



Tomlinscote School

An Academy within The Prospect Trust



Behaviour Policy

Including discipline and consequences

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This is a 1-year policy which will be re-written for implementation in September 2025

Tomlinscote School

Behaviour Policy

1. Principles and Aims

The school believes that in order for every student to fulfil his or her potential and for learning and teaching to thrive, good behaviour in all aspects of school life is central to a good education. It therefore seeks to create a positive and inclusive learning environment in the school by:

- Promoting good behaviour and discipline at all times
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Providing clearly stated expectations of what constitutes acceptable behaviour
- Ensuring equality and fairness of treatment for all 9 protected characteristics (age, gender reassignment, disability, being married or in a civil partnership, being pregnant or on maternity leave, race, religion or belief, sex, and sexual orientation)
- Promoting a culture of praise and encouragement in which all students can thrive
- Encouraging students to take responsibility for their learning and behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment or discrimination
- Encouraging consistency of response to both positive and negative behaviour
- Providing early intervention and support for students including our most vulnerable
- Promoting effective behaviour management strategies and support for staff
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and procedures
- Enabling students to be healthy, stay safe, enjoy and achieve in learning, make a positive contribution, achieve economic well-being and by promoting the responsibility of every member of the school towards the whole community.
- Encouraging students to behave appropriately whilst online

2. Standards of Behaviour: What does good behaviour look like?

Tomlinscote promotes an ethos of respect for others and works towards standards of behaviour which are based on the shared values of excellence, character, progression, community, and perseverance. Good behaviour is when individuals' actions, words and deeds allow a positive working environment to flourish. This is where students can learn in a safe, calm, and supportive environment. Some examples of good behaviour are listed below:

- Respectful language and respect for other people

- Active listening
- Respect for the environment and property
- Turn taking
- Following appropriate instructions willingly and having a proper regard for authority
- Acting on recognised etiquettes (e.g. holding a door open)
- Promotion amongst students of self-discipline

3. Learning and Teaching

We believe that good behaviour and effective learning go together. An appropriately structured curriculum and effective teaching and learning contribute to good behaviour. Thorough planning for the needs of individual students, clear objectives, the active involvement of students in their own learning, the promotion of independent learning, recognition of effort, praise and structured feedback on what has been achieved and how further progress can be made all help students to avoid behaviour which hinders learning. Behaviour for learning is both taught and modelled during lessons. Staff have a responsibility to provide this safe environment in which students can learn. Tomlinscote students are expected to arrive to lessons promptly, fully equipped, and ready to learn. During lessons, students are expected to concentrate and engage fully with all learning activities. Students are expected to complete home learning to the best of their ability, within set deadlines.

4. Responding to good behaviour - Rewards

Positive behaviour is promoted through recognition and reward. This has a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Some examples of how we praise and reward students are listed below:

- Verbal praise
- Written comments on students` work
- Receiving House Reward Points
- Postcards of recognition, letters and certificates
- School colours
- Achievement assemblies, Award Evenings including Sport Celebration

5. Rules and Procedures

Rules and procedures arising from this policy have been developed by the Principal in consultation with Councillors, staff, parents/carers and students. These make clear to all how acceptable standards of behaviour can be achieved. These rules and procedures will be consistently and fairly applied. They can be found at appendix 1, 2 and 3. Our expectations for student behaviour are set out in a code of conduct which can be located in the student handbook and on the school website. All students are expected to abide by the code of conduct.

6. Responding to misbehaviour - Consequences (see Appendix 1)

Consequences are needed to respond to inappropriate and unacceptable behaviour. A range of consequences have three purposes (deterrence, protection and improvement). The focus will be on the behaviour rather than the individual that the consequence is being given to and group consequences will be avoided. Students will be given the opportunity, where appropriate, to make suitable reparation e.g. making an apology. Our procedures make a clear distinction between the consequences applied for minor and major offences.

