Tapton School & Sixth Form

Behaviour Policy

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1. Aims

At Tapton School, we believe that behaviour is a fundamental part of culture. Our approach to behaviour is rooted in our core values of **Community, Character and Curiosity**, which underpin every aspect of school life and help to create a safe, ambitious and inclusive environment in which all pupils can thrive. We are committed to fostering a culture of **high challenge and high support**, where pupils are encouraged to achieve their best, take responsibility for their actions and contribute positively to the school community.

We believe that positive behaviour is taught, modelled and reinforced through strong relationships, consistent routines and a shared commitment to excellence. Through our Behaviour Blueprint, we seek to develop pupils who are kind, respectful, resilient and curious, and who are equipped to make a positive contribution to society. We believe that excellent behaviour is not simply the absence of disruption. It is the active demonstration of Community, Character and Curiosity in classrooms, corridors and throughout the wider school community.

This policy aims to:

- Create a positive culture that promotes excellent behaviour and ensures all pupils can learn in a calm, safe, supportive and purposeful environment.
- Promote the Tapton School values of Community, Character and Curiosity through clear expectations, routines and relationships.
- Foster a strong sense of belonging, ensuring that every pupil feels known, valued and supported.
- Develop pupils' character through responsibility, resilience, integrity and accountability.
- Encourage curiosity, ambition and engagement in learning.
- Establish a consistent whole-school approach to behaviour that is relational, restorative and not permissive.
- Provide clear expectations for behaviour and a fair, predictable framework for responding when behaviour falls below expectations.
- Support pupils to learn from mistakes, repair relationships and make positive future choices through the school's restorative approach and Four Rs framework.
- Ensure behaviour systems are applied consistently, fairly and equitably to all pupils.
- Define unacceptable behaviour, including bullying, discrimination, child-on-child abuse and behaviour that compromises the safety, wellbeing or learning of others.

2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

At Tapton School, we believe that behaviour is a curriculum that is taught, modelled and reinforced through positive relationships, clear routines and consistent expectations. Our approach is rooted in our core values of **Community, Character and Curiosity** and is underpinned by a culture of **high challenge and high support**.

We recognise that the vast majority of pupils demonstrate positive behaviours every day. Through the Tapton Behaviour Blueprint, pupils are supported to make positive choices, take responsibility for their actions and contribute to a calm, safe and purposeful environment where everyone can thrive.

Behaviour that falls below our expectations will be addressed through the school's restorative and relational approach, including the Four Rs framework. Our aim is not only to address behaviour but to help pupils reflect, learn and make positive future choices.

Misbehaviour

Misbehaviour is defined as behaviour that falls below the school's expectations and negatively impacts learning, relationships, safety or the wider school environment.

Examples of misbehaviour include:

- Disruption to learning in lessons.
- Failure to follow reasonable instructions from staff.
- Low-level disruption, including calling out or distracting others.
- Failure to complete classwork, homework or independent study.
- Poor punctuality to school, form time or lessons.
- Internal truancy.
- Failure to bring the correct equipment.
- Incorrect uniform or failure to wear a lanyard.
- Inappropriate conduct during social times or while moving around the school site.
- Use of mobile phones or other electronic devices contrary to school expectations.

- Behaviour that undermines the learning, wellbeing or sense of belonging of others.

Serious Misbehaviour
Serious misbehaviour is defined as behaviour that significantly impacts the safety, wellbeing, learning or dignity of members of the school community, or behaviour that represents a serious breach of school expectations.

Examples include:
- Repeated breaches of school expectations or persistent disruption to learning.
- Any form of child-on-child abuse, including but not limited to:
    - Bullying.
    - Abuse within intimate personal relationships.
    - Physical abuse.
    - Sexual violence.
    - Sexual assault.
    - Sexual harassment.
    - Causing someone to engage in sexual activity without consent.
    - Upskirting.
    - Initiation or hazing-type behaviours.
- Misogynistic, misandrist, sexist, racist, homophobic, biphobic, transphobic or discriminatory behaviour.
- Vandalism or deliberate damage to property.
- Theft.
- Fighting, physical aggression or threatening behaviour.
- Smoking, vaping or possession of smoking or vaping materials.
- Behaviour that places the safety of others at risk.
- Malicious allegations against pupils or staff.
- Behaviour that brings the school into disrepute, including online behaviour.
- Misuse of technology, including the creation, possession or sharing of harmful, abusive, inappropriate or AI-generated content relating to members of the school community.
- Possession of prohibited items.

Prohibited Items
Prohibited items include:
- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- E-cigarettes or vapes.
- Fireworks.
- Pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause injury or damage property.
- Any other item designated by the school as prohibited, including mobile phones where they are used contrary to school expectations.

Sixth Form Expectations

As members of the Tapton Sixth Form, pupils are expected to model the values of Community, Character and Curiosity and act as positive role models for younger pupils. Sixth-form pupils are expected to demonstrate maturity, responsibility, professionalism and respect in all aspects of school life, including independent study, attendance, conduct and representation of the school within the wider community.

4. Bullying

Definition of Bullying

At Tapton School, bullying is taken seriously and is never accepted as part of growing up, friendship groups or school life.

Bullying is defined as the repetitive, intentional harming of an individual or group by another individual or group, where there is an imbalance of power.

Bullying is therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult for the victim to defend themselves against.

Bullying can take many forms, including:

Emotional Bullying

- Excluding others from groups or activities.
- Deliberately isolating individuals.
- Intimidation or humiliation.
- Manipulation of friendships.

Physical Bullying

- Hitting, kicking, pushing or tripping.
- Damaging or taking belongings.
- Threatening physical harm.
- Any unwanted physical aggression.

