their behaviour and make the correct choices
- get to the heart of why students behave in the way they do
- help all members of the school to understand the impact of their behaviour and develop empathy

- ensure that any sanctions are fair and proportionate
- develop students' ability to self-regulate their behaviour moving forward
- address any unmet needs the students may have

Classroom Management and Restorative Meetings:

Our aim is to keep students focused and in class learning. This can never be at the expense of others. If a student is becoming dysregulated (off task) or is prone to becoming dysregulated we expect staff to use the appropriate strategies (Appendix B) to support the student to focus. Where this fails and a sanction is required, we expect staff to be clear with the student the reason why the sanction is needed. Depending on the level of behaviour seen, this could be: a quiet word that addresses the behaviour, seeking out the student prior to the next lesson to discuss the incident, explaining what is expected of the student and ensuring the relationship is repaired.

Support will always be offered to staff from the pastoral team and SLT to ensure these meetings are productive and clear. When the behaviour of students in a classroom becomes a problem, we ask staff to reflect on this and question what could have been done differently to prevent the escalation of behaviours seen. For example, adjusting the complexity of work, changing the seating plan or removing or addressing external factors.

Managing our most dysregulated students:

As an inclusive school we have some students who, if they become anxious, may become significantly dysregulated and present behaviour which is challenging. All staff should make themselves aware of who these students are to try and avoid presenting them with 'triggers' to their anxiety and to understand the individual strategies that may help to calm the student and help them to become re-regulated. In such circumstances we practice 'Connection before Correction' while reflecting on the 'Anxiety Curve' (Appendix C). Often these students will need a specific strategy or person to help regulate themselves. If the initial attempt to regulate the student isn't successful, staff are advised to seek support from the pastoral team or SLT.

Expectations of students:

We have high expectations for our students and will support them to meet these. We expect students to:

- Attend school and lessons on time, every day
- Be prepared for learning at the start of each day and the start of each lesson
- Complete all work set to the best of their ability
- Follow the routines set out in our policies
- Be kind and polite to other students and adults
- Respect all individual differences within our school community
- Report any bullying, intolerance or anti-social behaviour

We will use assemblies, small group sessions and tutor time to share any emerging issues with school behaviour as well as to update students on changes to routines that they need to know about.

2 – Responding to Behaviours:

Positive Recognition:

At Bramcote College we believe that students thrive in a positive and rewarding environment. We want young people to feel proud of their achievements and we reward and recognise their efforts in a number of ways. We use positive language with our students and actively seek opportunities to reward them for doing the right thing to improve their behaviour, work and attendance.

To effectively promote and reinforce the behaviours and attitudes that we would like to see in our learners, we recognise daily efforts and achievements by awarding Bramcote Points. Bramcote Points are linked to our school vision: Work Hard, Be Well, Do Well. These values make up the fabric of our school culture and are recognised when they are displayed or demonstrated in and out of the classroom.

Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Celebration Assemblies and Curriculum Reward Assemblies provide an opportunity to celebrate students' successes and achievements. We want to send the message that these events matter and that it's good to do well and to achieve the very best you are capable of.

Bramcote Points:

Our currency for recognition is the awarding of Bramcote Points. These represent our school values and are used to promote and recognise positive behaviours in school. These can be awarded by any member of staff in our school for a range of different reasons including:

- positive attitudes
- good work
- being helpful
- good homework
- good effort
- improvement & progress
- taking part in extra-curricular or enrichment activities in school
- being a good citizen
- going the extra mile
- inter form competitions
- work or achievements in the community

We appreciate that the starting point for young people differs from student to student. Bramcote Points are rewarded based on quality or improvements relative to the individual.

Bramcote Star Award:

For exceptional work, the teacher of a class can nominate a 'Bramcote Star'. For a student who has really stood out in effort, attitude and progress or for another reason such as leadership or supporting other learners in the group. Receiving this awards the student with 5 Bramcote Points and parents will receive a text message home and communication via the 'My Child At School' (MCAS) app to notify them.

Celebration Assemblies and Curriculum Rewards Assemblies:

Each term there will be a Celebration Assembly and a Curriculum Rewards Assembly. Each of these gives the year group a chance to celebrate the success of students across the term.

