Learning
Community Trust

Behaviour and Standards Policy

Approved by LCT CEO: May 2024

School specific amendments: Burton Borough School

1/1/25

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Learning Community Trust Behavioural Principles

The below principles are based on LCT Leadership visioning alongside EEF research is to be embedded into working principles within all LCT schools

LCT Vision for School Behaviour

The below principles are adopted by all LCT academies. These values form the very pillars of LCT and provide academies with a spine and foundation to attach their own, specific approaches to behaviour dependent on their vision and school context.
It is the role of the school improvement team and external advisors to agree the specific approaches by each school and importantly, the implementation of the systems and structures. The monitoring of the specific policy will be through immersion sessions, Trust reviews and the monitoring of key metrics. It is the role of the CEO and the LCT Standards Committee to have oversight of school implementation and the effectiveness of approach.

LCT Behavioural Intent:

The Learning Community Trust passionately believes that behaviour in our schools is inseparable from academic achievement, safety, welfare, well-being and all other aspects of learning. It is key to all other LCT aims, and therefore crucial. LCT schools will create a 'clarity of culture' where all members of the school's community will hold the LCT principles at the core of their actions, thus optimising their learning, civility, good character and most importantly, enabling them to flourish in all aspects of life.

Proactive				Reactive
Principle 1	**Principle 2**	**Principle 3**	**Principle 4**	**Principle 5**
To know and understand our young people and their influences to create an inclusive school community and culture where they belong, feel safe, happy and confident.	Teach positive learning behaviours alongside managing misbehaviour. Where our young people, community and staff recognise the importance of being respectful, kind, well-mannered and accepting of others.	Install research driven, consistently applied behavioural policy that is embedded into our young people and staff habitual behaviour. A policy that drives and maintains a culture of high expectations and social norm at all times.	To know and understand how to use effective and consistent classroom management strategies to support good classroom behaviour. Ensuring that all our young people engage in a full curriculum offer alongside behavioural support strategies.	To create a school structure that enables the use of targeted and flexible approaches that meet the needs of individuals.
Required Strategies: • Clear strategies and methods of working that drive the LCT principles • To have robust systems to support deprivation, SEND, CIC and other subgroups • To use all support networks, especially parental, to ensure that our young people have the appropriate support • Fully compliant safeguarding culture • Strong student & parent voice mechanisms with clear actions	**Required Strategies:** • To provide a wider Personal Development, PSHE & Enrichment curriculum where behavioural expectations can be reinforced • Consistent application of core values such as manners, respectfulness • Creating young people that hold the skills needed to be successful within society • Clear strategies that promote respect, kindness, manners and acceptance	**Required Strategies:** • Staff CPD programme that all staff and wider stakeholders champion the vision of LCT behaviours • Reflective practice to secure relationships • Embedding a culture of reward for meeting behavioural expectations • Agreed language approaches by all staff and students • Robust induction programmes for staff joining the LCT • Robust CPD programmes and supervision systems	**Required Strategies:** • Clear non-negotiables for lesson structures • Clear school-based strategies for low stage and heightened behaviours • CPD for specific pedagogical approaches depending on student/group need • Effective behavioural data tracking to support all staff • Reduction to below national stages of modified timetables, alternative provision and suspensions	**Required Strategies:** • Clear intervention gateway/criteria that identifies when and who accesses programmes of support • All schools to have the capacity to offer a core intervention menu that supports Learning behaviours, community influences, mental health and SEND. • To demonstrate creativity in approaches to behaviour inclusion interventions to keep students in the classroom settings

Implementation	
Consistency is key	• Consistency and coherence at a whole school stage are paramount • Use of simple approaches as part of regular routines • Effective communication and consistent use of language by all staff through scripting and practice

Burton Borough School Behavioural Intent

BBS Behavioural Intent:

By adopting a thoughtful and reflective approach, our school strives to embody the ethos and vision of the Learning Community Trust. We aim to cultivate a school culture, both within our building and in the wider community, that empowers students to make informed and responsible decisions, preparing them for success in their education and beyond.

Students will learn to adapt their behaviour appropriately in all school settings, from the journey to and from school, to classrooms, corridors, and break times. This includes developing self-regulation skills aligned with clear expectations, supported by a consistent, fair, and transparent system of rewards and consequences. To be applied equitably to all, this system will consider individual needs to foster essential life skills. We are committed to providing exceptional pastoral support for students with additional needs or facing challenges, ensuring they can fully participate in and thrive in their education alongside their peers.
Our school fosters an environment of trust and pride by cultivating responsible student conduct. This positive and warm atmosphere, where everyone understands the boundaries and the consequences of not meeting expectations, benefits the entire school community. Students learn the impact of their actions on themselves and others, leading to a more fulfilling and supportive learning experience.

Our school will cultivate a consistent culture of recognition, celebrating student achievements across all areas – academic, behaviour, sports, and the arts. This ongoing appreciation, from mastering fundamental skills to reaching exceptional levels of excellence, will foster a sense of value and motivation in all our students.

Where needed, clear and transparent sanctions will be applied consistently and our students will have a clear understanding of why and importantly, what they could have done to avoid the incident. There will be a culture of honesty within our young people that upholds the culture of the school. Positive behaviours will be the norm and negative actions a minority that trigger significant pastoral and educational support.

BBS Behavioural Implementation:

Our School will ensure consistent implementation of expectations through a consistent approach that students, parents, staff and the wider community understand and apply. The application of the below strategies will fulfil our intent:

- Our students, families and staff will have a clear induction into the school. Induction will be delivered through various formats, including individual meetings, small group sessions, and whole-year events.
- Our school will apply this clear and transparent policy with consistency whilst taking into consideration students with additional needs. The policy will be taught to all stakeholders, will be highlighted at all times and become part of the language of the school through staff, displays and assemblies.
- It is vital that our community of parents supports the policy, and this will be achieved through its fair and transparent application. Parents, alongside their children, will always understand why a sanction or reward has been given through open and honest communication, supported by appropriate evidence when required.
- There will be honesty and a culture of accountability of all who do not apply or meet the demands of the policy.
- Data analysis will inform proactive interventions to support student success and address emerging challenges. Accurate data monitoring will support school staff and students to uphold the policy, drive interventions and highlight success.
- There will be a clear commitment to training our students, our staff and wider stakeholders on our expectations through a wide range of programmes and initiatives. Staff will receive ongoing training and professional development to ensure effective implementation of the policy, and our students will be educated on how to meet the high expectations.
- There will be a robust, research driven graduated approaches to supporting our students who are failing to meet the culture of the school. Interventions to support students with additional needs will be embedded quickly and effectively.

BBS Behavioural Impact:

Our school will uphold LCT behavioural principles by fostering a daily culture of inclusivity where all students feel valued, happy, and actively contribute to the school community. Robust safeguarding systems will ensure a safe and supportive environment for all students to thrive.

Our stakeholders will actively support our reward and behaviour management approaches due to their clear, transparent, and honest implementation, underpinned by comprehensive training for all. The curriculum will integrate these approaches, consistently reinforcing key values such as manners and respect.

Burton Borough Staff Behavioural Intent

BBS Behavioural Intent:

Our staff play a crucial role in shaping the school's positive climate. Their conduct directly influences the overall culture, creating an environment where students feel positive, engaged, and happy. Regardless of their role, all staff members are responsible for upholding the school's behaviour policy and ensuring that the school's culture aligns with its core values and mission.

Our staff will be relentlessly positive in their approach to behaviour management and consistently demonstrate an understanding of the child at the heart of the behaviours. Each day presents a fresh opportunity for staff to support students' positive behaviour. All interactions will be conducted with professionalism, adhering to school policy while maintaining a warm and caring approach that demonstrates genuine concern for each student's well-being.

Our staff will demonstrate an understanding of each individual and will challenge behaviours outside those expected respectfully. They will hold a line of accountability towards colleagues and students to uphold the standards that the school community expect to see on a daily basis.

Staff will proactively seek to support students' behaviour through open and transparent communication. Effective communication is vital, both internally among staff members and externally between staff and parents/carers. Strong partnerships with families are crucial for engaging students successfully.

