

Meridian Trust

Behaviour Policy

Northstowe Secondary College

Document Control

Version Number:	Draft Revision 2025_V4
Applicable To:	Northstowe Secondary College
Approved by Governors On:	
Review Cycle:	Annually
Date of Next Review:	September 2026
Related Policies & Procedures:	<p>DfE Exclusion Guidance</p> <p>Trust Physical Restraint: Guidance & Procedure</p> <p>Trust Responding to Prejudice Related Incidents</p> <p>Trust Home Visits Policy</p> <p>Trust Mental Health & Wellbeing Policy</p> <p>Trust Transporting Pupils Guidance</p> <p>Trust Substance Misuse & Education Policy</p> <p>Trust Transgender Guidance</p> <p>Trust Anti-Bullying Policy</p> <p>Trust Search & Confiscation Policy</p> <p>Child Protection & Safeguarding Policy</p> <p>Trust E safety & Acceptable Use Policy</p> <p>Uniform Policy</p> <p>Trust SENDV Policy</p> <p>Trust Complaints procedure Trust Attendance Policy</p>

This policy has should also be read in conjunction with the DfE guidance:
[Behaviour in Schools - Advice for Principals and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/behaviour-in-schools-advice-for-principals-and-school-staff.pdf)

Behaviour Policy: 'Our Way'

Our vision

At Northstowe Secondary College we wish to have a pleasant working atmosphere in which we all treat each other with kindness, tolerance, care, and respect. To achieve this, as a community, we have agreed on three **key values** for students:



KIND STUDENTS: listen, do not interrupt, respect, and encourage each other.
to do their best.

CURIOUS STUDENTS: Are **interested** in the lesson, **ask questions**, are willing to **'have a go,'** take **ownership** of their learning and always **try to improve**.

HARD WORKING STUDENTS: Take **pride** in their work, are **on time**, ready to **start quickly**, with the **right equipment**. They **meet deadlines** and **complete work to the best of their ability**.

We expect that students will demonstrate through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. This is reflected in our college and Meridian Trust values:

- Valuing people
- *Achievement for all*
- *High quality learning environment*
- *The pursuit of excellence*
- *Extending the boundaries of learning*

Northstowe Secondary College staff will work in partnership with families to help students develop high levels of discipline in order that a proper regard for authority is developed. We aim to ensure that students take responsibility for their own actions appropriate to their age and maturity.

We seek to create a **kind, curious and hardworking** learning environment by:

- Demonstrating good behaviour and discipline.
- Promoting excellent learning and teaching and high standards of attainment.
- Ensuring all responses to positive and negative behaviour are fair, consistent, and proportionate.
- Promoting positive relationships amongst all stakeholders.
- Ensuring early intervention.
- Providing a safe environment free from disruption, violence, and child on child abuse.

We do this through our House System, which creates a strong team and community identity within the school. Northstowe Secondary College is split into four houses (**Attenborough**, **Dyson**, **Glennie**, and **Parks**.)

- It reflects and delivers our commitment to **'know, value and support every student to achieve.'**
- We strive to promote a real sense of pride in all we do, through our learning journey.
- We challenge our students and staff to achieve their best, in order to prepare them for success in their future.
- We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions.

A **behaviour curriculum (Appendix 1)** has been written to 'clarify how' at Northstowe Secondary College **we teach students to behave appropriately** at school and within the local community.

Roles and Responsibilities

Academy Councillors

The Academy Council will establish, in consultation with the Principal, staff and parents, a statement for the promotion of desired behaviour and keep it under review. The Academy Council, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability, or sexuality. Trustees will support Northstowe Secondary College in maintaining high standards of desired behaviour of students and staff. The Academy Council will support the Principal should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

Principal

The Principal and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of the Middle Leaders, for creating a high-quality learning environment, teaching positive behaviour for learning, and implementing the agreed policy and procedures consistently. All leaders have a responsibility for proactively and systematically, monitoring appropriate behaviour data to identify and respond to issues and evaluate the impact of the policy and its implementation.

