



Behaviour Policy and Statement of Behaviour Principles

Author:	Jamie Robinson, Head of Behaviour and Attitudes	Date of review:	February 2026
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1. Legal framework

1.1 This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 2011
- Education Act 1996
- Education Act 2002
- Education Act 2011
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2025'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff' (for mental health and behaviour updates)
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' (cross-referenced with 2023 SEND and Alternative Provision Improvement Plan)
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- DfE (2023) 'SEND and Alternative Provision Improvement Plan'

1.2 This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Child Protection and Safeguarding Policy
- Complaints Procedure
- Online Safety Policy
- RSE and Health Education Policy

2. Vision, aims and intent

2.1 Vision

At James Calvert Spence College, our behaviour policy is grounded in a relational, evidence-informed approach, drawing on the work of Bill Rogers, Paul Dix, and the Education Endowment Foundation (EEF). We are committed to fostering meaningful relationships, promoting inclusion and removing barriers to learning. Our goal is to support every pupil, regardless of background or challenge, towards safe, happy, and successful post-16 pathways and fulfilling adult lives.

2.2 Aims

This policy aims to inform, guide, and support staff, pupils, and parents/carers in upholding our high expectations for behaviour. These expectations are embedded in our school ethos:

BE KIND	WORK HARD	AIM HIGH
<ol style="list-style-type: none"> 1. Be proud of who you are and where you come from; accept and be tolerant of other people and their differences. 2. Be respectful when speaking to others. 3. Value our school environment. 	<ol style="list-style-type: none"> 1. Engage fully in learning. 2. Have a cooperative attitude. 3. Try your best and don't give up. 	<ol style="list-style-type: none"> 1. Expect the best of yourself. 2. Have high aspirations and look to the future. 3. Be organised: look smart, think smart.

This ethos is more than a motto—it is a practical framework for behaviour that shapes a positive, aspirational culture where all pupils can thrive.

Our approach focuses on:

Creating a Safe and Fair Environment: Ensuring a school free from disruption, violence, discrimination, bullying, and harassment, where all members of the community are treated with fairness and respect.

Fostering Positive Behaviour through Relational and Restorative Practice: Recognising that mistakes are opportunities for growth, we use restorative approaches to help pupils reflect, repair relationships, and develop respect for others and for authority.

Promoting Self-Regulation and Achievement: We explicitly teach and celebrate positive behaviour, emotional regulation, and resilience, helping pupils build confidence and succeed.

2.3 Intent

We believe that good behaviour must be explicitly taught and modelled, rather than assumed to develop naturally. While sanctions are used, our primary focus is on understanding and addressing the root causes of behaviour through individualised support and targeted interventions.

Our whole-school strategy to promote positive behaviour and mental wellbeing includes:

- **Ethos and Environment:** A nurturing culture where wellbeing is embedded in the curriculum and modelled by staff, aligned with our ethos of *Be Kind, Work Hard, Aim High*.
- **Targeted Teaching:** Lessons that develop emotional literacy, self-regulation, and wellbeing as core components of learning.
- **Partnerships:** Collaboration with parents and external agencies to provide consistent, holistic support tailored to each pupil's needs.

All staff are trained to understand the impact of adverse childhood experiences (ACEs) on behaviour and mental health. This enables them to offer trauma-informed support and build strong, trusting relationships with pupils; relationships that are central to sustainable behavioural change; and a safe, inclusive school environment.

3. Roles and responsibilities

3.1 The governing body has overall responsibility for:

- Reviewing this behaviour policy and its effectiveness in conjunction with the headteacher
- Holding the headteacher to account for its implementation.

3.2 The Headteacher, the Deputy Headteacher and the Head of Behaviour & Pastoral are responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that this policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's culture of excellence to ensure they understand its rules and routines, and how best to support all pupils to participate fully in this
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary
- Ensuring that data relating to behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

3.3 The SENCO is responsible for:

- Collaborating with the governing body, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

3.4 Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing this behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils

- Considering their own behaviour within the school's culture of high expectations and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Delivering our ethos of 'Be Kind, Work Hard, Aim High'.

3.5 Pupils are responsible for and will be reminded regularly of our high expectations for behaviour:

- The expected standard of behaviour they should be displaying at the school
- That they have a duty to follow this policy
- Our schools key rules and routines
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff
- Using the strategies they have been taught to emotionally regulate and manage behaviour
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.

3.6 Parents and carers, where possible should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy (including ensuring your child wears the correct uniform and brings the expected equipment every day)
- Inform the School of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor or Pastoral Leader promptly
- Take part in any meetings following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Give feedback via the annual parent survey which will be sent through email (or a paper copy can be provided, on request)
- Take part in the life of the school and its culture of high expectations.

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

This communication will provide information on positive behaviours and behaviour incidents. The My Child At School (MCAS) app will be the primary form of communication in such instances and behaviour communication will be in reference to the school's culture of high expectations.

4. Definitions and Key Terms

The school defines "Serious unacceptable behaviour" as any conduct that could cause harm to oneself or others, damage the school's reputation, or is illegal. This includes, but is not limited to:

- **Bullying, Discrimination and Harassment:** Any unwanted, offensive, or repeated behaviour based on protected characteristics (e.g., race, religion, sex, disability), as defined by the Equality Act 2010. This includes all forms of bullying, such as cyberbullying, and harassment
- **Safety and Violence:** Acts that threaten safety, involve fighting, aggression, or extreme behaviour like serious vandalism and violence
- **Substance Abuse and Banned Items:** Possession of illegal or legal drugs, alcohol, tobacco, or any other banned items
- **Disruptive Conduct:** Persistent disobedience, destructive behaviour, truancy, running away from school, disruption on school transport, and refusal to comply with disciplinary sanctions
- **Theft and Abusive Language:** Stealing, verbal abuse, swearing, racist remarks, and threatening language.

The school defines “low-level unacceptable behaviour” as any conduct that disrupts the education of pupils. This includes, but is not limited to:

- **Disruption to Learning:** Talking in class, low-level disruption, and rudeness
- **Lack of Preparation:** Lateness, lack of correct equipment, and failure to complete classwork or homework
- **Misuse of Property:** Graffiti and unpermitted use of mobile phones

Isolated instances of these behaviours may be escalated to "serious unacceptable behaviour" depending on their severity or persistence.

Key terms glossary	
Call Back	A short same day meeting with a teacher to reflect on behaviour
The Bridge	A supervised space for emotional regulation and learning outside class
Restorative Conversation	A structured dialogue to repair relationships and reflect on behaviour
Corrective Script	A consistent verbal framework used to address behaviour calmly and clearly

5. Promoting excellent behaviour

James Calvert Spence College aims to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately.

5.1 Behaviour & Personal Development Curriculums

It is the school’s view that even with excellent academic learning, unless pupils understand how to behave impressively and appropriately, they will be disadvantaged. For this reason, we consider the teaching of behaviour to be just as significant as academic learning and readiness. We want all pupils to understand how to model excellence whilst demonstrating our ethos of Be Kind, Work Hard and Aim High alongside teaching our school virtues.

Our behaviour curriculum is centred around the teaching of routines and habits - these are used to reinforce the behaviours expected of all pupils relating to the following key areas:

- Form time, lesson time, assemblies and line ups
- Equipment
- Uniform
- Corridor movement
- Social time
- Community representation – to and from school
- Relationships with peers and staff
- Character development and self-awareness.

Relationships are key to all interactions. Pupils need to be taught to comply with expectations - behaviour is taught not caught. Our personal development curriculum is an integral part of pupil development and the vehicle through which appropriate behaviour and emotional regulation is taught. Below is an example of guidance provided to staff to do just that.

Positive Script	Positive Body Language
E -Expectations/Boundary Identified e.g. 'I've noticed that you stayed behind to help tidy away these books'.	D -Down to their level physically if appropriate
L -Link to our core values and expectations eg 'That is really kind of you and I really appreciate it'.	O -Open body language eg arms not crossed
E -Explain the consequence-e.g. 'I am going to contact home later to let them know how impressed I am'.	C -Calm tone with no emotion.
R -Reminder of a time when student met the expectations-eg 'I know that you did the same last week and this shows what an asset you are to have in our school community'.	S -Side by side if possible, not face to face.
T -Take up time and thanks e.g. Thank you for that-I am really proud of you'.	