Prejudice-Based and Discriminatory Bullying

Bullying motivated by prejudice or discrimination, including:

- Racist bullying.
- Faith-based bullying.
- Sexist or gender-based bullying.
- Homophobic or biphobic bullying.
- Transphobic bullying.
- Disability-based bullying.
- Bullying linked to protected characteristics or identity.

Sexual Bullying

- Unwanted sexual comments or remarks.
- Sexual harassment.
- Sexual gestures.
- Inappropriate touching.
- Sharing sexual images or content.
- Sharing of nude or semi-nude images.

- Sexual rumours or comments regarding someone's appearance or reputation.

Verbal Bullying

- Name-calling.
- Insults.
- Teasing.
- Sarcasm intended to cause harm.
- Spreading rumours.

Cyberbullying

Bullying that takes place online, including through:

- Social media.
- Messaging platforms.
- Gaming platforms.
- Websites. Mobile devices.
- Photographs, videos or audio recordings.
- Content created, altered or shared using artificial intelligence (AI).

Bullying that takes place outside of school or online will be addressed where it impacts the wellbeing of pupils, relationships within school, the safety of individuals or the orderly running of the school.

The Tapton Approach to Bullying

At Tapton School, our approach to preventing and responding to bullying is rooted in our values of **Community, Character and Curiosity**.

We are committed to creating a culture where every pupil feels:

- Safe.
- Known.
- Valued.
- Respected.
- Included.

We believe that everyone has a responsibility to contribute positively to our school community and challenge behaviour that undermines the dignity, safety or wellbeing of others.

Through a culture of **high challenge and high support**, we seek not only to address incidents of bullying but also to educate pupils about respectful relationships, empathy, responsibility and belonging.

Preventing Bullying

The school adopts a proactive approach to preventing bullying through:

- The explicit teaching of Community, Character and Curiosity.
- Assemblies and personal development programmes.
- Tutor and form-time activities.
- The school's Behaviour Blueprint.
- Student leadership opportunities.
- Staff visibility and positive relationships.
- Promotion of diversity, inclusion and belonging.
- Education around safe and responsible online behaviour.
- Regular staff training and development.

Bullying prevention is everyone's responsibility and forms part of the wider culture of the school.

Reporting Bullying

Pupils, parents/carers and staff are encouraged to report concerns about bullying as soon as possible.
Reports may be made through:

- A trusted member of staff.
- Form tutors.
- Subject teachers.
- Year Leaders.
- Inclusion staff.
- Safeguarding staff.
- Senior leaders.

All reports of bullying will be taken seriously and investigated appropriately.

Responding to Bullying

Where bullying is identified, the school will respond promptly and proportionately.
Actions may include:

- Investigation by appropriate staff.
- Meetings with pupils.
- Contact with parents/carers.
- Restorative conversations where appropriate.
- Behaviour sanctions in line with this policy.
- Reflection Room placement.
- Behaviour support plans.
- Safeguarding interventions.
- External agency involvement where necessary.

Serious or repeated incidents may result in suspension or, in exceptional circumstances, permanent exclusion.

Supporting Pupils

The wellbeing of all pupils involved remains a priority.
Support may include:

For pupils who have experienced bullying

- Pastoral support.
- Regular check-ins.
- Safe spaces and trusted adults.
- Support in rebuilding confidence and relationships.
- Safeguarding support where required.

For pupils who have engaged in bullying behaviour

- Education and reflection.
- Restorative conversations.
- Behaviour support and intervention.
- Opportunities to repair harm and make positive choices.
- Monitoring and support to prevent recurrence.

Monitoring and Evaluation

Incidents of bullying will be recorded and monitored by the school to:

- Identify patterns and trends.
- Ensure consistency in responses.

- Inform future preventative work.
- Evaluate the effectiveness of interventions.

The school will regularly review bullying data and pupil voice to ensure that all pupils experience a strong sense of safety, belonging and inclusion within the Tapton community.

Further information regarding the prevention and management of bullying can be found in the school's Anti-Bullying Strategy.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for:

- Monitoring the effectiveness of this Behaviour and Culture Policy.
- Holding the Head of School to account for the implementation of this policy.
- Ensuring that the school's approach to behaviour promotes a safe, inclusive and ambitious learning environment.
- Monitoring behaviour, attendance, suspension and exclusion data.
- Ensuring that the school fulfils its statutory responsibilities relating to behaviour, safeguarding, equality and inclusion.
- Promoting a culture that reflects the Tapton School values of Community, Character and Curiosity.

The Governing Body believes that every pupil has the right to learn in a calm, safe and supportive environment and that positive behaviour is fundamental to educational success.

5.2 The Head of School

The Head of School, **Anna Siddell**, is responsible for:

- Reviewing and approving this Behaviour and Culture Policy.
- Establishing and communicating a clear vision for behaviour and culture across the school.
- Ensuring that the school environment promotes positive behaviour, belonging and high achievement.
- Ensuring that all pupils experience a culture of **high challenge and high support**.
- Promoting and embedding the Tapton values of **Community, Character and Curiosity**.
- Monitoring the implementation of this policy to ensure that rewards, interventions and sanctions are applied fairly and consistently.
- Ensuring that all staff understand the school's expectations, routines and behaviour systems.
- Providing new staff with a clear induction into Tapton's behaviour culture and Behaviour Blueprint.
- Ensuring that staff receive appropriate training in behaviour management, safeguarding, SEND and restorative practice.
- Ensuring that this policy operates alongside the safeguarding policy to provide both support and accountability for pupils.
- Monitoring behaviour data regularly to ensure that no group of pupils is disproportionately affected by behaviour systems or sanctions.
- Ensuring that school systems continue to reflect the school's values and strategic vision.