Consequences may include the following:

- Expressions of disapproval
- Verbal reprimand
- Detention
- Moved to another classroom
- Referral to a more senior member of staff
- Monitoring on a special report
- Internal suspension in our internal suspension room (ISR)
- Internal suspension at a partner school
- Academy Quality Council (AQC) behaviour review meeting
- Suspension or permanent exclusion in the most serious circumstances

7. Roles and Responsibilities

- a) The AQC will establish, in consultation with the Principal, staff, parents/carers and students, the policy for the promotion of good behaviour and keep review annually, in line with changes in KCSIE documents. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the school's expectations about student behaviour are clear. Councillors will support the school in maintaining high standards of behaviour. The AQC will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.
- b) The Principal will be responsible for the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to designated members of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.
- c) All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. Staff through example will be expected to model the behaviour and social skills that they expect students to use. Although staff will challenge unacceptable behaviour it is expected that staff/student relationships should be characterised by good humour, politeness and friendliness.
- d) The AQC, Principal and staff will ensure that no student is treated differently or unfairly regarding policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- e) Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. Parents/carers are expected to actively support the school policy, reinforcing the need for good behaviour; we do not expect staff to be challenged when a decision has been made to issue a consequence to a student. Members of staff will not provide a detailed account of investigations and will not discuss the consequences that have been given to other students.
- f) Students will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Students also have a

responsibility to ensure that incidents of disruption, violence, bullying, discrimination and any form of harassment are reported.

8. Taking into account students with Special Educational Needs and/or disability (SEND) and other vulnerable students

We will take into account SEN, disability, race, religion and culture, and the circumstances of other vulnerable students in our decision making process, by having regard to the Disability Discrimination Act 1995 (Code of Practice for Schools) and the SEN duties in the Education Act 1996, both of which were amended by the SEN and Disability Act 2001. The school will consider whether a students' SEND has contributed to the misbehaviour and whether any reasonable adjustments need to be made to the consequence. The school will also support our young carers. For example, alter our punctuality expectations where required to do so.

9. Support for students

There are two Student Support Officers, one for Key Stage 3 and one for Key Stage 4, who are available to work with and provide pastoral support for students in conjunction with the wider Pastoral Support Team i.e., Heads and Assistant Heads of Year. Furthermore, the Behaviour Manager will provide further pastoral support.

We will work positively with external agencies to ensure that the needs of all students are met by utilising the range of external support available. These may include Behaviour and Pupil Support; Educational Psychology Service; Child and Adolescent Mental Health Service (CAMHS); Youth Service; Specialist Teachers for Inclusive Practice (STIPs). Alternative provision is considered where it is in the student's best educational interests.

10. Support for staff

Staff are informed to provide written accounts of behaviour events on the school CPOMS. There is training for staff throughout the year on behaviour management strategies during the meeting schedule and in the staff induction and early career teachers' programme.

11. Inter-relationship with other school policies

The behaviour policy should be read in conjunction with the following other related policies: Anti-bullying; Attendance; Child protection and safeguarding; Code of conduct document; Equality; The Prospect Trust use of technology, equality information & objectives statement and SEN & Disability.

12. Monitoring and Review

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct an annual review of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

The AQC will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff, parents/carers and students.

The outcome of the review will be communicated to all those involved, as appropriate.

This document is freely available to the entire school community. It has been made available on the school website and information will be included in the school newsletter.

Appendix 1: Discipline

Appendix 2: Rules and consequences

Appendix 3: Confiscation, retention and disposal of inappropriate items

Appendix 1

Discipline

Students are expected to exercise self-discipline. If self-discipline is not forthcoming, well-established procedures will take effect.

Breaches of acceptable school conduct may lead to: -

a) Referral to the subject teacher and/or the Form Tutor

On a first occasion, minor infringements will be dealt with in this way and may result in an e-mail being sent home. Action taken will be commensurate with the unacceptable behaviour.

b) Detention

A detention is a consequence, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under the supervision of school staff when their peers have been allowed to go home. Tasks undertaken by a student on detention will be determined by the school. The length of the detention varies between 10 minutes to 90 minutes. It depends upon the nature of the misbehaviour. (Further details of consequences are outlined in Appendix 2.)

A student may be detained on the same day without prior notice for ten minutes. Otherwise, parents/carers will receive notice of a detention by a message through Edulink by the member of staff who has made the detention. There will be notification 24 hours in advance. If a student does not attend a detention, then the parents/carers will be informed through Edulink.

A student may also be required to attend school as a consequence on an in-service training day.

