



Behaviour Policy

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I. Aims and approach

This policy aims to:

- Support and maintain **safe, enjoyable, respectful environment** that allows all to **achieve**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and sanctions**

The following principles will be followed in the implementation of this policy:

- A positive approach in addressing all behaviour
- Self-esteem, trust and rapport will be built between staff and students
- There is consistent use, application and support of the Behaviour Policy by all members of School community (behaviour is everyone's responsibility)
- All who work in member schools and across the Trust model appropriate behaviour
- The behaviour is separated from the student
- Communication around behaviours is as important as the enacting of the policy
- The prevention of unwanted behaviours.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Mobile Phones in Schools](#)
- [School Suspensions and Permanent Exclusions](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- The Department for Education's statutory guidance [Mobile phones in schools](#), which should be read alongside Behaviour in schools, Keeping children safe in education, Searching, screening and confiscation in schools, and Supporting students with medical conditions at school.

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

3. Definitions

Misbehaviour is defined as:

- Breaches of the school rules including School Code of Conduct
- Poor punctuality
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude as set out in the School Code of Conduct
- Incorrect uniform
- Inappropriate use of technology, devices and digital tools, including iPads, mobile phones and generative artificial intelligence.

Serious misbehaviour is defined as:

- Non-attendance and/or truanting;
- Repeated misbehaviour or breaches of the school rules including School Code of Conduct;
- Any form of bullying as defined in the Anti Bullying and Harassment Policy including online bullying or bullying online including social media or virtual chat platforms whether closed private groups or open groups whether taking place online during school hours on school site or not;
- Physical, including sexual, assault, or the threat of any such physical or sexual assault which is any unwanted physical or sexual behaviour that causes humiliation, pain, fear or intimidation to the victim and may include harassment;
- Vandalism;
- Theft;
- Fighting;
- Smoking or use of e-cigarettes (vaping);
- Racist, sexist, homophobic/transphobic or discriminatory behaviour of any type;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol (including “no” or “low” alcohol);
 - Energy drinks prohibited for sale to under 16s;
 - Illegal drugs (including derivatives or other equivalent products);
 - Stolen items (or items which are more likely than not to have been stolen taking into account all relevant evidence and acting reasonably);
 - Tobacco, cigarette papers and lighter fluid or lighters; e-cigarette canisters (vapes) or other equivalent equipment;
 - Fireworks including fire crackers;
 - Pornographic or nudist images;
 - Any article a staff member reasonably suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury or immediate damage to mental or physical health to, or damage to or threaten to damage the property of, any person (including the student);
 - Engagement in any child criminal exploitation/child sexual exploitation in any form.
- Engagement in any of the above or any activity whether in or outside of School including whilst in School uniform and including whilst travelling to and from School, or which could reasonably be considered to bring the School into disrepute whether in uniform or not;
- Incitement of any of the above.

4. Suspension or exclusion from School for Breaches of the Behaviour Policy

General

BET and each member School aims to ensure that:

The suspension and permanent exclusions process is applied fairly and consistently;

- The suspension and permanent exclusions process is understood by Trustees, governors, staff, parents and students;
- Students in school are safe and happy;
- Students do not become NEET (not in education, employment or training).

Suspension and permanent exclusion are used only when wider behaviour strategies, as outlined in the Behaviour in Schools guidance, have been exhausted, and where necessary to maintain a calm, safe and supportive environment.

Only the Head of School can suspend or permanently exclude a student and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single year), or permanently excluded. A suspension does not have to be for a continuous period. The law does not allow a suspension to be extended or converted into a permanent exclusion. In exceptional circumstances, usually where further evidence has come to light, a further suspension or a permanent exclusion may be issued to begin immediately after the original suspension ends. If a student's suspensions total 15 days or more within a term, the school's GDC must convene a meeting to review the headteacher's decision. Meetings may be held remotely where requested by parents and where criteria are met; however, face-to-face meetings remain the preferred approach. Students will not be excluded for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability. The Trust does not operate a 'no exclusion' policy. While exclusion is a last resort, it is recognised as a necessary safeguard for maintaining safety and standards.

Decision to Suspend or permanently exclude

Whenever a student is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (student Exclusions and Reviews) (England) Regulations 2012. Decisions regarding suspension or permanent exclusion are made on the balance of probabilities, not the criminal standard of proof, and will never be taken lightly. Schools will make every reasonable effort to involve students so that any student who is suspended or at risk of permanent exclusion is enabled and encouraged to participate, to the extent they wish to, at all stages of the suspension or permanent exclusion decision making process. A student will only be suspended for any period of time, or permanently excluded, when he/she has breached this Behaviour Policy seriously or persistently, and where allowing him/her to remain in school would harm the education or welfare of the student or that of others in the school.

Considerations

When deciding whether to suspend or permanently exclude a student, headteachers must consider the school's responsibilities under the Equality Act 2010. Students with Education, Health and Care plans, students with SEN, and disabled students are especially vulnerable to the impact of suspension and permanent exclusion, and headteachers will not apply policies that disproportionately increase risk of exclusion. Where a student has an EHC plan, the School will contact the local authority at an early stage where there are significant behavioural concerns or risk of suspension or permanent exclusion, and will consider whether an early annual review is required.

The Head of School will consider all relevant factors and circumstances surrounding the incident, and where appropriate, the student's views will be taken into account before a decision is made, considering their age and

understanding, and the student will be informed how their views have been considered.