Support Staff

Support staff play a vital role in the implementation of our behaviour policy. All support staff are supported to challenge behaviour that does not meet the expectations outlined in this policy as well as acknowledging and positively reinforcing good behaviour.

All Northstowe Secondary College staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students. Our Pastoral team including Attendance, Safeguarding and Welfare, SEND and Student Support Assistant teams all play a pivotal role in reinforcing our expectations, identifying trends or specific needs, and supporting individual students. These teams are also playing a critical role in monitoring behaviour records logged on BROMCOM and My Concern, working with Senior and Middle Leaders to identify recurring issues and any trends.

Teaching Staff

The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. Northstowe Secondary College staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all students. We build on existing good practices ensuring that teachers know 'Our Way' and can explain and teach this to our students.

We expect teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on their knowledge of individual students or class groups.

All our teachers:

- Carefully plan lessons and PREP to ensure that we have a relevant and engaging curriculum.
- Assess accurately and adapt teaching to ensure an appropriate level of challenge for every individual.
- Acknowledge and reinforce personal achievement and good behaviour to build positive relationships.
- Show flexibility in determining provision for each child, understanding the context of the child, and responding to their behaviour, whilst always maintaining high expectations.
- Log both positive and negative behaviour events on Bromcom and record any incidents that reach a safeguarding threshold on My Concern.
- As Tutors monitor the behaviour of students in the tutor group, positively reinforcing good behaviour, teaching, and communicating our expectations of behaviour and supporting those who do not consistently meet these.
- Understand and follow **all aspects** of the Northstowe Secondary College Behaviour Curriculum.

Families

Families know the values and standards of the school when they apply for admission for their children. They will be expected, encouraged, and supported to take responsibility for the behaviour of their child both inside and outside the college. The college will encourage parents to work in partnership with it to assist in maintaining high standards of desired behaviour and they are encouraged to raise with the college any issues arising from the operation of the policy.

Reinforcement of our values occurs in all publications and in meetings of both large and small gatherings between staff and parents. We work towards a shared understanding with parents of what is acceptable behaviour and expect parents to support us in this. We ask families to ensure their children are punctual, attend regularly, bring the necessary equipment to school; and also ensure that their PREP is completed on time.

If a student behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by families to cover the loss or damage to the school. This standpoint applies to any damage that may be caused to any transport provided for the students.

If a student behaves in such a manner that a criminal offence may have been committed e.g. assault on another student or circulating inappropriate material about another student, the school will take advice from the Police. Should the Police choose to take additional action, school staff will support this process.

Students

As soon as students join Northstowe Secondary College, they are inducted into the values held by the school community. We require everyone to follow 'Be Northstowe' behaviours around the college, and to always uphold our college values of being:

- **Kind** - listen, do not interrupt, respect, and encourage each other to do their best.
- **Curious** - are interested in the lesson, ask questions, are willing to 'have a go,' take ownership of their learning and always try to improve.
- **Hardworking** - take pride in their work, are on time, ready to start quickly, with the right equipment. They meet deadlines and complete work to the best of their ability.

Students are expected to take responsibility for their own behaviour and will be made fully aware of 'Our way,' procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

The School's Role outside the gate

In accordance with DfE (2006) Guidance (Behaviour and discipline in school) the school acknowledges the powers to discipline students for misbehaving outside of the school premises. This may take place when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school, including the use of social media.

The school may look to take action when any misbehaviour:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

Learning to Behave

It is the responsibility of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour, this is achieved through a focus on being **kind, curious and hardworking (Appendix 1 & 2)**. We believe that the emphasis should be focussing on the positive behaviour of the vast majority of students.

