BREDON HILL ACADEMY

POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

Review Deadline:	November 27
Review Frequency:	Annual
Author:	BHA - SLT
Reviewer:	BHA - LGB
Audience:	Intranet, Website

1. Vision

Through following this policy, we enable our pupils to fulfil our school's motto of 'Learning Together for Success'. Our school values: Belief, Honesty and Aspiration, provide the foundation and support our aim to provide a safe learning environment where all pupils will receive the necessary support and challenge to reach their potential. We encourage our whole school community to demonstrate these values in all that they do.

• We believe that our environment should be a safe, healthy and happy place in which to learn and work-BELIEF

• We believe that all should be treated fairly, courteously and with respect- HONESTY

• We believe that all should be supported to achieve their full potential - ASPIRATION

2. Aims of the Policy

- To provide a safe, respectful, inclusive, equitable and happy school ethos where learning opportunities are maximised.
- To use our school values to underpin our nurturing and relationship-focused approach.
- To provide a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.

3. Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents/carers on our restorative, inclusive and relationship-focused approach to behaviour management. This will allow the pupils at Bredon Hill Academy to enjoy a calm and caring environment, supporting every child and giving them the best possible chance of success. Our Positive Relationships and Behaviour Policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults. It has the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment; consistency and clear adult communication underpin this approach.

4. Consistency of Approach

In implementing the Positive Relationships and Behaviour policy, Bredon Hill Academy acknowledges the need for consistency:

• Consistent language and consistent responses - simple and clear expectations reflected in all conversations about behaviour.

• Consistent follow up - ensuring 'certainty' within the classroom, beyond the classroom and at Senior Leadership level: teachers taking direct responsibility for behaviour interventions, seeking support only where needed.

• Consistent positive reinforcement - routine procedures for reinforcing, encouraging, and celebrating.

• Consistent consequences - defined, agreed, and applied at the classroom level as well as structures for repeated or more serious behaviours.

• Consistent respect from the adults, with modelled emotional restraint.

• Consistently reinforced structures and routines for behaviour, in classrooms and across the school as a whole.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." Paul Dix

Regularly, staff will remind children of three keys to success that underpin our school behaviours:

- Be ready
- Be respectful
- Be responsible

Some examples of what this might look like in practice are included below:

Be ready	Be respectful	Be responsible
I attend school every day and arrive to my lessons on time. I have a positive attitude and I am ready to learn. I am organised with the correct equipment. I always have my learning journal and put in on my desk at the start of each lesson. I am always ready to learn. I line up silently and walk around the school site carefully and quietly. I am an 'active' learner.	I demonstrate the school's values at all times. I say 'please' and 'thank you'. I speak to others in a kind and caring way. I actively listen to others in an empathetic manner. I do my best to make others feel safe, included and happy. I am respectful of myself and others, celebrating difference and diversity in our school community and beyond.	I take pride in the work I complete at all times, taking care with presentation. I take pride in the school environment both inside the school and our open spaces and playgrounds. I wear the correct uniform at all times. I follow the instructions of adults at all times. I know I can speak to a trusted adult if I don't feel safe or happy or if I believe someone else is not safe or unhappy. I accept responsibility for my actions and I am willing to apologise. I behave in a safe and responsible way at all times.

In doing this, staff will encourage pupils to reflect on how we are all part of a thriving and cohesive school community.

Staff Induction and CPD

All staff will receive positive relationship and inclusion CPD during INSET day at the start of each academic year. CPD sessions will also be part of staff meetings throughout the year. Any new staff joining the school across the year will receive CPD from SENIOR LEADERSHIP TEAM.

Expectations

All staff will:

a) Meet and greet children at key transition points: the start of day, after break and lunch, on duty and at the start of each lesson.
b) Refer to Ready, Respectful, Responsible- the behaviours we expect to see and link to our school values.
c) Model positive behaviours and build relationships.
d) Plan lessons that engage, challenge, and meet the needs of all pupils.
e) Use appropriate praise to identify and reward pupils who are Ready, Respectful and Responsible.
f) Be calm and allow time to repair when going through the staged approach outlined below.
g) Follow up every time, retain ownership and engage in reflective dialogue with pupils.
h) Never ignore or walk past pupils who are not adhering to school rules.
i) Develop positive relationships with parents/carers, involving them in their child's positive and negative choices.
j) Record any significant incidents on Bromcom (and CPOMS if linked to safeguarding) to support leaders and parents'/carers' understanding of behaviour and patterns of behaviour over time.
k) Be punctual to duty, maintaining and reinforcing positive behaviours proactively across the school site.
l) Remember that a new lesson/day/term/year marks a fresh start and opportunity for pupils and positive relationships.

