



Positive Behaviours policy & statement of behaviour principles

Chair of Governors signature : 

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Stowe Valley Multi Academy Trust

Registered Office: Southam College, Welsh Road West, Southam, Warwickshire, CV47 0JW

Registered in England No: 10445759. A Company Limited by Guarantee Telephone 01926 812560

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1. Aims

We aim for all actions and behaviour at Bilton School to be shaped by our **core values** of kindness, resilience and respect: We believe that acting with **kindness** and with **respect** of others at heart is the foundation for a thriving and close-knit school community which fosters strong and caring relationships at all levels. These in turn are the bedrock for building **resilience** in our learners, who are safe in the knowledge that their peers and staff will always be supportive of both their personal and academic efforts and achievements.

It is this daily interaction of kindness, resilience and respect which empowers and motivates all of us to be the best we can be.

We are therefore committed to:

- Teaching, reinforcing and praising behaviour that displays our core values.
- Challenge and discipline behaviour that undermines our core values.
- Ensuring equality and fair treatment for all.
- Providing a calm and safe school environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers and our local community.
- Developing relationships with our students and their families to enable early intervention.
- A shared approach which involves students in the implementation of policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve
- Developing successful learners who are able to integrate effectively into society and develop as responsible citizens.
- Following our written statement of behaviour principles – see appendix 1.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- 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

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

3. Definitions

Positive Behaviour is defined as: Comments or actions which exemplify and promote

- our core values of kindness, resilience and respect
- our classroom routines (see Student code of conduct)

Misbehaviour is defined as:

- Comments or actions which deliberately:
 - undermine our core values of kindness, resilience and respect
 - undermine or obstruct our classroom routines
 - cause emotional and/or physical harm to others (including students and staff)
 - cause disruption on arrival to school or during dismissal at the end of the school day, during lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Non-compliance with the school dress code
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Internal or external truancy
- Vandalism
- Theft
- Fighting
- Smoking / vaping / being under the influence of alcohol or drugs
- Racist, sexist, LGBTQ+phobic or discriminatory behaviour
- Possession of any prohibited items including but not limited to:
 - Knives or weapons (bladed or other including pepper spray)
 - Ammunition
 - Alcohol
 - Illegal drugs
 - Stolen or missing items
 - Tobacco, cigarette papers, cigarettes, e-cigarettes, vapes and any smoking paraphernalia
 - Fireworks and fire lighting equipment
 - Pornographic images
 - Caffeinated energy drinks
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety.

This is not an exhaustive list of misbehaviour. The Headteacher may choose to sanction for misbehaviour, poor uniform, and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

4. Bullying

Definition of Bullying: This school has chosen to adopt Warwickshire Anti-bullying Partnership's definition:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future."

Bullying can take many different forms:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Racial e.g. using race or religious differences
- Disability-based
- Faith-based
- LGBTQ+-phobic e.g. making fun of someone's sexuality or gender identification
- Online/Virtual: e.g. texts, e-mails, picture/video clip bullying, online gaming and social networking sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

All adults who work at and for Bilton School are responsible for managing behaviour and model our high expectations at all times.

5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer students both consequences and support when necessary
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 The Pastoral Team

The pastoral team will

- Deal with incidents of misbehaviour and liaise with staff, teachers, Heads of Departments, parents/carers and SLT where necessary
- Analyse and monitor incidents recorded on the school's behaviour management system and will act/ report to SLT/ other stakeholders as appropriate. Heads of Year and Pastoral Leaders will also analyse the distribution of HAPs and reward students in their year groups.

5.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on ClassCharts
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.5 Parents/Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or a member of the pastoral team promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Regularly access ClassCharts, the school's online behaviour platform to keep up to date with students' behaviour, home learning, rewards (HAPs) and detentions.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture, at the start of every school year and at key points during each academic year:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-year arrivals.

6. Behaviour Curriculum

Our behaviour curriculum intent is to promote and develop our core values of kindness, confidence and respect. It consists of explicitly taught behaviours and learning routines which students regularly practice and develop throughout their time at Bilton School. Some of these routines and behaviours are practiced every lesson.

Our learning routines mirror this approach and are practiced across all subjects.

Students are expected to follow the school rules which are as follows:

- At all times, act in line with our core values of kindness, resilience and respect
- Attend school regularly, above 96%.
- Follow the Bilton behaviour way – Appendix 2
- Physical contact is not allowed: Bilton School is a 'no hands-on' school.
- Bad language should never be used and courteous behaviour is expected at all times.
- Students must keep to the left in corridors, on stairs and on paths around the school site and move calmly and orderly between lessons and during social times.
- Students should always be punctual for lessons, registrations, appointments etc.
- Students must wear full uniform (as set out below) and a high standard is expected at all times.
 - Bilton school blazer
 - Bilton tie
 - Bilton school jumper (optional). Hoodies and sweatshirts are not permitted to be worn on the school site. If students are wearing them, students will need to remove them and have them returned at the end of the school day
 - White shirt, fully buttoned and tucked in.
 - Black skirt with the Bilton Logo.
 - Black school trousers with the Bilton Logo.
 - Black school shoes (not trainers or boots)
 - Black/white socks
 - The school only approves natural hair colour and no extreme hairstyles.
 - Only natural make-up is permitted.
 - Only a single pair of small ear studs may be worn. Facial or other piercings must be removed whilst in school and cannot be covered by a plaster. Entirely clear plastic retainers may be used in established piercings. No other jewellery is allowed except for a watch.
- Illegal substances, alcohol, tobacco and smoking/vaping paraphernalia are not allowed on the school site and their use is strictly forbidden. The use of such substances, supplying them to others or their repeated possession may lead to permanent exclusion. In addition, offensive weapons are also banned from the school site.
- Smoking and vaping are forbidden on school premises, on the way to and from school, when wearing school uniform and on school transport.
- Students should not bring expensive items or large sums of money to school. This includes personal entertainment equipment.
- Mobile phones are allowed in school for approved use only on the understanding that they remain turned off and are kept out of sight at all times. Students must ask a staff member for permission if they need to use their mobile on school site. If a student's phone is 'seen or heard' without permission being sought beforehand the phone will be confiscated and handed to Reception. Students are able to collect their phone at the end of the school day. Mobile phone enabled watches and other phone based devices may not be used in school. If students refuse to hand over their phone when instructed, they will be placed in internal reflection for the remainder of the day.