Parental consent is not required for a detention.

c) Monitoring on a 'Report'

A student may be monitored on a report form which is signed by members of staff at the end of each lesson and parents/carers are asked to sign this report each evening. Targets for improvement will vary according to the reason for the student being placed on a monitoring report. Before going home at the end of school a student will meet with an appropriate member of staff who will review if the targets have been met during the day. This might be appropriate for persistent infringements, unauthorised absence from school or lessons.

d) Internal Suspension

This is a response to serious misbehaviour and students will go to our internal suspension room (ISR). A student may be placed in internal suspension in our internal suspension room for a period of time by a member of the senior leadership team, Heads of Year or Behaviour Manager. Serious misbehaviour includes the following: defiance towards a member of staff, racist/homophobic/ discriminatory comments made to a person in the community, inappropriate physical interaction by a student, bringing the school into disrepute outside of school whilst in school uniform etc. An automatic detention lasting one hour after school will take place on the same day of suspension. Parents/carers will be informed by telephone on the same day and subsequently by letter. Work will be provided for students while in internal suspension and it will always be supervised by a member of staff. Students will remain in the ISR during break and at lunchtime, although time will be made available for students to have break and lunch in the Bee Hive canteen. Students will be given the opportunity to consider how they can avoid future internal suspensions. This will be carried out by the Behaviour Manager and it provides an opportunity for reflection and reinforcement. Students may also be required to attend the suspension rooms of our partner schools within Surrey Heath. This may occur if there have been several internal suspensions by the student and a change of approach is required by the school. Parents would be responsible for transport to and from a partner school.

e) External Suspension

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

The decision to issue a suspension can only be taken by the Principal or the Vice Principals who act on the Principal's behalf. An external suspension will only be activated after direct personal contact between school and parents. Copies of the suspension letter will be placed on the student's record and forwarded to Surrey Local Education Authority. A suspension is a very serious matter. During the first five days of a suspension parents / carers are required to ensure that their child is not in a public place during school hours. The school will provide work. It is the responsibility of the parent/carer to ensure that the work is undertaken.

An Academy Quality Council (AQC) Behaviour Review meeting may occur for a suspension or where there have been repeated suspensions in a short period of time.

Should a student be suspended for more than five days the school will make alternative arrangements for the student's education. In line with Department for Education (DfE) guidance, and based on the principles of Behaviour Partnership working, provision from day six onwards is offered in each of our partner secondary schools, of which there are currently three, namely Collingwood College, Gordon's School, Kings International College. Students who are suspended for more than five days will be placed, from day six, in the provision that best fits the student's needs at the time of the suspension. This would be at the discretion of the Principal.

Parents/carers may request a meeting of the AQC's disciplinary committee for a suspension of between six and fifteen days. A suspension of more than fifteen days' duration will trigger a full disciplinary hearing involving Councillors, parents/carers, and Local Authority representatives. This will take place between five and fifteen days from the date of the suspension. Suspensions apply to serious breaches of acceptable behaviour, in particular for anti-social behaviour, or behaviour that is disrespectful to the local community or would tarnish the standing of Tomlinscote within the community. A false allegation made against a member of staff, persistent disruption, bullying, defiance or rudeness to staff, threatening or foul language directed towards a member of our community and violent behaviour are examples of behaviour that would generate a suspension.

At the end of a period of external suspension, the student with their parent/carers will have a reintegration meeting. In this meeting the student will reflect upon the reasons for the suspension and targets moving forward. A reintegration document will be completed. Outside agencies may be invited to this meeting when appropriate.

f) Penalty Notice relating to Suspensions

Section 103 of the Education and Inspections Act 2006 places a duty on parents/carers to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each suspension. Failure to do so will render the parent/carer liable to a Penalty Notice. The amount payable is £80 if paid within 21 days of receipt of the Penalty Notice, rising to £160 if paid after 21 days but within 28 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any suspension and failure to attend such provision without good reason will be treated as unauthorised absence.

g) Directed Offsite Provision and Managed Moves

Directed offsite provision and managed moves are used when a student displays persistent serious misbehaviour. Directed offsite provision is a temporary arrangement where a student attends another school for a period of 12 weeks with the intention of improving a student's behaviour. The behaviour of the student is reviewed at 6 and 12 weeks. This can be done without the consent of parents.

A Managed Move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. It should be in the students' best interest and agreed by parents or carers.

Permanent Exclusion

The decision to exclude a pupil permanently should only be taken:

- in response to a single serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

In extreme cases the Principal may move to a permanent exclusion. Such instances are rare and would usually be preceded by a student being placed on a Pastoral Support Plan (PSP) following a period of continued disruptive behaviour where the student had failed to respond to lesser consequences. Parents/carers will be aware when a PSP is being contemplated since the provision of the plan signals that the student is in danger of permanent exclusion.

If the Principal has made the decision to permanently exclude a student, then a range of key stakeholders will be informed as soon as possible, and a process will be followed in line with DfE guidance. (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024).

According to this guidance the government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

1) The Power to Search

Searching can play a critical role in ensuring that the school is a safe environment for everyone.