Positive reinforcement and recognition will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on developing positive behaviours, defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

5.2 Rewards

To recognise excellence, pupils will be rewarded for meeting the following expectations:

- Attending the school every day
- Arriving to the school and at all lessons punctually
- Carrying full equipment every day
- Complying with the school's uniform standards
- Treating all staff and pupils with respect
- Moving purposefully and safely around the school
- Completing all homework
- Attending extra-curricular activities
- Engaging in leadership opportunities.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Name included on a recognition board
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Trips and in school events
- Positions of responsibility, e.g. being entrusted with a particular project.

The school holds termly assemblies to recognise pupils with Bronze, Silver, Gold, and Diamond awards based on their demonstration of the school's ethos in three areas: being kind, working hard, and aiming high. Each award level has progressively higher expectations for behaviour, effort, and participation, with specific benchmarks for things like respectful behaviour, punctuality, homework completion, attendance, and involvement in extracurricular activities or competitions. The Diamond award is given to pupils who show exceptional leadership or make a significant positive impact on the school community, as nominated by staff.

Gaining these awards gives pupils a sense of pride and the ability of first choice during reward activities and trips.

When giving praise, teachers are reminded to and must ensure:

- They define the behaviour that is being acknowledged
- The praise is given immediately following the positive behaviour
- The way in which the praise is given is varied
- Praise is related to effort, not simply the work produced
- Perseverance and independence are encouraged
- Where possible, recognition of pupils demonstrating school values: being kind, working hard and aiming high
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason
- The praise given is always sincere and is not followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

The school understands that when rewards/recognition is used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour
- **Consistent** – consistently rewarded to maintain the behaviour
- **Achievable** – keeping rewards achievable to maintain attention and motivation
- **Fair** – making sure all pupils are rewarded or recognised fairly.

6. Effective classroom management

Well-managed classrooms are paramount to preventing dysregulated behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils
- Establish agreed rewards and positive reinforcements
- Establish clear responses for supporting emotional regulation
- Encourage respect and development of positive relationships

- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner
- Arrive to lessons on time and fully prepared
- Follow reasonable instructions given by staff
- Behave in a reasonable and polite manner towards all staff, visitors, and pupils
- Always be ready to offer help to others, if necessary
- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Hand in homework at the time requested
- Report unacceptable behaviour
- Take pride in the school environment and keep it tidy
- Show respect for the school environment-not damage or disfigure the school premises, either inside or outside the buildings
- Move around the school in a safe, respectful, and orderly manner. Pupils should walk on the left where possible and use the appropriate staircases as directed
- Attend all lessons and other school activities punctually and always arrive in good time for commitments
- Arrive fully equipped to learn-planner, a blue or black pen, a green pen, pencil, ruler, rubber, PE kit and a reading book
- Not spit or chew gum – chewing gum is not allowed
- Not swear or use offensive language
- Not engage in gambling or games of chance.

6.1 Classroom expectations, rules and routines

The school has an established set of clear, comprehensive and enforceable classroom expectations and rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Routines may also include activities such as the following:

- Lining up outside the classroom before being invited into the classroom in an orderly manner
- Standing behind chairs before the class starts and sitting down upon the teacher’s instruction
- Handing out exercise books and pens/pencils at the beginning of the lesson
- Writing the Date and Title in the book
- Completing the Retrieval Task on entry to the classroom

- Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Teachers can explain the rationale behind the routine to help pupils understand why it is needed, as well as the consequences that will be imposed if a pupil does not adhere to the routine.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment, and pupils recognise that ‘this is the way we do things here’.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. the Behaviour Ladder, JCSC expectations and Our classroom Routines are clearly displayed in all classrooms; and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the consequences that may be imposed.

All rules outlined in the Behaviour Ladder are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

JCSC expectations

- ✓ Arrive at school ready to learn. Bring the correct equipment, full school uniform including your tie and blazer. Be proud of yourself, school and community.
- ✓ Arrive at lessons on time. This means you will not miss or disrupt any essential learning.
- ✓ Sit in your allocated seat. This will help you focus.
- ✓ Get out your equipment, nothing else. This reduces distractions.
- ✓ Do not eat in the classroom and only drink water. This keeps your brain hydrated. (No eating or drinking in the lab - it's very dangerous)
- ✓ Listen to instructions and follow them first time. This maximises learning time.
- ✓ Walk in corridors, don't run and respect personal boundaries. You could hurt or upset someone.
- ✓ Phones must be switched off and out of sight. This will help you concentrate on learning.
- ✓ Consider the way you speak to others. Your tone and words could hurt or offend others.

Our classroom routines

- ✓ Fresh day, fresh start. Greet pupils at the door with a positive greeting.
- ✓ Pupils enter the classroom.
- ✓ Homework and equipment is placed on the desk – nothing else on the desks.
- ✓ Pupils sit at their desks in their allocated seats (follow the teacher's seating plan).
- ✓ Books are given out. Pupils start their retrieval tasks.
- ✓ As pupils complete their retrieval, they politely respond to the register.

6.2 The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they always have full view of the room.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who need more support to emotionally regulate closest to, and facing, the teacher
- Carefully consider seating pupils who struggle to manage their emotions to ensure they have access to positive behaviour role models
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively using verbal and non-verbal cues
- Greeting pupils at the door of the classroom.

7. Understanding, managing and responding to behaviour

To manage behaviour effectively, JCSC teachers are expected to use a graduated approach, with the classroom teacher handling most issues. The initial strategies to be used in the classroom are:

Be Non Confrontational Use a positive tone of voice and give clear and respectful directions and expect compliance.	Give take up time Once you have given the instruction, take your eyes away from the student to allow them time to take up your direction.	Tactically ignore Tactically ignore secondary behaviours such as sighing, eye rolling, tutting, etc
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7.1 Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent-behaviour consequence (ABC) analysis to determine appropriate support. This involves:

- Antecedent **(A)**: what happens before the behaviour occurs
- Behaviour **(B)**: the behaviour that occurs
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff can identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour
- Where and when does the pupil display this behaviour
- What are the triggers of the behaviour
- What can adults do to support the pupil to re-engage in learning
- What emotional regulation strategy can the pupil use to ensure their needs are met

- What strategies can be implemented for behaviour change
- How can the pupil's progress be monitored?

In cases of serious and repeated dysregulated behaviour, a [Behaviour Contract](#) may be developed for each pupil this outlines the expectations of the pupil, and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of dysregulated behaviour.

Pupils and their parents will be involved in the development of the Behaviour Contract, and this is reviewed on a regular basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective and a Pastoral Support Plan instigated.

7.2 Responding to Unacceptable Behaviour

Poor behaviour may result in lost learning time, bullying, violence, anxiety and distress. It can cause some young people to stay away from school, missing vital education. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers

All staff are responsible for addressing unacceptable behaviour promptly and seriously. Our goal is to maintain a calm and safe learning environment through predictable and confident responses. This includes using a corrective script to help pupils understand and manage their own behaviour.

Positive Script	Positive Body Language	Corrective Script
E -Expectations/Boundary Identified e.g.' I've noticed that you stayed behind to help tidy away these books'.	D -Down to their level physically if appropriate	E -Expectations/Boundary Identified e.g.' I've noticed that you are not saying please or thank you'
L -Link to our core values and expectations eg 'That is really kind of you and I really appreciate it'.	O -Open body language eg arms not crossed	L -Link to our core values and expectations eg 'Can I remind you that our core value of Be Kind means you should really be using your manners. That is the rule you have broken.'
E -Explain the consequence-e.g. 'I am going to contact home later to let them know how impressed I am'.	C -Calm tone with no emotion.	E -Explain the consequence-e.g. 'I would rather not have to ask you to remain behind at the end of the lesson'.
R -Reminder of a time when student met the expectations-eg 'I know that you did the same last week and this shows what an asset you are to have in our school community'.	S -Side by side if possible, not face to face.	R -Reminder of a time when student met the expectations-eg 'I know that you can do this as you were really polite last lesson. That is the XXXX I need to see now.'
T -Take up time and thanks e.g.Thank you for that-I am really proud of you'.		T -Take up time and thanks e.g.Thank you for listening.' Walk away.