- The chewing of sweets or chewing gum is not allowed during lessons. Chewing gum should not be brought to school.
- Litter should always be placed in the bins provided.
- Students must behave in a quiet and orderly manner whilst travelling on school transport. Failure to do this is likely to result in travel passes being withdrawn.
- Students are responsible for their social and learning environment including school buildings and property and must report all misbehaviour.
- All property, including textbooks, should be clearly marked with the owner's name.
- Students must bring all required equipment to lessons and registration including a reading book.
- Homework must be completed on time.
- Students must refrain from behaviour that brings the school into disrepute, including when they are outside school and they must accept consequences when given.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

7. Responding to behaviour

7.1 Our approach

We understand that motivation and engagement come from experiencing success. We aim to provide successful learning experiences in every lesson so that our students become intrinsically motivated to try their best at all times and develop a love of learning. Where this approach is not successful, we remind students of our high expectations, re-teach expected behaviours where appropriate and sanction misbehaviour accordingly. Consequences depend on circumstances and are applied accordingly as to which school rules have been broken. They depend on the severity and frequency of the incidents and we understand that it is not always appropriate to use a staged approach.

For example, in cases of serious bullying and social intimidation, serious incidents of discriminatory prejudice language or hate speech, violence, assault, drug use, the carrying of an implement which could be used as an offensive weapon or threatening behaviour it may be that the staged approach is not the most appropriate means to create a safe and secure environment for all.

7.2 Rewards

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Please refer to the reward pyramid - appendix 5.

These rewards aim to motivate students, reinforce positive behaviours and create a supportive learning environment to ensure pupils develop academically and personally. Bilton commonly rewards students in the following areas:

- Academic achievement
- Effort and improvement
- Positive behaviour
- Attendance
- Extra-curricular participation
- Community service
- Creativity and innovation
- Teamwork and collaboration
- Social contributions
- School values

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- House Achievement Points (HAPs) for a wide range of reasons and awarded on ClassCharts
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Praise on school website/Social Media
- Department certificates
- Post cards home
- Year group assemblies
- Awards assemblies
- Rewards trips/events
- Each half term there will be a celebration assembly for all year groups which will be hosted by the headteacher. This will then follow a celebration breakfast for those students who have received multiple awards in the celebration assembly.

- The school will host regular rewards weeks which will focus on rewarding students for the school values of resilience, kindness and respect. During these rewards weeks students can expect to see double HAPS being awarded, raffle prizes to be entered in to prize draws, receiving pin badges or stickers as examples.
- The school will also regularly praise and award attendance on many different levels to ensure that it is fully inclusive

7.3 Restorative Justice

The purpose of incorporating restorative justice into our Behaviour Policy is to:

- Promote a culture of mutual respect, responsibility, and accountability.
- Encourage individuals involved in conflicts or inappropriate behaviour to actively participate in the resolution process.
- Focus on healing the harm caused to individuals and the community, rather than solely on punishment.
- Provide opportunities for reflection, reconciliation, and reintegration into the community.

Restorative justice at Bilton School is guided by the following principles:

1. **Accountability:** Individuals responsible for causing harm are encouraged to acknowledge their actions, understand the impact, and take responsibility for making amends.
2. **Dialogue:** Open, respectful communication is encouraged between all parties involved, allowing for the expression of emotions, concerns, and perspectives.
3. **Repairing Harm:** The primary focus is on addressing the harm caused to individuals and the community, and identifying ways to repair it meaningfully.
4. **Inclusion:** All affected parties, including those who caused harm, those harmed, and any relevant community members, are given a voice in the resolution process.
5. **Reintegration:** Support is provided to both the person who caused the harm and the person harmed, with the goal of restoring relationships and reintegrating individuals back into the community.

Restorative Justice Process

When a conflict or behavioural issue arises, the restorative justice process may include the following steps:

1. **Restorative Conversations:** Facilitated discussions between individuals involved in a conflict, aimed at fostering understanding and finding a resolution.
2. **Restorative Circles:** Group meetings that bring together all affected parties to discuss the incident, the impact, and potential solutions.
3. **Mediation:** A neutral facilitator helps both parties communicate effectively and work toward an agreement to resolve the conflict.
4. **Restorative Agreements:** An action plan agreed upon by all parties that outlines steps to make amends, prevent future harm, and promote healing.
5. **Follow-up and Support:** Ongoing support and monitoring of the agreement to ensure it is followed, and providing additional guidance where needed.