5.3 Assistant Headteacher - Behaviour

The Assistant Headteacher for Behaviour and Culture, **Tom Spreyer**, is responsible for:

- Leading the strategic development of behaviour and culture across the school.
- Leading the implementation and ongoing development of the Tapton Behaviour Blueprint.
- Ensuring consistency in the application of the school's **Four Rs** approach.
- Monitoring behaviour trends, patterns and data.
- Supporting staff in maintaining high expectations and responding effectively to behavioural concerns.
- Leading behaviour interventions and support strategies for pupils requiring additional support.
- Overseeing behaviour systems, detentions, relocations and Reflection Room provision.
- Supporting Year Leaders, Inclusion Leaders and other colleagues in promoting positive behaviour and attendance.
- Coordinating behaviour-related professional development and training.
- Evaluating the impact of behaviour systems and implementing improvements where necessary.
- Promoting a culture based on strong relationships, consistency and universal positive regard.

5.4 Senior Leaders, Year Leaders and Inclusion Leaders

Leaders at all levels have a responsibility for maintaining and developing the school's behaviour culture. They are responsible for:

- Modelling the values of Community, Character and Curiosity.
- Promoting high standards of behaviour and conduct.
- Supporting pupils, staff and families.
- Monitoring behaviour, attendance and wellbeing information.
- Leading appropriate interventions and support plans.
- Supporting restorative and relational approaches to behaviour.
- Maintaining visibility around the school site.
- Ensuring consistent implementation of school routines and expectations.
- Working collaboratively to remove barriers to success and promote inclusion.

5.5 Staff

All staff are responsible for:

- Creating a calm, safe and purposeful environment for learning.
- Establishing and maintaining clear boundaries of acceptable behaviour.
- Teaching, modelling and reinforcing positive behaviour.
- Implementing this policy and the Tapton Behaviour Blueprint consistently.
- Communicating school expectations through everyday interactions with pupils.
- Promoting the values of Community, Character and Curiosity.
- Modelling positive relationships, professionalism and respect.
- Demonstrating universal positive regard for every pupil.
- Building strong relationships whilst maintaining consistently high expectations.
- Following agreed school routines and behaviour systems, including the Four Rs.
- Supporting pupils to reflect on their choices and repair relationships where appropriate.
- Recognising hidden vulnerabilities and responding with empathy and professional curiosity.
- Using de-escalation strategies and positive behaviour approaches to reduce the likelihood of escalation.
- Recording behaviour incidents accurately and promptly.
- Working with colleagues, families and external agencies where appropriate.

- Challenging pupils to meet the school's expectations and realise their potential.

At Tapton School, every adult is a leader of behaviour and culture.

The Senior Leadership Team will support staff in responding to behaviour incidents where necessary.

5.6 Parents and Carers

Parents and carers play a vital role in supporting positive behaviour and school culture.
Parents and carers are expected to:

- Familiarise themselves with the school's Behaviour and Culture Policy.
- Support their child in meeting the school's expectations.
- Promote positive attitudes towards learning, attendance and conduct.
- Inform the school of any circumstances that may affect their child's wellbeing or behaviour.
- Discuss concerns with the school promptly and constructively.
- Attend meetings and review processes where appropriate.
- Support restorative processes and agreed interventions.
- Work in partnership with the school to support their child's success.
- Encourage the values of Community, Character and Curiosity at home.

The school will endeavour to build positive relationships with parents and carers through clear communication, collaboration and mutual respect.

5.7 Pupils

Pupils will be supported to understand and contribute positively to the school's behaviour culture.
Pupils will be made aware of:

- The school's values of Community, Character and Curiosity.
- The standards of behaviour expected of them.
- The school's routines and expectations.
- The Tapton Behaviour Blueprint and Four Rs framework.
- The rewards available for demonstrating positive behaviour and contribution.
- The consequences that may follow when behaviour falls below expectations.
- The support available to help them succeed.

Pupils are expected to:

- Demonstrate Community, Character and Curiosity in their everyday actions.
- Take responsibility for their choices and behaviour.
- Treat others with kindness, dignity and respect.
- Follow school routines and expectations.
- Attend regularly and arrive punctually.
- Engage positively in learning.
- Respect the rights of others to feel safe and learn successfully.
- Participate in restorative conversations when required.
- Contribute positively to the culture and reputation of the school.

Pupils will be supported to meet these expectations through strong relationships, consistent routines and a culture of high challenge and high support.

6. School Behaviour Curriculum

6.1 Behaviour Culture at Tapton School

At Tapton School, we believe that behaviour is a curriculum that must be explicitly taught, modelled and reinforced. Positive behaviour is not simply the absence of disruption; it is the active demonstration of our values of **Community, Character and Curiosity** in lessons, around the school site and within the wider community.

Our behaviour culture is built upon strong relationships, clear routines, high expectations and a shared commitment to excellence. We seek to create a culture of **high challenge and high support**, where every pupil is known, valued and supported to achieve their full potential.
We believe that pupils thrive when they experience:

- A strong sense of belonging
- Positive relationships with staff and peers
- Consistent expectations and routines
- High-quality teaching and learning
- Recognition for positive contribution and achievement
- Appropriate support when difficulties arise

Behaviour is everybody's responsibility. All members of the school community play a role in creating a calm, safe and purposeful environment where all pupils can learn and succeed.

