9

Slough and Eton Church of England

Business and Enterprise College

A Member of Slough and East Berkshire C of E

Multi Academy Trust

Behaviour for Learning Policy

Owner:	Mrs Sally Hind
Ratified by Governing Body:	
Date Ratified:	December 2025
Date Policy to be reviewed:	Autumn 2026

Contents

1. Ethos and Vision		**4**
2. Aims and Objectives		**4**
3. Legislation and statutory requirements		**4**
4. Application of policy		**5**
4.1	Application of policy – general	5
4.2	Application of sanctions	5
4.2.1	Application of policy – offsite	5
4.2.2	Application of policy- escalation	5
5. Definitions		**5**
5.1	Misbehaviour	5
5.2	Serious behaviour	5
6. Roles and responsibilities		**6**
6.1	The governing body	6
6.2	The Headteacher	6
6.3	Staff	6
6.4	Parents/carers	7
6.5	Students	8
7. Student code of conduct		**8**
8. Rewards and sanctions		**8**
8.1	Rewards	8
8.2	Sanctions	9
8.2.1	Sanctions – Student misconduct	9
8.3	Home school communication	9
8.4	Restorative Justice	10
8.5	Safeguarding	10
8.6	Unacceptable behaviour	10
8.7	Removal from the classroom	11
8.8	Detentions	11
8.9	Internal Isolation – Focus Room	11
8.10	Offsite Exclusion	11
8.11	Fixed Term Exclusion	11
8.12	Governors' Intervention Committee	12
8.13	Permanent Exclusion	12
8.14	Off-site Behaviour	12
8.15	Malicious allegations	12
9. Students with special educational needs and/ or disabilities		**12**
9.1	Reasonable adjustments	12
9.2	External agencies	13
9.3	Preventative measures	13
9.4	Staff training	13
10.	**Investigating incidents**	**13**
10.1	Initial investigations	13
10.2	Use of CCTV	13
10.3	Professional judgement	13
10.4	Ongoing investigations	13
11.	**Search, seizure and confiscation**	**13**
11.1	Confiscation	13
11.2	Searches	14
11.3	Random screening	14
11.4	Staff training	14
11.5	Disposal of confiscated items	14
11.6	Searches with consent	14
11.7	Searches without consent	14

11.8	Staff permitted to search students	15
11.9	Outer clothing	15
11.10	Strip searches	15
11.11	Records	15
11.12	Electronic devices	15
12.	**Mobile phones and electronic devices**	**15**
13.	**Use of reasonable force**	**16**
13.1	Lawful permission	16
13.2	Appropriate circumstances	16
13.3	Reasons	16
13.4	Records and communication with parents	16
14.	**Bullying**	**16**
14.1	Ethos	17
14.2	Preventative strategies	17
14.3	Actions as a result of an allegation	17
15.	**Child-on-child abuse**	**17**
16.	**Behaviour management**	**17**
16.1	Classroom Management	18
16.2	Expectations of Adults	18
16.3	De-Escalation	19
16.4	Restorative Conversations	19
17.	**Student Support**	**20**
18.	**Provision**	**20**
19.	**Training**	**20**
20.	**Monitoring arrangements**	**20**
21.	**Links with other policies**	**20**
22.	**Complaints**	**21**

Appendix

Appendix 1: Written Statement of Behaviour Principles	21
Appendix 2: Home School Agreement	22
Appendix 3: One Page Behaviour Policy	24
Appendix 4: Incident Flow Diagram	25
Appendix 5: Reward Policy One Page Summary	26
Appendix 6: Expectations for Success	27
Appendix 7: Managing Behaviour Consistently	30
Appendix 8: How we teach @ S&E	31

1. Ethos and Vision

Our behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environment conducive to learning. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate. At the heart of Slough and Eton CofE Business and Enterprise College's behaviour policy are the words of Jesus, 'I have come in order that you might have life – life in all its fullness'. Together with our school mantra of Work Hard, Be Nice, No Excuses and our C.H.R.I.S.T like values we aim to provide an environment where student conduct is exemplary and this policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how students are expected to behave** and the support and interventions used to address poor behaviour
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

This policy should be read in conjunction with the school's exclusions and suspensions policy, anti-bullying policy, drugs policy, SEND and safeguarding and child protection policies, all of which can be found on the school's website. It will be reviewed annually by the Local Governing Body.

2. Aims and objectives

By setting high standards of expected behaviour, we aim to:

- Promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment.
- Maximise the quality of the learning experience for all students, enabling everyone to learn effectively.
- Enable students to understand the implications of their behaviour, to control their own behaviour and, most importantly, to take responsibility for their behaviour.
- Ensure every member of the school community feels valued, respected and treated fairly.
- Provide an ethos and environment within which everyone feels safe.
- Foster discipline and mutual respect between students and their peers, and between staff and students.
- Raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- Raise awareness amongst students for the need to recognise and manage their emotions and reactions.
- Support students whose behaviour within the school environment is challenging or who may find friendship and cooperation difficult.

3. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

  It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- 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 online

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

4. Application of Policy

4.1 This policy applies to all members of the Slough and Eton CofE Business and Enterprise College community. We use bespoke Tutor First trackers for each year group and Class Charts to track and monitor student behaviour. Parents will be kept updated about student behaviour using the following:

- Class Charts parent accounts (which can be used to monitor independent study assignments and the allocation of positive and negative behaviour points).
- Phone calls from relevant staff to discuss specific issues or concerns
- Text messages to inform parents of sanctions and rewards.
- Postcards, letters and emails
- Meetings with relevant staff, if deemed necessary, to discuss specific issues or concerns.

4.2 We will apply sanctions within this policy for behaviour that takes place outside of the school premises, where it is reasonable to do so; for example, if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school. When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:

4.2.1 Whether the student is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform, or is in some other way identifiable as a student at the academy at the time of the poor behaviour.

4.2.2 The severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the school, and whether the behaviour poses a threat to another student or member of the public, or could adversely affect the reputation of the school and/or Trust.

5. Definitions

5.1 **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Jewellery - Students are permitted to wear a watch and a pair of stud earrings. All other jewellery will be removed for lessons. Students wishing to get any piercings should do this at the beginning of the 6 week summer holiday so that jewellery can then be removed for the PE lessons.

5.2 **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying (See Anti Bullying Policy)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or any other form of discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Chewing gum
- Aerosol cans
- Alcohol
- Illegal drugs
- Stolen items

- Vape pens and vape fluid
- Tobacco and cigarettes, including filters and papers
- Fireworks
- Pornographic images
- 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)

6. Roles and responsibilities

6.1 The governing body

The governing body will hold the Headteacher to account for the implementation of this policy by reviewing and monitoring the application, implementation and effectiveness of this policy by receiving regular reports from the Headteacher on behavioural sanctions and support put in place for students. The governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Governors will analyse the recorded data on searches/removal from classrooms, and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

6.2 The Headteacher

The Headteacher, with support from their senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour; that lessons are well led and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

6.3 Staff

All staff are responsible for:

- Adhering to the school's mantra of Work Hard, Be Nice, No Excuses
- Applying this policy fairly, consistently, proportionately and without discrimination, taking into account SEND, as well as the additional challenges that some vulnerable students may face.
- Making reasonable adjustments for disabled students, as required.
- Recognising that there may be contributory factors which affect students' behaviour and responding according to individual need by providing a personalised approach to the specific behavioural needs of particular students who are experiencing difficulties in developing or sustaining appropriate. This could include:
- More frequent engagement with parents.
- Home visits.
- Mentoring and coaching.
- Report cards.
- Time in The Shepherd Centre, The Grace Centre or Personalised Learning Room (PLR).
- Engaging with local partners and agencies to address specific challenges.
- Consideration of whether a multi-agency assessment such as early help or an Education Health and Care Plan is required.
- Designing an individual behaviour plan and/or a pastoral support plan and/or individual provision maps with set targets and support strategies embedded within.
- Contacting parents if there is a problem with attendance, punctuality or equipment, and about any concerns or problems that affect their child's work or behaviour.
- Setting, marking and monitoring Independent Study, and providing facilities for children to do homework in school, if required.