- Bramcote Tutor Trophies: Each tutor group will nominate a student, giving a reason linked to our school values
- 100+ Certificates, Bronze, Silver and Gold lapel badges. These are awarded in recognition for total Bramcote Points achieved. These accumulate throughout the academic year
- Tutor Group Attendance Cup. This is awarded to the form group with the highest attendance
- Tutor Group Bramcote Points rewards. The tutor group who has achieved the highest number of Bramcote Points will also receive a prize
- A prize draw, based on qualifying criteria

Zero Club:

At the end of each term, we recognise students in our 'Zero Club'. This is a recognition of those who receive zero negative referrals each term. We believe this is important as these students are doing the right things, day in and day out.

Responding to Negative Behaviour - Corrections & Sanctions:

As part of learning how to develop good behavioural habits, it is critical that students learn to take responsibility for their actions. As a school, this means we will correct the behaviours we do not want to see in our students, to improve their attitude and effort towards being successful at school.

At Bramcote College we run a correction system. The purpose of behaviour management should be to correct and improve behaviours. We aim to have restorative conversations to rectify issues and restore student teacher relationships. Behaviours that require an escalated response may require students to complete community service, after school corrections, time in reset or seclusion. Above all else, we will endeavour to be consistent and fair in our response to student behaviour.

If a student refuses to complete a correction that has been issued, then there will be an expectation that the sanction is escalated.

10-minute Corrections (TMCs):

We use a simple correction system that is designed to address behaviours centering on school readiness and preparation. We believe that it is crucial for a student to come to school ready to learn. We understand that students make mistakes, and we believe that students can and will improve. Corrections are designed to be a reminder to students to do the simple things right and come to school ready to learn with our standards set high. TMCs will be issued to students for the following reasons:

- Punctuality
- Not ready to learn (equipment)
- Lack of / incorrect uniform
- Not following school routines
- Poor or unkind language

- Eating in class (including chewing gum)
- Not completing homework
- Low-level disruption and attitude to learning

All corrections are completed at the end of the school day with their period 4 teacher and students will remain until 3:30pm. Refusal to complete a 10-minute correction will result in a 20-minute correction.

Low-level disruption and attitude to learning (ATL) TMC:

We expect classroom teachers to manage, challenge and correct behaviours that have a direct impact on the progress of students in their lesson. The low-level disruption and attitude to learning TMC encapsulates many of the behaviours that we manage inside the classroom. See below an outline of the behaviours a teacher will correct in lesson:

- Poor attitude
- Poor work rate
- Lack of focus
- Distracting others & low-level disruption
- Not following instructions first time

20-minute Corrections (TwMCs)

As an escalation to the 10-minute correction system, we also employ a no-notice 20 minute after-school correction finishing at 3.40pm. This will be used to address behaviours in a classroom that have been disruptive and not in line with the expectations we have for a student's attitude to learning. This forms part of our central corrections system. As a school these corrections can be issued by all staff in school. Two 10-minute corrections will also accumulate to a 20-minute correction. This sanction will be issued to students for the following reasons:

- Defiance
- ICT equipment misuse
- Learning disruption
- Leaving the classroom without permission
- Unsafe behaviours in a practical
- Poor conduct during social time
- Unkind words or intolerance

Removal to Reset:

A member of the leadership team is always available to respond to and support behaviour in school. It may be necessary to move or remove a student if the classroom teacher has exhausted the strategies available to them and the student is still not responding. The aim will be to support and reintegrate the student into the lesson, move the student to a buddy classroom or remove the student to the Reset Room. The person who responds to the request for support will instruct the member of staff in the Reset Room if the student is to attend their next lesson or stay in the Reset Room.

Our Reset Room is used for a range of reasons. It is used for students who have been removed from lessons who will then spend a period there before going back to lessons. In this space

students are encouraged to reflect on behaviours. The Reset Room may also be used for students who require a short-term withdrawal from lessons or certain subjects based on patterns of behaviour. The Reset Room is not solely about managing behaviour and may also be used by students who need an alternative environment to work in.

The aim of the Reset Room is to ensure a 'readiness to learn and return' to lessons. We understand that behavioural corrections should have a minimal impact on the academic achievement of students. Equally, we will not allow students to prevent the learning of themselves or others.

After-school (4pm) Corrections:

For more serious or persistent incidents in and around school a student will be expected to stay until 4pm that day. A 20-minute correction can also be increased to a 4pm correction based on the impact of the incident on our community. Any member of the senior leadership team, pastoral support team and curriculum leaders can issue a 4pm correction. These corrections will also be issued for an accumulation of 10 and 20-minute corrections totalling 30 minutes or more. If this is necessary, parents/carers will be notified by a text message at 2:30pm informing them that their child needs to remain at school. If this is not possible or you require support in when the correction takes place, then we expect the parent/carer to contact the school to discuss further. We believe in rectifying issues and behaviours on the same day in order for the student to return to school the following day with a clean slate. However, if the issue has taken place after 2:30pm, we will contact the parent/carer as soon as possible or the correction will be completed the next day. We notify parents/carers as a courtesy, consent is not required for a student to complete an afterschool correction.