Restorative justice will be considered in situations involving:

- Conflicts between students or community members.
- Inappropriate or harmful behaviour that affects the wellbeing of others.
- Violations of the school's code of conduct.
- Incidents where the affected parties wish to participate in a restorative process.

While restorative justice is an important tool in our Behaviour Policy, it may not be appropriate in all cases. In instances where there is ongoing risk of harm or if the affected parties are unwilling to participate, alternative disciplinary measures may be applied.

By embracing restorative justice, we aim to cultivate a positive and supportive environment that prioritizes personal growth, community cohesion, and respectful relationships. Restorative justice aligns with our core values of compassion, empathy, and shared responsibility, and serves as a foundational element of our approach to behaviour management.

7.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's 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.

7.5 Consequences

The school may use one or more of the following consequences in response to poor behaviour:

- A verbal reprimand and reminder of our expectations
- Explaining the possible impact of misbehaviour on others
- Movement of students in the class to allow for more positive behaviour
- Removal from lessons to another classroom on the removal rota including a restorative conversation at the end of the lesson where possible
- Withdrawal from lessons to the Internal Reflection Room
- Two removals from class in a day will result in a day of internal exclusion the following day.
- Refusal to leave a lesson if instructed to by a teacher or a refusal to move to the removal room will result in a day of internal exclusion the following day.
- Detentions: break, lunchtime, afterschool. These can be with the class teacher, Pastoral Leader, Head of Year, Assistant Head, Headteacher.
- Failure to attend a Headteachers detention will result in a 5 day internal exclusion with persistent offences resulting in a suspension
- Parental meetings
- Report card to Form Tutor, Pastoral Leader, Head of Year, Head of Department, Assistant Head, Headteacher.
- Internal exclusion
- Planned period(s) of isolation in Refocus or Boost
- Suspension
- A period of time at another school (off-site direction)
- A period of time at another school's Refocus centre (Respite)
- Permanent Exclusion

Please refer to the consequence pyramid and intervention and support pyramid - appendix 6 and 7.

A break time will be issued for the following reasons among others: not complying with school dress code (3 occurrences in a day), littering, hands-on, prejudiced language and swearing.

If a student has more than one ear stud or any other visible piercings, the students will be placed in isolation until the piercing has been removed or replaced by a fully clear plastic retainer.

7.6 Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

7.7 Off-site misbehaviour

Consequences may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Consequences may also be applied where a student 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 student
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

The school can issue behaviour consequences to students for online misbehaviour when:

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

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

7.9 Suspected criminal behaviour

If a student 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 designated safeguarding lead (DSL) or relevant member of the senior leadership team will make the report and involve the school's Safer Neighbourhood Team.

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

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

7.10 Zero-tolerance approach to sexual harassment 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

The school has procedures in place to respond to any allegations or concerns regarding a student'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

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

7.11 Child on Child abuse

Bilton School recognises that students may become victims of abuse from other students. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser.

The Designated Safeguarding Lead will liaise closely with the senior leadership team to decide appropriate actions or consequences on a case by case basis in line with the aims of our Behaviour Policy and our Safeguarding and Child Protection Policy.

8. Behaviour management

Our approach to behaviour management must be seen within the context that we have the highest expectations of all students at all times and believe that they are capable of achieving what they want to by being the 'best they can be.'

8.1 Classroom management

Teaching and non-teaching staff are responsible for setting the tone and context for positive behaviour within the classroom to teach the behaviours we expect to see and prevent misbehaviour.

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour using the Restorative Justice approach when issuing consequences and following removals from the classroom a restorative conversation will be held.

They will:

- Create and maintain a stimulating and predictable environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines – please see appendix 4
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day/lesson afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement, targeted praise, de-escalation and preventative strategies (e.g. de-personalised language which addresses the behaviour, not the student)
 - Remain calm and positive throughout each lesson and interaction
 - Model a restorative approach after behaviour incidents

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

8.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents via our 'Positive Handling' system

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

8.3 Student support following consequences

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Educating students on the impact of their behaviour on others and themselves
- Daily contact with the tutor, Pastoral Leader, Head of Year or other pastoral staff
- A report card with personalised behaviour goals
- A positive report card to celebrate success which may include a personalised rewards scheme
- Regular phone-calls home to update parents on behaviour
- Working with members of the pastoral team to devise individual behaviour plans
- Referrals for anger management, art therapy or other services

Should a looked after child be at risk of suspension the virtual school will be contacted immediately for advice and any prevention added to their PEP.

Ongoing analysis of behaviour data serves to ensure that the school doesn't unintentionally discriminate against any identified group of students.

8.4 Behaviour Management locations

Removal

Students are sent to a different classroom if disruptive behaviour continues (C3) after two clear verbal warnings (C1 and C2). Colleagues who receive a student return the student to the classroom to support a restorative conversation whenever possible. Being sent to removal results in an afterschool detention which is logged on ClassCharts.

Internal Reflection Room

Students can be sent to the Internal Reflection Room if their behaviour disrupts the learning of others in the removal room, if they refuse to go to the removal room or if they display serious misbehaviours. A member of staff will supervise students at all times and appropriate learning tasks are expected to be completed. When possible, students will also be supported to reflect on what causes their misbehaviour and given strategies to amend it. Being sent to the Internal Reflection Room results in a 1.5 hour after school detention.

Refocus Room

Within the Refocus Room students are engaged in a positive and calm manner with work to complete. The Refocus Room is used for internal exclusions if a student's misbehaviour warrants this level of sanction. Any student who has received a suspension needs to demonstrate positive behaviours within the Refocus Room before returning to lessons and social time.