A headteacher may cancel an exclusion before the governing board meets. Where this occurs, all relevant parties must be informed and appropriate follow-up actions taken.

Suspension and Permanent Exclusions

Behaviour which is likely to lead to a suspension or permanent exclusion could include any form of serious misbehaviour as defined in the School's code of conduct or home school agreement but examples are as below:

- Persistent disruption of learning;
- Failure to respond to or engage with previous interventions;
- Smoking or e-cigarettes (vaping) or possession of items in unexplained quantities or large quantities;
- Alcohol (including low or no alcohol);
- Fighting;
- Vandalism;
- Verbal abuse of staff;
- Online activity whether onsite or offsite that poses a threat to others or risks harm to their education and welfare in school;
- Bullying;
- Possession of a prohibited item, particularly a weapon or any article a staff member reasonably suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury to or immediate danger to the physical or mental health of, or damage to or threaten to damage the property of, any person (including the student) and/or any illegal drugs or smoking or vaping incident (possession (including of drugs or smoking/vaping paraphernalia), use independently, use with others, or supply, whilst 'in school') are more likely however to result in the student's permanent exclusion than not.

The Headteacher must notify without delay:

- Parents
- Local authority
- Social worker (if applicable)
- Virtual School Head (for looked-after children)

as identified in [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - Statutory guidance for maintained schools, academies and student referral units in England](#)

Actions following a Suspension

Schools should support students to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction. Following any suspension a student and their parent/carer will be required to attend a reintegration meeting with senior pastoral staff and/or leadership staff. Ideally this will be held at the school but can also be a phone call or online meeting.

The purpose of the reintegration is twofold: firstly, to address the incident fully and ensure that the student has had time to reflect on the poor choices that led to the exclusion being given; secondly, to complete a Pastoral Support Plan or other document such as a Behaviour Contract that will help the student to reintegrate into the school community with a positive focus and clear targets, supported by both school and home through

clear interventions and expectations. The Pastoral Support Plan or Behaviour Contract or equivalent document will always be reviewed after an appropriate period of time with both student and parent/carers and both the student and parent/carers are required to attend this subsequent review meeting.

Students must not be prevented from returning to mainstream classrooms when parents cannot or will not attend reintegration meetings. Schools cannot extend or impose additional suspensions if students fail to participate in these meetings; instead, re-engagement issues should be addressed through the reintegration strategy.

Permanent Exclusion

This policy and any decision to exclude permanently follow all relevant legislation and the statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and student referral units \(PRUs\) in England](#).

A permanent exclusion will be taken as a last resort having exhausted all other relevant sources of support and intervention both provided by School or third parties arranged by School or by external agencies, including Multi Agency Support Hubs. Heads of Schools will take into account the personal circumstances relevant to the individual student before excluding a student permanently and any mitigation provided.

During the first five school days of a suspension, and before any alternative provision begins, the School will take reasonable steps to ensure that appropriate work is set and marked, with reasonable adjustments made where required for students with SEND or disabilities.

No BET member School practices off-rolling (defined as the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student).

Process and Procedures

All BET member Schools are committed to following all statutory exclusions procedures including with respect to time limits and notifications to parents/carers and the relevant local authority to ensure that every child receives an education in a safe and caring environment. The Department for Education Guidance: Exclusion from maintained Schools, academies and student referral units (PRUs) in England is a statutory document and all BET member Schools follow its provisions.

5. Roles and responsibilities

Governance and Reporting

The Board's Education Committee is responsible for monitoring this behaviour policy's effectiveness and holding the CEO and Director of Education to account for its implementation. The Education Committee's approach prioritises prevention, early intervention, and inclusive practice. Exclusion is used only where necessary to uphold standards and safety. It receives termly reports from the CEO on student behaviour across the Trust. Each Local Governing Body receives termly reports from the Head of School on behaviour incidents, including numbers and patterns relating to suspensions and permanent exclusions to ensure equitable and proportionate use.

Managed Moves and Off-Site Direction

Managed Moves

A managed move is a voluntary agreement between schools, parents and the student to transfer to another

school to improve behaviour and avoid suspension or permanent exclusion.

The Trust will:

- Use managed moves as a **preventative strategy**, not as a sanction
- Ensure moves are **agreed by all parties**, including parents and the receiving school
- Ensure the student's views are considered in line with their age and understanding
- Set **clear objectives, success criteria, and review points** for the placement
- Record the managed move formally and monitor outcomes

Managed moves will **not be used as a proxy for permanent exclusion** or to remove a student unlawfully from the school roll.

Off-Site Direction (Section 29A)

The Trust Board delegates to the Headteacher of each academy the authority to direct a student to attend off-site educational provision for the purpose of improving behaviour, in accordance with Section 29A of the Education Act 2002, the Education (Educational Provision for Improving Behaviour) Regulations and current Department for Education statutory guidance.

The Headteacher may exercise this delegated authority without obtaining case-by-case approval from the Trust Board, Local Governing Body or central Trust staff. The Headteacher will ensure that all statutory notification, review, safeguarding, monitoring and record-keeping requirements are met and will report the use of off-site direction through the Trust's normal governance and monitoring arrangements.

Off-site direction will:

Be used as a **short-term intervention**, not a long-term placement

- Form part of a **planned, monitored strategy** for reintegration
- Have **clear objectives and review mechanisms**
- Ensure the student remains on roll at the school
- Be communicated clearly to parents, including rationale and expected outcomes

The Trust will ensure that any alternative provision is **suitable, safe, and of high quality**, and that safeguarding responsibilities remain in place.