6.2 Community, Character and Curiosity

Community

We are proud to be a school at the heart of our community. We expect pupils to:

- Treat everyone with kindness, respect and dignity
- Contribute positively to the life of the school
- Support the learning and wellbeing of others
- Value diversity and inclusion
- Look after the school environment
- Demonstrate consideration for others at all times

Character

We believe strong character underpins success in school and beyond. We expect pupils to:

- Take responsibility for their actions
- Demonstrate resilience when faced with challenge
- Show honesty and integrity
- Respond positively to feedback
- Learn from mistakes
- Persevere when learning becomes difficult

Curiosity

We believe excellence is driven by curiosity and ambition. We expect pupils to:

- Engage actively in learning
- Ask thoughtful questions
- Seek understanding and improvement
- Demonstrate effort and perseverance

- Take pride in their work
- Approach learning with enthusiasm and ambition

6.3 The Tapton Behaviour Blueprint

The Tapton Behaviour Blueprint is the operational document through which this Behaviour and Culture Policy is implemented. All staff are expected to understand and apply the principles, routines and systems contained within the Blueprint. The Blueprint is built around five key pillars:

Pillar 1: Calm, Consistent Adult Behaviour
Staff lead with relationships, respond with consistency and maintain universal positive regard for every pupil.

Pillar 2: Culture of Belonging
Every pupil should feel known, valued and connected to the school community.

Pillar 3: Relentless Routines
Shared routines establish consistency, reduce uncertainty and support successful learning.

Pillar 4: Know Your Child
Staff seek to understand pupils as individuals whilst maintaining consistently high expectations.

Pillar 5: Repair and Restore
Strong relationships are maintained through restorative practice, accountability and meaningful repair following incidents.

6.4 Expected Behaviour of Pupils

All pupils are expected to:

- Arrive at school on time and ready to learn
- Attend regularly and punctually
- Bring the correct equipment each day
- Wear the correct uniform and lanyard
- Follow staff instructions first time
- Engage positively in learning
- Respect the rights of others to learn
- Treat others with kindness and respect
- Take responsibility for their choices
- Move calmly and safely around the school
- Respect school property and facilities
- Behave responsibly online and offline
- Represent the school positively within the wider community

6.5 Classroom Expectations

All classrooms should be calm, purposeful and focused on learning.

Pupils are expected to:

- Arrive promptly to lessons
- Enter classrooms calmly
- Follow established classroom routines

- Complete the lesson starter promptly
- Listen respectfully when others are speaking
- Participate positively in learning activities
- Follow seating plans and classroom expectations
- Remain focused on learning
- Contribute to a positive learning environment

Staff will:

- Meet and greet pupils positively
- Establish clear routines and expectations
- Use seating plans consistently
- Reinforce positive behaviour
- Apply the Four Rs consistently and fairly
- Maintain high expectations and strong relationships

6.6 Social Times and Movement Around School

Pupils are expected to:

- Move calmly and safely between lessons
- Follow staff instructions promptly
- Respect personal space and the safety of others
- Use social times appropriately
- Maintain high standards of behaviour in communal areas
- Take pride in the school environment

Where appropriate, additional routines may be implemented to support calm transitions and reduce congestion around the school site.

6.7 Uniform and Equipment

Uniform and equipment expectations support a culture of high standards, belonging and readiness for learning.

Pupils are expected to:

- Wear the correct school uniform at all times
- Wear their school lanyard appropriately
- Arrive equipped for learning
- Take responsibility for their personal belongings
- Follow staff instructions regarding uniform and equipment

Where exceptional circumstances arise, reasonable adjustments may be made.

6.8 Mobile Phones and Electronic Devices

Tapton School is a mobile phone-free environment during the school day.

Pupils must ensure that mobile phones and other personal electronic devices are switched off and out of sight from arrival at school until dismissal unless specifically authorised by a member of staff.

If a pupil uses a mobile phone during the school day without permission:

- The incident will be addressed through the school's behaviour systems.
- The phone may be confiscated in line with school procedures.
- Parents/carers may be informed where appropriate.
- Repeated breaches may result in further sanctions.

The school recognises that many pupils carry mobile phones for safety when travelling to and from school. Pupils may bring phones to school for this purpose but must not use them during the school day unless authorised.
Reasonable adjustments may be made for pupils whose medical, safeguarding or SEND needs require access to a device.

Arrangements for educational visits, residential trips and Sixth Form use of devices will be determined according to the nature of the activity and the needs of the pupils involved.

6.9 Sixth Form Expectations

As senior members of the school community, Sixth Form pupils are expected to model the values of Community, Character and Curiosity.

Sixth Form pupils are expected to:

- Demonstrate maturity and responsibility
- Act as positive role models for younger pupils
- Engage fully in lessons and independent study
- Maintain high standards of attendance and punctuality
- Contribute positively to the wider life of the school
- Represent Tapton School positively within the local and wider community
- Demonstrate professionalism in their conduct, communication and relationships

Through these expectations, Sixth Form pupils contribute significantly to the culture, ethos and success of the school.

7. Responding to behaviour

At Tapton School, behaviour is addressed through a relational and restorative approach rooted in our values of Community, Character and Curiosity. Through clear routines, strong relationships and a culture of high challenge and high support, we seek to create a calm, safe and purposeful environment where all pupils can thrive.

7.1 Classroom management

Staff are responsible for creating the conditions for excellent behaviour and learning.

Staff will:

- Meet and greet pupils positively.
- Build strong relationships with pupils.
- Establish clear routines and expectations.
- Use seating plans consistently.
- Maintain high expectations for all pupils.
- Promote the values of Community, Character and Curiosity.
- Reinforce positive behaviour consistently.

- Address low-level disruption promptly.
- Apply the Four Rs consistently and fairly.

At Tapton School, we recognise that consistency of adult behaviour is fundamental to creating consistency in pupil behaviour.