BBS Behavioural Implementation:

To deliver our intent, our staff will demonstrate the following strategies at all times:

- Demonstrate a full understanding of the behaviour policy and apply with consistency and fairness.
- Promote the culture of reward over sanction, positivity over negativity in order to create strong relationships and a respectful culture.
- Positively welcome our children as the enter the school and classroom and upon exit, ensure that they say goodbye to as many students as possible. This should be linked to positive conversations to build strong relationships.
- During corridor movement, staff body language should be positive, engaging with students and staff as often as possible. Staff will model the 'hello, how are you?" expectation. Staff will hold doors for staff and students and there is an expectation for others to do the same.
- The language used by staff should be in line with the professional development provided.
- Staff will apply the LCT code of conduct at all times.
- Staff on duty should conduct their role professionally to ensure behaviours are as expected but also must engage in conversations with students.
- The classroom environment will be created through the consistent application of policy. In addition, there is a minimum expectation that dovetails into the Quality for Education policy:
    - Clear welcome into the class for all students, engage in conversation where possible
    - Seating plans that consider behaviour and additional needs
    - Planning of sessions to consider behaviour, additional needs, ability of students
    - Staff will be mobile around their rooms whenever possible
    - Identification of low stage of behaviours with immediate action taken
    - Constant reinforcement of positive behaviours
- Staff will be knowledgeable in all safeguarding approaches and recognise that concerns about a pupil's behaviour are possible indicator of wider safeguarding concerns.
- Staff will be updated on wider behaviour issues within the school, within our community and nationally
- Staff will report and record behaviours in line with school systems
- Staff will proactively engage in CPD and personal research on behaviour approaches
- Consistency of application will be driven through a CPD calendar as identified by the school, bespoke feedback and training identified through data analysis, consistent reinforcement through approaches such as posters, video and SLT feedback

BBS Behavioural Impact

Our staff will be confident in the application of the policy due to extensive induction, CPD and support systems. Their verbal and body language will exude positivity and warmth to every member of the community. Consistency will be a fundamental pillar of the school approach to behaviour, and this will be monitored in the following way:

- Appraisal and professional conversations
- Culture walks and subject reviews
- External reviews
- Use of internal data for positive and negative behaviours at subject, year group, sub-group stages

BBS Behavioural CPD for staff:

Our school is committed to ensuring that our staff have the toolbox of skills and approaches to create the culture the Trust and school expect. Our staff will be comfortable to hold such high expectations of themselves and our school community through the following CPD:

- Clear induction programme for all new staff so they are fully aware of the LCT/school expectations of behaviour culture, to include a minimum of:
    - Meeting with Principal and Behavioural lead
    - Meeting with SENDCO to discuss application of policy for those students with additional needs
    - Shared duties with SLT to review morning welcome, break, lunch and after school
    - Shadowing of pastoral staff
    - Observation of positive classroom behaviour management
    - Attendance to parental/reintegration meetings to observe process
- Proactive behaviour management toolkit
    - **Positive Framing**

    Motivating students through positive reinforcement and constructive feedback.
    - **Notice more of what you want**

    Actively seeking out and acknowledging positive behaviours in students.
    - **Circulating the room**

    Moving around the classroom to monitor student engagement, provide feedback, and prevent off-task behaviour.
    - **100% Attention**

    A technique that ensures all students are focused and engaged during instruction.
    - **Signal, Pause, Insist**

    Gain and maintain student attention through a clear signal, a pause for compliance, and insistence on the desired behaviour.
    - **Opportunities for success**

    Finding opportunities for students to succeed.
    - **Brighten line**

    Being clear about the transitions between different parts of a lesson**.**
- Access to the latest behaviour research shared via a LCT Behavioural newsletter
- Restorative approach training

Learning Community Trust

Burton Borough Student Behavioural Intent

BBS Behavioural Intent:

Our students are the beating heart of our school and will be role models of the culture that all stakeholders want to create. They will understand the importance of positive behaviours both in the short term and how those traits will support them in later life. Respect, politeness and manners will be core qualities of our young people, and this will be evident in all interactions between each other, staff and the wider community. In addition, they will have high expectations of others to uphold the behavioural, cultural values of the school.

Our students will understand the expectations placed upon them within the school and beyond. They will have been taught through a variety of methods how to approach their school day, respond to different situations with maturity and how to communicate their concerns. Importantly, they will know why the systems and expectations are in place, having a strong voice in the design and implementation of strategies. This knowledge will lead to an understanding that our staff care for them and are embedding these expectations to keep them safe and happy.

Our students will have an honesty centred around their behaviours and take ownership of when they have deviated away from expectations. An acceptance and understanding from our young people of what is right and wrong will support incidents being resolved quickly and effectively.

Importantly, our students will embrace the praise culture, be comfortable within the environment to excel and have achievement recognised by peers and wider community. Our students will be proud of what they do and expect recognition from our staff for 'doing their job' in the school and beyond.

BBS Behavioural Implementation:

To deliver our intent, our students will demonstrate the following strategies at all times:

- Students will understand the school expectations for reward and behaviour through regular assemblies, individual and small groups programmes, displays and other lines of communication from the school.
- Students will understand the importance of uniform standards and will promote the expectations within the school and the community to uphold the reputation of the school.

- When travelling to and from the school, our students will understand that they are promoting the standards of the school and that they are key to the building of our reputation. This will be shown through uniform standards, when communicating with members of the community they will use appropriate language and manners. They will also consider the communities perceptions and how they can manage those views positively.
- Our students will develop outstanding communication with their peers and adults. It is the expectation of the school that they should acknowledge each other, for staff a good morning/afternoon, how are you? The use of please and thank you will demonstrate clear lines of respect that will be reciprocated by staff.
- Students will model maturity in movement around the building, replicating the behaviours of staff by holding doors open for each other, giving way to others when appropriate, understanding that safety is important at all times.
- In class behaviours will be the responsibility of the student. The minimum expectations are:
    - To acknowledge the member of staff at the door by saying hello.
    - Sit in the seat the member of staff has identified for them.
    - Place their bag, coat in the appropriate place.
    - Have their exercise book and equipment ready to learn.
    - Follow the teacher's expectations for conduct, specifically, when to verbally participate or when it is appropriate to listen and work.
    - Contribute positively to the lesson and complete the work to the highest standard.
    - Leave the room in an orderly way showing consideration to the corridor movement.
- The school wants our students to use their breaks to socialise with maturity and enjoy school life, having a release from the academic pressures and learning how to forge relationships with peers. It is important that our students learn how to self-regulate their behaviours and act appropriately for the setting they are in with a specific understanding of others and health and safety.
- During breaks and lunches, our students are expected to sit and eat, demonstrating manners expected within restaurants.
- When challenged for negative behaviours, our students will show an acceptance of the sanction following the explanation of why it has been given. They will understand that they have not met the expectations and, because they understand the sanction system, will not challenge staffs' decision. It is expected that they have the voice to explain any mitigating factors but this will be done in a mature, adult way.
- Our students will feel comfortable and safe in their school, feeling secure to report negative behaviours. Clear reporting systems will be fully understood for child on child, online safety, CSE, radicalisation and areas such as homophobia. Our children will know that action will be taken by our staff and all reports will be thoroughly investigated.
- Students will engage in behaviour interventions because they know that staff are being supportive. Our learners with additional needs will want to support the culture of the school and therefore access specific programmes to support their development.

BBS Behavioural Impact

Our students will meet the principles as outlined by the LCT because they want to be the best they can be. They will embrace a positive, supportive culture where respect and manners result in mature interactions.
Both within and outside of the school our students will represent the values of the school because they genuinely want to and recognise its importance.

They will understand the behaviours required to maintain an orderly building within our corridors, our eating areas and importantly, our classrooms. This understanding of the why, will result in honesty and acceptance around sanctions that eliminates confrontation and avoids damaging relationships. It also provides solid foundations for the reporting of incidents with students knowing their concerns will be taken seriously.

Students will know that staff care at all times. This will be highlighted within the approaches taken by staff and will lead to engagement by our learners in interventions to support them. Students will know that our staff will not give up and this will be demonstrated in below average suspensions and exclusions. They will know that they belong to their school and that staff will always support them.

BBS Behavioural CPD for students:

Our school is committed to ensuring that our students have the required skills to fulfil the expectations set by the school and the LCT. Knowledge of these expectations and clarity of approach through the policy is fundamental to creating the transparency needed to create a positive student culture.

Our students will access the minimum programmes:

- Clear induction into the school that details the expectations for behaviours
- Regular assemblies and curriculum sessions that deliver the clarity of the procedures but also teach the skills needed to meet the demands of the policy
- Displays around the school to reinforce expectations
- Regular newsletters home to enable parents to support their child
- Strong communication to homes through a variety of sources to support their child in meeting the expectations
- Access to small group and individual support programmes to modify behaviours

The working Policy

Legislation and Statutory Guidance

This Behaviour Curriculum is based on advice from the DfE on:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation in Schools
- The Equality Act (2010)
- Keeping Children Safe in Education
- School Suspensions and Permanent Exclusions
- Supporting Students with Medical Conditions in School
- Special Educational Needs and Disability (SEND) Code of Practice

Recognition and rewards

Our school is absolutely committed to the principle of encouraging and developing a positive achievement culture. We believe students are entitled to be part of a culture that promotes positive attitudes to learning and teaches students to be committed to their learning and resilient to setbacks. It is important that achievement and good behaviour are recognised and rewarded regularly.