The CEO and Head of School

The CEO and Director of Education/School Improvement are responsible for reviewing this policy, and Heads of Schools are responsible for adapting the school specific sections and holding staff to account for the policy. Heads of Schools are responsible for ensuring all staff receive induction and subsequent training in this Policy, appropriate to their role, and regardless of the point in the academic year that staff join a school.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Head of School provides termly reports to the Local Governing Body on behaviour and implementation of this Policy and is accountable to the CEO for the implementation of this Policy within each member School.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;

- Providing a personalised approach to the specific behavioural needs of particular students;
- Recording behaviour incidents;
- Communicating as appropriate with regards to behaviours so that all stakeholders can work together effectively for the support of teaching and learning;
- Empowering and supporting students to build and deliver a school environment and community within which all students have confidence in the implementation of the Behaviour Policy, including the reporting of any misbehaviour or serious misbehaviour as defined in this Policy.
- Staff should not use personal mobile phones for personal reasons in front of students during the school day, except where there is an authorised operational, safeguarding or emergency reason.

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

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the appropriate member of staff promptly;
- Support their child in meeting the requirements and steps of any reintegration plan or other plan put in place to support their child's behaviour.

Students

Students are expected:

- to follow the Student Code of Conduct below and School rules, and;
- to report or to engage with any reporting process relating to any misbehaviour and serious misbehaviour incidents;
- to meet the requirements and steps of any reintegration or other plan put in place to support their behaviour.

Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other in all regards including use and tone of language;
- Be in the right place, at the right time, doing the right thing;
- In class, make it possible for all students to learn;
- Move quietly and purposefully around the school;
- Not to use mobile phones or similar smart technology, including smart watches, during the school day, unless a specific exception has been authorised by the school for medical, safeguarding or other exceptional reasons.
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Follow the School rules;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school;
- Report incidents of breach of School Code of Conduct, School rules including misbehaviour and serious misbehaviour.

These expectations apply to in person and online behaviour both during school hours onsite inside school and outside school hours offsite where such offsite behaviour reasonably appears to continue onsite, or contributes to or impacts behaviour and the orderly running of the school onsite, or otherwise poses a threat

to another person on school premises.

See the example School Home/School Agreement in the Appendix I for further information.

6. Specific Behaviours

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment whether in person or online, all member Schools follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Member Schools ensure that they are very clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. Member Schools induct, train and support all staff in the importance of challenging all inappropriate language and behaviour between students.

It is essential that all those reporting child on child sexual violence or harassment are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Sexual violence and harassment of members of the school community that occurs offsite outside of school hours whether online or in person outside of the school will be treated equally seriously as it occurred onsite in school hours.

Use of separation / keeping students apart

In rare circumstances, and where necessary for safeguarding reasons, a School may temporarily separate students or forbid a student from attending the premises where this is essential and cannot practicably be managed on site. This is not a disciplinary suspension or permanent exclusion. Such decisions will be made on a case-by-case basis, led by the DSL or deputy, with consideration of KCSIE, equality duties, human rights duties, and relevant multi-agency advice.

Behaviour incidents online both onsite in school hours or offsite outside of School hours

The way in which students relate to one another online and whether onsite or offsite, and during or outside of School hours, can have a significant impact on the culture at school. Negative interactions online offsite and outside of School hours can damage the school's culture and can lead to students feeling that School is not a safe place to be. Member schools recognise that behaviour issues online, offsite, outside of School hours, in particular can be very difficult to manage for both families and those involved in the behaviour. Nevertheless, all member Schools commit to ensuring that whilst member Schools recognise that the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. All member Schools are committed to supporting all students to be responsible digital global citizens as well as responsible global citizens in person. All member Schools work with families and parents/carers to help families and parents/carers to support their children in becoming responsible digital global citizens and to ensure families and parents/carers understand the School's expectations with respect to all behaviour outside of School premises, outside of school hours, whether in person or online where that behaviour continues inside school or contributes to behaviour or impacts the orderly running of the School or the experience of other members of the school's community inside School premises during school hours or in School activities.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual violence or harassment is treated in the same way as offline behaviour. This includes the inappropriate use of generative artificial intelligence or other digital tools

to create, alter, impersonate, share or amplify content that breaches this policy, including bullying, harassment, sexualised content, discriminatory content, misinformation, impersonation of staff or students, or content that poses a safeguarding risk. All Schools' Codes of Conduct make these expectations express and clear so that staff and students can understand and follow such expectations clearly and consistently. In particular, where offsite behaviour, whether online or not, poses a threat to other members of the school community in school, the member School will take action in accordance with all its policies and procedures, including this Policy to ensure there is no risk of harm to the education and welfare for all members of the School from any behaviour incident or incidents.

Mobile Phones and Smart Technology

In line with DfE statutory guidance, all BET schools must be mobile phone-free during the school day, including lessons, lesson changeovers, breaktimes and lunchtimes. This applies to mobile phones and other smart technology with similar functionality, including smart watches and any device capable of sending or receiving messages, notifications, images, audio or video, or recording audio or video.

As a Trust minimum, students who bring a phone to school must keep it switched off and stored in their bag throughout the school day. Phones must not be used, seen or heard unless a specific exception has been authorised by the school.

Schools may go further where appropriate, including requiring phones to be handed in, stored securely, or not brought onto site. Any local approach must be clear, consistently applied, communicated to students and parents, and reflected in school behaviour procedures.