- Sending parents an annual written report on their child's progress and arranging parents' evenings, during which progress will be discussed.
- Engaging with and attending all training and development sessions to continually improve behaviour management and learn from best practice.
- Promoting a teaching and learning ethos which encourages all students to attend and participate in lessons, whatever their level of ability or need.
- Not tolerating disruption to teaching, learning or school routines, and take proportionate action to restore acceptable standards of behaviour.
- Challenging students to meet the school expectations and maintain the boundaries acceptable conduct.
- Dealing with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.
- Focusing on de-escalation and preventative strategies rather than being solely reactive by utilising: the 5 pillars of Pivotal Behaviour Management; Restorative justice strategies; the DfE (Department for Education) and EEF (Education Endowment Foundation) guidance on behaviour management in schools.
    - Modelling positive behaviour.
    - Providing praise and rewards, and reinforce positive behaviour;
    - Recording behaviour incidents and any given sanctions on Class Charts
- Communicating the contents of this policy to all students and parents to ensure that the school's expectations are transparent to all students and parents, and that expectations of and responses to behaviour are consistent, fair, proportionate and predictable. Staff will do this by embedding the school mantra into their everyday practice, reiterating the standards expected, displaying the behaviour and rewards one page documents and flow diagram in their classrooms, assemblies, when appropriate students will be signposted to the policy during assemblies and in lessons (specifically but not exclusively in PHSE), discussed as part of student induction to the school.
- Informing parents/carers about behavioural issues and working with parents/carers to help resolve these.
- Consider the welfare of the whole school community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students.
- Contribute to the development of systems which support and reinforce positive behaviour.

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

6.4 Parents/Carers

Parents play an important role in ensuring good behaviour from their children Parents/carers are expected to:

- Support the school in the application and enforcement of this policy
- Support their child in adhering to the Home/School Agreement and the Student Code of Conduct as mentioned below. Parents must sign this agreement annually.
- Inform the school of any changes in circumstances any challenging behaviour exhibited at home, special education needs, that may affect their child's behaviour.
- Discuss any behavioural concerns with school staff promptly
- Ensure their child attends school on time, appropriately dressed, fed, rested and equipped.
- Work with the school in supporting their child's learning.
- Attend virtual or in person meetings at school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- Inform the academy in writing of any medication their child needs to take (see the supporting children with medical needs policy).
- Support their child with their independent study and other opportunities for home learning.
- Attend parents' evenings and discussions about their child's progress, if reasonably possible.
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without

reasonable justification and, if invited, attend a reintegration interview at the school with their child.

6.5 Students

The rights and responsibilities of students are set out in the Home/ School Agreement, along with a list of the school rules to which all students must adhere. Reminders of the school mantra, the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Students are expected to have a positive attitude and maintain high expectations for themselves.

7. Student code of conduct

Students should adhere to the school's mantra of Work Hard, Be Nice, No Excuses. All students and parents/carers must sign the Home/ School Agreement at the beginning of each year a copy of will be shared with students and parents/ carers.
At all times students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school

8. Rewards and sanctions

We believe that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Students should be praised for positive behaviours to serve as a good example and reinforce good practice to others. Good behaviour, especially where a student has gone out of their way to be particularly helpful towards staff or others, will be rewarded as appropriate.

8.1 Rewards

Positive behaviour will be rewarded with but not limited to:

- Verbal praise
- Written praise (in books)
- Postcard home
- Text message
- Positive email
- Positive phone call home
- Subject achievement awards
- Awards Evening
- Positives points awarded on ClassCharts
- Other departmental and Head of Year rewards
- House Rewards – Big Bash
- Hot chocolate with the Headteacher
- Lunch with the Headteacher
- Rewards trip
- Special responsibilities/privileges (See Appendix 5 – Reward Policy One Page Summary)

8.2 Sanctions

Where a student's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of students and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include:

- Reflective or restorative conversation
- A verbal reprimand
- Non verbal cues
- Scripted conversations (see section 16.3 of this policy)
- Expecting work to be completed at home, or at break or lunchtime
- Contact with home e.g. text, telephone, email
- Clean up or repair the mess / item
- Moving seat in the classroom
- Confiscation of items
- Time out (sent out of the classroom for a short period of time)
- Sending the student to work in another classroom (parking)
- Calling walkabout

8.2.1 The school will impose sanctions (also known as disciplinary penalties) in response to student misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident, and due consideration will be given to the student's age, any special educational needs or disability, and any religious requirements. The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour.

- Break time detention, up to 10 minutes
- Lunchtime detention, up to 20 minutes
- Daily Report to teacher/ form tutor / HoY / SLT
- Contact with home e.g. text, telephone, email
- After school detention, up to 1 hour (teacher/ form tutor / SLT)
- Requiring a written apology.
- Confiscation of items for parents/carers to collect
- Extra work or repeating unsatisfactory work until it meets the required standard.
- School-based community service or imposition of a task — such as picking up litter, weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times, or removing graffiti.
- Loss of privileges — for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day or other extracurricular school events, such as sports day or prom.
- Removal from a class or groups.
- Parental meeting with Head of Department/ Head of Year
- Pastoral Support Plan (led by Head of Year)
- Withdrawal from social time for a fixed number of days
- Internal Isolation (Focus Room)
- Offsite Exclusion at another local school
- Suspension
- Referral to outside agencies (e.g. Haybrook College, Police)
- Paying for damage
- Parental fines (attendance & punctuality)
- Permanent Exclusion (see Appendix 3 – One page Behaviour policy and Appendix 4 – Incident Flow Diagram)

8.3 Home School Communication

School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include a member of the Safeguarding team making enquiries into circumstances outside of the school

and/or having a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future, and what will happen if their behaviour fails to improve. The school recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked-after children, regarding students' behaviour, when necessary. When a sanction is imposed, parents will be informed in writing via Class charts, Weduc or email, depending on the severity of the sanction.

8.4 Restorative Justice

The school encourages restorative justice, and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

8.5 Safeguarding

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

8.6 Unacceptable behaviour

Under no circumstances will illegal or inappropriate items be tolerated in the school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and, possibly, in suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to students.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on students.
- Any form of bullying (to the extent not covered above).
- Indecent behaviour.
- Damage to property.
- Gambling on school property.
- Recording or taking images of students or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- Consuming, carrying, supplying or misusing illegal drugs and alcohol and other substances, including legal highs.
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason.
- Theft.
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.
- Malicious allegations against staff.
- Racist, sexist, homophobic or other forms of discriminatory behaviour.
- Persistent truancy/lateness.
- Possession of items prohibited under the school Behaviour for Learning Policy (see item 5.2).

8.7 Removal from the classroom

Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- To maintain the safety of all students and to restore stability following an unreasonably high level of disruption.
- To enable disruptive students to be taken to a place where education can be continued in a managed environment.
- To allow the student to regain calm in a safe space.