Culture points (+1) are earned by students for meeting the expected standard within the lesson. We believe that all students can meet the expectations within a classroom, so should be rewarded daily.
In order to meet those expectations, students will:

- Be prepared to learn
- Listen to all instructions
- Actively participate in their learning
- Respect the teacher's right to teach and other students' right to learn.

In addition, we also need to recognise students for wider community achievements.

- Positive engagement in lessons or involvement in extended school events.
- Content and presentation of both classwork and home learning, which can be graded above our expected standard.
- Being a positive role model.
- Achieving 100% attendance.
- Demonstrating a 'can do' attitude.
- Acting as an outstanding ambassador for the school.
- Excellent conduct/behaviour.
- Demonstrating the school values.
- Demonstrating the attributes of a Global Citizen.
- Fulfilling roles and responsibilities at whole school functions or events.
- Participating in fundraising or charity events.

Finally, our school is also committed to recognising our students when they have made significant improvements in their behaviour.

Mechanism

- All students will receive +1 point for fulfilling the school expectations in each lesson.
- Students who have contributed to a higher standard in lessons, the wider school and community will receive an additional +2 points at the discretion of staff.
- Students who have achieved significant improvements in behaviour will receive phone calls, letters and a variety of other approaches in recognition of the achievement.

Recognition and Reward will occur frequently across a range of situations:

Daily	Weekly	Termly
Our classrooms and wider school have a culture of positive framing and recognising students' positive effort and attitude to learning. In all interactions, praise outweighs consequence by a ratio of 6 positive to 1 negative. At least five minutes in every lesson is devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons. Additional points and postcards should be issued publicly at this time.	Recognition in assemblies, within subject areas and for extra-curricular contributions. Weekly tutor programme. Social media recognition.	Formal celebration assemblies in which students are publicly recognised for their efforts and achievement, including attendance. Examples: • Students with no negative points. • Students with most points. • Students with most improved points. • Special recognition awards. • Attendance awards.
Additional Rewards		
A range of opportunities are also offered to students over the course of the year. These may include trips or external activities however, the opportunity to participate will be offered on the back of consistent or improved attitudes to learning and school life.		
Examples of Enrichment linked Rewards		
Performing Arts Sports DofE		

Maintaining the school environment to meet our expectations.

All school staff with the responsibility for students, have the statutory authority to discipline students (including on visits/trips) when behaviour is deemed unacceptable, school rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a student's unacceptable behaviour occurs outside of the school (section 90 and 91 of the Education and Inspections Act 2006). The purpose of sanctions is to demonstrate that unacceptable behaviour is not accepted, deter other students from similar behaviour and most importantly, to uphold the vision for behaviour conduct/culture in the school.

To foster a positive and respectful learning environment, we must clearly understand what constitutes unacceptable behaviour. These include actions that disrespect any member of our school or community, such as bullying, harassment, or discrimination. Additionally, any behaviour that interferes with the learning of others, including disruptive behaviour in class or online, is considered unacceptable. Furthermore, actions that harm the reputation or image of our school, such as vandalism or cyberbullying, will not be tolerated. Finally, any behaviour that damages school property or the surrounding community, including littering or vandalism, is strictly prohibited.

Our school uses a tariff system linked to a common language of stage 1, 2 and 3. Each stage has a negative points value that drives the behaviour system. The key trigger for pastoral intervention is -5 points per day with any student reaching that total accessing wider sanctions and behaviour interventions.

Supporting students to be successful in lessons

By establishing clear routines and consistent expectations, schools empower students to understand and navigate the classroom environment effectively. This fosters a sense of ownership and responsibility, enabling all students to actively participate in their learning and achieve success. Alongside this, schools will follow a sequence of key moves that provide students with clarity about how they should act and respond in lessons to ensure that everyone can be successful and engaged in their learning.

A list of some of the proactive behaviour management strategies can be in Appendix 15.

In class proactive behaviour management.		
Potential behaviours	**Expected staff approaches:**	**Escalation process**
• Off task behaviour in lessons • Negatively affecting others learning. • Negatively affecting the teacher's right to teach.	Key routines • Annotated seating plans that highlight students who may need support. • Have clear routines entering, within the classroom and exiting the classroom. Key moves • Front load expectations with clear directions about how to engage in the learning within the lesson. • Be seen looking to ensure students are following instructions. • Narrate the positive and use praise and positive framing throughout to reinforce positive social norms. • Correct when necessary, through the least invasive intervention, preferably non-verbal strategies to re-focus students.	Students receive a formal warning about their behaviour.
	Language to be used:	**Language to be used:**
	• Use the language of the school values to emphasise the importance of learning.	"I am **formally warning** you that if you continue with this behaviour, you will receive a stage 1 sanction."

The below table lists examples of unacceptable behaviour and incidents that lead to higher tariff sanctions:

Stage 1 sanctions are applied by all staff to maintain a purposeful behaviour climate. Students should be warned before a Stage 1 sanction point is given. **Sanction is -1 point**		
Potential Behaviours *(Please note: This is not an exhaustive list)*	**Expected staff approaches:**	**Escalation process**
• Off task behaviour in lessons • Chewing • Answering back / Lack of respect to staff member • Eating food items in unauthorised areas • Incorrect uniform • Late to lessons • Late to school • Missing equipment (Form) • Missed homework/deadline • Mobile phone seen • Overheard swearing • Not being respectful in corridors • Poor quality homework	• Sanction students with a stage 1 and give them the chance to refocus and modify their behaviour. • Consider the environment when addressing student, potentially extract for privacy. • Private, calm conversation • Identification of issues that caused negative behaviour. • Provide recommendations for students on how to resolve the issue. • Employ low stage teaching strategies – seat change etc…	• Student has refused the opportunity to modify their behaviour. • The behaviour is now a choice and will be escalated to stage 2. • At this point, a -1 will be replaced by a -3 issued at stage 2.
	Language to be used:	**Staff follow up responsibility:**
	"You now have a stage 1. This is your chance to refocus on your learning and modify behaviour." "Is there anything I can do as a member of staff to support you to refocus on your learning?" • Constant referral back to school expectations and values • Impact on their education and the impact their behaviour had on others.	Where possible, meet with the student before the next lesson. As a minimum, ensure that within 2 days of incident there has been an informal conversation with the student and possibly the parent depending on the issue.

Stage 2 sanctions are applied by all staff and are designed to highlight higher stage behaviours that need to be addressed by pastoral teams following the initial approach by the contact member of staff.

Sanction is -3 points

Escalating Behaviours *(Please note: This is not an exhaustive list)*	**Expected staff approaches:**	**Escalation process**
• Continuation or escalation of stage 1 behaviours. • Significant disruption in lessons impacting on others learning. • Continued and aggressive answering back / Lack of respect to staff member. • Refusal to comply with instruction (i.e mobile phones) • Swearing at another student to intimidate and threaten. • Poor corridor behaviour. • Inappropriate use of IT.	• Consider the use of stage 1 approaches. • Private, calm conversation. • Identification of issues that caused negative behaviour. • Provide recommendations for students on how to resolve the issue. • Remove from class for a reset, if required. **Language to be used:** "You now have a stage 2. You now need to refocus on your learning and modify behaviour." "Is there any reason why you cannot refocus on your learning?" "Is there anything I can do as a member of staff to support you to refocus?" • Constant referral back to school expectations and values • Impact on their education and the impact their behaviour had on others.	• Escalate to stage 3: Senior/pastoral staff through 'on call' system. • Placement in reflection or refocus. • Contact parent with agreement of SLT/Pastoral lead. **Staff follow up responsibility:** Ensure that following the incident there is a plan to ensure that the issue is resolved with all parties. This may include teacher speaking to subject leader, pastoral team and the SEND team if a learning need has been highlighted etc…

Stage 3 sanctions are applied by SLT and Pastoral Leads. This stage can be triggered through continuous negative behaviour in lessons or serious incidents inside and / or outside the classroom that may result in a period of internal or external isolation. In some cases, the behaviours may result in the use of suspensions and exclusion.