9. Serious consequences

9.1 Detention

Students can be issued with detentions during break, lunchtime, after school – please see appendix 2. Parents and carers are informed via ClassCharts, our online platform and by email message the day before any detention is set for. Students can also check the detention list on arrival to school each day to check whether they do have a detention by looking on the daily student bulletin.

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

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

It is parents' responsibility to arrange transport when late buses are not available and 'inconvenience' cannot be used as a reason to ask for a change to the time or date of a detention.

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

This can include a withdrawal from lessons to another classroom on the removal rota or a withdrawal from lessons to the Internal Reflection Room for more serious or persistent misbehaviour.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted and clear, verbal warnings have been issued, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regulate in a safe space

Students who have been removed from the classroom are supervised by the member of staff in the removal classroom or the Internal Reflection Room if they are not successful in the removal room.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher and for a maximum of 5 days for incidents of misbehaviour.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The teacher will hold a restorative conversation with the student and school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via ClassCharts.

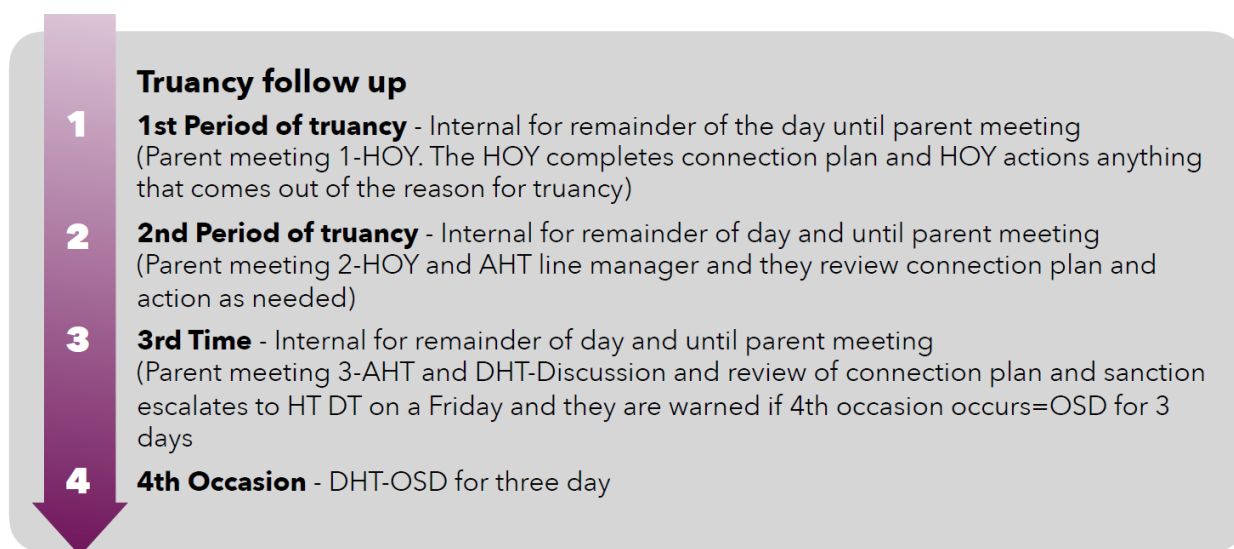
The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with parents and members of the pastoral team
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Use of Refocus / Boost
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal of the student on ClassCharts. Protected characteristics are automatically recorded.

9.3 Truancy

Students refusing to attend their timetabled lesson will follow the below graduated system for truancy.



9.3 Suspension and permanent exclusions

The school can use respite, off-site direction (for up to 10 weeks), suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort after all preventative measures have been exhausted or for a singular incident that has placed members of the school community in danger.

Respite

A student can be placed in another school's refocus centre for a period of time.

Offsite Direction

A student can be transferred to another school as part of an "Offsite Direction" where they will be a guest student while still on roll at Bilton School. This is to allow the student to have a fresh start in a new school and is an alternative to a permanent exclusion. Offsite Direction is voluntary – they are only arranged with the consent of all parties involved, including parents/carers. Offsite Direction is usually subject to a trial period of five to ten weeks in the new school. Students who have a successful Offsite Direction may transfer onto the roll of the receiving school upon a date agreed by all parties.

Fixed Term Suspension

Serious incidents of misbehaviour may result in a fixed term exclusion. This is in line with DfE guidance [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

Students are prohibited from being on school property for a set number of days. In accordance with DfE statutory guidance (2017) it is the case that where an academy has concerns about a student's behaviour, it should try to identify whether there are any causal factors and intervene early, in order to reduce the need for subsequent exclusion. Legislation stipulates that parents are responsible for supervising their child during the period of a school exclusion and ensuring that they are not in public areas. If any excluded child is found in a public place without reasonable justification during school hours, the parent could face a fixed penalty notice. The school must provide full time education from and including the fifth day of any fixed term exclusion of five days or over.

A student may be suspended for a fixed period of one or more days; these periods of time will be based on individual student records and the findings of relevant investigations.

Reintegration Meetings

Following any period of suspension or following an incident(s) of inappropriate behaviour by a student, parents/carers are expected to attend a reintegration meeting.

For fixed term suspensions, this meeting will be attended by the student, parent/carer and appropriate members of the pastoral team and/or senior leadership team.

The purpose of this meeting is to ensure that the student has reflected on their behaviour and understands their responsibility for their actions and why the behaviour displayed was deemed unacceptable. The meeting is also to establish the student's commitment to ensure that this behaviour is not repeated in the future.