In line with the Tapton Behaviour Blueprint, staff are expected to model calm, consistent adult behaviour and maintain universal positive regard for every pupil. Adults set the tone for behaviour through their interactions, routines and expectations.

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

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

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

- At Tapton School, we believe that pupils should experience regular recognition for demonstrating positive behaviours and contributing positively to the school community.
- Positive behaviour helps to develop a culture where pupils feel valued, motivated and connected to school.
- Examples of behaviour that may be recognised include:
- Demonstrating Community, Character or Curiosity.
- Exceptional effort.
- Academic excellence.
- Positive contribution to school life.
- Leadership.
- Kindness and respect towards others.
- Significant improvement.
- Positive attendance and punctuality.
- Recognition may include:
- Verbal praise.
- Positive behaviour points.
- Positive communication with home.
- Certificates and awards.
- Celebration assemblies.
- Postcards or letters of recognition.
- Year group or whole-school rewards.
- Leadership opportunities.
- Recognition through the school's praise and reward systems.

- Staff are encouraged to look for opportunities to recognise positive behaviour and contribution every day.
- Positive reinforcement will be applied fairly and consistently so that pupils understand and value the behaviours that contribute to a successful school culture.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in a way that restores a calm and purposeful learning environment, protects the learning of others and supports the pupil to make positive future choices.

At Tapton School, behaviour is addressed through a relational and restorative approach. Staff seek to maintain positive relationships whilst ensuring that expectations are upheld consistently and fairly.

The school's classroom behaviour system is known as the Four Rs and provides a consistent framework for responding to behaviour that falls below expectations.

Staff will endeavour to create a predictable environment by consistently addressing behaviour that falls short of expectations and responding in a fair, proportionate and transparent manner.

De-escalation techniques, including agreed scripts, restorative language and relationship-based approaches, may be used to help prevent escalation and support successful resolution of behavioural incidents.

All pupils will be treated equitably under this policy. Staff will take account of any relevant contextual factors, vulnerabilities or individual needs while maintaining high expectations for all pupils.

Reminder 1

A Reminder 1 is a calm and discreet reminder of the expected behaviour.
This reminder:

- Redirects the pupil towards learning.
- Provides an opportunity to make a positive choice.
- Reinforces expectations without unnecessary interruption to learning.

Reminder 2

A Reminder 2 is a clear, named reminder.
This reminder:

- Makes expectations explicit.
- Clarifies that behaviour is continuing to fall below expectations.
- Provides a further opportunity for the pupil to re-engage positively with learning.

Reset

A Reset is a formal intervention designed to support a pupil to regulate and re-engage successfully.
A Reset may include:

- Reflection time.
- A change of seat.
- A brief period outside the classroom.
- Other appropriate strategies determined by staff.

A Reset results in:

- A subject teacher detention.
- A negative behaviour point.
- Communication home through school systems.
- A short restorative conversation designed to reset expectations and support future success.

Relocation

Where behaviour continues despite appropriate support and intervention, a pupil may be relocated.
Relocation aims to:

- Protect the learning of others.
- Allow learning to continue in an alternative setting.
- Prevent further escalation.
- Provide an opportunity for the pupil to reset and reflect.

A Relocation results in:

- Removal to an alternative supervised learning environment.
- A centralised after-school detention.
- Communication with parents/carers.
- Follow-up by the member of staff issuing the relocation.

Repair

Repair is a fundamental part of the Tapton approach.
Repair conversations are designed to:

- Restore relationships.
- Promote accountability.
- Reinforce expectations.
- Support reflection.
- Build understanding.
- Create a successful fresh start.

Pupils should leave a Repair conversation understanding:

- What behaviour led to the sanction.
- The impact of their actions.
- What successful behaviour looks like moving forward.
- That they will be welcomed back with universal positive regard.

Repair is not an optional addition to the process; it is an essential part of restoring relationships and supporting personal growth.

Additional Behaviour Responses

Where behaviour is serious, persistent or repeated, additional interventions may be used alongside the Four Rs process. These may include:

- Subject Leader intervention.
- Year Leader intervention.
- Inclusion Team intervention.
- Behaviour reports.
- Behaviour support plans.
- Meetings with parents/carers.
- Reflection Room placement.
- Pastoral interventions.
- Managed support programmes.

- Suspension.
- Permanent exclusion in the most serious circumstances.

Any intervention will take account of:

- The individual circumstances of the pupil.
- SEND and reasonable adjustments.
- Safeguarding considerations.
- Previous history and patterns of behaviour.
- The impact of the behaviour on other pupils and staff.

The school will always seek to ensure that behaviour responses are reasonable, proportionate and fair.

Behaviour off site:

When students are not on the premises and not under the lawful control or charge of a member of the academy staff, for instance when clearing students from the site at the end of the day, the staff retain the authority to impose sanctions, as stated in the Education and Inspections Act 2006. Section 89(5) of the Education and Inspections Act 2006 is relevant.

Schools have the legal authority to regulate and sanction poor behavior outside of school premises—such as on public transport, while traveling to and from school, or online/social media activity—if it affects the school community or reputation

Furthermore, the academy will make staff, students and parents aware of the fact that the law empowers Headteachers, to such extent as is reasonable, to impose sanctions for the poor behaviour of students when they are off the school site (which is particularly pertinent to cyberbullying).

The behaviour of students outside the physical site can be considered as grounds for suspension or permanent exclusion. This will be a matter of judgement for the Headteacher in accordance with the Behaviour Policy.