Sanction points will be determined on the conclusion of the review by SLT and Pastoral team. If it has reached stage 3, then it will be a minimum of a -3

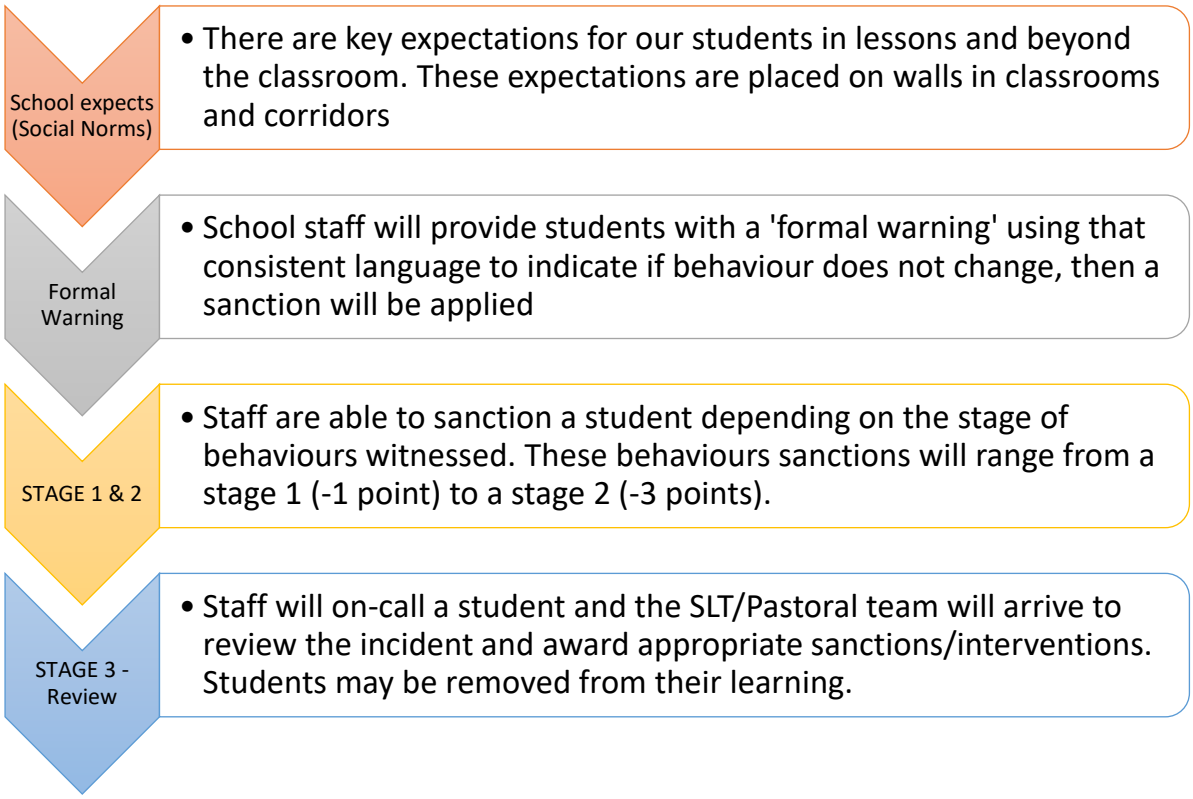
Escalating Behaviours *(Please note: This is not an exhaustive list)*	**Expected staff approaches:**	**Escalation process**
• Continual disruption to lessons impacting on others learning. • Damage to property. • Bullying, including cyberbullying (persistent or serious incident) • Discriminatory behaviour, including homophobic, racist or sexist remark. • Verbal/physical aggression towards staff or any form of intimidating behaviour. • Fighting or inciting violence. • Physical Abuse to another student (serious and/or support required) • Dangerous or unsafe behaviour. • Extortion. • Possession of a weapon.	• SLT/Pastoral 'on call' teams to remove the student from the lesson. • Review the incident, speaking to the member of staff and student. • If required, collate statements and remove the student until review has been completed. • SLT/Pastoral to allocate points to the system and relevant sanction. Depending on the severity of the situation a number of sanctions/interventions can be applied. • Contact parents. • Use of reflection area. • Use of reset area. • Detention.	• Student may be referred to the school behaviour panel. • Contact the exclusions hotline. • The Principal may decide to direct provision off-site or even permanently exclude. **Staff follow up responsibility:** To consider all stage 2 follow up responsibilities. Restorative conversation with student. Formal meeting with all stakeholders led by SLT or pastoral. SLT data monitoring to link with appropriate support for student and potentially member of staff.

• Possession or suspected use or supply of drugs or alcohol. • Smoking or Vaping. • Theft. • Sexually inappropriate behaviour. • Inappropriate use of computers. (for material that is age inappropriate or illegal) • Persistent violation of school rules. • Anti-social behaviour.	• Behaviour intervention programmes. • Behaviour reports • Trust isolation. • Suspension. • Exclusion. **Language to be used:** • Reminder about the school values. • What was the impact on others? • Why did you choose to do it despite being aware of the sanctions?	Where possible, pastoral and SLT teams to feedback to teaching staff by the end of the day.

Response to Unacceptable Behaviour in the Classroom

Our classrooms need to be an environment where students can learn and teachers are able to apply their skills to facilitate each and every child fulfilling their potential. Our teachers will access regular classroom management training and our students will be raised within a culture of high expectation.

We provide our staff with a behavioural escalation route that enables them to be able to manage in class behaviours effectively, using their behavioiur management skills, wider staff support and then ultimately and regretably, detentions and lesson removal. The below diagram highlights the pathway for our teachers that is shared with students in all classrooms.



A key element of our behavioural pathway for sanctioning higher stage disruption is the use of our report and detention system, alongside the escalation use of the reflection and the reset intervention areas. These may be given when there is a breach of school discipline. The use of reports, detentions, alongside the use of the reflection and reset areas will be imposed when other, lower stage, behaviour management strategies have been unsuccessful.

It is expected that the majority of detention and intervention time should be spent on proactive strategies i.e., teaching students the routines, habits and norms of outstanding behaviour. Where necessary staff will use sanctions that are reasonable and proportionate to the circumstances of the case. Account will be taken of the student's age, any special educational needs, any disability, and any religious requirements affecting the student. Staff will make exceptions in exceptional circumstances (e.g., reasonable adjustments for a student with identified SEND).

In all cases, a review of imposed sanctions will be timely and appropriate. Such sanctions will also apply to poor behaviour outside of the school gates; current legislation gives headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable".

The appropriateness of sanctions will be judged within the context of a student's behaviour record. Special circumstances, and whether the offence is a first or repeated offence, may make a difference to the sanction.

Students/parents will be financially liable for any damage caused to the school site/equipment.

Where permanent exclusion is not considered for arson related incidents the student(s) will be required to attend a Fire Awareness course or similar designated course. Similarly, where a student brings onto the school site a weapon or alcohol, and permanent exclusion is not considered necessary, they may be required to attend a course provided by appropriate, external agencies.

Detentions

When SLT identify a key and sustained behaviour issue in the academy they can introduce a direct detention model for a short period of time if they have exhausted all other strategies. A separate code (STG3D) will be used to action the detention, so that the impact of this timebound intervention can be monitored.

DETENTIONS

It is fundamental for a school to promote and maintain a calm, purposefully learning environment. To ensure that this happens, detentions may be used as a deterrent to students who are displaying negative behaviour that could impact their learning and the learning of others.

The use of detentions is a last resort in the daily maintenance of behaviours as it can lead to damaging relationships. As a result, the focus of our detentions is to provide time to replace missed learning and to repair damaged relationships between a variety of stakeholders.

Informal Department Detention	**School Detention**	**SLT Detention**	**Reflection and Reset areas**
Departments can implement a break or lunch detention for 'lost learning' These detentions should be used for failure to complete work in lesson or scheduled homework These detentions must still allow students access to food and toilet facilities	A 30-minute detention will be issued in response to an incident, or accumulation of incidents (-5 in one day), of unacceptable behaviour. Parents will be informed of this detention via an email. An email will be sent to parents/carers the day before the detention. If a student fails to attend a detention, they will be deducted -8 points and have to attend an SLT detention. Repeated failures may result in reflection and reset areas being used.	A 60-minute detention will be issued for students who fail to attend the 30-minute detention. An email will be sent to parents/carers the day before the detention.	Failure to complete their SLT detention may result in intervention areas being used. Time will be dependent on the number of missed detentions. We may also use the Reflection and Reset areas in response to serious, or persistent, breaches of our Behaviour Curriculum.

Additional behavioural support

REPORTS / SUPPORT PLANS

Behaviour reports are issued when there is sustained deterioration in the behaviour of a student which requires the input, understanding and agreement of adults working with a student about what they are going to do to support the students. Behaviour reports are supportive tool designed to help the student make positive progress towards better behaviour around the school and in the community.

Support strategies and plans are issued when students are really struggling to follow the school behaviour policy. This is an opportunity to evaluate additional and different interventions that may see a modification in the student's behaviour.

Behaviour Report (HOY Mentoring)	• *Minimum Duration: 2 Weeks* • The Year Team will issue the report and contact parents/carers discuss concerns.