A graduated response to behaviour in the classroom is shown below, this is not rigid and can be utilised alongside additional behaviour strategies as listed in the JCSC behaviour toolkit.

Graduated response steps for behaviour management

	Step	Action
1	Reminder	A clear reminder, delivered as privately as possible, of our expectations around our core values e.g. 'C'mon now Jenny, I need you to be working hard on this piece of work. Thanks'
2	Verbal Warning	A clear verbal warning delivered privately where possible making the pupil aware of their behaviour and outlining next steps if they continue their behaviour. E.g. 'Either complete this work and stop distracting XYZ or you will need to move seat or potentially come back at XYZ for a callback - this is now being recorded'.
3	Move Seat - Last chance – Callback	As an initial and immediate consequence to inform the pupil, they must now move seat and work independently. You may also wish to speak with the pupil outside privately and give them a last chance to engage with their learning.
4	On Call	You may request pastoral staff to attend and assist in either further regulating and enabling the pupil to learn or be moved to a sixth form lesson or the bridge where they must complete their work. This will require a minimum call back and restorative conversation at the end of the day between the pupil and the teacher.
XX	Doorway conversation	Staff may use a doorway conversation with a pupil based on their professional judgement, choosing this approach when it is considered the most appropriate way to support the pupil's needs. During this process, the pupil will be asked to step just outside the classroom to help regulate their behaviour, develop self-control, and reflect in a calmer environment. This allows for a constructive reset while minimising disruption to the lesson. The staff member will remain positioned at the classroom door, able to monitor what is happening inside the room while speaking discreetly with the pupil at the threshold. They may use this opportunity to remind the pupil of expectations or outline the next steps. For example, the possibility of an On-Call referral, if their behaviour does not meet JCSC's high standards.

When a pupil's misbehaviour is causing significant disruption or is deemed serious by a staff member, the following procedures are initiated:

- The teacher will call for **On-Call support** to manage the situation and facilitate a corrective or restorative conversation with the pupil
- After the conversation, the pupil will be returned to the classroom to continue their learning with their peers
- If necessary, the pupil may be removed from the lesson and placed in a supervised alternative learning environment, such as a sixth-form lesson or The Bridge. This provides them with an opportunity to emotionally regulate with support

- The pupil will be returned to their next lesson. However, if the pupil is not in the correct frame of mind to learn then it may be necessary for the pupil to remain in the Bridge for a longer period; the focus must be on re-engaging in learning as soon as possible
- The subject teacher should inform parents of the fact that the pupil has been removed from a lesson and spent time in a 6th form lesson or the Bridge. This will usually be via Bromcom as this is the main means of home-school communication but may also be via a phone call home
- If a pupil already has an existing Behaviour Contract or other behaviour support tool, this will be reviewed
- It may be appropriate for the PSO or Head of Behaviour & Pastoral to inform the pupil's parents and invite them to discuss the incident.

For repeated unacceptable behaviour over a week, a graduated set of sanctions and support measures will be implemented:

- The pastoral team will determine if the pupil should have a period in The Bridge, a call-back, detention or be placed on a Behaviour Report Card
- The headteacher will consider a suspension in line with the school's suspension and exclusion guidance below
- An assessment will be carried out to identify any undiagnosed SEND, mental health, or communication difficulties contributing to the behaviour
- If SEND is identified, support will be funded through the school's budget
- If no SEND is identified, but the headteacher determines support is still needed, an Individual Pastoral Support Plan will be created.

Following further incidents, the headteacher will consider permanent exclusion, along with alternative options such as a managed move or off-site direction.

7.3 De-escalation strategies

Where difficulties with emotional regulation are present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding speaking or reacting with emotion (if this is not possible then "fresh face")
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"
- Using the corrective script
- Allow opportunities to emotionally regulate. Use the "don't flip your lid!" strategies displayed in classrooms and in the planner.

7.4 Follow-up and Investigation

Following the incident, the pastoral team will:

- Investigate the incident to understand the causes of the behaviour and re-engage the pupil in learning

- Record the incident if it is deemed unacceptable behaviour
- Promptly contact the pupil's home to discuss the matter. If misbehaviour persists, they may develop or issue an individual Behaviour Support Plan, report card, or Behaviour Contract to support improvement. Additionally, parents or carers may be invited to a meeting at school to discuss the issue and collaboratively determine the best path forward.

7.5 Preventing Reoccurring Behaviour

After any corrective or restorative conversation, staff will consider strategies to prevent the behaviour from happening again. To ensure a comprehensive approach, staff will log all reported incidents in Bromcom. This data is used to identify patterns that may indicate underlying mental health or safeguarding issues. All staff will be notified of changes in a pupil's behaviour that suggest a need for additional support or protection.

When misbehaviour occurs, staff will use their professional judgement to facilitate a corrective, restorative conversation after an initial incident. Sanctions will be applied alongside supportive measures to help prevent recurring misbehaviour. These measures can include:

- Targeted discussions with pupils
- Communication with parents
- Call backs, detentions, time in the Bridge or suspension
- Inquiries by the safeguarding team to understand any circumstances outside of school that may be affecting the pupil.

7.6 Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy when managing behaviour smoking and nicotine products.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy and assign a sanction in line with this Behaviour policy which could be a suspension or permanent exclusion.

7.6.1 Vapes / E-Cigarettes

The toilets at JCSC have been fitted with Vape detectors. If the detector is triggered, then any pupil in the toilet at this time will be subject to a search (see below). Pupils found with a vape/ e-cigarette will have the item confiscated and will be issued with an appropriate sanction (Detention or Suspension).

7.7 Online Misbehaviour

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

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

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

7.8 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the School may continue to follow its own investigation procedure and enforce sanctions if it does not conflict with police action. If a report to the police is made, the Designated Safeguarding Lead (DSL) or Deputy (DDSL) will complete a multi-agency report form (MARF) to children's social care, if appropriate.

7.9 Zero-tolerance approach to sexual abuse, discrimination, harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance. Please refer to our Child protection and Child Protection and Safeguarding Policy for more information.

7.10 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection and Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

7.11 Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for inappropriate behaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with this policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure.

7.12 Legal and Fair Discipline

All disciplinary decisions must be reasonable, non-discriminatory, and lawful. Discipline must be administered by an authorised member of staff, on or off school premises, while the pupil is under the school's charge. All decisions will consider the pupil's age, religious requirements, SEND, mental health needs, and any other contributing factors such as bullying or home life issues.

8. Bullying

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. Bullying is, therefore, deliberately hurtful, repeated (often over a period) and difficult to defend against. Bullying of any kind is unacceptable and will not be tolerated at James Calvert Spence College. At the School, the safety, welfare and wellbeing of all our pupils and staff are key priorities. We take all incidences of bullying seriously and it is our duty as a community to take measures to prevent and tackle any bullying, harassment or discrimination.

8.1 Types of Bullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith based • Gendered (sexist) • Homophobic/biphobia • Transphobic • Disability based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

James Calvert Spence College acknowledges that bullying causes significant distress, impacting a person's health and development, and in some cases, leading to serious harm. We affirm that everyone, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, has the right to equal protection from all forms of harm or abuse. Preventing bullying, including online bullying, is a collective responsibility for all members of our school community.

To prevent bullying, we will embed our school's ethos of Be Kind, which outlines expected behaviour in face-to-face and online interactions, both within and beyond school activities. Regular discussions with staff, pupils, and families will address bullying prevention, ensuring open dialogue about its impact and solutions. The Relationships and Sex Education (RSE) and Personal, Social, Health and Economic education (PSHE) curriculum will cover all forms of bullying, in alignment with the school's RSE and Health Education Policy. We will provide comprehensive staff training to address all types of bullying, including racist, sexist, homophobic, transphobic, and sexual bullying, and implement clear, robust anti-bullying procedures.