During the period of removal, the student will receive continual supervised education in a suitable environment until a suitable plan is put in place for successful reintegration. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom, they will also be informed of the detention resulting from their child being removed from a lesson. A restorative conversation will be held between the student and the member of staff (usually during the detention) and a reintegration strategy will be discussed with the student which facilitates reflection by the student, sets out any support to be put in place for the student to avoid such behaviour in the future, and sets out clear behavioural expectations and the consequences of failing to comply.

8.8 Detentions

Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- The detention may put the student at increased risk or compromise their safety.
- The student has known caring responsibilities or religious requirements.
- The detention timing conflicts with a medical appointment.
- Suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.
- Parents will be informed of detentions of more than 20 minutes.

8.9 Internal Isolation – Focus Room

We will use Internal Isolation (Focus Room) in response to serious or persistent breaches of this policy. Students placed in the Focus Room will be expected to complete the same work as they would in class. In the Focus Room students work in silence and complete the work sent to them from their class teachers. Lunch is delivered to the Focus Room. Opportunities to visit the toilet are organised for when the rest of the school is in lessons.

8.10 Offsite Exclusion

This is normally given before a fixed term suspension. The student will spend a fixed amount of time (usually between 2 – 5 days, (in extreme circumstances this can be longer)) in the isolation unit of another local school. On their return the student has a readmission meeting with parents/carers and a member of the Senior Leadership Team, the student is then on report to that team member until that report shows that 3 consecutive days of good behaviour has been maintained.

8.11 Fixed Term Suspension

Incidents of a more serious nature will be dealt with using a fixed term suspension. Parents/carers will be informed of the fixed term suspension by letter and usually a telephone call. Students who have been suspended from school for a fixed term period will not usually return to lessons until a successful readmission meeting has been attended by both the parents/carers and the student. Readmission meetings are conducted by the Headteacher or another member of the Senior Leadership Team and the student must be wearing full school uniform. During a fixed term suspension students must be in the home under the direct supervision of the parents/carers during the hours of 8.30am to 3:00pm every day. Suspended students must not be on or near the school site. The school will make arrangements for work to be provided for the suspended student to complete at home. The completed work must be brought into school on the first day back.

8.12 Governors' Intervention Committee

When a student has received several fixed term suspensions and improvements are not being made despite the school's interventions the student may face a governors' intervention committee. The committee will be made up of 1 or more governors and the Headteacher or Deputy Headteacher. The student and their parents/carers will be informed of the issues the student is presenting, the interventions and sanctions already tried and the possible outcome, potentially permanent exclusion, if no improvements are made.

8.13 Permanent Exclusion

Permanent exclusion will only be used as a sanction of last resort in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. The school will follow its exclusions policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude. The decision to permanently exclude a student rests with the Headteacher alone and applies to all students in the school including Sixth Form. This will potentially occur if:

- A student has incurred a number of fixed term exclusions and is clearly persistently and deliberately refusing to accept or comply with school rules and staff authority.
- A student seriously and deliberately injures another person or endangers life or seriously harms school staff or property e.g. theft, arson, major vandalism.
- A student commits a criminal act.

Before a student is permanently excluded, as many possible interventions and sanctions as is practicable will have been tried. However, the most important thing for the school is the un-interrupted education and safety of the student and staff body and consequently there will be times when permanent exclusion is the only solution.

8.14 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the journey to or from school.

8.15 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.
Please refer to our Safeguarding Policy for dealing with allegations of abuse against staff, or for more information on responding to allegations of abuse.
The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Students with special educational needs and/or disabilities

In the context of this policy, a child is considered to have SEND if they:

- Have difficulties in learning which are significantly greater than the majority of other students of the same age.
- Have a disability which prevents or limits them from accessing the curriculum.
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

9.1 The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the student receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. The school will not assume that because a student has SEND it must have affected their behaviour on a particular occasion — this is a question of judgement for the school on the facts of the situation.

9.2 An individual behaviour plan and/or a pastoral support plan and/or individual education plan will be used for children with SEND whose condition causes them to display challenging behaviour, and advice will be sought from external agencies (Educational Psychologist, EMPHs, CAMHS etc), where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs Policy/SEN Information Report for more information.

9.3 We will, as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short planned movement breaks for a student whose SEND means that they find 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 sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

9.4 Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may, at times, affect a student's behaviour. Where relevant, engagement with experts such as educational psychologists, and other support staff such as counsellors and mental health support teams, can help to inform effective implementation of this policy.

10. Investigating incidents

10.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Students who have witnessed the behaviour will be asked to provide written, signed and dated statements. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the school will ensure that a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.

10.2 The school uses closed circuit television ("CCTV") within its premises. One reason why the school uses CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the school's CCTV policy and privacy notices for more information.

10.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

10.4 Students may be supervised in the Focus Room while an incident is investigated, this does not constitute their sanction. In exceptional circumstances, students may receive a suspension pending an investigation if there is a possibility that the welfare of other students may be compromised by that student remaining in the school.

11. Search, seizure and confiscation

11.1 Any prohibited items (listed in section 8.6) found in a student's possession will be confiscated. These items will not be returned to the student at the end of the school day, mobile phones will only be returned to a parent at the end of the school day. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate. Where appropriate confiscated items will be kept in the school safe until parents/carers are able to collect them.

11.2 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes and bags is deemed appropriate, a search may be carried out by the Headteacher or staff

authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of students being searched or screened; this includes the individual needs or learning difficulties of students with special educational needs (SEN), and making reasonable adjustments that may be required where a student has a disability.

11.3 From time to time the school will require students to undergo random screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon or unauthorised item or not. Any member of staff can screen students. If a student refuses to be screened, the school may refuse to allow the student entry into the premises. If a student fails to comply with screening and the school does not allow the student in, the school has not excluded the student and the student's absence should be treated as unauthorised.

11.4 The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all students and staff, with support from the designated safeguarding lead (or deputy). The Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.

11.5 Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the school rules, or are evidence in relation to an offence, and may confiscate, retain or dispose of a student's property as a disciplinary sanction, so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate, a member of staff may retain or dispose of a student's property as a punishment and is protected from liability for damage to or loss of any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

11.6 A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the school rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place, and give them the opportunity to ask any questions. If the student refuses to give permission, the school may impose a sanction for failing to follow a reasonable instruction. If necessary the student will be placed in the Focus room for the remainder of the school day and parents notified of the situation.

11.7 The Headteacher and other members of staff authorised by them have the power to search a **without the student's consent** if they suspect they are in possession of prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk, without delay. Prohibited items that can be searched for without consent include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and/or cigarette papers.
- Fireworks.
- Pornographic images.
- Articles that the member of staff reasonably suspects have been or could be used
  To commit an offence or cause personal injury to or damage to property of any person (including the student).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

11.8 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

11.9 When conducting a search, students must not be required to remove any clothing other than outer clothing. Outer clothing is defined as any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

11.10 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

11.11 Staff should keep a record of any searches conducted on students and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- The date, time and location of the search.
- Which student was searched.
- Who conducted the search and any other adults or students present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

11.12 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device. and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues. Further guidance can be found in the school's e-Safety policy.

12. Mobile phones and electronic devices

As set out in the school rules, mobile phones and personal electronic devices may be bought into school but must be in students' bags or blazer pockets. Mobile phones and electronic devices may only be used during social times or if a member of staff has explicitly asked students to use them. If a student is suspected of using their phone during a lesson or any other time outside of social times, the phone will be confiscated in accordance with section 11 of this policy, and parents will be required to come into school at the end of the day to collect the electronic device. If a student fails to hand over their electronic device,

walkabout will be called and if the student continues to refuse to relinquish in their electronic device, they will be taken to the Focus Room for the remainder of the day.