	• Report outcomes communicated home at the end of the 2-week rotation by the Year Team • Failure to show improvement is a referral to the behaviour panel.
Behaviour Support Strategies	• SLT and HOYs will meet to form an emergency plan to address students' negative behaviour. This will include a proactive strategy to support the student, alongside a more intensive behaviour sanction for failing to comply.
Behaviour Support Panel	• Where a student's individual behaviour support strategy is not having a positive impact, students will be discussed at the behaviour panel and a clear APDR pastoral support plan will be created. Parents/carers will be invited for a meeting to discuss the plan and further actions.
Pastoral Support Plan	• *Minimum Duration: 6 Weeks* • Where a student fails their pastoral report, they will be placed on a behaviour support plan. • A member of SLT and parents/carers will be invited for a meeting to discuss concerns and further actions with the Year Team.

<u>Reflection</u> intervention area

The reflection room is an area of the school that is built on the principles of de-escalation and restorative practice. The principle of removing heightened students to an area of safety and neutrality, in order to exercise well researched approaches is highly effective. Stage 3 behaviours may use this 'short stay' facility in order to review the incidents and then apply the appropriate approach, that being a pastoral intervention or potentially an escalated sanction.

Staff working within the reflection area will be highly trained in de-escalation and restorative approaches. Restorative conversations at the school are a core part of building trust and relationships between staff and students. There are various approaches to restorative conversations, but the foundation lies in the answers to the below questions:

1. "What happened?"
2. "What were you thinking at the time?"
3. "Who has been affected?"
4. "How have they been affected?"
5. "What needs to be done to make it right?"
6. "How can we do things differently?"

The design of the reflection area is reflected by its principles; it is a calm, quiet area where students can spend the time to think about the issues and reflect on how they could have approached it better. Staff will have an area where they can discuss issues with students and apply restorative strategies.

Students accessing reflection due to non-compliance will not be able to leave until the end of the lesson. Should their behaviours not have met school expectations during this lesson, they may be asked to stay into the next lesson, break or be escalated into the reset area.

<u>Reset</u> intervention area

The reset approach is a bespoke area of the school building that has the intention of intensively supporting our young people to re-engage and break the cycle of their behaviours. Through the retraining of the school core values and expected student cultures, our learners will rediscover the purpose of their education. It is expected that our families engage with us on this journey to remove wider barriers and support the transition into the wider school.

The reset area is a bright and welcoming area designed to refocus our disengaged learners with teaching and pastoral staff supporting a wide range of effective interventions alongside a curriculum offer in line with peers when appropriate.

Students may be placed in the Reset area for a minimum of 1 day up to 2 weeks if they are accessing behaviour and SEMH intervention programmes. Progress is tracked and reported to all stakeholders. For longer term placements, there will be a personalised intervention programme working in partnership with families, SEND, Pastoral and external agencies (where appropriate)

Off-Site Direction at a Partner School

In some cases, a decision may be made for a student to attend an LCT partner school for a fixed period of time. This provides the student with an opportunity to reflect on their current behaviour away from the home school environment and to understand that we will not tolerate behaviour which does not meet our expectations. Parents/carers will be informed of this off-site direction with confirmation of specific details and instructions. Failure to comply with the provision will result in an escalation to a more serious sanction or will be recorded as an unauthorised absence.

The expectation is that the home school will liaise with the LCT partner school on a daily basis to ensure progress is being made and to report any concerns to parents.

Behaviour panel and risk registers
Any student that receives multiple points across a period of time will be considered at risk of not fulfilling their potential within the school. The school's behaviour panel will meet to seek solutions to address their continuous negative behaviour. This will involve a commitment from parents to work in partnership to support the child with their educational journey.

Suspensions and Exclusions
Our Trust principles determine that suspensions should only be used as a last resort. Every last option will have been considered by the Principal prior to a suspension being deemed appropriate.

"…the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of students, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments."
Suspension and Permanent Exclusion Guidance (September 2022)

Only the Principal of the school can suspend or permanently exclude a student on disciplinary grounds. A student 's behaviour outside of school can be considered grounds for a Suspension or Permanent Exclusion. Our school will follow the guidance provided by the Department for Education:

htBBS://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Suspensions
- A suspension is where a student is temporarily removed from the school.
- A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year)

Permanent Exclusion
A permanent exclusion is when a student is no longer allowed to attend school. The decision to permanently exclude a student will be taken when:
- In response to a serious breach or persistent breaches of the school behaviour policy; and
- Where allowing the student to remain in the school would seriously harm the education or welfare of the student or others such as staff and students in the school.

Student support
Our school is focused on behaviour intervention and support to reduce the need for sanctions. The holistic, pastoral understanding of our students is vital in order to identify the triggers for negative behaviours, with the key removal of barriers both inside the school, within the home and wider community.

The school recognises its legal duty under the Equality Act to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be reasonably adjusted to support the needs of the student. Measures are in place and both general and targeted interventions are used to improve student behaviour. Support is provided to all students to help them meet behaviour expectations, making reasonable adjustments for students with a disability as required.

The school will make all reasonable efforts to ensure that appropriate intervention strategies are used to support students and resolve and avoid negative behaviour. External agencies will be used where it is deemed appropriate or once school-based resources have been exhausted, should a student be deemed to be at risk of permanent exclusion.

Support and intervention strategies may include:
- A period of support in the Reset and Reflection areas
- Support from a range of external agencies.
- Modified timetable (Where appropriate)
- Alternative Provision (Where appropriate)
- Proactive placement at a Pupil Referral Unit.
- When appropriate, police intervention may be called upon.
- Managed Move to another school.
- Pastoral reports
- Behaviour/Pastoral Support Plan
- SLT/Governors' panels.
- Referral to the fair access panel for additional support

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or safeguarding. We will consider whether a student's unacceptable 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.

All staff should also be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence (in person or online such as threats or encouragement)
- Sexual harassment (such as sexual comments and online harassment)
- Consensual and non-consensual sharing of nudes/semi-nude images or videos (also known as sexting or youth produced sexual imagery).
- Upskirting and initiation/hazing type violence and/or rituals.

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse. In addition, all staff should be aware that students can be at risk of child exploitation, if there is evidence to suggest a child's behaviour is as a result of exploitation, this will be taken into account when any decision needs to be made.

Appendix 1: Allegations

In the event of a serious incident or allegation, full investigations will be carried out. Students may be asked to write witness statements in confidence. Every attempt is made to ensure fair application of the process; accurate information is the basis for deciding a sanction. It should be noted that where exclusion is considered an appropriate sanction, the standard of proof used to reach such a judgement will be the "Balance of Probabilities" (The Civil Standard). The criminal standard of proof i.e., "beyond reasonable doubt" need not be applied. A Safeguarding policy and procedures are in place to support the well-being of our students. All allegations made by students should be pursued and child protection guidelines followed. Where it is believed, on the balance of probability that a malicious allegation has been made then it will be treated most seriously, and disciplinary action considered.

- ***Malicious Allegation***
    - Where a student has set out to deliberately deceive, either wholly or partially, and the evidence, on the balance of probability, points to this intention to cause harm or injury to the subject of the allegation, Permanent Exclusion will be considered.
- ***Unfounded Allegation***
    - Where a student has misinterpreted the incident, was not aware of all the circumstances or was mistaken in his/her view of the incident and there is evidence, on the balance of probability, to disprove the allegation. Within an unfounded allegation, there may still be present some intention to deliberately deceive and thus it may be considered a Malicious Allegation. In such cases, disciplinary action will be considered.
- ***Unsubstantiated Allegation***
    - Where there is, on the balance of probability, insufficient evidence to prove or disprove the allegation. No disciplinary action will be taken.

Appendix 2: Screening and Searching Students

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. Staff may use common law to search students, with their consent, for any item. Under Part 2, Section 2 of the Education Act (2011) & DfE Document – Searching, screening and confiscation (January 2018) teachers are authorised by the Headteacher to search for any prohibited item without the consent of the students, provided they have reasonable grounds for suspecting that the student is in possession of the prohibited item. There is no requirement to inform parents/carers or seek consent before a search is undertaken.

Searches will be conducted by a same-sex member of staff where possible, with another member of staff member as witness. If there is a risk that serious harm will be caused to any person(s) then the search will be carried out immediately. During a search, staff members may instruct a student to remove outer clothing, including but not limited to, hats, scarves, boots, and coats. The school can require students to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the students. If a student fails to comply, and the school does not let the student in, the school has not excluded the students and the student 's absence will be treated as unauthorised. The student should comply with the rules and attend. Searches may be carried out both on and off site, including school trips or any other activity away from school where staff are responsible for students.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations:
    - tobacco and cigarette papers
    - fireworks
    - pornographic images.