Our discussions with staff, pupils, and families will focus on fostering mutual responsibility to uphold the culture of Be Kind; developing skills such as active listening; respecting diversity; ensuring inclusivity so no one feels isolated; resolving conflicts positively; and evaluating the effectiveness of our anti-bullying measures.

We recognise that bullying is often linked to a lack of respect for diversity. To counter this, we will proactively seek opportunities to learn about and celebrate differences through our curriculum, increase diversity among staff, volunteers, and pupils, and warmly welcome new members to our School, fostering an inclusive environment where all feel valued.

8.2 Procedures to address bullying

At James Calvert Spence College, our Behaviour Team, with pastoral leadership for each year group, ensures a robust response to bullying incidents. All incidents must be reported to the victim's Pastoral Support Officer, who will investigate, impose appropriate sanctions on the perpetrator, and log the incident and outcome on our online safeguarding system, BromCom, notifying the Head of Behaviour and Pastoral.

The investigation process involves interviewing the victim, alleged perpetrator, and witnesses separately, recording detailed accounts, which may require staff prompting to ensure a comprehensive understanding. For cyberbullying, the Pastoral Support Officer will collect evidence such as text messages, emails, or photos provided by the victim. Staff will listen carefully to all accounts in a non-confrontational manner, avoiding blame until the investigation concludes, and pupils involved will be instructed not to discuss the interviews with others. Given the potential for some bullying to involve inappropriate sexual behaviour, staff must

assess whether additional safeguarding measures are necessary and all Pastoral Support Officers are trained to Designated Safeguard Lead standards.

8.3 Response to bullying

If the Pastoral Support Officer determines that bullying has occurred, they will work with the perpetrator to understand the consequences of their actions and issue a clear warning against further incidents.

The Pastoral Support Officer will inform the perpetrator of the sanction to be applied, which will be proportionate to the situation. Where appropriate, the Pastoral Support Officer will facilitate reconciliation, seeking an apology from the perpetrator, either in writing to the victim and/or witnesses or face-to-face, but only with the victim's full consent, ensuring no pressure is placed on the victim for a face-to-face meeting.

Parents will be informed of the incident and the actions taken. The Pastoral Support Officer will informally monitor the pupils involved over the subsequent half-term to ensure resolution.

While bullying itself is not a criminal offence, certain behaviours, such as harassment, threatening communications, or violence, may constitute criminal offences under laws like the Malicious Communications Act 1988, the Protection from Harassment Act 1997, or Section 127 of the Communications Act 2003. These include sending distressing or offensive electronic communications, disseminating defamatory information, or engaging in violence, theft, repeated harassment, or hate crimes. Such cases will be referred to the police as necessary.

8.4 Support

When bullying occurs at James Calvert Spence College, victims will receive comprehensive support tailored to their needs. The Pastoral Support Officer will provide emotional support and reassurance, ensuring the victim feels safe and valued. The Pastoral Support Officer will liaise with parents to maintain ongoing communication and support. Victims will be advised not to retaliate or respond to bullying but to preserve evidence (such as messages or images) and share it with a parent or staff member.

In cases of cyberbullying, victims will receive guidance on online safety to prevent recurrence, which may include discussions with parents about online habits and age-appropriate advice on blocking the perpetrator online.

In serious cases, such as child exploitation or abuse, the school may contact the police directly, but in other instances, the Pastoral Support Officer will discuss with parents whether police involvement is necessary.

Victims will be referred to their Tutor for daily support. Additionally, perpetrators will attend a mandatory reflective session with their Pastoral Support Officer to address any underlying emotional or wellbeing issues, promoting accountability and behaviour change.

8.5 Follow-Up Support for Bullying Incidents

To ensure sustained support after a bullying incident, the Pastoral Support Officer will monitor the progress of both the victim and the perpetrator. Where appropriate, one-on-one sessions will be held to discuss their wellbeing and progress, fostering a supportive environment.

One month after the incident, the Pastoral Support Officer will follow up with parents to provide updates and address any concerns. Victims will receive ongoing support, including formal monthly meetings with their Pastoral Support Officer to confirm the bullying has ceased. These meetings will continue until both the victim and Pastoral Support Officer are confident

the issue is resolved. Victims will also be encouraged to report any recurrence of bullying to a trusted adult in school, ensuring prompt action and continued care.

8.6 Bullying Outside of James Calvert Spence College and Online Behaviour

At James Calvert Spence College, we recognise that bullying can occur both inside and outside school premises, including online, and all reported incidents will be addressed in accordance with our Child Protection and Safeguarding Policy.

Under Section 89(5) of the Education and Inspections Act 2006, the Headteacher has the authority to discipline pupils for poor behaviour off school premises, such as bullying incidents on public transport, outside local shops, or in town centres where pupils are in school uniform. Such incidents reported to staff will be investigated and addressed, though disciplinary actions will occur on school premises.

Our Behaviour Policy applies to all online activity, including social media, whether for school or personal use, if it impacts the school, pupils, or staff. Upon enrolment, parents and pupils agree to the Acceptable Use of Technology Policy, available upon request. Online misbehaviour, such as damaging the school's reputation, defaming or harassing others, impersonation, or sharing inappropriate content, will be addressed per our Online Safety and Child Protection and Safeguarding Policies, with actions proportionate to the incident's severity. Pupils can report online misbehaviour to their Pastoral Support Officer, who will support resolution and may apply sanctions.

In line with the Prevent Duty, we maintain robust filtering to protect pupils from extremist material, expecting the same standards of kindness, respect, and dignity online as offline.

Incidents involving nudes or semi-nude images/videos will be referred to the Designated Safeguarding Lead or deputy to ensure pupil safety. The school maintains detailed records of all bullying incidents, including decisions, sanctions, support, and resolutions. These records are regularly reviewed to identify patterns of problematic behaviour requiring pastoral or external intervention, reflect on case handling to inform future practice, assess cultural issues that may enable discriminatory bullying, and strengthen prevention strategies based on identified trends.

9. Prevention and sanctions for improper behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

9.1 Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the ELT and pastoral staff are aware of any pupil that is:

- Persistently struggling to comply with expectations
- Not improving their behaviour following restorative and corrective conversations and call backs
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address dysregulated behaviour will include, but are not limited to, the following:

- Inclusion in “spotlight on the pupil”
- Narrating the positives
- Frequently engaging with parents, including home visits where necessary and feasible
- Providing mentoring and coaching
- Short-term behaviour report cards on our RAG system
- Planned/extended time in the bridge to support the pupil to develop emotional regulation strategies
- Long-term pastoral support plans
- ELSA, Thrive, BeYou or Lego therapy
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

9.2. Call backs & Detentions

The school will make it clear to parents and pupils that they are able to use call back as an opportunity to restore the relationship with key members of staff. The use of call back as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used. Stage 1 and 2 callbacks are issued for break and lunch times and may be used at the end of the school day.

We understand that making alternative arrangements for pick-ups for after-school detentions which can last longer than a call back can be an inconvenience for families, but this will not be accepted as a reason to cancel or re-arrange a detention as they are an integral part of our behaviour management system. Accordingly, we urge parents/carers to encourage their children to adhere to the high expectations of the school, so that ultimately, they are not issued with a detention.

The Education Act (1996) and guidance from the Department for Education states that schools have the right to impose after-school detention, without telling parents the reason for the detention or giving advance notice. However, at James Calvert Spence College, it is important to us that parents do receive information regarding any behaviour incidents, or any positive points received throughout the day. For this reason, all parents and pupils are asked to download the MCAS app where this information can be easily viewed. Additionally, if a pupil is placed on detention, parents will receive notification of this.

In extreme circumstances linked to SEND and/or safeguarding the school will make reasonable adjustment. This will be at the discretion of the Head of Behaviour and Pastoral / Headteacher in consultation with the SENCO. In rare, exceptional circumstances (e.g., a medical appointment with evidence provided or a serious safeguarding concern) we will consider deferring a pupil's detention to the next available after-school slot and working with families, but it will not be cancelled, and deferrals will not be accepted routinely

9.2.1 Stage 1: Teacher Call back

All teachers at the school will be permitted to request a pupil attends a call back to discuss their behaviour and provide an opportunity to repair the relationship.