Exceptions for medical, safeguarding or other exceptional reasons must be agreed in advance and managed through a clear individual arrangement. Parents should contact the school office with urgent messages; students should not use their own phone to contact home during the school day.

Breaches will be managed in line with the behaviour policy and may include confiscation, detention or other proportionate sanctions.

Potential or Suspected criminal behaviour

In cases when a member of staff or headteacher suspects potential or actual criminal behaviour, the school must make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Trips and activities

All staff, students, families and parents/carers recognise that all member Schools continue to apply this policy and codes of conduct for all trips or activities that the School provides and students participate in that are not part of the School or student's normal timetabled day. The same standards of behaviour are expected in all such activities, and depending on the context, there may be additional requirements due to the nature of the trip or activity.

Bullying

This policy is supported by the Anti-Bullying and Harassment Policy as well as each School's Code of Conduct and Home School Agreement.

7. BET behaviour management guidelines

Classroom management

All Teaching and support staff in classrooms are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged;
- Display the appropriate information regarding the behaviour policy;
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour through frequent positive recognition, ensuring that positive interactions with students outweigh negative interactions, including using merit / ERA points, verbal praise, and public acknowledgement to reinforce positive choices
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement;
 - Identifying and using supportive challenges to address proactively any incidents of harassment including verbal harassment.

In order to deliver these objectives, all student facing staff are provided with:

- BET Induction;
- BET CPD and training;
- BET standards/red lines of teaching;
- Line management support.

Physical Intervention

In some circumstances and in accordance with the Physical Intervention Policy, staff may use reasonable force to restrain or guide a student to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

In accordance with the Physical Intervention Policy, incidents of physical restraint must:

- **Always be used as a last resort;**
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate, and a risk assessment has been undertaken which may include the agreement of a support plan.

Mobile phones and similar smart technology may also be confiscated where they are accessed, used, seen or heard, or where there is a breach of the school's mobile phone expectations. Confiscation will

be proportionate, managed in line with DfE guidance, and phones will be returned in accordance with the school's local behaviour procedures.

Searching and screening students is conducted in accordance with the Physical Intervention Policy, the law, and DfE guidance on searching, screening and confiscation, including where mobile phones or similar devices are identified in school rules as items that may be searched for.

Student support

In implementing this Behaviour Policy, BET and each School are committed to delivering the provisions of the Equality Act 2010 in order to prevent students with any protected characteristic from being at a disadvantage.

All members of staff will seek advice from the School SENDCo in order to establish whether any student who exhibits challenging behaviour may have any underlying educational needs that are not currently being met. Where a student appears able to access the School curriculum in accordance with expectations but continues to exhibit behaviour that escalates and does not engage with the support offered, members of staff will consider whether a referral to an appropriate external agency, including advising families to make a referral to a GP, is appropriate. The Trust's SEND Policy also sets out further detail.

Wherever behaviour indicates underlying unmet needs, including refusal to engage with support strategies or plans offered internally, support and advice will also be sought from the appropriate external sources such as specialist teachers, an educational psychologist, CAMHS and/or others, to identify or support specific needs. The SENDCo in each School will coordinate such additional support with respect to educational needs; where the needs are not preventing a student from accessing the School curriculum, such additional support or advice to families and parents will be coordinated by pastoral leaders (AHT Wellbeing). When acute needs are identified in a student, schools will liaise with external agencies and plan appropriate support programmes for that child. All Schools will work with parents -as parents wish to participate -to create such plans, to review their effectiveness and adjust accordingly, and review it on a regular basis, and this may include plans and support under the Trust SEND Policy.

8. Recognition

BET and each member School are committed to recognising and celebrating positive behaviour, effort, and achievement to create a positive school culture where all students can thrive. Each School will implement a structured recognition system that includes immediate verbal praise, merit/house/ERA points for positive behaviour, effort, achievement and good / improving attendance. Students are expected to participate in achievement assemblies, house competitions, and student-led appreciation events where they can recognise peers and staff, creating a culture where excellence is celebrated and students feel valued.

Recognition will be applied consistently across all member Schools through systematic recording and monitoring to ensure equitable distribution across all student groups. All staff are responsible for implementing recognition systems in accordance with training provided during BET Induction and ongoing CPD, with regular review involving student voice, staff feedback, and family engagement to ensure our approach continues to reinforce the behaviours and values outlined in the Student Code of Conduct.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Education Committee of the Trust Board at least every three years and by each Local Governing Body with respect to Appendix I annually.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Home School Agreement and Student Code of Conduct;
- Safeguarding policy;
- Anti-bullying and Harassment policy;
- Attendance policy;
- Equalities Objectives;
- SEND Policy and Accessibility Plan;
- Supporting Students with Additional Medical Needs including the Administration of Medicines;
- Boarding specific statutory policies;
- Staff Code of Conduct.

Appendix I - School specific information and behaviours

Classroom Behaviour

At our School, we passionately believe that every student has a right to learn and every teacher has the right to teach. It is therefore a minimum expectation that students will attend lessons punctually, be suitably equipped (including handing homework in on time and to a good standard) and that they maintain a positive attitude to learning. This involves applying themselves to the best of their ability, following instructions promptly and fully, focussing on their work, avoiding distracting behaviour, behaving in a safe and sensible manner, respecting property and equipment, engaging fully in the lesson. Students are reminded of the 'Student Charter' (see Student Charter – Code of Conduct for reference) and the high expectations we have for them at Bohunt. Staff will remind students of this to support rule reminders as well as reinforce positive behaviour.