The discussion will also explore any additional support the student may require. Students will be required to complete a report for five days following their reintegration meeting and complete 3 periods in the refocus room.

Parents are expected to fully support the School Behaviour Policy and procedures in order to allow all learners to progress. In the event of the meeting not reaching a successful conclusion, or where an agreement is not met, the meeting will be adjourned, and a subsequent meeting will be held. The student will not be able to return to normal lessons within the school until a productive reintegration meeting with agreed outcomes has taken place.

Permanent Exclusion

A permanent exclusion involves the student being removed from the school. This policy is written in accordance with the DfE guidance [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#). The Headteacher will only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances for which the Headteacher may decide to permanently exclude a student for a 'one-off' offence.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in the school would seriously harm the education or welfare of others.

Vulnerable Students and Suspensions/Exclusions

Where a student has an EHCP, has a recognised special educational need, is a Child in Care, is on a Child Protection plan or is classed as vulnerable, has a social worker, outside agencies may be involved in the decision making process. Initially students who have chosen to attend Bilton School

accept the school's behaviour policy. Individual circumstances may need to be considered alongside the behaviour systems already in place.

Children who are in care will not be permanently excluded without consulting first with the appropriate agencies to look for an appropriate alternative. The School will take into account the students special educational needs when considering an exclusion. The Headteacher will ensure that reasonable steps have been taken by the school to respond to the students individual needs so the student is not treated less favourably due to their unique needs or disability. Reasonable steps will include:

- Differentiation in the School's Behaviour procedures
- Developing strategies to prevent students unacceptable behaviour
- Requesting external support from an external agency with the pupil
- Staff training

Examples of types of behaviour which *may* lead to exclusion:

- Serious actual or threatened violence against another student or adult
- Sexual abuse or assault
- Supply, possession and/or use of an illegal drug on school premises
- Carrying an offensive weapon
- Behaviour which may put students and/or the school community in danger

10. Responding to misbehaviour from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

To anticipate and remove triggers of misbehaviour, we will consider advice from professionals within and outside the school and may consider the following:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with diagnosed sensory or other medical issues
- Training for staff in understanding conditions such as autism, ADHD, dyslexia, trauma and attachment and any other conditions that may affect learning and behaviour
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload

10.2 Adapting consequences for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan, share it with all relevant staff, provide training where necessary and review it on a regular basis.

10.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Search & Confiscation procedures

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

11.1 Confiscation

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

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

11.2 Searching a student

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 student, 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 student 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 student; **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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is 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 student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your coat, blazer, tie and shoes"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction and contact the DSL, a member of the pastoral staff, the headteacher and parents to try and determine why the student is refusing to comply.

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

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

Outer clothing includes:

- Any item of clothing that is worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes

11.3 Searching students' possessions

Possessions means any items that the student has or appears to have control of, including lockers and bags.

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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.

11.4 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 student 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 (CPOMS).

11.5 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 consequences that have been applied to their child

11.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.7 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with the confiscated items, staff will follow the guidelines set out in *Searching, Screening and Confiscation: Advice for schools* DfE July 2022

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

11.8 Dealing with Electronic Devices (statutory guidance)

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

12. Student induction

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development and is calendared throughout the academic year to provide ongoing support for all staff so they can model, teach and promote positive behaviour and deal with unacceptable behaviour in line with their role within the School.

Our Pastoral Team regularly access training by the local authority and other professionals and Educational Psychologists which is cascaded during whole-school training days.

Heads of Department monitor the training needs of teachers in their area and include behaviour training in department meetings alongside the Heads of Year in their tutor meetings.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half-term by the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of subjects and individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Complaints Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- SMSC Policy
- Online Safety Policy
- Expected Behaviour of Parents and Visitors Policy

Appendix 1: Written statement of behaviour principles

BILTON SCHOOL

Written statement of behaviour principles

INFORMATION

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students, parents/carers and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Appendix 2: Bilton School – Behaviour Explained

BILTON SCHOOL BEHAVIOUR EXPLAINED

OUR VALUES

We want our students to be the best they can by acting with Respect, Resilience, Kindness in school, out of school and online.



Be the best you can be!

PHONES

Not seen and Not heard when on school site. Students must ask permission from staff if they need to use their phone. Phones will be confiscated if seen and will only be returned at the end of the school day.

COMMUNICATION

ALL positive and negative behaviour is communicated via our app 'ClassCharts' platform. Check classcharts daily for HAPs, reward shop information, homework, detentions and timetables. Please also see the school website for further information.

REWARDS

Pupils will be rewarded for a range of positive attributes such as good behaviour choices, good progress within lessons or demonstrating our values of kindness, respect and resilience. Students can achieve HAPs, certificates, postcards home as well as many other department-based rewards systems. House Achievement Points (HAPs) are a measure of students academic and extra-curricular accomplishments. The rewards shop is where students can use the HAPS they have gained in order to purchase rewards at breaktime.

WHO CAN HELP?

Here are a large number of adults available to help with behaviour. The starting point will be your child's tutor

Heads of Year

Year 7 – Miss Kaur
Year 8 – Mrs Rehman-Minhas
Year 9 – Miss Robinson
Year 10 – Mrs Mann
Year 11 – Mr Bean

Safeguarding Team

Mrs G Davy
Mrs N Hansford
Mrs Chambers-Family support worker

Pastoral leaders

Ms Rawden
Ms Iverson
Miss Davies
Mrs John
Miss Back

Pastoral senior leaders

Mrs Martin
Mrs Grant
Mrs Walker
Mr Dodds

SCAN ME



CONTACT US

Scan the qr code or visit
www.biltonschool.co.uk/parents/contact-teaching-staff



MORE INFORMATION
www.biltonschool.co.uk



Be the best you can be!