The following indicate the times during which a call back can be issued outside of school hours:

- Break or lunchtime
- Any school day where the pupil is not authorised to be absent
- During weekends, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days.

Parental consent will not be required for call backs and, therefore, the school will be able to issue call back as a sanction without first notifying the parents of the pupil. Stage 1 call backs are likely to be completed within the school day or 10 mins at the end of the school day. The subject teacher will inform parents through MCAS and will contact parents should they miss their callback.

We will make every effort to inform parents/carers and give appropriate notice of an after-school call back using the MCAS app.

9.2.2 Stage 2: Directorate call back

If a pupil fails to attend a stage 1 teacher call back, then the consequence of this poor choice could be a directorate call back. During a stage 2 call Back, the curriculum director and subject teacher will discuss the difficulties that have been experienced within the classroom with the pupil and identify clear strategies to avoid the situation reoccurring.

9.2.3 Stage 3: Directorate Detention

If a pupil fails to attend a stage 1 or 2 call back, then the consequence of this poor choice could be a 1-hour directorate detention. During a stage 3 directorate detention, the curriculum director will discuss the difficulties that have been experienced within the classroom with the pupil and identify clear strategies to avoid the situation reoccurring.

9.2.4 Stage 4: ELT Detention

Also, if a pupil fails to attend a directorate detention, the pupil will be issued a Friday night ELT Detention. This is an opportunity for teachers to have a restorative conversation with the child whilst supported by a member of the ELT.

If a pupil misses an ELT detention due to absence, the school may reissue this for the evening of the pupil's return to school without first informing parents/carers. Should a pupil miss a stage 4 ELT detention it may be necessary to either place that pupil in the Bridge or suspend the pupil for failure to adhere to their sanction.

9.2.5 Call backs for punctuality

Call backs for punctuality to school will take place at breaktime or lunchtime each day to address pupils who are late to school. Pupils are issued with a same day call back if they are late to school.

9.2.6 Same day Pastoral Team Detentions

Same day detentions may be necessary in instances where pupils do not meet the school's high expectations frequently in the following areas:

- Kindness / Bullying: not being kind to peers or displaying bullying behaviours
- Internal Truancy: not being where they are supposed to be on their timetable
- Uniform: frequently not having all items of uniform, worn correctly; or wearing prohibited items/accessories – for example, false eyelashes, bracelets

- Frequently using smart devices
- Equipment: not being prepared with all equipment
- Punctuality: frequently not arriving on time in the morning.

Should a pupil's Pastoral Support Officer witness the above or persistent disruption during a school week they may issue a same day pastoral detention outside of usual classroom callbacks. These are at the discretion of the pastoral leaders in the school.

9.3 Homework

It is an expectation that pupils complete homework for their school subjects. Pupils will record this in their homework diaries. We aim to support pupils with homework completion, by having daily homework catch up sessions in the library at lunchtime. All pupils are welcome to attend the catch-up sessions or receive support from their teachers. Some pupils will be directed to go to these catch-up sessions if they need more support.

Staged approach to homework completion:

- Non-completion of homework will lead to a teacher callback
- Where pupils persistently do not complete homework, they will receive a director's detention. Failure to attend this will lead to a pupil being referred to an ELT detention.

9.4 Considerations

When issuing call backs and detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.

When issuing call backs which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the time is likely to put the pupil at increased risk
- Whether the pupil has identified caring responsibilities
- Whether the call back timing conflicts with a medical appointment (an appointment card/proof of appointment may be requested)
- Whether the parents ought to be informed of the call back– in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent. Parents can purchase bus passes through MCAS at a cheaper rate

After school call backs will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate opportunity for a conversation and to make up time will be arranged instead. This must be agreed by the school.

10. Suspension and exclusions

At James Calvert Spence College, we are committed to following all statutory exclusion procedures to ensure that every pupil receives an education in a safe and caring environment. Our school aims to:

- Ensure the exclusion process is applied fairly and consistently
- Help governors, staff, parents/carers, and pupils understand the suspension and exclusion process

- Prevent pupils from becoming NEET (not in education, employment, or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully.

10.1 A Note on Off-rolling

James Calvert Spence College does not engage in 'off-rolling,' which is the unlawful removal of a pupil from the school's register. This includes encouraging parents/carers to remove their child or not allowing a pupil to attend without a formal, statutory process.

Any suspension or exclusion at our school will be made on disciplinary grounds only. A pupil will not be suspended or excluded because of their Special Educational Needs and/or a Disability (SEND), poor academic performance, or failure to meet a specific condition. To do so would be considered a form of off-rolling.

10.2 Legislation and statutory guidance

This section is based on the Department for Education's (DfE) statutory guidance on suspensions and permanent exclusions. It is also informed by key UK legislation, including the Education Act 2002, the School Discipline Regulations 2012, and the Equality Act 2010.

We also follow guidance on parental responsibilities, the provision of full-time education for excluded pupils, and the definition of 'off-rolling' as outlined in the School Inspection Handbook.

10.3 Definitions

Suspension: when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion: when a pupil is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an 'exclusion'.

Off-site direction: when a governing body of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carers: any person who has parental responsibility and any person who has care of the child.

Managed move: when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

10.4 Deciding whether to suspend or exclude

Only the headteacher or those authorised by the headteacher may suspend or permanently exclude a pupil on disciplinary grounds, whether for behaviour inside or outside school.

Permanent exclusion is a last resort. Suspensions are issued in accordance with the school's behaviour policy to clearly indicate unacceptable behaviour and to warn pupils of the risk of permanent exclusion. If suspensions become frequent, the headteacher will evaluate their effectiveness and consider additional strategies.

Exclusions are only decided in response to serious or persistent breaches of the behaviour policy, where a pupil's continued presence would significantly harm the education or welfare of others. Before deciding, the headteacher will review all relevant facts and evidence on the balance of probabilities, allow the pupil to share their account, and consider factors such as special educational needs (SEN), vulnerabilities (e.g. having a social worker or being a looked-after child), and alternative solutions such as detentions, off-site direction, or managed moves.

The pupil's views, considering their age and understanding, will be heard, potentially through an advocate, such as a parent or social worker and considered before finalising the decision. The headteacher will inform the pupil how their views were considered in the decision-making process.

Examples of what a pupil may be suspended or excluded for can include:

- Failing to attend or refusal to complete internal suspension or ELT detention
- Truancy
- Verbal abuse/ threatening behaviour towards an adult
- Any incident that compromises the physical or emotional wellbeing of any of the school staff, pupils or visitors
- Any pupils involved in aggressive behaviour either physically or inciting/supporting/promoting aggressive behaviour
- Intimidation/bullying of others
- Persistently disrupting the learning of other pupils
- Persistent defiance and refusal to comply with instructions from members of staff
- Damaging school property or the property of others; in these cases, the cost of any damage will be placed with the parent/carer and the police may be informed
- Theft
- Possession of illegal or controlled items (including chemicals, drugs, weapons, vapes/ e-cigarettes)
- Pupils may also be suspended for other single serious incidents that occur off-site while on school trips or visits or while pupils are out of school hours, representing the school by wearing school uniform.

10.5 Education During Suspension/Exclusion

For the first five days, the headteacher will ensure work is set and marked, using online platforms if needed, with reasonable adjustments for pupils with special educational needs or disabilities. For LACs or pupils with social workers, the school will collaborate with the LA to arrange alternative provision from day one or provide work if not possible.

Pupils should not be seen in a public place and are not allowed on site. Parents/carers are responsible for the safety of their children during times of a suspension and the school will not be held responsible for any incident that occurs during such sanction periods

10.6 Notifying Parents/Carers (or Pupils Aged 18+)

If a pupil is at risk of suspension or exclusion, the behaviour team or member of the leadership team will contact parents/carers (or the pupil, if 18 or older) promptly to discuss factors affecting behaviour and explore support options. Upon deciding to suspend or exclude, the school will inform them in person or by phone without delay, detailing the duration and reasons. Written notification will follow, including reasons, duration, rights to appeal to the governing body, how to make representations, and details about remote meeting options.