To encourage this, staff will:

- Follow 'Be Northstowe'
- Model the attendance, punctuality, standard of dress and behaviour expected from students.
- Treat all children and adults with respect
- Speak politely to each other.
- Build student confidence, resilience, and self-esteem through positive reinforcement.
- Adopt an attitude of unconditional positive regard for all students and recognise student effort and achievements and to celebrate success.
- Keep families informed about success, efforts, and achievements.
- Challenge unacceptable behaviour positively and assertively.
- Work in partnership with parents through regular contact to help improve behaviour.
- Use restorative approaches, both in lessons and following any breakdown in relationship as a form of reparation.
- Use agreed college systems for monitoring, supporting, and reporting students including Curriculum and House reporting structures, FAQ's and the Intervention Steps.

Partnership for Learning

We believe staff, parents and students are all 'partners in learning' and should work together to promote outstanding progress and achievement and positive behaviour. Our vertical House system ensures that every individual student is known, valued, and supported. All parents, tutors and students are expected to agree to and sign our **Partnership for Learning (Appendix 3)** document.

Recognition

Recognition opportunities (**Appendix 4 / 4b / 4c**) are a way to identify student effort, progress, and achievement, and help to motivate others. They are a keyway of building relationships with our students. We utilise a range of recognition opportunities at Northstowe Secondary College that are either given in lessons or celebratory comments that are also shared with home.

Community Values and Consequences

We expect all students to meet our expectations, following the Code of Conduct and Classroom Expectations (**Appendix 5 and 2**). Sanctions provide a deterrent, show students that a behaviour is unacceptable and help them to develop a sense of right and wrong. They should be applied fairly, consistently, and proportionately. Consequences and Sanctions used at the school are outlined later in this policy.

Northstowe Secondary College has a legal right to detain students after school. Students may be asked to repair a mistake at the end of a school day, but this will take no longer than 10 minutes. Although not a legal requirement, we believe giving parents one day's notice of an after-school detention of more than 10 minutes, remains good practice. Legally, parents do not need to give consent and do not have the right to withdraw their child from college detentions.

After College Detention may be implemented directly because of Truancy, Dangerous or Difficult behaviour at the discretion of the House Team and Behaviour Team. After college detentions will also be administered because of the accumulation of behaviour points or failure to attend lunch detentions.

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

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to upset deliberately and repeatedly someone else. Cyberbullying is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. All school staff are required to undertake regularly updated safeguarding and child protection training, which includes understanding, preventing, and responding to cyberbullying.

Classroom Expectations

We expect our students to be **kind, curious and hardworking** at all times; and will be subject to a sanction if they do not meet our basic expectations.

Students should always be given a clear reminder of expectations before any sanctions are applied. Teachers should also use restorative approaches to ensure that the behaviour has been challenged, and the student has accepted responsibility for the impact of their behaviour on themselves and others. This is an important part of the reparation process for both staff and students.

Removal: If a student is removed from a teacher's class, they will spend the remainder of the lesson in a designated Faculty Focus room. The class teacher in the first instance will contact home to discuss the incident and inform the parent/student that this behaviour will result in a College Detention being issued.

The teacher will have a restorative conversation with the student during their detention. A subject report will be considered at this stage. If a student is removed more than once, then a subject report will be put in place, and the Curriculum Leader will become involved.

Teachers also use other behaviour management strategies such as seating plans, specific groupings, modelling positive and respectful behaviour and language, building resilience and self-esteem through positive reinforcement.

Behaviour out of lessons

Whilst the vast majority of students make a positive contribution to the college and meet or exceed these expectations consistently, in some cases there is a need to remind and reinforce the high expectations of the college community. If a student fails to meet our expectations out of lessons (**'Be Northstowe'**) – e.g. between lessons, at break and lunchtimes - there are clear consequences to their actions in-line with those applied during lessons. We also expect the same high standards of decency and behaviour when travelling to and from college.

More serious incidents, including bullying, are dealt with by House Links / SLT and sanctions applied at an appropriate level.