KEY RULES

Students must ensure they are . . .

Punctual : Gates close at 8.45am. Late arrivals to school, form times or any lessons are issued a 10 minute breaktime detention.

Well equipped and ready to learn

Following the phone expectations -'Not seen and not heard' at all times

Dressed appropriately in the school uniform: Break time detentions will be issued for 3 incidents in a day of inappropriate uniform such as :

- Blazer/Tie not worn
- Untucked shirt
- Skirts that are rolled up inappropriately
- Hoodies that are not removed on entry to the school (these will be confiscated if not removed.)
- Leggings
- Trainers being worn
- Piercings (other than one ear stud)

*Students will be given the opportunity to rectify their uniform (eg. Borrow missing uniform items/hand in hoodies/borrow school shoes/remove piercings other than one ear stud etc). Parents will be notified via text if a student has had to borrow/amend their uniform. If students do not correct their uniform parents/carers will be contacted while students are placed on internal reflection until the correction is made.

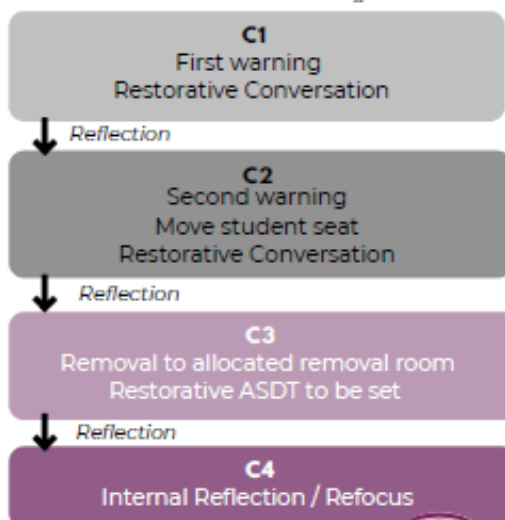
In all lessons for the duration of the lesson: Truancy and leaving lesson without permission is not tolerated, please see appendix 3 of the behaviour policy for how truancy is followed up in school

*Special dispensation on uniform still applies if this is already in place.

IN LESSONS

Staff will follow the school behaviour policy to give students an opportunity to correct their behaviour. Please see the process below

Positive Classroom Management



SANCTIONS SYSTEM

**BREAKTIME DETENTION
10 MIN (DAILY)**

- 3 requests to correct uniform in one day
- Lack of equipment 3 days in a week
- Late to lesson
- Late to school
- Site behaviour
- Hands on
- Swearing
- Prejudice language
- Littering

**LUNCH DETENTION
20 MIN (DAILY)**

- Missed BT
- Out of Lesson (1 in a day)
- HOY/SLT can set their own DT in Lunchtime for outcomes of any incidents

**AFTER-SCHOOL DETENTION
MON TO FRI
(45 MIN)-HOY AND SLT**

- Class removal- Restorative conversation with the teacher at the start of the breaktime
- Left lesson without permission
- Missed Lunchtime
- HOY/SLT can set their own AS DT for outcomes of any incidents
- 3 break times in a week
- Vandalism

**PASTORAL DETENTION
1 HOUR**

- Missed afterschool (Monday-Friday normal DTs)
- Leaving internal reflection or refocus without permission

**SLT AND HEADTEACHER DETENTION
FRIDAY (1 HOUR 10 MINS)**

- Missed Pastoral Detention
- SLT line manager can set a HT DT for the outcome of a serious incident

IRR/REFOCUS

- Out of Lesson (2 in a day)
- Poor/Inappropriate Behaviour
- Refusal to follow instructions
- Physicality
- Missed HT DT (5 days)
- 2 removals in a day
- Return for suspension

After serious incidents or if students leave site without permission, they will lose their social time for a period of time but will still be able to access canteen services if required.

Appendix 3: Classroom Management

Quality First Teaching at Bilton School



Every lesson at Bilton School should start calmly and with purpose

- 1. Meet & Greet (Social, Emotional and Mental Health strategy)**– Teacher stands in the threshold of the door and welcomes students into the classroom and addresses any issues around uniform or lack of respect and kindness in the corridor.
- 2. Routines (Communication and Interaction Strategy)** – Students enter the room calmly and take up their seat in their assertive seating plan. Students are reminded that equipment should be on the desk. ****Books/folders given out as per expectations/routine of class teacher.**
- 3. Retrieval Activity (Cognition and Learning strategy)** – Revise in 5 or equivalent is on the board, students should be calm and independent on the activity and complete under instructions from teacher. Students are silent whilst register is undertaken and reply with ‘yes’ Sir/Ms/Mr X, etc. If a student is not present in your class mark them with an ‘N’ code.
- 4. I do, we do, you do (Cognition and learning strategy)** – Activities are completed with ambitious challenge and knowledge of students ensures the needs of all students are met. **(Sensory and/or Physical Needs)** addressed through multi-sensory approaches to learning and remembering.
- 5. Silent Study (Cognition and Learning, Communication and Interaction strategy)** – Each lesson will have a period of silent study where students are able to focus on their independent skills. This period of the lesson is set up with clarity of instruction and expert modelling ensuring all students are clear on how to be successful. **(Sensory and/or Physical Needs)** addressed through multi-sensory approaches to learning and remembering.
- 6. Checking for understanding (all 4 areas of need)** – At Bilton we adopt a cold calling approach so we can ascertain the understanding within the group. Subject teams have their own department practice for checking for understanding throughout lesson activities.
- 7. Bilton Lesson exits:** Please ensure a calm and orderly exit so that students are not rushing into corridors. Students should stand behind their desks with everything packed away and the room tidy and clean. Students are dismissed row by row or table by table and reminded of expectations in the corridors. **Staff will dismiss students from the threshold of the door so they can monitor in classroom and corridor behaviours.** Students should be dismissed at the end of lesson and not before indicated by the school bell. The bell is for the teacher to then dismiss students.