For compulsory school-age pupils, parents/carers will be informed by the end of the first day of suspension/exclusion about their duty to ensure the pupil avoids public places during school hours for the first five days, with potential penalties for non-compliance. If alternative provision is arranged, details such as start date, times, location, and contact person will be provided, ideally within 48 hours before it begins, or with less notice if starting before day six with consent. If a suspension/exclusion is cancelled, parents/carers/pupils will be notified immediately with reasons.

10.7 Notifying the Governing body, Local Authority (LA) & Social Workers/Virtual School Head (VSH)

The headteacher will inform the governing body without delay of any permanent exclusion, suspensions exceeding five school days (or ten lunchtimes) in a term, those causing a pupil to miss a public exam, or cancellations, including reasons.

The headteacher will notify the LA of all suspensions and exclusions immediately, including reasons and duration. For permanent exclusions, the pupil's home authority (if different) will also be informed. Cancellations will be reported with reasons.

If a pupil with a social worker or a looked-after child (LAC) is at risk of suspension/exclusion, their social worker/VSH will be informed early to address behaviour factors and support needs. Upon suspension/exclusion, they will be notified immediately of the decision, reasons, duration, and any impact on exams, as well as any cancellations.

10.8 Governing Body Responsibilities & Independent Review

The governing body (or designated committee) will review representations about suspensions/exclusions and decide on reinstatement within statutory timeframes (15 days for permanent exclusions, over 15 days total in a term, or missed exams; 50 days for suspensions of 6 to 15 days if representations are made). Meetings may include parents/carers, the pupil (if appropriate), the headteacher, social workers, VSH, and LA representatives, and can be held remotely if requested. The board will ensure fair, lawful decisions, considering pupil welfare and evidence.

Parents/carers/pupils (18+) can request an independent review within 15 school days if the governing body does not reinstate a permanently excluded pupil. The LA will arrange a panel of 3 to 5 impartial members to review the decision, considering the pupil's circumstances, SEN, and safeguarding needs. The panel may uphold, recommend reconsideration, or quash the decision if flawed, notifying all parties in writing.

10.9 School Register and Returns

A pupil's name will be removed from the register after 15 days if no review is requested or upon review completion. Attendance is recorded appropriately (for example, code B for off-site education, E for absent). For permanent exclusions, the school will submit a return to the LA with pupil details and new arrangements.

10.10 Reintegration & Monitoring

Post suspension or cancelled exclusion, a reintegration strategy will support the pupil's return, potentially including mentoring, regular reviews, or external support. A reintegration meeting will outline the strategy, affirming the pupil's value to the school community.

The school will collect and analyse data on suspensions, exclusions, and alternative provisions, reviewing it regularly to ensure compliance with the Equality Act 2010 and address any disparities. The policy will be reviewed every year by the Head of Behaviour and Pastoral, with approval by the governing body.

11. Preventative measures to avoid school exclusion

James Calvert Spence College recognises that suspension and exclusion are serious measures, particularly for pupils who may have faced significant disadvantages. To avoid

suspensions where possible, we balance the needs of individual pupils with those of the wider school community, prioritising early intervention and alternatives to exclusion.

11.1 Inclusion Unit – The Bridge

The school may decide to move pupils to a separate room away from other pupils for a limited period – this is known as ‘The Bridge’ which is a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff.

The school will only move pupils to The Bridge where necessary, such as:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space
- To prevent the need for a suspension.

The school will ensure that pupils’ health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The pastoral team will request that the pupil’s class teachers set them appropriate work to complete.

The pastoral team will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as permitted.

11.2 Off-site direction

Off-site direction is used for time-limited placements at another mainstream school when in-school interventions fail, ensuring pupils continue a broad and balanced curriculum while addressing inappropriate behaviours, with obligations under the Equality Act 2010 and Children and Families Act 2014 upheld for pupils with disabilities or special educational needs (SEN).

11.3 Alternative Provision

Alternative Provision (AP) is considered for pupils at risk of repeated suspensions or permanent exclusion, tailored to their behavioural, SEND, or health needs, and arranged as temporary part-time or full-time placements with parental and Local Authority support where possible, though the college may act without parental consent if in the pupil’s best interests, per DfE Alternative Provision Guidance 2013.

11.4 Managed moves

Managed moves facilitate permanent transfers to another mainstream school, agreed voluntarily with parents and the receiving school's admission authority, typically involving a six-week probationary period monitored by the Behaviour Manager, Pastoral Support Officer, parents, and the receiving school. If unsuccessful, the pupil may return to the school on a full or reduced timetable for supported reintegration, or the Headteacher may consider permanent exclusion.

The school also welcomes incoming managed moves, offering pupils from other schools a fresh start after a probationary period, with full-time placement offered upon success.

12. Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. These will be documented on the pupils SEND passport.

The school will aim to anticipate likely triggers of behaviours and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long periods of time
- Adjusting seating plans
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- A SEND "On Call" system which means that staff can request a member of the SEND team to attend their lesson to support pupils with sensory breaks or regulatory intervention as required
- Reasonable adjustments to sanctions issued (e.g. reduced time in the Bridge or movement over to the Quay).

12.1 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



13. Social, emotional and mental health

At James Calvert Spence College, we prioritise the social, emotional, and mental health (SEMH) of all pupils, recognising that these factors significantly influence behaviour and wellbeing, in line with our ethos of Be Kind, Work Hard, Aim High.

Staff are trained to identify signs of SEMH difficulties, such as withdrawal, anxiety, depression, self-harm or disruptive behaviour, and will respond with empathy and tailored support. The Pastoral Support Officer will conduct initial assessments and, where needed, collaborate with the Special Educational Needs Coordinator (SENCO) to develop individual support plans, ensuring compliance with the Equality Act 2010 and SEND Code of Practice.

Pupils experiencing SEMH challenges will have access to regular check-ins, counselling services, or referral to external agencies like Children and Young Peoples Services (CYPS) if appropriate, and we will signpost both pupils and parents/carers to relevant mental health support services.

Internally, we will refer pupils and families to the school nurse and our BeYou mental health counselling support service for additional assistance. Restorative practices, such as peer support groups or one-to-one sessions, will be used to foster emotional resilience and positive relationships. Incidents linked to SEMH will be logged on BromCom, with regular reviews to monitor progress and adjust interventions, ensuring a supportive environment that promotes mental health alongside behavioural expectations.

14. Weapons, Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that

the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives or weapons – or any object that could be used with the intention of harming another person e.g. razor / catapults
- Alcohol and or drugs, except medicines covered by the prescribed medicines procedure
- Stolen items
- Cigarettes, tobacco, matches, lighters and cigarette papers or Electronic cigarettes (e-cigs) and vapes
- Fireworks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Solvents and dangerous chemicals
- Water bombs / Stink bombs
- Legal highs/psychoactive substances.
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Pepper sprays and gas canisters
- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks e.g. Monster, Red Bull, etc.
- Chocolate or sweets in quantities deemed likely to be shared / sold to others
- Aerosols including deodorant and hair spray
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Bringing these items onto school premises will result in immediate confiscation and may lead to a more serious sanction, such as suspension or even permanent exclusion, depending on the nature of the item. Refusal to hand over a banned item will result in a referral to the Bridge, or a more serious sanction, dependent on the nature of the item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

14.1 Mobile Phones

Mobile phones and smart watches are not permitted to be used by pupils at any time whilst on site. If a mobile phone is seen or heard, it will be confiscated and passed to the pastoral team. Pupils may collect this at the end of the school day. If a pupil has a mobile phone confiscated on more than one occasion, the phone may be retained until a parent comes to

school to collect it. Pupils will be placed on a Pastoral detention if their phone is confiscated frequently. The only exemption to this rule is for pupils who use their phone for medical purposes such as the monitoring of blood sugar levels in diabetic pupils.

14.2 Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Confiscation of any prohibited items found in a pupil's possession because of a search will be confiscated. These items will not be returned to the pupil.