Around college:

Staff should remind students to:

- Only eat in designated areas (the Canteen) – not in classrooms or corridors
- Move around the site considerately.

Staff should also remind students to remove outdoor clothing in classrooms.

Uniform notes:

Students can get most uniform issues resolved at the start of school. The House Office may be able to rectify minor uniform infringements, such as providing nail varnish remover, trousers/skirts/ties/socks, and tights. Where this is not possible, students will be issued with a non-negotiable behaviour point and a uniform slip to carry with them for the day; along with a lunch-time detention. If there is refusal to comply the student will need to be isolated (break / lunch) until the issue is resolved. Contact home must be made in all these cases as the uniform policy is clear and parents are expected to support the college with this policy. Uniform issues should be resolved after one day. Persistent issues will require follow up action from House Teams.

Intervention and Support

Northstowe Secondary College will use a wide range of appropriate support and intervention plans to support the needs of the individual. This support is offered through our House system and curriculum areas. Parents will be kept fully informed of any additional support provided to their children.

Examples of such interventions are:

- Support from the Attendance Officer
- Access, Plan, Do and Review (APDR Paperwork uploaded on BROMCOM)
- Stepped Behaviour Reports: Tutor, Curriculum, House, Individual Behaviour Plans (IBPs), and Pastoral Support Plans (PSPs)
- Mentoring
- Personalised Timetable / Curriculum Changes
- Targeted Work Placements
- Alternative provision within another Trust college
- Nest & Lotus **referrals** (APDR) for in college support (behaviour, SEND Wave, counselling)
- My Concern
- EHA – Early Help Assessment

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive, and all interventions will be designed to support the individual.

Student Transition

Northstowe Secondary College is clear about its expectations from before induction with these outlined clearly at our Open evening with Year 6 in the October before they join us. All students and their families attend an induction evening in July where we again reinforce our expectations and outline the support available to students. Year 7 students join vertical tutor groups and have induction day where expectations are shared. Some students with specific learning needs may be offered additional support to help their transition.

Bullying and Child-on-child Abuse

The Academy Council and staff believe that all students at the school are entitled to receive their education free from humiliation, intimidation, oppression, and abuse. It is the responsibility of all adults in the college to ensure that this takes place.

Child on child abuse can include:

- **Verbal** name-calling, sarcasm, spreading rumours, teasing.
- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence.
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of or focusing on the issue of sexuality.
- **Cyber** All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls; Misuse of associated technology, i.e. camera and video facilities

Measures used to prevent bullying and deal with incidents of bullying are outlined in the **Anti-Bullying Policy**. Any Child-on-child abuse will be logged on My Concern / Bromcom and then reviewed by the house and safeguarding team, with appropriate consequences should this be deliberate or repeated.

Race relations & Discrimination

Northstowe Secondary College has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the school's curriculum and the application of sanctions for discriminatory behaviour is seen as an integral part of the school's duty to educate young people. Racism and other forms of discrimination are recorded on My Concern / Bromcom.

Equality Act 2010

The policy acknowledges the school's legal duties under the [Equality Act 2010](#), in respect of safeguarding and in respect of students with special educational needs/disabilities (SEND).

Use of Reasonable Force

All school staff have the power 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. This is based on the current DfE advice on [Use of reasonable force in schools](#). 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.

Safeguarding

Through day-to-day contact with students and direct work with families, all staff have a responsibility to:

- Identify concerns early to prevent them from escalating.
- Provide a safe environment in which students can learn.
- Identify students who may benefit from early help.
- Know what to do if a child tells them he/she is being abused or neglected.
- Follow the referral process if they have a concern

We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect children. At Northstowe Secondary College we will:

- Establish and maintain an environment where children feel safe in both the real and the virtual world, including in a digital context and are encouraged to talk and are listened to.
- Ensure children know that there are adults in the academy whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
- Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice, and equality.
- Ensure that all school/college staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our 'Responding to Prejudice-Related Incidents Policy.'