A student whose behaviour or attitude is unacceptable will receive appropriate sanctions following our clear and graduated response of our consequences procedures (see Consequences) but staff will seek opportunities to praise and reward students who consistently demonstrate positive behaviours for learning (see Rewards). All classrooms must make use of the 'consequences for poor behaviour choices' to facilitate clear and consistent application, communication and logging of consequences in lessons.

Behaviour during tutor time is subject to the same expectations and rules as any other lesson.

Homework is set both to extend or consolidate learning and to develop key skills and habits such as time management, self-discipline and independence. Students are expected to hand in homework on time and to an acceptable standard. Where this expectation is not met (without a valid note from home) then for a first offence, students are given a time-bound extension. If this is missed, the class teacher will set a 'faculty support meeting' whereby the student will need to come at a given lunchtime to go through their homework. If this is missed, the student will receive a 45minute after school Faculty detention. Missing this, results in a 90 minute leadership detention on the Friday. Recidivism in the same class, will enter the appropriate next step consequence (eg. If it is the second time, the support meeting is the first action; if it is the third time, the Faculty after school is the action etc.) Pastoral staff will look at any issues occurring with students gaining multiple homework detentions across their subjects and ensure that an intervention occurs. Home should be kept informed of homework concerns so that parents and staff can work together, both to support students with managing their time and to enforce expectations.

Behaviour around the School site

It is important that our school environment is one in which we feel safe, happy and comfortable and in which we can take pride. We therefore do not tolerate littering, graffiti or wilful damage and instead seek to promote a sense of community where everyone shares responsibility for our shared environment. There are both rewards and sanctions linked to such behaviour and these should be consistently and persistently enforced (see Rewards and Consequences).

During school hours, students must remain on school site and avoid out of bounds areas. For safety reasons, this is an issue that must be taken extremely seriously. Any student leaving school grounds without first signing out after being granted permission will be truanting and serious sanctions will be applied. Likewise, students should be challenged if they are wandering the school site during lesson time and any illegitimate absence from or lateness to lessons followed up (see Consequences). Furthermore,

any students found in a toilet cubicle with another student(s) or not in their own year group specific toilets will also be classed as Out of Bounds and consequences applied accordingly.

We appreciate that it is helpful for students to have mobile phones with them when they are travelling to and from school so that they can easily contact parents or carers, if they need to. However, during the school day we (and in line with Government Guidelines) feel that any use of mobile phones or having them on their persons impedes learning, provides distraction and can add to social pressures, whilst having a negative impact on students' interaction and involvement with others and with activities. Use of mobile phones and other electronic devices is therefore strictly prohibited around the school site.

Students in Year 7 (and subsequent years moving forward from 2026) will only be permitted to bring a 'brick phone' into school with smartphones banned and this must remain switched off and in their bag during school hours. Years 8 upwards from September 2026 will be expected to hand in their phone at the start of the school day.

If a student needs to urgently contact someone during the school day, for example a parent or career, they should go to reception to use the school phone. Any student who has their phone out, is found in possession of a phone if required to hand it in or is seen using their phone at any other time, unless directed to do so by a member of staff, will have the phone (or other device) confiscated and consequences applied. This policy decision has been taken after seeking and considering the views of both parents and staff, as well as considering our wider obligations to promote student welfare and wellbeing.

Taking photographs or videos of others in school, with or without their permission, is completely forbidden and carries heavy consequences, unless the activity is directed by a member of staff. Taking photographs of others without their permission and/or sharing photographs online is illegal as well as against school rules and any such activity may be reported to the police as well as being dealt with in School. The potential dangers of sharing such content are so severe that the response to any such behaviour must also be very serious. The safety of our students is our utmost priority; it is also incumbent on us to instil in them an awareness of the risks and realities of misuse (or misguided use) of the Internet and social media by highlighting and seriously addressing such behaviour.

Our rules regarding smoking, vaping, Nicotine pouches (SNUS), drugs, graffiti and vandalism are firm and non-negotiable. Such serious issues, with their high attendant risk to our young people's health and social well-being, demand an equally serious response in order to safeguard our student body. Students involved in any vandalism or graffiti will receive a Fixed Term Exclusion (see Exclusion). Students involved in smoking (whether actively, by association or in possession of smoking paraphernalia) will receive a serious sanction in the first instance and a Fixed Term Exclusion for any repeat offence (see Consequences and Exclusion) Students involved in an illegal drugs incident (possession, use independently, use with others (association) or supply) whilst 'in school' will be permanently excluded. It is worth noting that The Psychoactive Substances Act 2016 specifies with regard to some so-called 'legal highs' that it is now a specific 'criminal offence to supply, offer to supply or be in possession with the intent to supply or being concerned in any of this activity...'.

Dressing smart is intrinsically linked to our attitude and sense of pride, wellbeing and belonging. Uniform expectations are clear and students not meeting expectations at any time will receive sanctions/ consequences accordingly (see Consequences), with recidivism resulting in more serious sanctions and

interventions. Students who consistently meet or exceed expectations can be awarded praise or rewards (see Rewards).

Behaviour outside of School

Whilst our interest in our students' wellbeing and our desire to support them extends beyond the school premises and hours, any incidents of poor behaviour that occur outside of School will not usually be a matter for the school to address save where students are found to be bringing the school into disrepute in which situation the School reserves the right to take action. Whilst in uniform or on their way to or from school (whether in or out of uniform), students are deemed to be representatives of the school and are therefore subject to similar expectations as they would be in school.