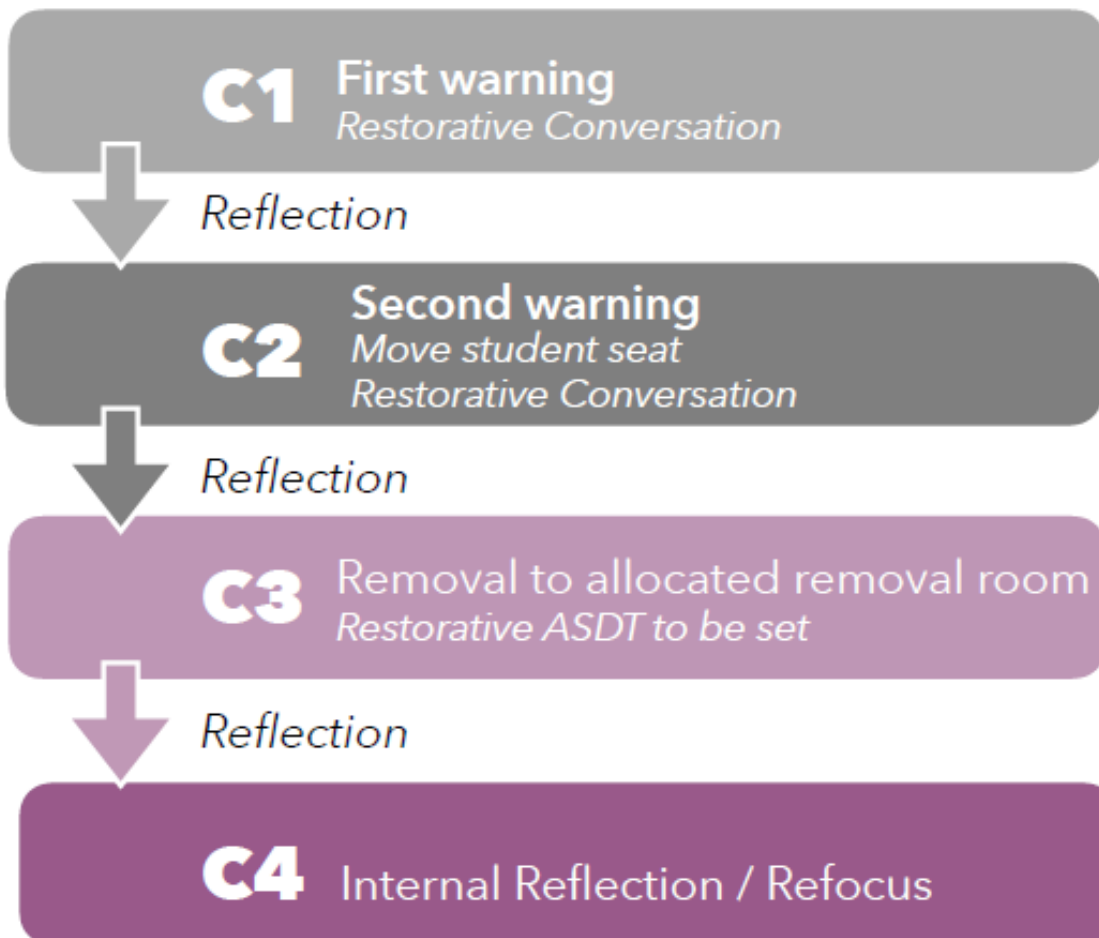
Appendix 4: Classroom Behaviour Management