Sanctions & Interventions: Difficult, Detrimental & Dangerous Behaviour

Detrimental Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Difficult behaviour: That which is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity

Dangerous behaviour: That which is detrimental and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person were the age of criminal responsibility, such as racist abuse. An example of this could be 'three children required first aid for minor bruising as a result of Jane's kicking.'

Dangerous behaviours include:

- Theft
- Vandalism
- Premeditated or disproportionate violence towards another
- Possession of a weapon (permanent exclusion)
- Behaviour that endangers the safety of others
- Persistent bullying
- Foul and abusive language directed at staff.
- Smoking/vaping on the school site
- Possession, supply, or use of a banned substance (permanent exclusion)
- Use of discriminatory language / actions linked to an individual's protected characteristics.

Escalated difficult behaviours include:

- Persistent repetition of detrimental behaviour over a concerted period
- Challenging the authority of the college
- Acting in a manner which causes damage to the college and its pupils' reputation.

The use of sanctions should be underpinned by the following principles:

- It must be clear to the student why the sanction has been applied.
- Sanctions will be applied for difficult or dangerous behaviour.
- It must be made clear to the student what changes in behaviour are required to avoid future consequences and sanctions, enabling them to put their anti-social behaviour right.
- All sanctions must be used consistently and equitably.
- Staff discretion is required which will recognise the age, maturity and need of students and the circumstances of each incident as it occurs.
- Discipline in the classroom is the direct responsibility of the Subject Teacher and the Curriculum Leads in the first instance. Discipline outside the classroom is the direct responsibility of all staff, working in liaison with the appropriate Tutor and the Senior Tutor.

Staged protocol for dealing with student behaviour (see also Appendices 5-6)

Non-Negotiable student Action	Wearing incorrect uniform (correction by SSA / ST / SLT)	<ol style="list-style-type: none"> 1. Tutor/SSA award NN BP (-1) on Bromcom – Auto lunch detention set. 2. Tutor/SSA to issue uniform slip 	NN BP(-1) and Lunchtime detention (15 mins) Monday-Friday
	Lateness to School or Lesson	<ol style="list-style-type: none"> 1. Staff award NN BP (-1) on Bromcom – Auto Lunch detention set 	Period 1-4 1 st Lunch Yrs 7, 10 & 11, 2 nd Lunch Yrs 8, 9
	Visible Mobile phone or use (without staff consent)	<ol style="list-style-type: none"> 1. Staff award NN BP (-1) on Bromcom – Auto lunch detention set. 2. Phone confiscated and sent to SSA for collection at end of day 	Period 5 (lunch next day)