Only the Principal or a member of staff authorised by the Principal may screen or search students, with their consent, who are suspected of having in their possession a prohibited item. If a student does not provide consent, then the school will contact the parents/carers immediately and an appropriate consequence will be applied.

The list of prohibited items is knives or weapons, alcohol, illegal drugs, stolen property, tobacco and cigarette papers, fireworks, pornographic images or any item that could be used to commit an offence/cause personal injury or damage to property. Furthermore, searches may occur where it is believed that the students have an item, identified in the school rules, which may be considered harmful or detrimental to school discipline and a safe environment. For example, a vape or e-cigarette. Students may be asked to turn out their pockets, bag, or locker and to hand over an item which is causing disruption or contravenes school policy. The member of staff will ensure that the student understands the reason for the search and how it will be conducted. A student's possessions can only be searched in the presence of the student and another member of staff. There will always be two people of the same biological sex present for the search, whenever that is possible. The DSL will be informed when the search has been completed and the parent of the student as soon as practicable. If there is good reason to do so any electronic device which is found may be examined and any data or files may be erased or retained if such material could cause harm, disrupt teaching, or break school rules. If the police were required to do a search on a student in an exceptional circumstance, then the parents/carers will be informed beforehand and given an opportunity to attend. If the parents/carers were not available, then a member of staff will always be present.

j) Confiscation of inappropriate items

The school is able to confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff, students or themselves.
- is prohibited (or identified in the school rules for which a search can be made) or
- is evidence in relation to an offence or a potential offence.

The items or property will be confiscated as a disciplinary consequence. The school also has the right to determine when such items may be returned or if they will be disposed of. Advice may be sought from the police when it is considered appropriate. See Appendix 3 for details.

k) The Use of Reasonable Force to control or restrain students

Teachers, and other persons authorised by the Principal who have control or charge of students, have the powers to use reasonable force to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintaining good order and discipline at the school. This excludes items which are banned under school rules.

This power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control of the staff member (e.g. on a school visit). It is envisaged that this measure would only be used in exceptional circumstances, where the behaviour was sufficiently dangerous or disruptive and could not be dealt with by any other means.

The school will keep records of every incident in which force has been used.

l) Breakages or damages to school premises/equipment

In line with our Charging and Remissions Policy, charges will be made to parents by the school where damage results from a student's inappropriate behaviour. Charges are determined on an individual basis.

m) Outside School

Students are ambassadors of the school and should have due regard for the reputation of the school in the local community. This includes behaviour such as:

- when taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a student at the school.
- which have repercussions for the orderly running of the school.
- which poses a threat to another student, member of staff or members of public; or
- which could adversely affect the reputation of the school.

Where it comes to the attention of the school that there has been misbehaviour, students will be subject to an appropriate consequence.

Appendix 2

Rules and consequences

At Tomlinscote our expectation is that students will promote good behaviour and discipline at all times. However, we do have rules and consequences in place to ensure that the high standards of behaviour are maintained and for consistency purposes.

Equipment

- No reading book = 30-minute detention
- No iPad/ uncharged iPad = 30-minute detention
- Lack of equipment = 30-minute detention

Punctuality (calculated from Thursday to Wednesday)

- Students must be on site at 08.30 and sat in their tutor rooms by 08.35
- Students will receive an on the day breaktime detention if they are late to school
- Students that are late for registration 3 times within a 5-day period will also receive a 60 minute detention
- Students that are late for registration 4 times within a 5-day period will also receive a 90 minute detention
- Students that are late for registration 5 times within a 5-day period will spend 1 day in the internal suspension room
- Students that are late to a lesson will receive an on-the-day, 10-minute detention which should be sat at the next available break, lunch or after school

Uniform

- Kilt not at knee length = Breaktime detention in the main hall.
- Jewellery worn outside of what is allowed in the school policy = this will be confiscated and can be collected at the end of the term from the student reception (unless confiscated in the last week of term, then it will be returned at the end of the following term).
- Inappropriate make-up or nail varnish = The student will be asked to remove it. Repeat offenders will be issued a 30-minute detention or placed on a uniform monitoring report
- Hair in breach of school policy = Parents/carers will be contacted and students will spend breaktime in main hall until resolved. In extreme cases, parents/carers may be asked to collect the student and address the issue.
- Trainers: If a note is provided, the situation must be remedied by the following Monday at the latest. In the absence of a note, students will be issued with a breaktime detention. In cases where the situation has not been addressed after the weekend, parents will be contacted to remedy this.
- A Tomlinscote PE kit is required for all PE lessons, even if the student is not physically participating due to injury. If a student does not bring their kit to lessons = 30-minute detention

Mobile phones

- Mobile phones are not allowed in school. If a student is discovered to have a mobile phone, it will be confiscated for a period of 5 school days for a first offence. If the 5-day period crosses a weekend, a student is able to collect their phone on a Friday at the end of the day but must the same phone in to Mrs Cumner on Monday morning for the remainder of the 5 days.
- This increases to 10 school days for a second offence within an academic year.