Our wellbeing team remains committed to providing support for students and their families who have been identified for intervention, including liaising with external agencies where appropriate (see Pupil Support Systems). Where possible, the school is also happy to offer advice and information to parents and carers that may be of help in resolving out-of-school issues. Any out-of-school behaviour that results in police or other external agency involvement is likely to/will be reported to the school and may therefore have consequences within school if it is deemed that there is a significant risk of the behaviour having an impact on the school experience of the individual(s) concerned or on other students.

Social media use outside of school can often have an impact on relationships and conduct within school. Parents and carers are encouraged to monitor and openly discuss their child/children's social media use and the School has and will continue to provide advice and resources to support this as well as educating and advising students in school about responsible use of the internet. In certain situations, it may be appropriate for pastoral staff in school to provide additional support for students affected by inappropriate use of the internet/social media outside of School, but this is purely discretionary. Where individuals have serious concerns or complaints about online activity or interaction, they are advised to contact the local police. As a school we do not endorse group Whatsapp chats and if we are made aware of any 'tutor group' 'year group' or groups that are deemed inappropriate or have inappropriate content within, we will actively work to shut these down.

Rewards and Consequences

Rewards: Our school ethos of 'Enjoy, Respect, Achieve' encompasses the belief that we thrive on encouragement and the recognition of effort, achievement and a positive attitude. The motivation to succeed and to develop positive behaviours for learning can be greatly increased through positive feedback, praise and rewards. Formal rewards, including ERAs, must be recorded on the school system. At our School students may receive a range of rewards, praise and privileges, both individually and via tutor or house groups. Students are also recognised after each report cycle for their academic progress (where appropriate) as well as through student reward events at the end of each term.

Consequences: We want to be positive and to seek every opportunity to reward students. However, sanctions must be applied - and applied consistently - if a student's behaviour does not meet expectations at any point. All consequences beyond C2 must be recorded on the school system. Staff must also follow guidance regarding home contact to ensure that our students are fully supported in finding solutions to help them adapt any negative behaviours. Key principles linked to consequences include our student support systems and also the concepts of restorative justice and a 'repair and rebuild' approach.

Restorative Justice: In addition to their time spent in Reflection Room or Leadership Detention, a student will have a conversation with a member of staff about their behaviour and complete educational resources around their behaviour before or during their next lesson.

Repair and Rebuild: It is important that negative incidents and negative behaviours are discussed and dealt with before the next lesson to allow for a more positive atmosphere and attitude moving forwards. Where a student has received a serious sanction, such as a Leadership detention or time in the reflection room, targets for future behaviour and choices are set and monitored through a subject report card, monitoring report card or PSP. This allows both staff and students to have positive expectations about the next lesson and sets students up to succeed in making better choices in the future.

A copy of the consequences chart should be displayed in each classroom as a reminder of the basic behaviour policy. Staff will apply this policy consistently, following the steps given for every student, whether in the classroom/tutor base or beyond. In order to foster a sense of community and create a consistent, reliable atmosphere and environment, every member of staff must take full responsibility for applying the behaviour policy and for recording both positive and negative incidents in a timely manner. It must be recognised that some individuals may require a differentiated approach based on direct guidance from pastoral leaders or other staff involved in the support of the student.

Recording and monitoring

All members of staff are responsible for recording/monitoring. Records at both individual and whole-school level should facilitate the tracking and monitoring of student behaviour as well as progress to support effective intervention and evaluation of student support. It is vital that all staff consistently record information in the appropriate areas and methods, for example the use of SIMS, ClassCharts, faculty intervention sheets, HOH pastoral records and meeting record sheets.

In order for our students' behaviour to be consistently monitored and rewarded or addressed, it is essential that all staff take responsibility for the accurate and timely recording of both positive and negative incidents. At our School, we are all part of a team and it is crucial that we work together to deliver consistent and quality performance regarding behaviour and support, including follow-up actions and updates. Guidance on how to record both positive and negative behaviour incidents is available on our Pastoral Website and whole staff training is also given, with CPD throughout the academic year. If any staff are unsure about how to accurately and effectively record and follow up everything they need to, it is their responsibility to seek clarification from the relevant sources (written guidance, line manager or senior staff). In addition, staff should ensure that they are monitoring students' behaviour records to the level and extent their role demands. This should include the regular review and evaluation of intervention and impact.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher or Head of School will also consider the pastoral needs of staff accused of misconduct. All complaints to the school regarding staff are taken seriously and will be investigated as per the School's Complaints Policy and Unreasonable Complaints Policy.

Inclusion, suspensions and alternative provision

Only the Head of School can suspend a pupil and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single year), or permanently. A fixed period suspension does not have to be for a continuous period. In exceptional circumstances, usually where further evidence has come to light, a fixed-term suspension may be followed by a permanent exclusion. Students will not be suspended for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

Decisions regarding suspensions will not be taken lightly. A student will only be suspended when he/she has breached the school's behaviour policy seriously or persistently, and/or where allowing him/her to remain in school would harm the education or welfare of the student or that of others in the school.

When deciding whether to exclude a pupil, headteachers must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and headteachers should aim to avoid permanently excluding them.