13.Use of reasonable force

We strive to provide a safe learning environment for all students. All members of staff (and anyone to whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

13.1 This power extends to times when staff are lawfully in charge of students but are off the academy premises, i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

13.2 Should the situation demand it, for example where injury to a person (including the student concerned) or significant damage to property is likely to happen, staff are permitted to use reasonable force i.e. reasonable in the circumstances meaning using no more force than is needed. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Where possible staff should send for help rather than attempting to use reasonable force themselves, unless the staff member concerned has undertaken recent (within 2 years) Team Teach training.

All incidents of the use of reasonable force should be reported on Class charts and referred to the Headteacher as soon as possible.
In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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/carers

13.3 Sometimes, students may get anxious or agitated and strategies used to help students calm down, such as using communication skills, distraction techniques and removing triggers, may not yield results. On rare occasions, staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.

13.4 All incidents where students need to be held to help them to calm down will be recorded, any individual behaviour plan and/or pastoral support plan and/or individual provision maps reviewed, and parents will be informed as a matter of course.

14. Bullying

We will take all reasonable measures to ensure the safety and wellbeing of all students and staff, and this includes protection from bullying. The school has a separate anti-bullying policy, which should be read in conjunction with this policy. Bullying is defined as the repetitive intentional harming of one person or group

by another person or group where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyberbullying.

14.1 We want to make sure that all students feel safe in the school and are accepted into the school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

14.2 Bullying can be verbal or physical, by person or by electronic, online or written means, and can be directed at both staff and students. The school practises a preventative strategy to reduce the chances of bullying, and our anti-bullying strategy is instilled in our curriculum through the active development of students' social, emotional and behavioural skills, assemblies, and is embedded in daily school life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.

14.3 If an allegation of bullying does come up, then we will:

- Take it seriously.
- Investigate as quickly as possible to establish the facts.
- Record and report the incident; depending on how serious the case is, it may be reported to Headteacher.
- Provide support and reassurance to the victim.
- Consider whether suspension or exclusion is appropriate in light of the circumstances.
- Make it clear to the bully that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will utilise Restorative Justice strategies to make sure that they understand what they have done and the impact of their actions.
- Using Restorative Justice strategies, discuss the matter with both parties, bring them together, and insist on the perpetrator seeing the other person's point of view; sometimes the no-blame approach is used, sometimes negotiation, and sometimes sanctions.
- Ensure that if a sanction is used it will correlate to the seriousness of the incident and the bully will be told why it is being used. The school believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way which could cause harm to another person in the school community, the member of staff should report this to a member of the senior leadership team. Following any such report an investigation will follow, during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the student.

15.Child-on-child abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. We will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

16. Behaviour management

Management of behaviour is in the first instance the responsibility of the member of staff responsible for supervising the student(s) at the time that the incident occurs; for example in lesson time this would be the classroom teacher, and at break times this will be the member of staff who is on duty in the relevant area of the school. There is a clear process for dealing with behaviour issues and all staff are expected to be consistent with consequences as outlined in the one page policy (Appendix 3).

16.1 Classroom Management

Classroom management at Slough and Eton is guided by the principles of Pivotal Education. *"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)*

At Slough and Eton we want to ensure we maintain an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning.

Our classroom model is based on the **Five Pillars of Pivotal practice**:

1 Consistent Calm Adult Behaviour	**2** First Attention for Best Conduct	**3** Relentless Routines	**4** Scripting Difficult Conversations	**5** Restorative Follow Up

(Adult Behaviours "When the adults change, everything changes" (Pivotal Education))

We have also developed a supporting document for staff 'Managing Behaviour Consistently' (see appendix 8), which provides staff with clear guidance on how to implement our behaviour for Learning policy.

16.2 Expectations of Adults

Consistent adult behaviour will lead to students consistently conforming to our expectations

Adults should:

- Be calm, show humour, show empathy, be consistent, reflect on their practice, catch students being positive, recognise and praise good conduct publicly, be confident and smile, aim for 'win/win' situations and de-escalation

We do not expect to see:

- Aggression, shouting, negativity, losing control, adults creating 'power struggles' or humiliation.

We expect every adult to:

1) Meet and greet students
2) Use positive language related to C.H.R.I.S.T and the school mantra
3) Maintain a calm and respectful approach with students

Heads of Year understand their responsibility to create a positive climate in their Year group areas.
We expect all Heads of Year to:

1) Meet and greet, walk around and be visible in their Year group
2) Go into lessons to catch students being positive
3) Be visible at lesson changeovers and social times
4) Work with staff to support restorative conversations

Curriculum Leaders understand their responsibility to create a positive climate in their subject areas.
We expect all Curriculum Leaders to:

1) Meet and greet, walk around and be visible in their curriculum area
2) Go into lessons to catch students being positive
3) Be visible at lesson changeovers and social times
4) Work with staff to support restorative conversations

We expect Senior Leaders to:

- Be a visible presence around the site every morning to meet and greet students on their arrival
- Be visible at lesson changeovers and social times
- Carry out regular learning walks to support, coach and model expectations

We teach positive behaviour for learning through:

- reinforcing the Slough and Eton's C.H.R.I.S.T like values
- referencing the school mantra of Work Hard, Be Nice, No Excuses in lessons, in tutor time, at changeovers and at social times
- scripted conversations
- restorative conversations
- modelling positive behaviour on a daily basis
- House assemblies
- student leadership programmes

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- meeting and greeting
- high staff visibility at changeover times giving attention to positive behaviour, not negative
- using non-verbal strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book
- repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- using a space within the classroom to allow a student to have "thinking time"
- Being assertive. Being assertive is being able to communicate your needs in a way that is:
  - Being in control
  - Being clear
  - Being decisive with clear conviction
  - Being direct
  - Being polite and fair

16.3 De-Escalation

De-escalation of inappropriate student behaviour by staff avoids low level behaviours escalating and becoming more serious.

When students are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the student can get back on track without giving attention to the negative behaviour. If a range of strategies, such as those described above, have been implemented and have not had the required impact staff should get alongside the student and deliver a "script". Staff will create a script that they feel comfortable with. An example of this could be:

1) I've noticed that …. (you are not ready to learn), reference previous good behaviour
2) I need you to …… (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)
3) I know you can do this/ you are better than this/ thank you for listening

16.4 Restorative Conversations

Where issues between staff and students were not resolved a restorative conversation needs to take place between the two parties. This could be supported by another colleague or line manager. This should take the form of a coaching conversation for the student. It should take place at the earliest opportunity, before the two parties are scheduled to meet again. Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

- Ask the student what happened and why they made the choice to behave like that.
- Ask the student who they think was affected by their behaviour.
- Ask them what they could have done differently, what would they do to avoid the same situation happening again
- Ask the student what they could have done differently.
- Agree strategies, goals, targets with the student for the future.
- Ask the student if they have anything they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

17. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's SENCo will 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, SEBDOS, 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/carers to create the plan and review it on a regular basis.

18. Provision

The Student Support Unit provides support for students with significant social, emotional and or mental health difficulties. Students who have been sanctioned as part of the school's Behaviour for Learning Policy may complete their sanction in the Focus Room and they will receive support to reflect on their behaviour.

Social skills work, ELSA work and mentoring will take place during the school day and after school hours as determined by the needs of the students and staffing availability. Individual support will be offered to selected students in areas such as counselling, anger management and low self-esteem.