Appendix 3: Confiscation

Under section 91 of the Education and Inspections Act (2006) the school has the general power to discipline a student as appropriate. This general power includes a staff member to confiscate, retain or dispose anything they have reasonable grounds to suspect is a prohibited item. Items confiscated, because they are banned by the school rules should be collected by arrangement by parents/carers from the school office.

Appendix 4: Physical Restraint and Reasonable Force

All staff are encouraged to use de-escalation techniques and alternative strategies to support each student. There may be rare occasions when school staff will need to use 'reasonable force' in order to control or restrain students to prevent students committing a crime, causing injury or damage to themselves, others or property.

- Restraint will only ever be used as a last resort and all incidents of this are reviewed, recorded and monitored.
- Reasonable force will be used in accordance with Government guidance. Parents/carers will always be contacted in the event restraint or reasonable force has had to be used.

Appendix 5: Use of Technology/Electronic Devices

The use of technology is integral to advancing the quality of teaching and learning within the school, but this technology must be used appropriately. All staff monitor the use of computers, the internet and email and students are taught safe and responsible use of the Internet in ICT and Personal Development lessons.

In order to protect the safety, reputation and privacy of all members of the community the school will take action against any online behaviour that may be perceived to be threatening, intimidating or abusive. This includes any public arena (e.g., online chat rooms, social networking sites, e-mail exchanges) where other members of the school or wider community may be able to access these comments. This action may include permanent exclusion.

Appendix 6: Use of Mobile Phones/Electronic Devices

The *use of mobile phones and other electronic devices is strictly forbidden*, as is the use of recording equipment to take photos/videos without prior permission. Photos, videos or recordings should not be uploaded to any external internet site or exchanged via ICT/Phone equipment and will be subject to the action noted above.

- Mobile phones/electronic devices must not be seen or heard during the school day, they should be off and away.
- Headphones should not be worn or seen during the school day.

Parents/carers are reminded that students should not contact home during the school day. If necessary, the school will contact home. Where parents/carers need to contact students, *contact must be made via the school reception.*

Please note: Mobile phones/electronic devices/headphones/pods are not permitted during the school day. If seen or heard, they will be confiscated for the remainder of the day and a Stage 1 will be issued. If students refuse to hand in their devices, parents will be contacted and asked to support. Repeat offences will require a meeting with a parent and possible escalation in line with sanctions.

Appendix 7: Child-on-Child Abuse (including bullying)

All staff will be aware that child-on-child abuse (including bullying) can occur between students of any age and gender, both inside and outside of school, as well as online/offline. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

All staff will follow our school *Child Protection and Safeguarding Policy* and *Anti-Bullying Policy (including child on child abuse)* if they have any concerns about child-on-child abuse. The DSL will take the lead role in any sanctioning of the child who may have caused harm. We will also provide support for all students involved; for both the child who may have been harmed and for the child who may have caused harm.

Disciplinary action may be taken while other investigations or ongoing e.g., police. The fact that another organisation/body is investigating or has investigated the incident does not prevent the school from taking action. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution.
- There are circumstances that make it unreasonable for us to reach a conclusion about what had happened while an independent investigation is ongoing.

Appendix 8: Meeting the national minimum expectations for behaviour and attitudes.

This behaviour policy and curriculum aims to meet the national minimum expectations for behaviour and attitudes and is aligned with the OFSTED 'good' grade descriptor for assessing behaviour and attitudes:

- The school has high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Low-stage disruption

is not tolerated, and students' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing students' behaviour. Staff make sure that students follow appropriate routines.

- Leaders, staff, and students create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination, and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of students who have particular needs.
- Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Students have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended students on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among students and staff reflect a positive and respectful culture; students are safe, and they feel safe.

Appendix 9: Uniform

We believe uniform is important because it helps to develop a sense of personal pride and form good habits for a student's journey into adult life.

What constitutes 'appropriate' is down to the discretion of the Head of School, Senior Vice Principal and Principal in all elements of uniform.

Uniform		**Comment**
Blazer	Black blazer with badge on chest pocket and sleeves rolled down.	All students must wear their blazer around school. Students may be allowed to remove their blazer in lessons at the teacher's discretion. Blazer sleeves are NOT allowed to be rolled up.
Trousers	Standard full length black tailored trousers.	NO hipster, skinny, flared trousers, jeans or trousers with exposed fashion buttons, laces or zips. There should be no bare leg on display, the bare ankle should not be seen.
Belts	Plain black belt.	NO large belt buckles.
Skirt	Kelso tartan skirt (blue). All skirts must be on the knee in length. No other skirts are acceptable.	Skirts MUST NOT be rolled up.
Shirt	White shirt or blouse. These may be either long or short sleeved but must be capable of being tucked into trousers or skirts and must be tucked in at all times. There must be a top button that can be done up so that the clip-on tie can be attached.	NO short-fitted blouses or un-tucked shirts. Regular collar. No rounded collars.
Jumper	Black "V" necked sweater (optional) worn underneath the blazer.	NO hoodies and they are not to be worn as either a jumper or a coat, except for Year 11 'BBS Leavers Hoodies' in the last week of term before study leave. Any hoodie worn on site will be confiscated until parents/carers collect it.
Tie	School Tie – Clip-on with Small School logo. Students who represent their County/Region/Country in any form of Sport, Expressive Art or BBS band who have been awarded a tie can wear this in place of their school tie as a privilege. Students must seek permission from the Principal to do so. Year 11 Senior Platinum Students wear platinum, silver tie.	NO ties unclipped or positioned lower than the top button in school.
Socks	Plain, black socks that must cover the ankle.	NO coloured socks or leggings. NO trainer socks.

Tights	Black or flesh coloured.	NO patterned tights, lace tights, fishnet tights, coloured tights or footless tights.
Shoes	Sensible, plain, black leather or PVC leather school shoes with sensible heels (height 3cm). They must be plain black shoes and if they have laces they must be black. The ankle bone must not be covered by the shoe.	NO fabric, canvas, trainers, 'converse-style', sports shoes, pumps, sandals, creepers, wedges, dance slippers, sling backs, mules or boots. Students wearing inappropriate shoes will be expected to change out of them. If you are unsure what is not acceptable, please check with Small School team before purchasing.
Coat	Plain coats are recommended but not compulsory. Coats to be worn over uniform to and from school.	NO coats worn in school and they must not have inappropriate logos/slogans.
Bag	Large enough and strong enough to carry the necessary books.	NO small handbags that cannot fit books.
Make up	Subtle make-up is acceptable at KS4 - this is natural foundation and includes clear nail varnish.	NO makeup is allowed in KS3. NO blusher or bronzer, a subtle coat of mascara. NO thickly coated eyelashes, false eyelashes, eye lash infills, eye shadow, eyeliner or pencilled in eyebrows. NO false nail extensions, clip-on nails or coloured nail varnish. Staff reserve the right to ask students to remove excess make-up at their discretion.
Hair Styles	Sensible hair styles.	NO extreme hair colour or styles such as backcombed hair or shaved patterns (see page 8).
Hair Accessories	Plain, dark blue or black hair bands or bobbles.	NO coloured hair bands, bobbles or large flowers.
Jewellery	A watch and one small (4mm maximum) plain gold or silver stud per ear. Two charity wristbands are permitted and in addition one anti bullying wristband. A religious bangle may be worn and any religious necklace can be worn underneath the shirt which if it is confirmed in writing by the parent/carer.	NO large earrings, ear gauges, ear cuffs, dangly earrings or fashion earrings. NO bangles, bracelets or non-charity wristbands, non-Small School charity badges. NO rings. ALL other body piercings (tongue, nose, lips, belly button, eyebrow etc.) ARE FORBIDDEN ON THE GROUNDS OF HEALTH AND SAFETY IN AND AROUND SCHOOL.
Headwear	Plain black headscarf or plain black turban.	Can only be worn for religious reasons. (To be discussed with Head of School).
Contact Lenses or Glasses	Prescription lenses and glasses only.	NO coloured contacts or fashion glasses.

Burton Borough School respects equality and diversity and in instances where students are going through a gender transition process, or do not wish to be defined by a gender, school will liaise with the family on a case by case basis to determine the appropriate uniform. Please contact your child's Small School team to discuss further.

The school reserves the right to confiscate items that are being worn or used inappropriately and can ban unforeseen items that may come under 'fashion items' but are not specifically stated in our uniform code. This uniform is available from Mary Tots and Teens in Newport or Baker & Son, Wellington. If you have any doubts or concerns, please contact your child's Head of Year.