Behaviour which is likely to lead to a fixed-term or permanent exclusion could include:

- Persistent disruption of learning
- Failure to respond to or engage with previous interventions
- Smoking/Vaping Alcohol Fighting Vandalism
- Verbal abuse of staff
- Persistent failure to follow instructions

Possession of a prohibited item, particularly a weapon or any article a staff member reasonably suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury to, or damage to or threaten to damage the property of, any person (including the student) and/or any illegal drugs incident (possession, use independently, use with others, or supply, whilst 'in school') are more likely however to result in the student's permanent exclusion.

Following any fixed-term suspension a student and their parent/carer will be required to attend a reintegration meeting with senior pastoral staff and/or leadership staff. The purpose of this is twofold: firstly, to address the incident fully and ensure that the student has had time to reflect on the poor choices that led to the exclusion being given; secondly, to complete a Pastoral Support Plan that will help the student to reintegrate into the school community with a positive focus and clear targets, supported by both school and home.

Training

As a School we are committed to providing ongoing support for our staff, in the form of both CPD opportunities and staff welfare provision. We provide training and support for staff in the delivery of our behaviour policy and supporting processes. Consistency is vital in creating and sustaining the positive learning environment and expectations that we aim to deliver, and it is therefore important that information is clearly shared, easily accessible and that further guidance can be sought.

CPD provision is tailored to meet individual or group needs and areas of interest wherever possible and performance management systems actively encourage staff to identify and share ambitions and requests for additional support or further training. Staff welfare is an important part of our vision for a positive and effective school community and environment.

Communication

Liaison with parents: To best support and encourage our students to develop positive behaviours, we will endeavour to communicate with parents/carers clearly and in a timely manner. This not only means involving parents where any serious behavioural concerns or patterns are identified (see Consequences) but also involves seeking opportunities to feedback positive news. ClassCharts is a frequently used tool to record student behaviour, which parents have access to view as well.

Key reminders and information regarding expectations of an ongoing nature will be communicated via our newsletters and the School website, where information and guidance for supporting students at home will also be given. We recognise that where home and school work together and take advantage of opportunities to collaborate, students have a much greater chance of success on all levels.

Liaison with External agencies: Our School is committed to liaising with the appropriate external services to support access to and provision of relevant advice, support and guidance. Examples include Children's Services, The Police, SDAS. Our Welfare Team has access to a comprehensive list.

Student support systems

Our primary aim as educators is to support our students and to enable them to achieve the best outcomes that they can, both academically and in a wider social and emotional sense. Whilst we are clear and firm on the behaviours, we expect from our students and will not tolerate disregard for school rules and expectations, we also recognise that an individual's behaviour is intrinsically linked to their wellbeing and circumstances. Our excellent house system and wider pastoral network ensures that each student is known as an individual and that their progress, behaviour and wellbeing will be monitored to allow for intervention and support wherever it is possible for us to identify a need.

Mental and Emotional Health and Wellbeing: The emotional health and wellbeing of our students is paramount, and our pastoral and support systems are designed to both promote awareness and provide individually tailored support for those in need. In addition to our tutors, and our pastoral team, we also have attendance officers, counsellors, medical officer, student support staff, pastoral assistants and Assistant Headteachers responsible for Wellbeing and a number of internal support staff dedicated to this crucial area of our students' lives and development. We also have access to a number of external support services. The identification and subsequent individualised intervention for such issues is the responsibility of all staff but will, in most cases, be co-ordinated and recorded by HOHs. The document 'EHWB Network: Lines of Communication' is available to all staff to ensure consistent and effective practice and referral of concerns.

SEND students: Any student identified as having a special educational need or disability will be given personalised support. The SENCO provides overall co-ordination of such provision, including the evaluation of the impact of support and intervention given. All staff are responsible for ensuring they are fully informed about a student's needs and that they actively seek out and follow all relevant guidance and instructions given, for example reference to information on ClassCharts and Individual Support Plans. Please refer to Support for Learning documentation and/or staff for further details.

Individual Support Plans (ISPs): These documents are prepared for all SEND students. They should be checked by all staff who teach or support a SEND student on a termly basis. They will be monitored and updated by SfL as required but at least annually.

Pastoral Support Plans (PSPs): These documents are intended to assist pastoral staff at all levels with the recording, monitoring and evaluating of supportive intervention beyond a certain level. In this

way, they aim to promote engagement and positive behaviour for learning, as well as supporting EHVB needs. A PSP may be used as evidence for requesting further intervention or consequences, including to support referral to additional external agencies or to demonstrate a need for alternative provision or exclusion. A PSP should be triggered by any of the following: serious M&EHVB concern; student receives a fixed-term exclusion and could be triggered by the following: student receives two inclusions within a term. Parents and child are expected to attend any and all scheduled PSP review meetings, until progress is seen and the PSP is closed.



Bohunt School - Student Charter



Enjoy

1. I fully engage in every lesson
2. I support other people to learn
3. I participate fully in the ethos and life of the school
4. I participate in co-curricular activities
5. I overcome challenges
6. I take advantage of the opportunities here at Bohunt



Respect

1. I respect the learning of others
2. I am kind in my words and actions
3. I take care and pride in the school environment
4. I wear the correct school uniform at all times
5. I respect differences of others, support equality and adopt a zero tolerance to bullying
6. I do not use offensive or discriminatory language in and out of lessons



Achieve

1. I take responsibility for my own learning and progress
2. I am equipped for my lessons
3. I complete homework on time and to the best of my ability
4. I respond to feedback and improve my work
5. I ask questions and seek help when needed
6. I attend school every day

Rewards and sanctions

Positive behaviour will be rewarded with:

How is positive behaviour rewarded at Bohunt?