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

14.3 Searching a pupil

Searches will only be carried out by trained staff members (in pairs) who have been authorised to do so by the Headteacher, or by the Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
 - In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
 - It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness they should immediately report this to the Designated Safeguarding Lead (DSL) or Deputy (DDSL), and ensure a written record of the search is kept on BromCom
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or Deputy) or member of pastoral staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

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

- Explain to the pupil what a search entails – for example, I will ask you to turn out your pockets and remove your coat
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact either the Headteacher/ Designated Safeguarding Lead (or Deputy), to try and determine why the pupil is refusing to comply.

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

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

An authorised member of staff may search a pupil's outer clothing, pockets or possessions. Outer clothing includes any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (for example, a blazer or coat being worn over a shirt), hats, scarves, gloves, shoes, boots.

14.4 Searching pupils' possessions

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

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

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

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff. Informing the Designated Safeguarding Lead (DSL) or Deputy (DDSL) The staff member who carried out the search should inform the DSL/DDSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in this policy
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded in the School's safeguarding system (BromCom).

The school is not liable for any damage to, or loss of, any confiscated item.

14.5 Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything

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

14.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL) or Deputy (DDSL).

The DSL/DDSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

14.7 Strip searches

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

15. Reasonable Force

The school adheres to guidance provided by the Department for Education relating to the use of reasonable force in schools. There is no statutory definition of reasonable force; it will always depend on what is considered necessary and proportionate, given the circumstance of the case. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation can be attempted
- There are actions that can be taken to remove triggers from pupils, e.g. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation
- The pupil can be removed from the situation without physical intervention, e.g. if they will follow a member of teaching staff out of the classroom
- The pupil has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips

- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others
- A pupil is attacking a member of staff or another pupil
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Disruptive children must be removed from the classroom and are refusing instructions to leave
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

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.

15.1 Use of reasonable force

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

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the school recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where reasonable force has been used more than once with a particular pupil, the school will write a risk assessment which will include a positive handling plan and share this with parents/carers.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating. For example, if a pupil is prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where reasonable force is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

15.2 Reporting reasonable force incidents

A detailed written report will be kept of any incidents where force is used.

Immediately following an incident, the member(s) of staff involved will verbally report the incident to a member of the ELT and provide a comprehensive written record of the situation as soon as possible, using the Positive Handling Report Form.

The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, and describing any injuries incurred due to the event.

Records should be retained and analysed by the headteacher to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records should also be sent to the governing body annually for evaluation.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

Where reasonable force or physical restraint has been used, the pupil's parents will be informed if this would not place the pupil at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy. The headteacher will make the final decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents will be informed in writing, and a copy of this report will be given to the member(s) of staff involved in the incident
- The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedure.

If a member of staff witnesses or suspects the use of reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the headteacher immediately via a low-level concern report to the Headteacher or School Business Manager.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Procedure for Managing Allegations of Abuse.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

16. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be monitored and objectively analysed at regular intervals depending on the data by the headteacher and the ELT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

17. Communication and complaints

We value feedback and welcome all forms of communication including email, telephone calls or pre-arranged face-to-face meetings. In the first instance, please contact your child's form tutor or Pastoral Support Officer who will be happy to help. We endeavour to acknowledge all communication within 48 hours.

James Calvert Spence College prides itself on the quality of teaching and pastoral care provided to its pupils. It recognises that from time to time, parents/carers may disagree with decisions made or have concerns about the behaviour or welfare of their child.

Parents are encouraged to make those concerns known to relevant staff so that they can be addressed in partnership with the school. The school will take all concerns and complaints seriously and will make every effort to deal with complaints informally, at an early stage, in the spirit of continued respect and partnership. Complaints concerning the Headteacher may proceed directly to formal process and will be managed by the Chair of the Governors. The school operates a zero-tolerance approach to abuse or threats made towards any member of its staff. Any abuse or threats will be reported to the police and may lead to a ban from the school site. We thank you in advance for your continued support.

18. Staff induction, development and support

All new staff undergo a comprehensive induction into the school's behaviour culture, encompassing clear rules, established routines, and practical strategies to foster positive pupil behaviour.

To ensure consistency, staff are provided with a tailored behaviour toolkit and participate in regular, ongoing training to enhance their ability to manage behaviour effectively, both within and beyond the classroom, with confidence and competence. Additionally, bespoke training addresses pupil needs, including those related to Special Educational Needs and Disabilities (SEND) and mental health, equipping staff to respond sensitively and appropriately.

The Executive Leadership Team (ELT) and Headteacher conduct an annual review of staff training needs, adapting programmes in response to serious or persistent behaviour incidents to maintain a proactive approach. We further support staff with leadership ambitions in behaviour or wellbeing by facilitating access to relevant professional development and qualifications, fostering a culture of growth and expertise.

19. Monitoring and review

This policy will be reviewed by the Headteacher, Head of Behaviour and Pastoral, and mental health lead on an annual basis. They will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Autumn 2026.

Appendix 1 – Relational Behaviour Ladder

 RELATIONAL BEHAVIOUR LADDER Individual context and circumstances will be taken into account.		BE KIND WORK HARD AIM HIGH			
BE KIND 1. Be proud of who you are and where you come from; accept and be tolerant of other people and their differences. 2. Be respectful when speaking to others. 3. Value our school environment.		WORK HARD 1. Engage fully in learning. 2. Have a cooperative attitude. 3. Try your best and don't give up.		AIM HIGH 1. Expect the best of yourself. 2. Have high aspirations and look to the future. 3. Be organised: look smart, think smart.	
LEVEL	1	2	3	4	5
Recognition					
Verbal praise	Name on recognition board or contact home.	Praise outside the classroom and contact home by any adult.	Whole school praise from your year group director.	Whole school praise from ELT.	
Restorative					
Verbal reminder.	Contact home.	Removal of time and contact home.	Inclusion unit.	Further appropriate consequence.	

Appendix 2 – Behaviour Contract

Pupil Name(s):

Year Group:

Date:

Conditions of Behaviour Contract

1. I will attend school, arrive on time and be in registration at 8.45am
2. I will arrive to school organised and ready to learn.
3. I will arrive to school with the correct uniform (shirt/jumper/blazer/school trousers/ /tie) If this does not happen, parents will be contacted to support you to address this.
4. I will stay focused on my learning and allow others to do the same.
5. I will complete all work to the best of my ability (in the opinion of the teacher). Failure to do so will result in call back.
6. I will complete all homework and submit it by the deadline.
7. I will attend any call back that has been issued without fail.
8. I will conduct myself in a mature manner at lunch time.
9. I will be respectful to all members of staff.
10. I will follow all instructions.
11. I will be respectful to my fellow pupils.
12. I will attend all lessons and Interact sessions on time.
13. If I am finding meeting these targets a challenge, I will seek the support of my “go to” people.
14. The support I require to meet these conditions is:

Failure to follow these conditions will result in the school moving to the next stage of the discipline policy which is issuing suspensions for the pupil. I thank parents in anticipation of their support with this contract.