Refusal to attend a 4pm correction will lead to an escalation of the sanction resulting in a day in internal seclusion as well as an expectation to attend the 4pm correction.

Lunchtime Corrections & Loss of Social Time:

It may be decided for repeated negative incidents, or where a loss of social time has more impact, students will receive a lunchtime correction. A student could also be placed in a lunchtime correction due to poor behaviour at social time.

During this time a student will have the opportunity to eat and use a toilet before their next lesson.

Support for moderate or serious incidents

SLT support will be required to deal with behaviours outlined below and such behaviours would warrant immediate removal of the student from the classroom environment and/or social setting. The student will then have a period of internal seclusion, or a fixed term suspension following investigation.

- Non-compliant behaviour
- Smoking or Vaping or being possession of such items
- Verbal/physical abuse of staff
- Verbal/physical abuse of fellow students
- Racial or other intolerant behaviour
- Child-on-Child Abuse

- Sexual harassment or violence
- Bullying
- Online concerns and abusive behaviours
- Illegal or suspected illegal substances
- Fire alarm breaches
- Weapons or inappropriate items in school
- Criminal damage
- Physical assault
- Dangerous behaviour
- Refusal to go to another classroom
- or any other incident considered serious & potentially or actually affecting the safety of others

For events that are either direct or indirect, we judge each case on its persistence, impact and intention.

Internal Seclusion:

Depending on the severity of the incident, following investigation, a student may be required to spend some time secluded from their peers. There are three tiers of seclusion which will be used depending on the incident. For most internal seclusions, students will spend a period of time working in the Reset Room, which is monitored by a member of staff. When an escalated response is needed, or to better meet the needs of a student, they may be secluded in an SLT office. For more serious or repeated incidents, a student may be expected to complete offsite seclusion.

For all seclusions, work will be provided in line with the student's timetable and support will be provided to ensure the student keeps up with the lessons they have been removed from.

Offsite Seclusion at one of our partnership schools:

As a school, we try to avoid suspending students and where necessary, we would prefer to internally seclude the child on-site or place them within our Trust at Alderman White School. We understand the negative impact of suspensions on children and families and in all cases, we will work with families, parents and carers to avoid a suspension.

Fixed Term Suspensions:

Unfortunately, some students may demonstrate behaviours that we simply cannot and will not accept in school. These include physical assault and persistent bullying of other students, swearing and abuse of a member of staff and/ or more serious offences. SLT will review each incident and make the decision to issue a fix term suspend based on the evidence collected. Reasons for suspension include:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist Abuse
- Sexual Misconduct

- Suspected or proven drug and alcohol related incidents
- Damage
- Theft
- Smoking or bring smoking material on to the school site
- Persistent Disruptive Behaviour (including defiance)
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such a weapon in school, or on the way to and from school
- Bringing illegal or suspicious substances into school or supplying or selling, or attempting to supply or sell, such substances in school or on the way to and from school

A fixed- term suspension can last up to a maximum of 45 days. A fixed- term suspension for six days or more will result in students being educated elsewhere within the Trust in order to maintain the student's education.

Post-Suspension Expectations:

Following a suspension, a student and their parents will be expected to attend a readmission meeting at school. This meeting will address the suspension, explore reasons why it occurred and agree how all parties can move forward and work towards avoiding similar behaviours and sanctions in the future. This may involve the school and parents agreeing on a number of supports or changes within school. Where there has been an impact to others, restorative action will be used to support the student in taking accountability for their behaviour.

Permanent Exclusions:

A permanent exclusion is only issued for repeated fixed- term suspensions where the student persistently fails to respond over time, or for one major incident that is deemed serious enough or detrimental enough to others within school to warrant a permanent exclusion. The decision will be made at a senior level and in consultation with the Local Governing Body.

3 – Additional Actions and Procedures:

Support Structures for Students Causing Concern:

A number of structures exist within the school to support students whose behaviour is either causing a concern or for those who require additional support due to their needs. Patterns of behaviour are monitored over time by the Heads of Year so that strategic decisions can be made about supporting students and their families with their behaviour. In some cases, these will be used to provide support to students who need to improve their behaviour to access lessons, learning and to be successful at school. In many of these cases, it will form the basis of a graduated response and will address the needs of the student.