BILTON SCHOOL

**Classroom
Behaviour Management**

INFORMATION

Positive Classroom Management



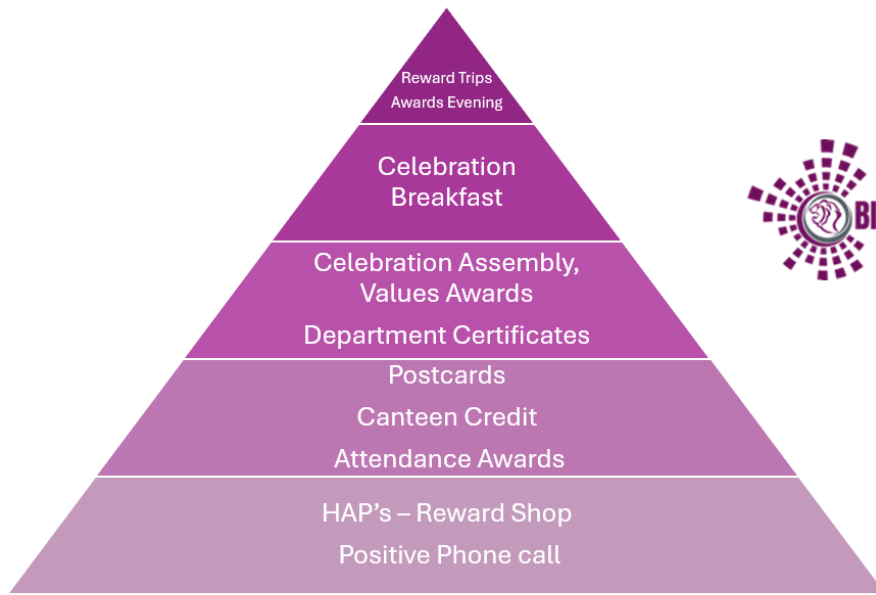
Appendix 5: Reward Pyramid

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Reward Pyramid



Respect

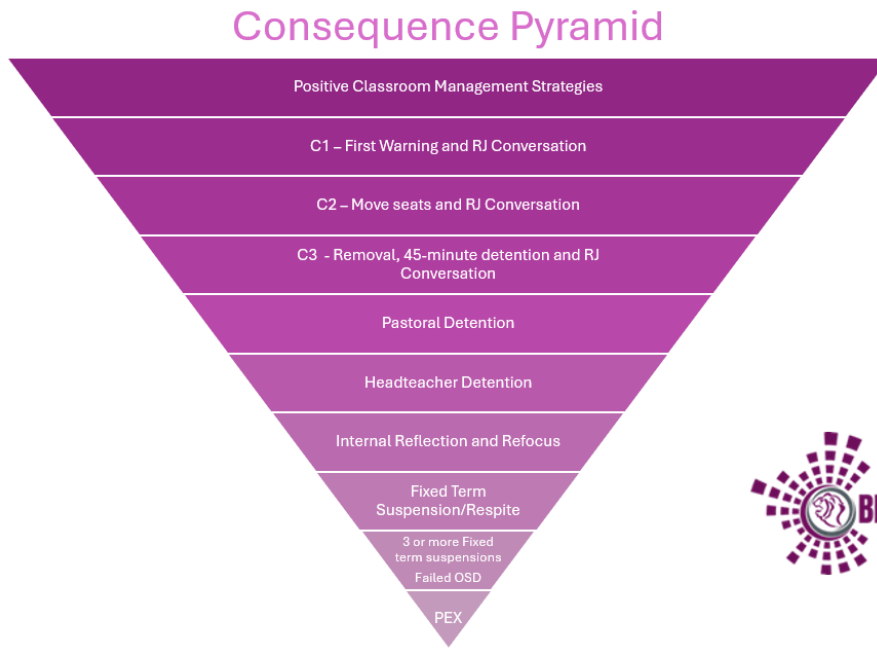
Resilience

Kindness

Be the best you can be!

Appendix 6: Consequence Pyramid

The Bilton Way



Respect

Resilience

Kindness

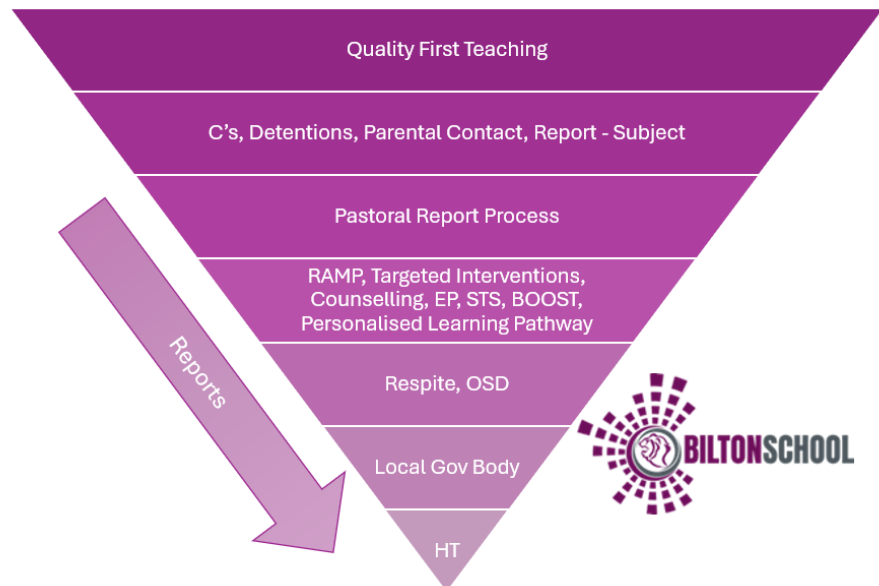
Be the best you can be!

Appendix 7: Intervention and Support Pyramid

The Bilton Way

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- 3
- 4
- 5
- 6
- 7
- 8
- 9

Intervention and Support Pyramid



Respect

Resilience

Kindness

Be the best you can be!

Appendix 8: Glossary

| Term | Explanation |
|------------------------------|---|
| Alternative Provision | Alternative Provision (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after the first day of a permanent exclusion |
| Exclusion | Refers to a permanent exclusion which results in a student being taken off-roll and being placed under the care of the local authority (Warwickshire) |
| Off-site direction | A school can require a student to attend another education setting to improve their behaviour (local guidance for Warwickshire: up to 10 weeks). |
| Managed move | A voluntary process, agreed with all parties involved, including the parents and the admissions authority of the new school which leads to the transfer of a student to another mainstream school permanently. |
| Suspension | An exclusion from school for a fixed period of time, usually between 1-5 days depending on the severity or persistence of the behaviour incident(s) |