Signed: _____ Pupil

Signed: _____ Parent

Signed: _____ School

_____ Role

Appendix 3 – Behaviour Support Plan

Support classifications	Support approaches	Responsible person(s)
Behaviour expectations	<p>What behavioural expectations are there:</p> <ul style="list-style-type: none"> • In the classroom? • In the playground? • For their contact with peers and staff? • With use of toilets? • At the start and end of the day? • In other settings, e.g. off-site? 	<p>Which staff are responsible for explaining what is expected of the pupil?</p>
Internal support	<p>How are staff helping the pupil with behavioural expectations:</p> <ul style="list-style-type: none"> • In the classroom? • In the playground? • With use of toilets? • At the start and end of the day? • In other settings, e.g. off-site? <p>Who can the pupil speak to about their personal issues?</p> <p>Who can the pupil speak to about their feelings towards the behaviour plan?</p> <p>How does the pupil access this person?</p>	<p>Which member of staff supports the pupil in the areas listed?</p> <p>Who is responsible for informing other members of staff of this list?</p>
Parent support	<p>What are parents doing at home to help support the pupil?</p> <p>How and why should parents communicate with the school?</p> <p>Is there any other external help given to the family which relates to the behaviour plan?</p>	<p>Which parent will be taking which responsibility?</p> <p>Who is the key contact at the school for the parents/carers?</p>
Teaching and learning support	<p>Which learning programmes are being used to reinforce positive behaviour?</p> <p>How does this relate to other professionals' work?</p> <p>How does this relate to the parent's actions?</p> <p>How and for how long will they be supported?</p> <p>How do they liaise with the school?</p> <p>Have the parents contributed to the plan or been given a copy?</p>	<p>Which staff are responsible for this?</p> <p>Who is responsible for informing/supporting staff?</p>

Appendix 3 – Behaviour Support Plan

External support	<p>What external is given to parents?</p> <p>How does this relate to other professionals' work?</p> <p>How does this relate to the parent's actions?</p> <p>How and for how long will they be supported?</p> <p>How do they liaise with the school?</p> <p>Have they contributed to the development of this plan or been given a copy?</p>	<p>Which staff at the school will liaise with the external support?</p>
How school will respond to the pupil not meeting behavioural expectations	<p>What immediate response will the school have if behavioural expectations are not met?</p> <p>What reminders will the school have if behavioural expectations are not met?</p>	<p>Who makes these decisions?</p> <p>Who informs staff about these decisions?</p>
Plan review	<p>How will the plan be monitored?</p> <p>When will the plan be reviewed?</p>	<p>Who keeps a record of monitoring?</p> <p>Who will contribute to the review?</p>
Others with a care of duty	<p>Who needs to know about the plan?</p>	<p>Who discusses and shares information?</p>
Signatures	<p>Who will sign the plan?</p>	<p>Pupil, site leader, parent/carer</p>

Appendix 4 – Pastoral Support Plan

Overview

We implement PSPs when pupils need additional assistance to positively engage with learning.

A PSP is not a disciplinary strategy; it is a structured intervention for pupils who need it most, e.g. those displaying challenging behaviour or suffering from adverse childhood experiences.

This PSP will:

- Not be used as a method for enforcing behaviour strategies.
- Be developed in consultation with the pupil, their parents and industry professionals.
- Be designed with the pupil's best interests at heart.
- Be implemented effectively and kept under review to ensure their continued success.

Pupil's name:		Date of birth:	
Attendance record (%):		Date summary sheet was completed:	
Details of any SEND:			
Brief description of support already in place:			
Name of person who recommended PSP:			
Reason for recommendation:			

Appendix 4 – Pastoral Support Plan

Details of any involvement from other agencies:	
Details of any exclusions:	

This PSP will have an interim review on _____

Signed by:

_____ School Representative Date: _____

_____ Pupil Date: _____

_____ Pupil's parents Date: _____

Appendix 4 – Pastoral Support Plan

Stage 1: Information Gathering - Initial Summary Sheet

Staff Questionnaire

Staff are asked to complete the below questionnaire. In the first section, staff should circle the answer that they believe appropriately reflects the pupil's behaviour (using the 'Behaviour key' below). In the second section, staff should use the space provided to write their response.

Behaviour key:

- 5 – excellent
- 4 – good
- 3 – adequate
- 2 – insufficient
- 1 – poor

Pupil's name						
Staff member's name:						
Section 1						
Positive behaviour	Rating					Negative behaviour
Good attitude to teacher	5	4	3	2	1	Poor attitude to teacher
Stays on task	5	4	3	2	1	Does not focus on task
Self-contained	5	4	3	2	1	Attention seeking
Asks for help	5	4	3	2	1	Is too self-contained
Displays appropriate behaviour	5	4	3	2	1	Displays inappropriate behaviour
Positive with peers	5	4	3	2	1	Negative with peers
Always equipped	5	4	3	2	1	Never equipped
Remains in place	5	4	3	2	1	Is often out of their place
Follows instructions	5	4	3	2	1	Ignores instructions
Puts their hand up	5	4	3	2	1	Calls out
Answers appropriately	5	4	3	2	1	Answers back
Homework always complete	5	4	3	2	1	Never completes homework

Appendix 4 – Pastoral Support Plan

Stays calm if others behave badly	5	4	3	2	1	Reacts badly when others behave badly
Section 2						
Please outline some of the pupil's strengths:						
How does the pupil demonstrate their strengths?						
What specific behaviours does the pupil show that cause you concern?						
Please provide any comments on what you think should be included in the PSP:						
Date:						
Signature:						

Appendix 4 – Pastoral Support Plan

Pupil Questionnaire

Please answer the questions below as best you can. By answering these questions, the school will be able to make a support plan for you that should help you in school. If you find answering these questions hard, you can ask your parents or a teacher to help you.

Name:	
Class:	
Date:	

For the questions below, put a tick in either the 'Good', 'Ok' or 'Bad' column to tell us how you find each activity. Then, in the far-right column, write anything else you would like to say, such as if you find the activity hard or boring.

Activity	Good	OK	Bad	Comments
Reading				
Writing				
Maths				
PE				
ICT				
Science				
Art				
Listening time				
Group work				
Assembly				
Breaktime				
Lunchtime				

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Homework				
Working with friends				
Working with the teacher				

In this next section, you should answer the questions as well and as honestly as you can. If you need help, you can ask your parents or a teacher.

What things do you enjoy doing at school?

What do you find hard at school?

What would make school better in your opinion?

Do you have good friends at school?

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Do you feel relaxed and happy at school? If not, why?

Do your teachers help you when you need it? If yes, how?

What do you enjoy doing when you are not at school?

How would you like the school to support you more?

Once you have finished this questionnaire, please bring it into school and give it to your Pastoral Support Officer.

Appendix 4 – Pastoral Support Plan

Parent Questionnaire

The school is committed to developing the best Pastoral Support Plan to suit your child's specific needs. To do this, we would like to gather your opinions on your child's behavioural and emotional needs. Please complete the questionnaire below and return it to the school as soon as possible.

Child's name:	
Parent's name:	
Parent's name:	
Please answer the questions below so that we can develop a PSP that incorporates your views and suggestions.	
What do you think your child's best qualities are?	
What worries do you have about your child?	
What difficulties have you noticed regarding your child's behaviour?	
How does your child behave at home?	

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What would you like the school to do to help your child?

How do you manage your child's behaviour outside of school? What works well?

Why do you think your child is struggling with being in the school environment?

Please provide details of anything further you wish to talk about during the PSP meeting:

Signed:

Date:

Please return to:

Appendix 4 – Pastoral Support Plan

Stage two: developing the plan

The Pastoral support Plan

Pupil's name:	
Date of birth:	
Tutor:	
Details of any SEND:	
Name of the adult conducting the interim review:	
Details of any involvement from other agencies:	
Main findings from stage one	
Key triggers identified	

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Details of the support that is currently in place	
Target one	Strategies to support target one
Target two	Strategies to support target two
Target three	Strategies to support target three

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Action needed	Date	Responsible person
The pupil agrees to:		Tick
Signature:		
The pupil's parents agree to:		Tick
Signature:		
The school agrees to:		Tick
Signature:		
Other professionals agree to:		Tick
Signature:		
Date of the first interim review:		
Date of the first full review:		

Appendix 4 – Pastoral Support Plan

Stage three: interim reviews

Interim Review Template

Pupil's name:	
Interim reviewer's name:	
Date:	
Question	Comments
Has the pupil made progress against their targets?	
Has the school implemented support measures as agreed in the PSP?	
So far, has the support been effective? If not, why?	
Has the pupil met their agreements, as outlined in the PSP?	
Have the pupil's parents met their agreements, as outlined in the PSP?	
Have any agencies involved met their agreements, as outlined in the PSP?	
Further comments	
Next steps	

Appendix 4 – Pastoral Support Plan

Stage four: full reviews

Full review template

Pupil's name:	
Details of those in attendance:	
Date of full review:	
Details of why a full review has been called:	
What strategies have been identified as ineffective?	
What new strategies will be implemented?	
Date that PSP will be amended:	
Further comments	