7.5 Restrictive interventions, including use of reasonable force

At Tapton School, restrictive interventions sit outside the school's Four Rs behaviour framework and are not used as a behaviour management strategy or punishment. Consistent with our values of Community, Character and Curiosity, and our culture of high challenge and high support, we seek wherever possible to prevent escalation through strong relationships, de-escalation techniques and restorative approaches. Restrictive interventions will only be used where absolutely necessary to maintain safety and in accordance with the school's Restrictive Interventions Policy.

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions. Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating
- The pupil will be supervised at all times, by at least one member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Further information can be found in the school's Restrictive Interventions Policy.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and** In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact an appropriate senior colleague such as the Head of School, DSL or other member of the Senior Leadership Team, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:
- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions
Possessions means any items that the pupil has or appears to have control of, including:
- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Child-on-child abuse

At Tapton School, child-on-child abuse is wholly incompatible with our values of Community, Character and Curiosity and will never be dismissed as banter, teasing, horseplay or part of growing up.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.8 Off-site misbehaviour

Pupils are expected to demonstrate Community, Character and Curiosity whenever they represent Tapton School, including when travelling to and from school, participating in educational visits and engaging within the wider community.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

The school recognises the increasing role of technology and artificial intelligence in the lives of young people.

The creation, manipulation, sharing or distribution of content intended to humiliate, intimidate, bully, harass or otherwise harm members of the school community, including content generated or modified through artificial intelligence, will be treated as a serious behaviour matter and may result in sanctions under this policy.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School or other appropriate member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

Tapton School is committed to ensuring that all pupils feel safe, respected and able to learn free from harassment, discrimination or abuse.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils 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

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

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

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious sanctions

8.1 Detentions

Detentions form an important part of the school's approach to supporting pupils to reflect on their behaviour, restore relationships and meet the school's expectations.

Detentions may be issued as part of the school's Four Rs framework or as a response to more serious or repeated breaches of expectations.
At Tapton School:

- A Reset results in a subject teacher detention.
- A Relocation results in a centralised after-school detention.
- Additional detentions may be issued in response to repeated or persistent breaches of school expectations.

Detentions provide an opportunity for pupils to:

- Reflect on their behaviour.
- Reinforce expectations.
- Complete missed learning where appropriate.
- Participate in restorative conversations.
- Prepare for a successful return to learning.

The school will consider whether it is necessary to inform parents/carers when a detention is issued and will communicate with parents/carers in accordance with school procedures.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.
- Conflict with any identified SEND, safeguarding or pastoral need.

Failure to attend a detention without a valid reason may result in escalation through the school's behaviour systems.

8.2 Reflection Room

Tapton School operates a **Reflection Room** for serious or repeated breaches of behaviour expectations.

The Reflection Room provides:

- A calm, supervised environment.
- Continued access to learning.
- Time and space for reflection.
- Opportunities to regulate behaviour and re-engage positively.
- Structured restorative conversations before reintegration.

Placement in the Reflection Room may occur where:

- The Four Rs process has been unsuccessful.
- A pupil's behaviour seriously disrupts learning.
- A pupil's behaviour impacts the safety or wellbeing of others.
- A serious behavioural incident has occurred.
- Additional time for reflection and support is considered necessary.

Pupils placed in the Reflection Room will continue to receive meaningful educational work under the supervision of an appropriate member of staff.

Reflection Room placement is distinct from seclusion, which is a non-disciplinary intervention used only for safety purposes as outlined in Section 7.5.

Parents/carers will normally be informed on the same day that a pupil is placed in the Reflection Room.

Where a pupil is placed in the Reflection Room, staff will consider any additional support required to enable successful reintegration and future success.

This may include:

- Repair conversations.
- Pastoral support.
- Behaviour reports.
- Behaviour support plans.
- Meetings with parents/carers.
- SEND review and support.
- Attendance or wellbeing interventions.

Pupils will be reintegrated into mainstream lessons as soon as it is appropriate and safe to do so.

The school will consider alternative approaches and additional intervention for pupils who are frequently placed in the Reflection Room.

All Reflection Room placements will be recorded and monitored as part of the school's behaviour systems.

8.3 Suspension and Permanent Exclusion

The school may use suspension or permanent exclusion in response to serious incidents or persistent poor behaviour that has not improved following appropriate interventions and support.

Suspension and permanent exclusion are serious sanctions and will only be used where necessary and proportionate.

Before making such decisions, the school will consider:

- The circumstances of the incident.
- Any safeguarding concerns.
- SEND and reasonable adjustments.
- Previous interventions and support.
- The impact of the behaviour on the safety, wellbeing and learning of others.

The decision to suspend or permanently exclude will be made by the Head of School and will only be used as a last resort.

Further information can be found in the school's Exclusions Policy.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the Impact of SEND on Behaviour

At Tapton School, we recognise that behaviour is a form of communication and that a pupil's behaviour may sometimes be influenced by a special educational need or disability (SEND).

Our approach is rooted in the principles of **high challenge and high support**. We maintain high expectations for all pupils whilst recognising that some pupils may require additional support, reasonable adjustments and personalised strategies in order to achieve success.

We do not lower expectations; we increase support.

We recognise that pupils with SEND may:

- Experience difficulties with communication and social interaction.
- Respond differently to stress, change or uncertainty.
- Experience sensory needs that impact their behaviour.
- Find it difficult to regulate emotions in challenging situations.
- Display behaviour that communicates distress, anxiety, frustration or unmet need.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, recognising that not every incident of misbehaviour will be directly linked to SEND. Decisions will be made on a case-by-case basis and informed by professional judgement, available evidence and knowledge of the child.