Toilet Use (without pass)	Student uses the toilet during a lesson with teacher permission	<ol style="list-style-type: none"> 1. Teacher award Blue Neutral Toilet Point (0) 	Toilet use is monitored by Tutor/ST
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Stage	Examples of Student behaviour	Staff Response	Consequence
<p>Stage 1: REMINDER</p> <p>When students are NOT making positive choices and learning is being disrupted</p> <p>Intended outcome: Student makes a positive change to their behaviour</p>	<p>Disrupting their own or others' learning</p> <p>Talking at an inappropriate time</p> <p>Making an inappropriate comment or slur to another student (for more severe comments consult with Senior Tutor)</p> <p>Not responding to initial teacher instruction</p> <p>Out of their seat</p> <p>Making poor effort in their work</p> <p>Failure to correct uniform, e.g., remove inappropriate jewellery</p>	<p>Clear verbal warning / reminder indicating what the unhelpful behaviour is.</p> <ul style="list-style-type: none"> • Positive Phrasing • Supervise Actively • Encourage – push on • Tackle do not Tolerate • Refocus learning • Limited choice of options <p>“Can I remind you about our classroom expectations”</p> <p>“This is a reminder to...not talk when I am talking”</p>	<p>None – hopefully, behaviour is corrected and lesson continues</p>
<p>Stage 2: REDIRECTION</p> <p>When students are NOT following school expectations inside or outside the classroom; or have NOT responded to a reminder</p> <p>Intended outcome: Student makes a positive change to their behaviour</p>	<p>Failure to respond to 1st verbal warning of any behaviour listed above.</p>	<p>1. Teacher should administer appropriate response:</p> <ul style="list-style-type: none"> • Change of seat • Movement time in or out of class (3 mins max) • Change of task • TA Input or 1:1 teacher support • Issue clear time cue • Set learning goals <p>2. Award REDIRECTION BP (-1)</p> <p>Your choices have not been Kind / Curious / Hardworking, I am now redirecting you by...</p> <p>We need to redirect your behaviour by...</p> <p>Are you ready to return to the lesson?</p> <p>What needs to happen so that you make better choices when you return to the classroom?</p>	<p>Redirection BP(-1) and student will receive After College detention when 5 redirections gained and further action, e.g., Tutor report. Typically, within ½ term Then reset</p>
<p>Stage 3: ESCALATED behaviour</p> <p>A repeated behaviour issue inside or outside the classroom; or more serious one-off incident</p>	<p>Student fails to complete Classwork or PREP</p> <ul style="list-style-type: none"> • Students that accumulate 5 or more behaviour points • Damage or vandalism • Deliberate defiance to staff • Disrespectful to staff • Chewing gum • Persistent disruption • Failure to hand over technology • Persistent no PE Kit 	<p>1. Teacher should award ESCALATE Not Hard-working / PREP not completed BP (-2)</p> <p>2. Set Teacher catch-up (Break, lunch, or after-school in-line with departmental policy)</p> <p>1. Teacher to award ESCALATE BP (-2)</p> <p>2. Bromcom will Automatically set Afterschool College Detention</p> <p>3. Teacher to hold Restorative Conversation with student</p>	<p>1. ESCALATE Not Hard-working / PREP not completed BP (-2) and Teacher Catch up detention/Refer to PREP</p> <p>ESCALATE BP (-2) and Afterschool College Detention Monday to Friday 3.10 – 3.40 pm</p> <p>Follow-up Tutor/Tutor/ST/Dept Action</p>

	Truancy Unkindness Verbal abuse Failure to attend detention	“Your choices have escalated; I now need you to... This is now an escalation in behaviour, please ...”	
Stage 4: SERIOUS Behaviour Incident	Failure to respond to Redirection- Behaviours become disruptive or behaviour categorised below: Deliberate Defiance Deliberate Damage Failure to leave classroom when asked Homophobic Incident Not meeting LOTUS expectations Misuse of Technology More than 1 student in toilet cubicle Verbal assault against adult Persistent Disruption Racist Incident Inappropriate Behaviour Theft Unsafe Behaviour Verbal Abuse Physical Assault	1. Teacher should send student to Faculty Focus room with work 2. Set Behaviour Point 3. Bromcom will Automatically set Afterschool College Detention 4. Teacher to hold Restorative Conversation with student If Student fails to leave the classroom or presents significantly dangerous behaviour 1. Class teacher to email Principal's PA to request SLT support 2. SLT remove student to appropriate location, e.g., LOTUS 3. SLT to award After-school SLT detention AND contact parents	SERIOUS BP (-3) and Afterschool College Detention Monday to Friday 3.10 – 4.10 pm Or Afterschool SLT Detention Friday 3.10 – 4.10 pm Follow-up Tutor/Tutor/ST/Dept Action Or Follow-up SLT Action

Stage 7: Behaviour resulting in Internal/external Suspension	Failure to attend SLT detention	SLT to place student in LOTUS and Contact parents	Internal Exclusion
	Serious poor behaviour that could include: Supply/possession/use of certain drugs and solvents or their paraphernalia including alcohol, tobacco or vapes. Physical violence, vandalism, theft, or intimidation. Persistent bullying or Discrimination based on an individuals protected characteristics i.e. racism or homophobia Misconduct of a sexual nature including supply or possession of pornography, possession or use of firearms, knives, or other weapons	Principal informed	Sanction as determined by the Principal

Follow-up action can include a range of interventions, such as: Tutor report, Senior Tutor report, Department Report, Meeting with parents/carers, as outlined in the Senior Tutor handbook. This list is not exhaustive.