Where a student persistently displays challenging behaviours the Head of Year may place the child on a Pastoral Support Plan (PSP). Parents/carers, the student, teaching staff and where appropriate representatives from external agencies contribute to the plan. The PSP is usually reviewed weekly and lasts no longer than 6 weeks.

Vulnerable students may be placed in the Personalised Learning Room (PLR), which accommodates a small number of students at any one time and offers short to medium term placements. Here, students receive a high level of specialist support and a personalised timetable. Every child in the PLR has an Individual Education Plan (IEP) that is reviewed half-termly. As with the PSP (above) all stakeholders are invited to contribute to the IEP.

Students who are at risk of permanent exclusion may be referred to Haybrook College for a short-term or long-term placement on a specialist course that is intended to address their specific difficulties.

19. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. All staff receive annual refresher training on behaviour management, which is delivered by member of the senior leadership team. Selected staff have been trained in de-escalation and positive handling techniques through Team Teach. Selected staff are able to access training from SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service). A staff training log is kept by the school.

20. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the governing body annually. At each review, the policy will be approved by the governing body.

21. Links with other policies

This behaviour policy is linked to the following policies:

Safeguarding policy
E-Safety policy
Attendance policy
SEN policy
Drug Policy
Anti-Bullying Policy

22. Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the school's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Appendix

Appendix 1: Written statement of behaviour principles

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, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour for learning policy is understood by students and staff

Students are helped to take responsibility for their actions

Parents/carers are involved in the follow up of 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: Home School Agreement & E-safety guidelines

Home School Agreement

Slough and Eton Church of England Business and Enterprise College recognises that the partnership between home and school is vital to ensure the success of every student.

Students. To achieve the best possible outcomes, students agree that they will:

Work Hard

- work hard in class and meet all deadlines for handing in independent study.
- take an active part in school life including attending extra-curricular clubs and lessons.

Be Nice

- show respect and care for others and their property.
- report any concerns about the safety and behaviour of other students.
- accept and respect all students and staff, regardless of their ethnicity, gender (including transgender), sexuality (LGBTQ+), disability, age or religion.

No Excuses

- attend school regularly and arrive at registration on time with the right attitude for learning.
- wear school uniform correctly and bring the correct equipment each day.
- behave well in and out of class and meet all the school's expectations including on the journeys to and from school and on any trip or visit.
- be responsible for all their possessions and not bring into school expensive items or large sums of money.
- talk with parents & teachers about any concerns in school and pass all letters and notes to parents on the day they are issued.
- adhere to the behaviour, bullying and e-Safety Policy.

Student Name: …… Form Group: …… Signed Student……

Parents. To achieve the best possible outcomes for our students, parents agree that they will:

- support school policies and see that their child attends school regularly, on time and is properly equipped.
- take an active interest in all aspects of their child's school life.
- communicate to school all relevant information which may affect their child's work or attitude to learning.
- notify the school if, for any reason, their child cannot attend school.
- ensure their child follows the school's behaviour policy and support associated action taken by the school.
- encourage learning outside of school, provide suitable facilities to learn, and encourage their child to have the right attitude to learning.
- encourage their child to accept and respect all students and staff, regardless of their ethnicity, gender (including transgender), sexuality (LGBTQ+), disability, age or religion.
- attend Parents' Evenings, student support meetings and other occasions at which their presence is required.
- Ensure the school has up to date contact details, medical information and other barriers to learning about their child.

Signed Parent: ……

Slough and Eton. To achieve the best possible outcomes for our students, the school will:

- provide a safe and stimulating environment for all your children to learn.
- offer a broad and balanced curriculum to students of all abilities.
- encourage all students to take responsibility for their own learning, feel proud of their achievements and enjoy being a student at the school.
- keep parents/carers informed about their progress and general school matters.
- insist that all students observe the school's behaviour and anti-bullying policies.
- provide an environment where all students are accepted with respect regardless of their ethnicity, gender (including transgender), sexuality (LGBTQ+), disability, age or religion, and challenge all prejudice when it occurs
- act without fear or favour with safeguarding concerns, placing the child at the centre of our decision making.
- set regular independent study and provide suitable facilities at school.
- assess students' work and provide regular targets and guidance on how to improve.

Signed on behalf of the school: ……

I have come in order that you might have life – life in all its fullness

Work Hard Be Nice No Excuses

M Culkeen 16/11/25

E-Safety Guidelines

With regard to the use of the school's IT systems students will:

- ensure their IT usernames and passwords are safe and secure – they will not share them, nor will they try to use any other person's username and password.
- not disclose or share personal information about themselves or others when online.
- immediately report any unpleasant or inappropriate material or messages or anything that makes them feel uncomfortable if they see it online.
- not use the school systems for personal or recreational use (including e-mail) unless they have permission.
- not use the school systems or devices for online gaming, online gambling, internet shopping, file sharing, or video broadcasting (e.g., YouTube) unless they have permission.
- not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- be polite and responsible when they communicate with others.
- not take or distribute images of anyone without their permission.
- only use their own personal devices (mobile phones, USB devices etc.) in school if they have permission and in accordance with school policies.
- not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others.
- not try to use any programmes or software that might allow them to bypass the filtering or security systems or cause damage or disruption to the school system.
- immediately report any damage or faults involving equipment or software.
- not tamper with, disconnect, attempt to repair or damage school equipment.
- not install, attempt to install or store programmes of any type on any school device, nor will they try to alter computer settings.
- only use social media sites with permission and at the times that are allowed.
- ensure that they have permission to use the original work of others in their own work.
- will not try to download work which is protected by copyright (including music and videos).
- understand submitted work will be passed through "Turn It In" and plagiarised work will be retuned with a possible sanction.
- not use Artificial Intelligence (AI) to complete work. Students doing this may be sanctioned.
- understand the IT system is monitored and infringements of these guidelines will be investigated and sanctioned.

Appendix 3: One Page Behaviour Policy

Slough and Eton
Behaviour Policy One Page Summary

Work Hard Be Nice No Excuses

Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

Christ like Values

Jesus Said, "I have come in order that you might have life – life in all its fullness"

C	**Communication**: Jesus drew large crowds to hear his teachings; he told stories that are relevant today and spoke sayings that are part of common vocabulary. He was a skilled communicator.
H	**Honesty**: Even when Jesus was put on trial before being crucified, he did not lie. He opted to 'speak the truth in love.'
R	**Responsibility**: Jesus noticed and did something about people who had less than others. He fed the 5,000, healed the sick, and was trusted by so many people that they left their everyday normal and chose to follow him.
I	**Initiative**: Jesus was creative in the way he led his team of disciples, and in the decisions he took. He led people into living in a radically different way and was prepared to take risks in doing this.
S	**Success**: 2,000 years later and the religion that developed out of Jesus' teachings is followed by billions of people. His values and teachings are considered transformative which is remarkable for a man who didn't travel more than 100 miles from his home town.
T	**Tolerance**: In a society where people who were different were treated as outcasts, Jesus triumphed the cause of the downtrodden. He epitomises someone who treats everyone with equality and fairness.