When responding to behaviour involving a pupil with SEND, the school will consider its legal duties, including:

- Taking reasonable steps to avoid placing a disabled pupil at a substantial disadvantage under the Equality Act 2010.
- Using best endeavours to meet the needs of pupils with SEND under the Children and Families Act 2014.

- Securing the provision specified within an Education, Health and Care (EHC) Plan where applicable.
- Working collaboratively with the Local Authority and relevant external agencies where appropriate.

In line with the principles of the Tapton Behaviour Blueprint, staff will seek to know the child, understand individual needs and identify barriers to success whilst maintaining consistently high expectations.

As part of this approach, the school will seek to anticipate and remove barriers that may contribute to behavioural difficulties. Strategies may include:

- Planned movement or regulation breaks.
- Appropriate seating arrangements.
- Use of SEND Passports and Provision Maps.
- Adjustments linked to sensory needs.
- Access to pastoral, inclusion or wellbeing support.
- Access to calm spaces where appropriate.
- Explicit teaching and reinforcement of routines.
- Staff training relating to specific SEND needs.
- Individual behaviour support plans where appropriate.

The school will work in partnership with pupils, parents/carers and relevant professionals to develop prevention and de-escalation strategies that support positive outcomes.

Any preventative measures will take account of the individual circumstances, strengths and needs of the pupil concerned.

9.2 Adapting Behaviour Responses for Pupils with SEND

When considering a behaviour response for a pupil with SEND, staff will consider whether:

- The pupil was able to understand the instruction or expectation.
- The pupil's SEND may have affected their ability to regulate their behaviour at that time.
- The behaviour may have arisen as a result of unmet need, distress or difficulty communicating.
- Reasonable adjustments should be made to support the pupil more effectively.

The school recognises that, in some circumstances, it may be inappropriate or unlawful to apply a behaviour sanction without considering the impact of SEND.

Where appropriate, reasonable adjustments may be made to behaviour responses whilst maintaining high expectations and ensuring fairness for all members of the school community.

When making decisions, staff may seek advice from:

- The SENCO.
- Inclusion Leaders.
- Year Leaders.
- The Designated Safeguarding Lead (DSL).
- The Assistant Headteacher for Behaviour and Culture.
- Other relevant professionals.

The purpose of any behaviour response should be to support learning, promote positive choices and strengthen relationships.

9.3 Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND

The school recognises that persistent behavioural difficulties may sometimes indicate unmet special educational needs.

Where a pupil regularly experiences difficulty meeting behavioural expectations, the SENCO and relevant staff may consider whether further assessment is required.

This may involve:

- Review of behaviour patterns and data.
- Consultation with parents/carers.
- Classroom observations.
- Review of academic, attendance and pastoral information.
- Advice from specialist teachers, educational psychologists, health professionals or other external agencies.

Where unmet needs are identified, the school will work collaboratively with the pupil, parents/carers and professionals to develop appropriate support strategies.

Any support plan will be reviewed regularly to ensure that it remains effective.

9.4 Pupils with an Education, Health and Care (EHC) Plan

The school will ensure that the provisions specified within a pupil's EHC Plan are implemented and reviewed appropriately.

Where concerns arise regarding the behaviour of a pupil with an EHC Plan, the school will:

- Review the support currently in place.
- Consult with parents/carers and relevant professionals.
- Consider whether additional support or reasonable adjustments are required.
- Work collaboratively with the Local Authority where necessary.

If appropriate, the school may request a review or emergency review of an EHC Plan to ensure that the pupil's needs continue to be met effectively.

Throughout this process, the school will maintain its commitment to high expectations, inclusion, positive relationships and successful outcomes for all pupils.

10. Supporting pupils following a sanction

- At Tapton School, we believe that behaviour incidents should provide opportunities for reflection, learning and growth. Following a behaviour response, we will seek to support pupils to understand the impact of their actions, repair relationships and re-engage successfully with school life.

- Our approach is rooted in our values of Community, Character and Curiosity and reflects our commitment to high challenge and high support.
- We recognise that meaningful change is most likely to occur when pupils experience both accountability and support. For this reason, behaviour responses are often accompanied by restorative conversations, pastoral intervention and reintegration support.

Repair and Restore

- Repair is a fundamental principle of the Tapton Behaviour Blueprint.

Following a Reset, Relocation, Reflection Room placement or other significant behaviour incident, staff will seek to facilitate appropriate restorative conversations in order to:

- Restore relationships.
- Promote accountability.
- Encourage reflection.
- Reinforce expectations.
- Support positive future choices.
- Enable a successful fresh start.
- Behaviour incidents are not considered fully resolved until appropriate follow-up and repair have taken place.

Reintegration Following Reflection Room Placement

Where a pupil has spent time in the Reflection Room, the school will consider what support is required to enable successful reintegration into lessons.

Support may include:

- A restorative repair conversation.
- Reintegration meetings.
- Reflection and goal-setting activities.
- Daily check-ins with a member of staff.
- Behaviour monitoring.
- Curriculum support where necessary.
- Additional pastoral intervention.

Reintegration Following Suspension

Following a suspension, a reintegration meeting will normally take place involving the pupil, parents/carers and an appropriate member of staff.

The purpose of the meeting is to:

- Review the incident and any identified concerns.
- Clarify expectations moving forward.
- Identify any support required.
- Strengthen partnerships between home and school.
- Promote a successful return to learning.
- The school will seek to balance accountability with support so that pupils can re-engage positively with school life.
- Individual Support

Where additional support is required, pupils may receive:

- Behaviour report cards.
- Personalised behaviour targets.
- Behaviour support plans.
- Mentoring.
- Pastoral support.
- Inclusion support.
- Attendance support.
- SEND review and support.
- Early Help intervention where appropriate.
- External agency involvement where appropriate.