All other incidents of concern should be reported to Houses & the behaviour team who will manage sanctions based on nature of incident reported.

The process following the reporting of a serious offence:

Gathering of evidence – statements taken from those involved (staff, students, and others as relevant.

Statements are also collected from witnesses as appropriate)

Evidence collected reviewed by Senior Leader/Lead Behaviour Professional/Senior Tutor/Curriculum Leader as appropriate. A course of action is recommended and discussed with the principal. The Final decision made by the principal.

Restorative Approaches

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions. These approaches provide an underpinning ethos and philosophy for making, maintaining, and repairing relationships and for fostering a sense of social responsibility and shared accountability.

This could be through:

- Affective questioning
- The use of micro scripts in lessons and community spaces
- Restorative conversations
- Restorative conferences
- Formal community conferences

Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

The restorative process is structured around key restorative questions:

1. What has happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next to put things right or do things differently in the future?

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings and conferences.

Suspension

Suspension will only be used in cases of very serious or persistent indiscipline. The Principal alone will decide under advice from SLT/Senior Tutors/CLs whether to exclude. Permanent exclusion is only used in the case of very extreme or repeated indiscipline and is subject to confirmation by the Academy Council.

Behaviours that could lead to suspension are:

- Premeditated violence
- Actions which put the student or others in danger
- Use of abusive or offensive language to staff or other students
- Vandalism of the school or an individual's property including the school bus
- Racist, homophobic, or disablist incidents
- Arson
- Theft
- Possession of illegal substances
- Bringing dangerous items into the college
- Serious misuse of technology
- Smoking/vaping on the school site, or to and from school
- Challenging the authority of the academy
- Acting in a manner which causes damage to the academy and its students' reputation
- Persistent unacceptable behaviour which other sanctions and strategies have not been successful in modifying

This is not an exhaustive list and there may be other situations where the Principal makes the judgement that suspension is an appropriate sanction. In most instances fixed-term suspensions will increase in length as used.

SSAs coordinate the collection of work for students to do whilst suspended.

All students suspended for a fixed term will be re-admitted only following a meeting preferably between the parents and the appropriate member of school staff. The process for this is shown in the table below:

Suspension Stage	Member of Staff	Possible Interventions
1	Senior Tutor	External Agencies/Mentoring/Reports/Curriculum Changes
2	Senior Tutor/Assistant Principal	As above plus Behaviour Plan/Alternative Curriculum Group, EIO Education inclusion officer
3	AP or VP Behaviour/Senior Tutor	As above plus CAF/IPRU consideration/AC mentoring/Targeted Work Placement

The Days or period(s) used in a fixed term suspension are subject to review and the evidence provided.

LOTUS (Internal Suspension) ROOM

Students may be internally suspended, i.e. suspended from the college population on site, if deemed more appropriate than being at home. A student may be schooled at a different time from other students for a temporary period and/or 1-1 tuition may be provided for a student to work apart from others for a temporary period and/or within a curriculum area.

- Arrive at 9.10am and remain until 3.10pm
- Students are supervised by a member of staff within the Internal Isolation.
- They are expected to work in silence, completing all work set.
- Inappropriate behaviour whilst in behaviour room may result in further time in behaviour room, referral to and/or external fixed-term or permanent exclusion.
- The length of time the student spends in behaviour room will depend on the severity of the behaviour and their behavioural history.