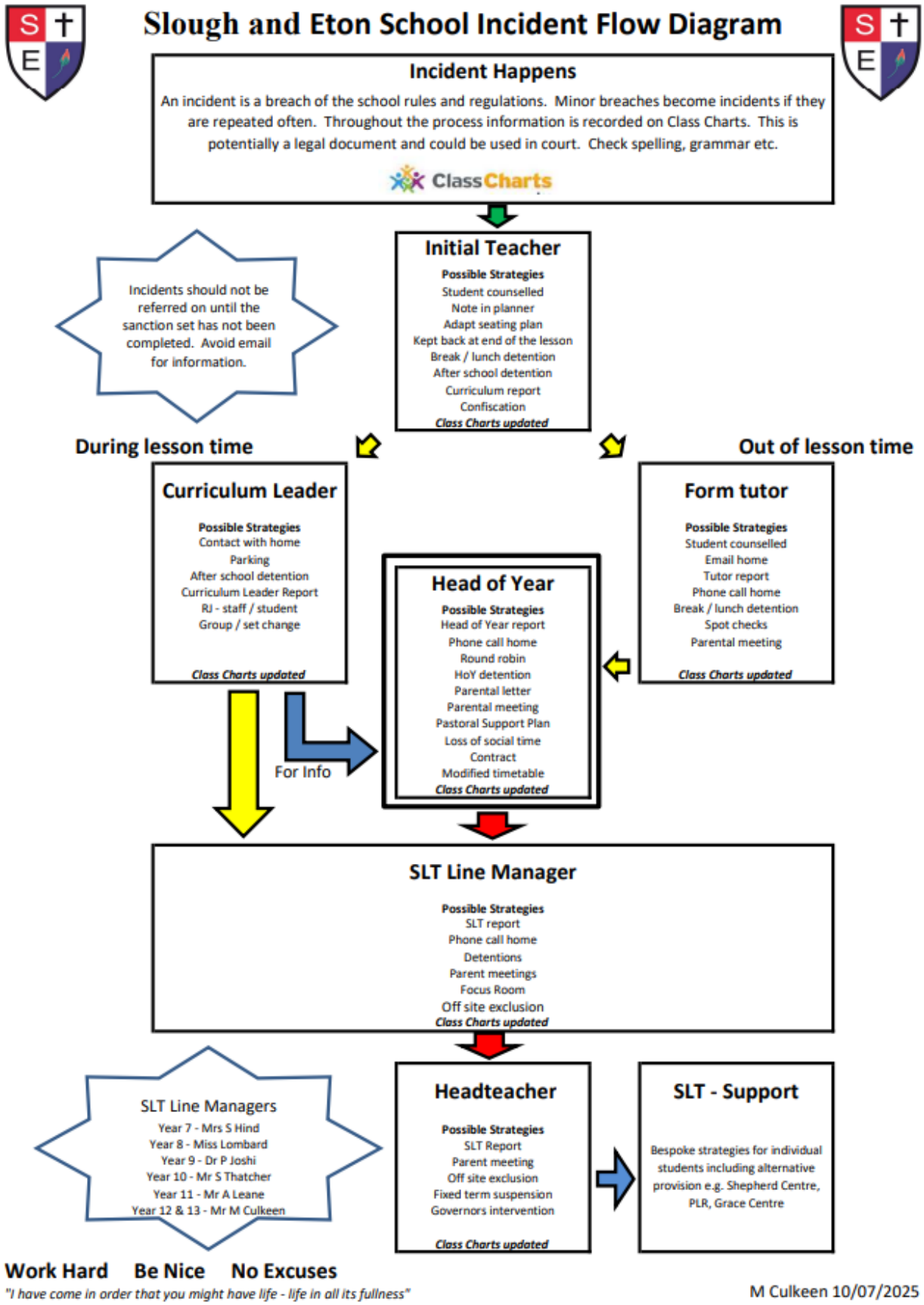
Expectations of Adults

Adult Should Be calm, show humour, show empathy, be consistent, reflect on their practice, catch students being positive, recognise and praise good conduct publicly, be confident and smile, aim for 'win/win' situations and de-escalation **Adult behaviours we do not expect to see are:** Aggression, shouting, negativity, losing control, adults creating 'power struggles' or humiliation.	**Expectations of all staff** We expect every adult to: 1. Use positive language related to the work hard, be nice, no excuses mantra and the C.H.R.I.S.T. values 2. Use the visible consistencies 3. Meet and greet students with a smile 4. Maintain a calm and respectful approach with students 5. Praise in public. Correct in private
We expect all leaders to: 1. Meet and greet, walk around and be visible in their Year group area 2. Go into lessons to catch students being positive 3. Be visible at lesson changeovers and social times 4. Work with staff to support restorative conversations 5. Model the visible consistencies	**We expect senior leaders to:** 1. Be a visible presence around the site every morning to meet and greet students on their arrival. 2. Be visible at lesson changeovers and social times 3. Carry out regular learning walks to support, coach and model expectations

Dealing with Low Level in Class Behaviour

Steps	Actions	
1	Reminder	A reminder of the three simple rules (Work Hard, Be Nice, No Excuses). Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Warning	A clear verbal warning delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.
3	2nd Warning Record on Class charts	(Keep the child 2 minutes at the end of the lesson + move seating position if needed) Speak to the student privately and give them a final opportunity to engage. Offer a positive choice, refer to previous examples of good behaviour. (Log as minor disruption)
4	Removal from the lesson	(Parked in another class - log on Class Charts as major disruption) Park the student in another class using the departments parking rota. Call walkabout if needed. Keep the child back at break or lunch time for a more formal meeting.

Appendix 4: Incident Flow Diagram



Appendix 5: Reward Policy One Page Summary

Slough and Eton
Rewards Policy One Page Summary

Work Hard Be Nice No Excuses

Staff Behaviours "When the adults change, everything changes" (Pivotal Education)

Christ like Values

Jesus Said, "I have come in order that you might have life – life in all its fullness"

C	**Communication**: Jesus drew large crowds to hear his teachings; he told stories that are relevant today, and spoke sayings that are part of common vocabulary. He was a skilled communicator.
H	**Honesty**: Even when Jesus was put on trial before being ~~crucified~~ he did not lie. He opted to 'speak the truth in love'.
R	**Responsibility**: Jesus noticed and did something about people who had less than others. He fed the 5,000, healed the sick, and was trusted by so many people that they left their everyday normal and chose to follow him.
I	**Initiative**: Jesus was creative in the way he led his team of disciples, and in the decisions he took. He led people into living in a radically different way and was prepared to take risks in doing this.
S	**Success**: 2,000 years later and the religion that developed out of Jesus' teachings is followed by billions of people. His values and teachings are considered transformative which is remarkable for a man who didn't travel more than 100 miles from his home town.
T	**Tolerance**: In a society where people who were different were treated as outcasts, Jesus triumphed the cause of the downtrodden. He epitomises someone who treats everyone with equality and fairness.