Universal Positive Regard
At Tapton School, we believe that every lesson and every day provides an opportunity for a fresh start. While pupils must take responsibility for their actions, staff will continue to demonstrate universal positive regard, ensuring that pupils feel welcomed, valued and supported to succeed following behavioural difficulties.

Through strong relationships, clear expectations and consistent support, we aim to help all pupils develop the character, self-discipline and resilience required to thrive in school and beyond.

11. Pupil Transition

11.1 Inducting Incoming Pupils

The school will support incoming pupils to understand and meet behaviour expectations through a structured induction process that introduces them to:

- The values of Community, Character and Curiosity.
- The school's Behaviour and Culture Policy.
- The Tapton Behaviour Blueprint.
- School routines, systems and expectations.
- The Four Rs framework.
- The support available to help pupils succeed.

The induction process will seek to ensure that all pupils feel welcomed, safe, valued and included as members of the Tapton community.

Additional induction and support may be provided for pupils who join the school during the academic year.

11.2 Preparing Pupils for Transition

To support successful transition between year groups and phases of education, staff will share relevant information regarding pupils' academic progress, attendance, wellbeing and behaviour.

Transition activities may include:

- Transition lessons and activities.
- Meetings between current and future staff.
- Information sharing between pastoral and inclusion teams.
- Additional transition support for pupils with identified needs.

To ensure behaviour is continually supported and monitored, information relating to behaviour, attendance, safeguarding and successful support strategies may be transferred to relevant staff at the start of the academic year or whenever a pupil changes educational phase.

Particular consideration will be given to pupils with SEND, safeguarding concerns, attendance concerns or identified behavioural vulnerabilities.

12. Training

Tapton School recognises that staff training is essential to maintaining a strong and consistent behaviour culture.

All staff receive appropriate training and support to enable them to implement this policy effectively and contribute positively to the school's culture.

As part of their induction and ongoing professional development, staff receive training on:

- The Tapton Behaviour Blueprint.
- The Four Rs framework.
- The school's values of Community, Character and Curiosity.
- High Challenge and High Support.
- Positive behaviour management and classroom routines.
- The safe and lawful use of reasonable force and other restrictive interventions.
- Restorative approaches and repair conversations.
- Trauma-informed practice.
- How SEND, mental health needs and personal circumstances can impact behaviour.
- Safeguarding and child protection responsibilities.
- Attendance, engagement and belonging.
- De-escalation strategies and conflict resolution.

Behaviour and culture will form a regular part of the school's continuing professional development programme.

A staff training log can be found in Appendix 2.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating Behaviour

The school will collect and analyse information relating to:

- Behaviour incidents.
- Rewards and recognition.
- Resets and Relocations.
- Reflection Room placements.
- Attendance, suspensions and permanent exclusions.
- Use of pupil support provision, managed moves and alternative provision.
- Incidents involving restrictive intervention, including the use of reasonable force.

- Incidents of searching, screening and confiscation.
- Bullying and child-on-child abuse incidents.
- The perceptions and experiences of staff, pupils, parents/carers and governors regarding the school's behaviour culture.

Behaviour data will be reviewed regularly by the Senior Leadership Team, including the Assistant Headteacher for Behaviour and Culture.

Analysis will consider:

- Whole-school trends.
- Year groups and key stages.
- Time of day, week and term.
- Individual pupils.
- Individual classes and cohorts.
- Protected characteristics.
- SEND, disadvantaged and vulnerable groups.

The school will use this information to:

- Evaluate the effectiveness of behaviour systems and interventions.
- Identify areas for improvement.
- Ensure consistency and fairness.
- Support safeguarding and inclusion.
- Fulfil its duties under the Equality Act 2010.

Where trends or disparities are identified, appropriate action will be taken to review practice and improve outcomes for pupils.

13.2 Monitoring this Policy

This Behaviour and Culture Policy will be reviewed annually by the Head of School and the Governing Body.

The policy may also be reviewed more frequently in response to:

- Changes in legislation or statutory guidance.
- Significant findings from behaviour monitoring.
- Changes to school systems or procedures.
- Recommendations arising from internal review.

At each review, the policy will be approved by the Governing Body.

14. Links with Other Policies

This Behaviour and Culture Policy should be read alongside the following documents:

- Child Protection and Safeguarding Policy
- Attendance Policy
- Exclusions Policy
- Anti-Bullying Strategy
- SEND Policy
- Restrictive Interventions Policy

Online Safety Policy

- Relationships, Sex and Health Education (RSHE) Policy
- Equality Information and Objectives
- Staff Code of Conduct
- Supporting Pupils with Medical Conditions Policy
- Tapton Behaviour Blueprint

The **Tapton Behaviour Blueprint** is the operational document that supports the implementation of this policy and should be read alongside it.

Appendix

Appendix 1: written statement of behaviour principles

The Governing Body believes that:

- Every pupil has the right to learn in a safe, calm and purposeful environment.
- Every pupil should feel known, valued and respected.
- Community, Character and Curiosity should underpin all aspects of school life.
- Behaviour should be explicitly taught, modelled and reinforced.
- High expectations should be accompanied by high levels of support.
- Positive relationships are central to effective behaviour management.
- Pupils should be supported to learn from mistakes and repair relationships.
- Families should work in partnership with the school to support positive behaviour.
- Restrictive interventions should only ever be used as a last resort and in accordance with the Restrictive Interventions Policy.
- Violence, bullying, discrimination and abuse will not be tolerated.

The Governing Body supports the school's Four Rs framework:

- Reminder 1
- Reminder 2
- Reset
- Relocation

supported by restorative Repair conversations.