All students internally suspended for a fixed term will be re-admitted only following a meeting preferably between the parents and the appropriate member of school staff, e.g., SLT Behaviour Lead. An Internal Suspension readmission form will be completed.

Alternative Provision (The HIVE)

The Alternative provision provides provision for students whose behaviour is persistently detrimental or dangerous.

- Students attend school in The Hive. Adjustments to the School Day may be made to reflect the needs of the student; recorded in PSP / IAEP where appropriate.
- Students can be referred to work in the Bespoke Provision for a fixed-term period with defined objectives
- Students will be expected to complete all work set and to work to meet targets set at the start of the process.
- Students will not access the main school site or lessons. Unless this is central part to their successful reintegration back into mainstream lessons
- Students who are working with external alternative curriculum providers such as CRC (Futures Programme) will utilise BP to allow for the modification of their curriculum needs.

Managed Move

A 'managed move' may be considered at the Principal's discretion. This term refers to an **inter-school agreement** whereby a student is removed from one School's roll and placed on another in the same area, avoiding a permanent exclusion on the student's school record and offering a fresh start. This is an inclusion strategy designed to keep the student in mainstream education, albeit at another school for the remainder of their school career.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the college. We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defence) ii) the right to be represented and iii) the right of appeal. Our permanent exclusion procedures are as follows:

- i. Parents are phoned and informed of the decision.
- ii. Letter home within 24 hours giving parents the opportunity to discuss.
- iii. Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Governor representatives.
- iv. Permanent exclusion hearing within 15 college days of decision with notification to Chair of Disciplinary Hearing Committee, Governor representatives, student, parents (and parent representative if requested), and relevant Academy staff.
- v. Governing Body make decision to uphold or reinstate the permanent exclusion.
- vi. Parents given 15 college days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing

- vii. The Hearing outcome and any appeal outcome must be copied to the Chair of Governors, the parents, and the Local Authority.

Malicious allegations against staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to apply sanctions in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Searching students

Northstowe Secondary College will follow the latest DfE guidance on searching, screening and confiscation: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). In line with this guidance, if a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to college property.

Staff may examine data files held on personal devices during a search.

Two members of staff **must be present** when searching a student (including at least 1 Designated Safeguarding Lead / member of the Senior Leadership Team).

Confiscation

Prohibited items listed above will be confiscated by staff and disposed of in accordance with the law.

Mobile devices and phones should not be seen or heard in school. Staff will confiscate the mobile devices, and they will be taken to the House Office, where the SSA will lock them in a drawer until they are collected. On a first offence, the phone may be collected by the student at the end of the day. On a second occasion a letter will be issued, and the student must produce the tear off slip from this letter to get the phone back. Parents/Carers will be asked to make an appointment to collect your phone if it is confiscated again.

The college and college staff will not be liable for any damage or loss during the period of confiscation. Hoodies and other inappropriate articles of clothing that are not part of the uniform will also be confiscated and stored in the house office with alternative appropriate articles of uniform being provided by the college.

Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the sanctions section of this policy (**Appendix 6**).

Monitoring, Evaluation and Review

The policy will be promoted and published throughout Northstowe Secondary College.

Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows; these will be published at relevant meetings of the Academy Council:

- Number of Permanent Exclusions
- Number of Suspensions and rate of suspensions compared to National Average □ Number of Internal Isolations
- Number of both positive & negative behaviour points (across House groups)
- Results of staff, parent, and student questionnaires
- PASS Survey
- Number of achievement reward points issue

The Academy Council will review this policy annually at minimum. Assess its implementation and effectiveness and make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

Complaints and Appeals

Families are required to use their best endeavours to support the school in ensuring that their children's behaviour does not prevent others from learning effectively.

Families are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

If families are unhappy with the way a behaviour management or disciplinary situation has been dealt with, they should address their concerns to the Principal informally in the first instance. Families whose concerns are unresolved have recourse to the school's Formal Complaints Procedure, details of which can be found on the school's website.