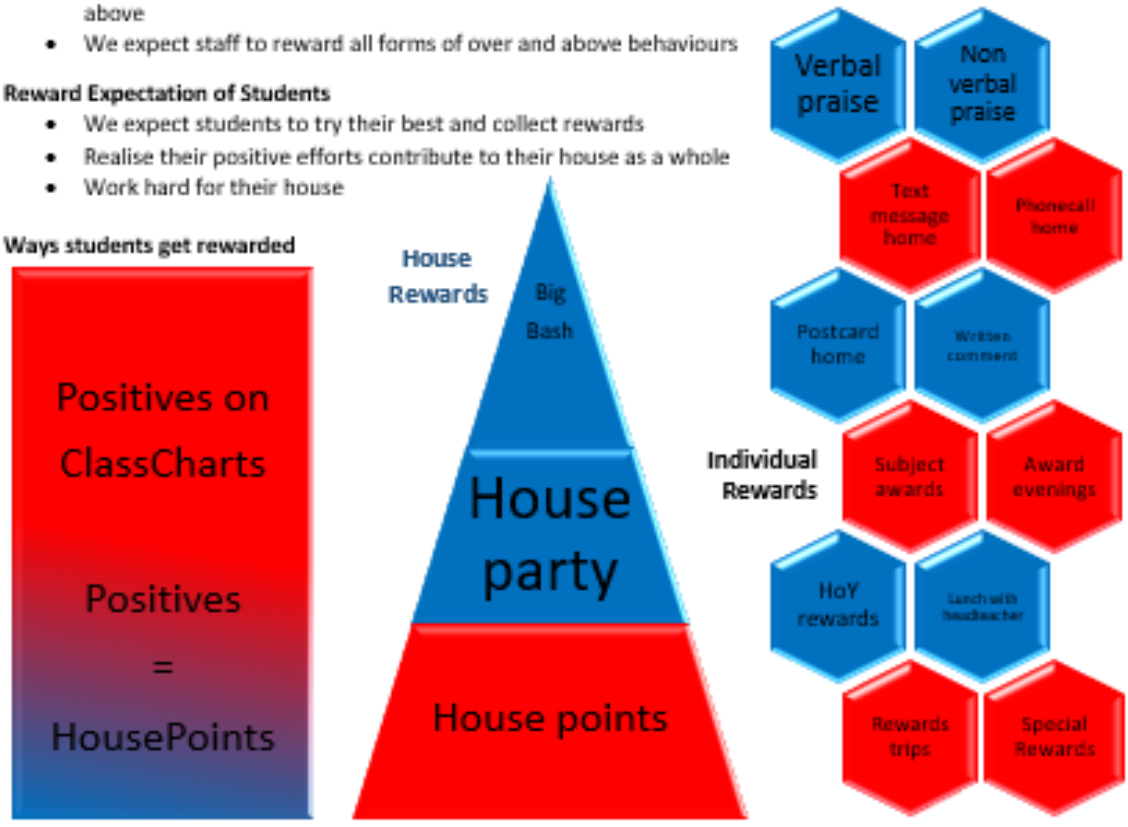
Reward Expectations of Staff

- We expect staff to notice when students are doing well and trying hard
- We expect staff to reward students when they do good work especially when this is over and above
- We expect staff to reward all forms of over and above behaviours

Reward Expectation of Students

- We expect students to try their best and collect rewards
- Realise their positive efforts contribute to their house as a whole
- Work hard for their house

Ways students get rewarded



M Culkeen 13/11/25

Appendix 6: Expectations for Success

Expectations for Success

Presentation

CW or Independent Study **Title** **Date**

- ✓ Rule off from last piece of work
- ✓ Write in blue or black ink
- ✓ DIRT activities in purple ink
- ✓ Diagrams in pencil
- ✓ File or stick in loose paper
- ✓ **Never** graffiti your work/book

We expect all students to maintain a high standard of appearance.
Full school uniform should be worn each day including to and from school as well dressed students are good ambassadors for the School.

- Jewellery is not permitted, except for one pair of plain studs or sleepers in ears and a wristwatch. Only studs can be worn in noses.
- Nail varnish is not allowed and make up must be discreet (not noticeable).
- Shaved heads or extravagant haircuts are not permitted and only natural hair colours are allowed (no lines cut into hair).
- All items of school uniform listed below should be clearly marked with the student's name.
- All items of necessary clothing should be suitable for school (e.g. no belts with large buckles).

The uniform includes:

Uniform

- Black single-breasted blazer with the school badge (sewn on the left breast pocket) - to be purchased from school
- Black V-neck jumper (optional)
- House tie - to be purchased from school
- Black skirt or trousers, of formal convention cut in a plain material (no skinny fit)
- White plain school shirt (tucked into trousers or skirt)
- Sensible, flat formal black shoes (no trainers or trainer like shoes/boots)
- Black or white hijabs (worn appropriately)
- Head coverings that obscure the face are not permitted
- Black or white taqiya/topi (Muslim prayer hat)
- Black or white socks only
- Outside coat (no hoodies, tracksuit tops, and leather or denim jackets)
- S&E Polo shirt – summer term only

PE Kit

Every lesson students MUST have:

- Red polo shirt (with school logo)
- Long black socks
- Black joggers or shorts
- Black jumper (with school logo)
- Trainers

Sport/weather specific requirements:

- For certain sports students MUST also have studded boots (rugby, football), gum shields (rugby, hockey) and shin pads (football, hockey).
- A plain black beanie hat and black gloves for cold weather are optional and can be purchased from any local shop (no logos).
- A plain black baselayer for cold weather can also be worn under a student's PE kit.

Other important information:

- As outlined above, all students must bring their PE kit regardless of injury or illness.
- Students without correct kit are expected to wear loan kit provided by the PE department.
- School shoes may never be worn to participate in PE lessons.
- Long hair must be tied back with a hair bobble.
- All jewellery will be removed for lessons. Students wishing to get any piercings should do this at the beginning of the 6-week summer holiday so that jewellery can then be removed for the PE lessons.
- A parental note for non-participation in the lesson is required; however students will still be involved in the lesson by coaching or umpiring.
- Parents/carers need to ensure all garments are clearly labelled with their child's name and tutor group.
- The PE jumper must not be worn as part of the normal school uniform.

The Headteacher is the final arbiter on matters of uniform and appearance

Appendix 7: Managing Behaviour Consistently

To ensure we continue to maintain the highest of standards of student behaviour and are consistent with our approach this document outlines the approach we should take to situations. *Next Day Detention* remains a key feature of our work, combining *SLT Detention* on a Wednesday and Friday, and is supervised as follows:

- Monday – PCO
- Tuesday – STT
- Wednesday – MCU
- Thursday – PCO
- Friday – ALE

Focus Room Time – this should all be managed and followed up by Heads of Year. HRA is responsible for logging attendance in the Focus Room, resetting days when students are absent and referring poor behaviour in the Focus Room to STT for follow up.

Offsite Exclusion – this should be managed by SLT links

Suspension – this will be managed by SLT links/PCO in discussion

Fighting

Violence/reckless behaviour which results in impact to the head should be referred to PCO for a suspension. In all other cases it should be Focus Room for a first offence. A repeat incidence of fighting should be issued with an offsite exclusion. Offences after that should result in a referral to PCO for suspension**. The severity of the impact to the head, the circumstances of the incident a*nd whether the medical room has been involved* will always be considered if suspension is an option and an investigation needs to be undertaken first.**

Swearing at members of staff

- In their presence = Focus Room *(caution is advised about swearing that is overheard amongst students but not intended to be heard by adults – this is likely to be in social time).*
- Directed at them and offensive = Referral to PCO for Suspension

Deliberately throwing something at a member of staff = Referral to PCO for Suspension

Failure to attend a Detention = referral to the next stage (do not use the 'upscale' function on Class charts as this does not work).

Failure to attend SLT Detention = Focus Room

Poor behaviour in the Focus Room = referral to PCO for suspension via STT/ relevant HOY.

Missed days in the Focus Room due to absence = automatically added to next day by HRA

Refusal to go to the Focus Room = suspension from school after speaking to parents that day. The student should be brought to PCO or the nominated SLT in PCO's absence by Walkabout. Walkabout must ensure that PCO and SLT are notified.

Poor behaviour in Collective Worship = referral to DLO for Friday detention with her.

Misuse or abuse of the school network = loss of access to the network for 6 weeks, referral to the safeguarding team and Focus Room. HOY to arrange with IT that the students account is locked, and make arrangements for access to Seneca, GCSEpod, Reading plus and Class charts.