PE Uniform

<table>
<tr><th>Girls' PE Kit</th><th>Boys' PE Kit</th></tr>
<tr><td>Core items:</td><td>Core items:</td></tr>
<tr><td>

Polo shirt (embroidered)
At least ONE of these three items:

Full zip training top (embroidered)
Full zip insulated training top with hood (embroidered)
Quarter zip training top (embroidered)

At least ONE of these four items:

Skort (embroidered)
Leggings (embroidered)
Shorts (embroidered)
Training pants (embroidered)

Plain white sports socks
Trainers
Towel
Gum shield (hockey and rugby)
Football boots (optional)
Shin pads (optional)

</td><td>

Polo shirt (embroidered)
Shorts (embroidered)
At least ONE of these four items:

Rugby shirt (embroidered)
¼ Zip training top (embroidered)
Full zip insulated training top with hood (embroidered)
Rain jacket

Navy blue football socks
White indoor sports socks
Trainers
Football boots
Towel
Shin pads
Gum shield (hockey and rugby)

Optional:

Training pants (embroidered)

</td></tr>
</table>

- Students may also wear plain navy blue or black base layers when on outdoor sports.
- Boys are required to wear shorts when participating in sports which are inside.
- No jewellery is to be worn during PE lessons.
- Hair must be tied back – no clips or headbands are permitted.

Appendix 10: ZERO-TOLERANCE APPROACH TO SEXUAL HARRASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:
• Proportionate
• Considered
• Supportive
• Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include isolation, suspension or permanent exclusion.
The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

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

Appendix 11: MANAGED MOVE

In extreme circumstances the school may discuss with parents/carers the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and of providing students whose behaviour has either

been repeatedly below expectation or has been extreme; an opportunity to have a fresh start. A Managed Move is dependent on parents/carers agreeing to another local school taking the student and a place is usually offered on a six week or twelve week trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

Appendix 12: POINTS TABLE

Positive Points	Negative Points
+1 per lesson for meeting expected standards	-1 for a stage 1 behaviours
+2 for students showing above expected in lessons (Effort or achievement)	-3 for a stage 2 behaviours
+2 for students showing above expected through enrichment (Effort or achievement)	-5 for a stage 3 behaviour that leads to a student being placed in the reflection room
+2 for students showing any of the school virtues in and around the school	-8 Failure to attend detention
+10 completion of long-term project (DofE, Student council, P.Arts production etc….)	-10 for an incident that leads to a student being placed in the reset room
+15 Professional level achievement (National sport, P.Arts, Industry project)	-12 will be given to students if they are sent to an LCT Off-Site Direction at a Partner School
	-15 will be given if a student receives a suspension

Negative points tally	
-5	Any student reaching -5 points within a day will sit a minimum of detention the following day.
Detentions are only given to students if they have reached -5 in a day.	

Appendix 13: STUDENT/STAFF STATEMENT

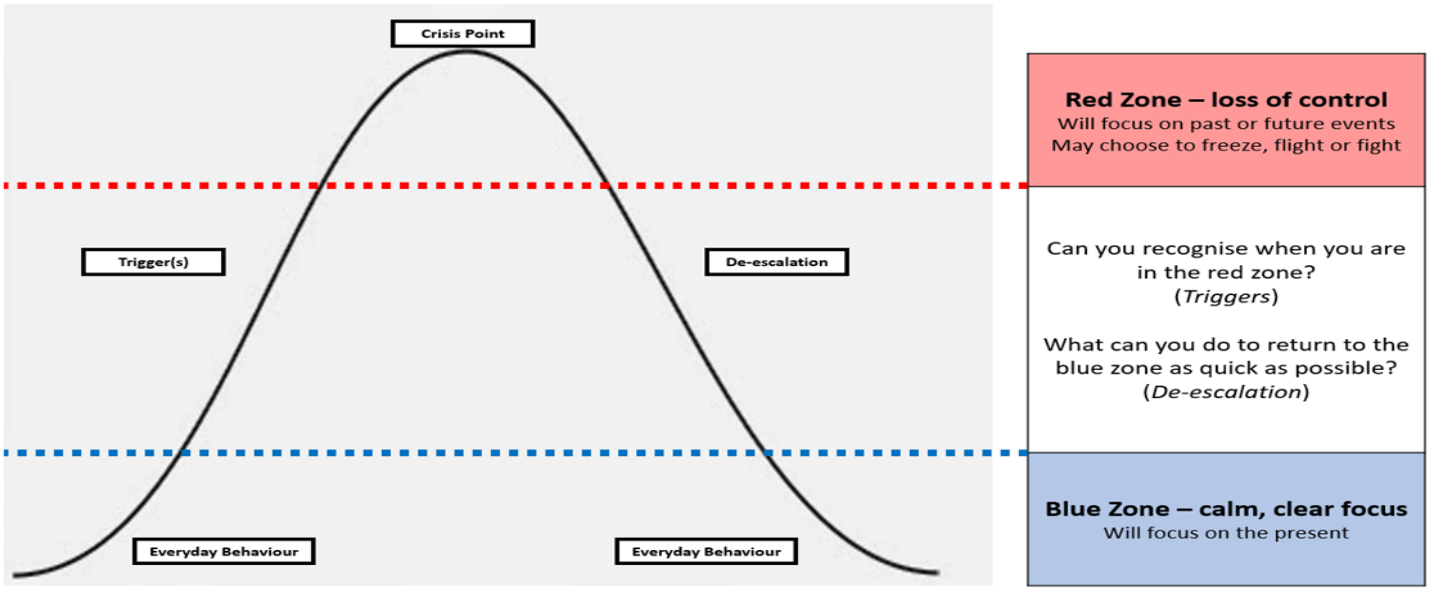
Learning Community Trust	**Student/Staff Statement**						
Name		**Tutor**		**Year**		**Date**	
Other people involved:	**1.**			**5.**			
	2.			**6.**			
	3.			**7.**			
	4.			**8.**			
Location of incident			**Time of incident**				
Please write your supporting statement below:							

Signed (Student/Staff)		**Signed (Staff Lead)**	

Appendix 14: BEHAVIOUR SUPPORT PLAN

Learning Community Trust	**Behaviour Support Plan (BSP)**				
Student Name:		**Yr Group:**		**Date:**	
Normal baseline behaviour What behaviours does the student display on a common day?	**Description of the student's normal baseline behaviour is like in the classroom.**		**Good examples of how staff should respond to this**		
Triggers What triggers poor behaviour?	**What is the cause for the student to move from their baseline behaviour? This is the main cause for negative/undesirable behaviour.**		**Good examples of how staff should respond to this (eg humour, ignorance, PD sanctions, 5 minutes to settle, 5 minutes' time out).**		
Escalation What makes the behaviour escalate further?	**What is the main cause for the student to move from their triggers to escalation?**		**How should staff respond at this point?**		
Crisis	**What is the cause for the student to move from escalation to crisis?**		**How should staff respond at this point?**		

What does a crisis situation look like?		
De-escalation What happens post crisis?	**What are the main causes that allow the student to calm from crisis?**	**How can staff best manage the situation?**
Post incident The best course of action once the student is back at normal baseline	**How can the situation be repaired?**	**What can staff do afterwards?**



Appendix 15: BEHAVIOUR MANAGEMENT STRATEGIES

Key moves:

1) Clear directions regarding what students need to do

Strategy	**Frontload expectations -** involves clearly and explicitly communicating desired student behaviours and routines *before* an activity or lesson begins.
Why is it important?	Frontloading expectations significantly enhances the classroom learning environment. By clearly communicating desired behaviours and routines before a lesson or activity, teachers minimise confusion and potential disruptions. This clarity empowers students to understand their roles and responsibilities, leading to increased engagement and motivation. A predictable and structured environment, built upon clear expectations, fosters a sense of safety and support for all learners. Furthermore, explicitly stating expectations encourages student independence by empowering them to take ownership of their learning and make responsible choices.
What are the key elements?	1) **Clear and Explicit Communication:** Teachers must clearly and explicitly state the desired behaviours and routines *before* the activity or lesson begins. This involves using precise language and providing specific examples. 2) **Student Input and Agreement:** Whenever possible, involve students in establishing classroom expectations. This helps foster a sense of ownership and increases the likelihood of student buy-in. 3) **Consistent Reinforcement:** Consistently reinforce positive behaviours that align with the established expectations. This could involve specific praise, rewards, or acknowledging students who are demonstrating the desired behaviours.

	4) **Immediate and Specific Feedback:** When students do not meet expectations, provide immediate and specific feedback. This helps students understand what they need to do differently and reinforces the importance of following the established routines.