Parental Meetings:

If a student's behaviour is a cause for concern over a period of time, parents will be invited into school to discuss the issues. Part of this meeting will be to explore strategies that can be implemented which support the student to have a positive experience in lesson and around school. Regular contact will be made with parents where behaviour is a concern.

Enrolment in interventions:

For many students, taking part in interventions can support the development of regulation strategies which improve behaviour. We have a wide range of targeted interventions available and are always looking for creative ways to engage our students positively.

Engagement of outside agencies:

In some cases, where we have concerns over a student's ability to adjust their behaviour in the long term, we will engage with support from outside agencies. This may include, for example, social services or the family service. These services are designed to support both the family and school in managing and improving a student's behaviour.

Regulation Procedures:

Students who require behavioural support may be offered a regulation break as a means of reducing the impact of their behaviour on others and preventing escalation. During this time, they have clear procedures to follow including restorative and reflective conversations with members of staff, before returning to the classroom environment. Some students who struggle to engage for a full lesson will be issued with regulation cards and be taught how to use them to regulate and refocus.

Modified and reduced timetables:

For some students, studying a full timetable can become a barrier to their success and a reason why they become dysregulated in a school setting. After careful consideration, it may be appropriate to remove a period in the day or a subject from a student's timetable. This will be replaced by extra intervention or support time for studying their other subjects.

In rare cases, it may be in the student's best interest to reduce the time spent on school site. This will be done as a last resort to try and improve the behaviour at school and the engagement

in lessons. Students will be expected to only spend a short period of time on a reduced timetable and regular review meetings will be organised with a plan to return the student to a full timetable.

Alternate Provision:

In exceptional circumstances, based on specific needs and funding arrangements, a student maybe directed to Alternate Provision for some or all their education. These are offsite provisions that are tailored for students with specific needs to support their learning.

Enhanced Resource Provision:

On our school site we now have an Enhanced Resource Provision (ERP). This is an area within school where students with higher levels of need in respect of their regulation and behaviours can be supported and educated. This provision is designed for students who are at risk of permanent exclusion. The ERP runs on a different timetable, offers an alternative curriculum and supports students from other schools within our area. Referrals are made to the ERP following clear assessment criteria and part of a graduated response.

Teachers Power to Search Student without Consent:

School staff can search a student for any item that may contravene the School Behaviour Policy (see paragraph on suspensions and permanent exclusions). The Headteacher and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they reasonably suspect the student has certain prohibited items. The items that can be searched for under this power are:

- knives or weapons
- alcohol
- tobacco and cigarette paraphernalia
- vaping materials
- fireworks
- pornographic images
- drugs
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property (this may include mobile phones)
- Mobile Phones

School staff can seize any banned or prohibited item found during a search, or which they consider harmful or detrimental to school discipline.

Mobile Phones:

We appreciate that many parents like their children to have access to their mobile phones on their journey to and from school. However, while on school site, any mobile phone must be turned off and placed inside the school bag. Any phone that is seen or heard will be confiscated and the student will receive a 4pm correction. During each term, if a mobile phone is confiscated more than once, a parent/carers will need to come to reception during school hours to retrieve the phone. If a student is to be internally secluded, they will need to hand over their mobile phone which will be returned at the end of the day.

Teachers Use of Reasonable Force:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

DFE guidance stipulates that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves or others through physical outbursts.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control a student or to restrain them. The decision to physically intervene or not is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed in the circumstance. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- For further information on the use of reasonable force, please see Appendix 8.

Managed Moves:

The school uses Managed Moves as a way of preventing Permanent Exclusions. Managed Moves are used both within the White Hills Park Trust and within the Broxtowe Area. Based on residency we may request or contact a school outside of Broxtowe to support us in such matters.

Reasons for a Managed Move:

- A student receives more than a 5-day suspension.

- An incident occurs where it is deemed sensible to provide education at a partner school, under the conditions of a managed move.
- A student is offered a managed move as an alternative to a permanent exclusion.
- A student is offered a managed move if parents and school consider a fresh start is needed to support the child.

Managed moves will be set-up in agreement with the partner school and parents of the child concerned. The move will have conditions placed upon it and will be for an agreed period. The host school can end the placement at any time if the behaviours of the student in question warrant it.