Enabling or inciting trouble = where students are deliberately encouraging bullying, harassment, fighting or harm to others they should be sanctioned in line with the severity of sanction issued to the student who committed the actual problem. Students must understand that being an enabler is as bad as actually causing the problem.

Misuse of a mobile phone such as to film a fight or take and share unkind pictures of other students should be considered for a sanction in line with the severity of sanction issued to those who are actually causing the problem. The assumption we will make is that if a student is filming trouble, they are doing so to share it with others.

Behaviour to and from school and when students are in uniform in the community should be treated in the same way as if the incident had happened in school.

Vaping/ smoking

- If found where vaping is going on = SLT Detention
- If caught with vapes on them = Focus Room
- If caught vaping (usually with CCTV) = offsite exclusion. Refer to PCO for a suspension for repeat offenders.

Multiple Negative Points

Use of Class Charts for logging incidents of poor behaviour is our primary method of tracking incidents. Year group 'Tutor First trackers' (TFT) will be used to track and action positive and negative points awarded. Where students accrue multiple negative points within a specific timeframe we will take the following action:

	0 Behaviour Points - Expected	0	Tutor positive conversation
	Be Aware	1-4	Tutor check in conversation + contact home
	Intervene	5-9	Tutor detention and report + contact home
	Concern	10-15	HOY detention and report + contact home
	Serious Concern	16-19	SLT detention and report + contact home
	Significant Concern	20+	Focus room + HOY report + contact home

- 3 consecutive weeks of 20+ negatives = offsite suspension, parent meeting and support plan
- Persistent poor behaviour greater than the above = referral to SLT link for suspension consideration

We need to ensure that students don't go to the Focus Room too quickly when we could be placing them in SLT detention for a one-off incident. With that in mind SLT Detention can be used for:

- Failing SLT report
- Truanting lessons
- Rudeness and defiance at a lower level than listed above
- Poor behaviour in social time
- Repeated infringements of the uniform rules

Creative approaches should be considered where it will have an immediate and inconvenient impact on individual students (such as banning an individual from playing football with their peers).

Pastoral Support Plans should be used for instances where a student has had a number of sanctions or interventions and they are clearly not working. Examples when this might apply include:

- Repeated occasions on report indicating persistent poor behaviour
- Several incidents leading to time in the Focus Room or on Offsite Exclusion.

Referrals to the Safeguarding Team should be made where there is an ongoing concern about a student's behaviour, where a Pastoral Support Plan is in place (by HOY sending a copy to safeguarding@slougheton.com) or following an Offsite Suspension (AFR to notify).

Reflecting on Poor Behaviour

Students should always be given the opportunity to reflect on their behaviour and to take responsibility for their actions. To that end; use of restorative approaches, reflective activities and conversations, letters of apology and reconnection meetings should always be considered when responding to any incident of poor behaviour. HOYs must ensure that persistent poor behaviour or inclusion in the Focus room results in a reflective conversation using the S&E reflection sheets. These sheets should be kept to support conversations and identify appropriate strategies in the future.

Failure to Complete Independent Study in a number of subject areas

In the first instance class teachers and CLs should deal with students that fail to complete Independent Study, however if this is occurring across multiple subjects HOYs will intervene. This will be managed differently by each HOY in the context of their year group. They will ensure consistency within the year group in terms of sanctions.

Appendix 9: How we teach @ S&E

How we teach @ S&E

'Teachers need to be working on developing better habits, seeking to be more effective day in, day out when nobody else except their students is looking…. avoiding the speed camera mentality' (Tom Sherrington, Rosenshine's Principles in Action)

Step 1 = Sequencing

New material in small steps (Working memory is small);

- Never too much information at once. Domain specific knowledge first (topic based) –because prior knowledge determines our ability to problem solve.
- Small steps that can be practiced, allow students to process before moving on

Provide models (Cognitive support to help students solve problems)

- Teacher thinking aloud, worked out examples (as many as possible), focusing students on specific steps. *Visualisers* are a great tool for this. This secures procedural understanding.
- Live modelling, show the micro decisions to students - not pre-prepared – pause, explain why you've stopped, what are you thinking about? Pause moments help to isolate the most difficult parts.
- *'I, We, You'* modelling - open questioning and imposing high expectations of language.
- More models to engage with, analyse the difference between the different examples.

Provide scaffolding for difficult tasks (using other students as much as possible to support peers, at all key stages)

- Includes modelling and *thinking aloud* by teacher, Walking, Talking Mocks
- Cue cards, exemplars, writing frames, sentence stems, checklists, magpieing words, discussion guidelines and roles etc.
- Completing part of a task and allowing students to compare to their efforts or feed in facts as they work.
- Plan for talk opportunities – which is the odd one out, who would…., would you rather…..
- Must eventually (gradually) be withdrawn.

Step 2 = Questioning

Ask questions (Lecture, demonstrate and ask questions)

- Use *'process questions'* - ask students to explain the process they used to answer the question, to explain how the answer was found. Address any misconceptions or get students to = peer feedback, re-visit and re-teach if necessary.
- Probing questioning - checking the processing, why do they think what they think? Why did you say that and not that, why do you think Andy has a different thought/answer/feeling? Does anyone think differently? Who wants to argue with that?
- Cold call - check all students' (or as many as possible) understanding – put a name in front of questions, so they focus (generate thinking time, some need more (SEN, EAL))
- Think, pair, share - partner up, probe about other people's answers (to check they are on task).
- Say it again, better - high expectations of content and vocabulary (verbal version of purple pen).
- ABC; Add, Build, Challenge = include the whole class to develop a deeper understanding

Check for student understanding (actively listen to their feedback and adjust accordingly)

- Positive body language, eye contact, be on their physical level if necessary
- No opt out - move on when necessary but always return to the 'opt-outer' for summary of others' input
- Whole class response - traffic lights, white boards, fingers etc. - must all be at same time.
- Stop - allow students to summarise or repeat directions - maybe even disagree with others/you.
- If students are left too quickly to work independently then they may develop misconceptions.
- Students attach new knowledge to old knowledge - schema - teachers must ensure these bonds are accurate.

Step 3 = Reviewing

Daily review (~~aides~~ formative assessment, confines to long term memory, address misconceptions)

- 5 minutes of daily review of previous content (not just last lesson) – can be the Do Now
- Low stakes quiz, brain dump (all you can remember in 5 minutes), vocabulary focus, using terms in a sentence – but only if students have been asked to do this before – if not, then it's not recall.

Weekly and monthly ~~review~~ (students need extensive broad reading and extensive practice)

- There are many techniques for retrieval practice, such as teacher-led, self-quizzing, written or verbal quizzing, self-explanation, telling the story, multiple choice, summarizing, demonstrations etc.
- It must be possible for students to check their answers, not teacher marked, done in back of books = more likely to take risks
- Checking must be accurate and easy.

Step 4 = Practice

Guide Student Practice (teachers need to oversee initial attempts closely, students must be building confidence and making few errors)

- Students should rephrase, elaborate and summarise new material- rehearsal time must be adequate.
- Ask students to narrate when explaining their process - split the page 50-50, half the work, the other half try to explain why they have written what they have written.
- Reteach if necessary, break material down more - improve quality of explanation.

Independent practice

- A good deal of *overlearning* is required to cement into long term memory
- There is not enough time in class to achieve this
- Students need to work with their own resources, that's part of independence too.
- Students must be taught how to monitor their own work and check against set standards (mark schemes).
- Expose to genuine high levels of challenge