Air pods/ headphones

- Expensive headphones should not be brought into school in case they get lost. Students should put their headphones into their bag when they enter the school gates and only use them in lessons. If a student is wearing headphones around the site, they will be confiscated and handed into student reception where they can be collected at the end of the school day.
- If headphones are confiscated for a second time, they will be confiscated for 5 school days.

Chewing Gum

- Chewing gum = breacktime detention.

Litter

- Dropping litter = break or lunchtime litter-picking detention

iPads

- iPads should not be used during break or lunchtimes
- If a student takes a photo of another student without their consent = 30-minute detention
- Students are not allowed to take photos of members of staff = internal suspension

Appendix 3

Confiscation, retention, and disposal of inappropriate items

Jewellery, other than that which is permitted, will be confiscated and held in the Student Reception until the end of the term in which it was confiscated. Details of permitted jewellery are listed in the school's Uniform Policy which is on the school website.

If a student regularly contravenes the rules regarding jewellery, the Head of Year or a member of the Senior Leadership Team can extend the consequence so that all confiscated items for that student are kept until the end of the academic year.

Items of confiscated jewellery which are handed in to the Student Reception by members of staff will be kept securely and labelled with the name of the student, date of confiscation and initials of staff member.

No mobile phones are allowed in school. A confiscated mobile phone may be collected after five "school" days from the Visitors' Reception. If the same student has a mobile phone confiscated again in the same academic year, it may be collected after ten school days from the Visitors' Reception.

Confiscated items not collected may be disposed of during the following Autumn term. While reasonable care will be taken with confiscated items, we can accept no responsibility or liability for the loss or damage of such items.

Appendix 4

Home school agreement

This is a partnership agreement and to work effectively it is important to understand the respective roles and responsibilities that each partner has. This Agreement embodies the values and ethos of Tomlinscote School.

The Student shall:

- Always be polite, kind, helpful and respectful to others in the school and the community
- Attend school every day and be on time
- Bring all the equipment needed each day
- Do all classwork and home learning to the best of their ability
- Keep Tomlinscote free from litter, graffiti and avoidable damage
- Take pride in their appearance and dress according to the school requirements
- Report any issues or concerns promptly
- Follow the school's policies for behaviour and discipline whilst in school and when wearing the Tomlinscote uniform
- Will not post negative or defamatory comments about the school, students or staff on social media

The Parents/Carers shall:

- Ensure that my/our child attends school punctually and properly equipped
- Ensure my/our child wears the correct school uniform
- Support all school's policies
- Support my/our child and the school in home learning and ensure that home learning is completed.
- Attend information evenings, progress meetings and other relevant discussions about my/our child
- Inform the school promptly about any concerns or problems which might affect my/our child's work, behaviour and attitude
- Provide up-to-date contact details and regularly check the information on Edulink
- Ensure that any form of communication with the school is respectful
- I/We will trust the school's decision in relation to behaviour, discipline and sanctions.
- Contact the School to discuss any concerns or issues promptly that I/we may have.
- I/we will not post negative or defamatory comments about the School, Students or Staff on social media.

The School and Councillors will:

- Undertake to provide a high quality educational, social, moral and spiritual experience (within the available resources) in a climate characterised by strong personal relationships and mutual respect
- Set, assess and monitor home learning
- Contact parents if there is a concern with punctuality or attendance
- Inform the family about any concerns or problems that affect the child's work, behaviour or attitude
- Provide the family with regular information on student assessments and progress
- Regularly arrange progress meetings during which routine student progress will be discussed, and facilitate parental access to the appropriate staff on occasions when parental concerns are expressed
- Keep the family informed about school activities and examination results via letters home and notices of special events
- Celebrate success and achievements
- Provide a safe environment for students to be listened to and taken seriously, especially regarding their mental health and well-being.

This policy has been reviewed in line with the following documents:

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation: advice for schools 2022

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024

The Equality Act 2010