Strategy	**Economy of language -** using concise and impactful language when giving instructions or feedback to students, minimising unnecessary words and focusing on the most essential information.
Why is it important?	This strategy is crucial for effective classroom management and student learning. Concise language helps students understand instructions quickly and accurately, reducing confusion and minimising the time spent on explanations. Furthermore, using economical language helps teachers to be more assertive and direct, ensuring that their message is clear and impactful.
What are the key elements?	1) **Focus on the Essential:** Identify the most crucial information and communicate it directly, avoiding unnecessary words or phrases. 2) **Use Strong Verbs:** Employ strong verbs to convey instructions clearly and concisely (e.g., "Sit down," "Begin working," "Raise your hand"). 3) **Be Direct and Assertive:** Communicate expectations with confidence and clarity, leaving no room for misinterpretation. 4) **Practice Concise Language:** Regularly review and refine your own language to ensure that it is efficient and effective in communicating your message to students.

Strategy	**100% attention -** A technique that ensures all students are focused and engaged during instruction.
Why is it important?	By demanding and maintaining 100% attention, teachers create a more effective learning environment where students are more likely to absorb information and achieve higher levels of understanding. This strategy minimises distractions, maximises instructional time, and fosters a positive classroom culture where learning is prioritised.
What are the key elements?	**1) Clear Expectations:** Students should understand what is expected of them, both behaviourally and academically. **2) Strong Attention-Getters:** Use effective techniques like signal, pause, insist, a specific phrase, or a visual cue to quickly gain students' attention. **3) Engaging Delivery:** Use varied instructional strategies, such as storytelling, demonstrations, and group work, to keep students interested. **4) Purposeful Questions:** Ask thought-provoking questions that encourage participation and focus. **5) Minimising Distractions:** Create a clutter-free environment and manage distractions effectively.
Strategy	**Signal, Pause, Insist -** A technique used to gain and maintain student attention through a clear signal, a pause for compliance, and insistence on the desired behaviour.
Why is it important?	By signalling an expectation, pausing to allow students time to respond, and then insisting on compliance, teachers can create a structured and disciplined learning environment. This strategy is particularly effective in preventing off-task behaviour, encouraging prompt responses, and fostering a culture of respect and accountability.
What are the key elements?	**1) A Clear Signal:** A distinctive cue, such as a hand gesture, a specific phrase, or a sound, to grab students' attention. **2) A Meaningful Pause:** A moment of silence to allow students to process the signal and transition to the desired behaviour. **3) Insistent Follow-Through:** A non-verbal or verbal cue to reinforce the expectation and ensure compliance.
Strategy	**Brighten line**
Why is it important?	Brightening lines is a technique that involves making clear transitions between different parts of a lesson. This helps students to stay focused and engaged by providing clear signals when one activity ends, and another begins.
What are the key elements?	**1) Clear instructions:** Ensure that students understand exactly what they need to do and by when. **2) Clean start and finish:** Use clear verbal and nonverbal cues to signal the beginning and end of an activity. **3) Positive reinforcement:** Acknowledge and reward students for starting and finishing tasks promptly. **4) Consistent routines:** Establish clear routines for transitions and task completion. **5) Time management:** Use timers or other visual cues to help students manage their time effectively.

2) Be seen looking

Strategy	**Circulating the room -** A strategy of moving around the classroom to monitor student engagement, provide feedback, and prevent off-task behaviour.
Why is it important?	Circulating the room is a powerful strategy that involves moving strategically around the classroom to monitor student engagement, provide immediate feedback, build relationships with students, and prevent off-task behaviour.
What are the key elements?	**1) Purposeful Movement:** Circulate with a clear intention, whether it is to check for understanding, offer support, or redirect off-task behaviour. **2) Strategic Positioning:** Position yourself strategically to observe all students and intervene when necessary. **3) Timely Feedback:** Provide immediate feedback to help students correct mistakes and stay on track. **4) Non-Verbal Cues:** Use subtle gestures and body language to guide student behaviour and maintain focus. (May not be suitable for some students with SEND) **5) Building Relationships:** Take opportunities to connect with students on a personal level and show genuine interest in their learning.

Strategy	**Radar –** A strategy in which teachers are constantly scanning the classroom to monitor student engagement and identify potential disruptions before they escalate.
Why is it important?	This strategy is essential for maintaining a productive and focused learning environment. By consistently scanning the classroom, teachers can quickly identify students who are off-task, struggling, or exhibiting disruptive behaviours. This proactive approach allows teachers to intervene early and prevent minor issues from escalating into major disruptions. Additionally, "Radar" helps teachers to build positive relationships with students by demonstrating that they are aware of and attentive to their needs.
What are the key elements?	**1) Constant Scanning:** Teachers should consistently scan the classroom, making eye contact with individual students and monitoring their engagement levels. **2) Early Intervention:** Address potential issues proactively before they escalate. This could involve a simple gesture, a verbal cue, or a brief conversation with the student. **3) Positive Reinforcement:** Acknowledge and praise students who are on-task and engaged. This reinforces positive behaviours and encourages all students to stay focused. **4) Differentiation:** Use "Radar" to identify students who may need additional support or challenge. This allows teachers to provide differentiated instruction and ensure that all students are learning at their optimal level.

3) Narrate the positives

Strategy	**Positive framing -** motivating students through positive reinforcement and constructive feedback.
Why is it important?	By emphasising desired behaviours and offering specific guidance, teachers can create a supportive and encouraging learning environment. This approach helps to build strong student-teacher relationships, improve student motivation, and reduce disruptive behaviour. Additionally, Positive Framing empowers students by focusing on their potential for growth and success. By avoiding negative language and focusing on solutions, teachers can create a positive classroom culture where students feel valued and supported.
What are the key elements?	**1) Narrating the Positive:** Highlighting positive behaviours and expectations to encourage desired actions. **2) Live in the Now:** Focusing on the present moment and providing immediate feedback to guide students towards positive behaviour. **3) Assume the Best:** Presuming positive intent behind student actions and offering support rather than criticism. **4) Allow Plausible Anonymity:** Addressing negative behaviour indirectly to avoid singling out individuals and maintain a positive classroom atmosphere.

Strategy	**Notice more of what you want -** A strategy that involves actively seeking out and acknowledging positive behaviours in students.
Why is it important?	When teachers actively seek out and acknowledge positive behaviours in their students, instead of focusing solely on correcting mistakes, it shifts attention to the positive aspects of student behaviour and learning.
What are the key elements?	**1) Active Observation:** Deliberately pay attention to positive behaviours and achievements, no matter how small. **2) Specific Praise:** Offer precise and sincere compliments that highlight specific positive actions or qualities. **3) Public Recognition:** Acknowledge positive behaviour in front of the class to motivate others. **4) Private Encouragement:** Offer individual praise and support to build self-confidence. **5) Growth Mindset:** Focus on effort and improvement, rather than just outcomes. **6) Positive Language:** Use positive language and avoid negative criticism.

Strategy	**Opportunities for success –** Finding opportunities for students to succeed.
Why is it important?	By providing clear instructions, timely feedback, and challenging yet achievable tasks, teachers can empower students to reach their full potential. Additionally, creating a supportive and inclusive classroom culture where students feel valued and respected fosters a sense of belonging and motivation. By addressing individual needs and offering differentiated instruction, teachers can ensure that all students have the opportunity to succeed. Ultimately, a combination of these strategies can create an engaging learning environment where students thrive.
What are the key elements?	**Positive Reinforcement:** Recognise and reward effort and achievement can boost student motivation and confidence. **Effective Feedback:** Timely and specific feedback helps students understand their strengths and weaknesses and guides their improvement. **Supportive Learning Environment:** A positive and inclusive classroom climate fosters a sense of belonging and encourages risk-taking. ***SEND elements*** **Opportunities for Choice:** Allowing students to make choices about their learning can increase engagement and motivation. **Self-regulation Strategies:** Teaching students how to manage their time, emotions, and behaviour can empower them to take control of their learning.

4) Correct, when necessary

Strategy	**Least invasive intervention –** addressing student misbehaviour with the most minimal disruption to the learning environment and the student's dignity.
Why is it important?	This strategy is crucial for maintaining a positive and productive classroom climate. By starting with the least disruptive intervention and gradually escalating as needed, teachers can address misbehaviour effectively while preserving student self-esteem and minimising classroom disruption. This approach also helps to build stronger teacher-student relationships based on respect and mutual understanding.
What are the key elements?	1) **Nonverbal Cues:** Start with subtle nonverbal cues, such as eye contact, proximity, or gestures, to address minor misbehaviour. 2) **Quiet Corrections:** If nonverbal cues are ineffective, use quiet and private corrections to address the issue with the individual student. 3) **Positive Reinforcement:** Continuously reinforce positive behaviour to encourage students to make the right choices. 4) **Escalation with Purpose:** If necessary, escalate interventions gradually, but only when necessary, using clear and consistent consequences.