House Points

Enjoy
 Co-Curricular
 Star of the Lesson
 Leadership
 Self Motivation
 Student Representation

Respect
 Uniform
 Kindness
 Emotional Support
 Pride in Work
 Pride in Environment

Achieve
 Progress
 Equipment
 Good Work
 Met Target
 Growth Mindset

A House Point is also awarded if a student goes a full school week with no negative points and a House Point is awarded if a student goes a full school week with 100% attendance.

ERA - 5 House Points

An ERA is awarded to a student when they exhibit one of the three school values of Enjoy, Respect or Achieve in an exceptional manner.

An ERA is also awarded if a student goes a calendar month with no negative points.

An ERA is worth 5 House Points.

House Competitions

Students will be awarded House Points for their participation and achievement in house competitions.

Participation - 5 House Points.

Our top 3 entries are entered into a draw for a £10 Amazon voucher at the end of each half term.

What are the rewards for achieving House Points and ERAs?

House Points	ERAs
Certificate Each student will receive a certificate when they achieve 50, 100, 150, 200, 300, 400 and 500 House Points.	Badges Students will receive a badge when they receive 25 (Green), 50 (Bronze), 100 (Silver) and 150 (Gold) ERAs.
Tutor Groups At the end of a half term, the Tutor Groups with most House Points will receive a pizza party.	Postcards Each student will receive a postcard home when they receive 10, 25, 50, 75 and 100, 125 and 150 ERAs.
Weekly Draw Students with the most House Points each week will be entered into a draw to win a £10 Amazon voucher.	End of Term Rewards At the end of each term, the students with the most ERAs will get to take part in an ERA reward activity.



This list is not exhaustive.

Consequences

Consequences for poor choices				
enjoy RESPECT achieve				
At Bohunt all students must follow our 'Student Charter' the first time, every time. No student has the right to disrupt the learning of others. Teachers have disruption free classrooms in which they can teach, and students have disruption free classrooms in which they can learn. Failure to meet expectations or uphold the school values of enjoy, respect, achieve will be subject to consequences (summarised below).				
	Learning disruption	Recidivism	Other misconduct	Late/incomplete homework
C1	Rule reminder Refer to 'Student Charter'	1	Recorded on CC Rule reminder Refer to 'Student Charter'	Recorded on CC Following day submission permitted
C2	Recorded on CC Formal warning + opportunity to reset/adjustments made	2	Recorded on CC Failure to modify behaviour = 30 mins pastoral detention after school	Recorded on CC Lunch meeting with teacher/HOF/HOS to support completion
		3	as above	Failure to attend meeting = 45 min Faculty detention after school
		4	Failure to attend 30 min pastoral detention = 90 min Leadership detention	Failure to attend 45 min Faculty detention = 90 min Leadership detention
C3	Report to Reflection Room for two lessons + free time Restorative conversation with member of staff prior to next lesson	5	Failure to attend Leadership detention = full school day in Reflection Room or directed elsewhere for your education that day	Failure to attend Leadership detention = full school day in Reflection Room or directed elsewhere for your education that day
Refusal or misbehaviour in Reflection Room, recidivism of any of these behaviours over time or an involvement in a single serious incident = more serious sanction (eg. educated elsewhere, suspension, permanent exclusion)				

Noting that Truancy, Anti-social behaviour, Unkindness, Incomplete Work, Banned Items (including phones), Violent behaviour and Vaping will have no rule reminder, and a consequence applied immediately if this behaviour is displayed. Furthermore, any other more serious misconduct or recidivism will result in more serious sanction.

Hand's Off Policy - Bohunt Liphook 26/27

Rationale

All students have the right to come to school to learn and to feel safe. When this is not the case, they have the right to inform staff and expect the school to help them.

Students are expected to behave in a mature, responsible and respectful manner towards one another. Consequences will be applied if student behaviour does not meet these standards. While it is acknowledged that relationships will develop between students, **it is not appropriate to display physical affection whilst at school.**

Policy

The school is a professional workplace and physical contact between students should not take place. This 'Hands Off' Policy means that no one is to put hands on another person.

Procedures

Pastoral Leaders will examine the circumstances of an incident so that consequences are fair and just. This process will provide an opportunity for the students involved to reflect and behave more appropriately in the future. When possible, a restorative practice approach will be used when dealing with breaches of this policy.

1. Physical Aggression - Students involved in a fight or physically aggressive behaviour will be required to state their account of what happened, an investigation will be conducted and outcomes and consequences will be recorded as per school policy.

2. Other Physical Contacts -

- Students who display physical affection at school or during school events will be advised that such contact is both inappropriate and unacceptable and is to cease immediately.
- Students playing physical games with each other such as wrestling, pushing etc at school or during school events will be advised that such behaviour is dangerous and unacceptable and is to cease immediately.

'WARNING, HANDS OFF'

*If not actioned it will result in the following consequence:
Anti social behaviour*

If a student repeatedly breaches the 'Hands Off' Policy, the student will be required to attend I-I support with their Pastoral Leader. Should the inappropriate behaviour continue, parents will be informed and students will be put on a Pastoral Support Plan.

A student who acts in any way to exacerbate, incite or actively encourage a negative situation or poor behaviour will be treated as an instigator.

This will include:

- Students standing by or cheering the fight along will also be deemed to be a contributor.
- A person who films/records a fight will be deemed to be a contributor and will incur the initial consequences listed above