Senior Leaders will:

a) Meet and greet learners at the beginning/end of the day.
b) Be a visible presence across the school and at transition times.
c) Celebrate pupils, staff and leaders, whose effort goes above and beyond expectations.
d) Regularly share effective practice.
e) Support staff in managing learners with more complex or entrenched negative behaviours.
f) Monitor school wide behaviour policy and teacher practice.
g) Regularly review provision for learners who may need additional or alternative support.

Pupils will:

a) Be ready
b) Be respectful
c) Be responsible

Parents/Carers will:

a) Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education

b) Foster good relationships with the school and support the school in the implementation of this policy.
c) Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
d) Share any issues or concerns that a pupil might be facing of which the school is not aware.

5. Recognition and Rewards for Effort

We recognise and reward pupils who consistently meet our standards through praise. However, there will be children who regularly exceed this and go 'above and beyond.' Such behaviours include consistently exhibiting our school values, impacting the wider school community, and random acts of kindness. As a school, we accept the need for consistency in our approach to recognising and rewarding pupils, therefore ensuring we are striving for equity and inclusion.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'
Paul Dix

Classroom Level:

a) Praise for choices
b) House points for going 'above and beyond' the basics. This leads to house point certificates (50 – bronze, 75 – silver, 100 – gold, 150 – diamond, 250 - emerald) and badges/medals as appropriate.
c) Use of subject, year or headteacher commendations for pupils who produce outstanding learning or for significant contributions to the school community.
d) Additional rewards could include direct calls home to parents/carers.

School Level:

a) Hot chocolate invitations or similar with SENIOR LEADERSHIP TEAM.
b) Appearance in school newsletter and/or social media pages.
c) Recognition in assemblies.
d) Half-Termly recognition for outstanding attainment, consistent demonstration of school values and/or contribution to school community rewarded with gift cards and certificates.
e) Termly, annual and full school journey 'Zero Hero' recognition for maintaining excellent conduct and not receiving any detentions.
f) Badges and ties linked to school representation and responsibilities.

6. Managing Daily Behaviour in the Classroom

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does." Paul Dix

Adults in the classroom accept that they are the drivers to maintaining and reinforcing positive behaviours and that a focus on demonstrating the positive and praising pupils who are meeting our school behaviours of 'Be Ready, Be Respectful, Be Responsible' is an important factor in classroom discipline.

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. The stages identified below should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always and consistently in every lesson be praising the behaviour they want to see. All pupils must be given "take-up time" in between steps – allowing pupils the time and space to reset their behaviour. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will always deliver any consequences to negative behaviours with calm and care. It is in nobody's interest to confront poor behaviour with anger.

Stages

1. Verbal Warning. Use of name and a comment linked to the positive behaviour you are expecting.

A pupil may be asked to leave the classroom to REFLECT on their actions

2. Final Warning. A reminder of the rules or expectations (link to the 3Rs). Give take-up time and de-escalate where reasonable and possible. Focus on positive choices.
   Deliver privately wherever possible – this does not have to be outside the classroom. Ensure the pupil is aware of their negative behaviour and that you are giving them a 'final warning' - they need to prove they can make positive choices or the next outcome will be a detention.
   This stage is recorded on Bromcom. (does not impact 'Zero Hero' status)
   The frequency of Final Warnings is analysed for patterns. Appropriate interventions and sanctions may be adopted on a case by case basis.

Point of REPAIR with the adult who issued Final Warning. This may be at the end of the lesson or break/lunch

3. Lunchtime Detention- recorded on Bromcom. (-3 points on behaviour system)

Point of REPAIR with adult who issued detention. This may be in the detention room or the teacher's classroom

4. Walk and Talk- a member of SENIOR LEADERSHIP TEAM will escort the pupil from the lesson and a detention issued.

Point of REPAIR with adult who called for Walk and Talk before next lesson

If a pupil receives 2 lunchtime detentions in the space of 7 calendar days, an After School Detention (ASD) is triggered. Heads of Year will phone home to arrange a suitable day for this take place. ASDs are from 3pm to 4:10pm and parents/carers are expected to collect from school and be part of the repair process.

If a pupil's behaviour is disrespectful and/or persistent then an adult may choose to escalate to stage 3 or 4 immediately. If a pupil's behaviour is dangerous and/or extreme then it may result in a suspension or permanent exclusion.

Final warnings are monitored to look for patterns of behaviour. In the case of regular misbehaviour, it will be necessary to consider a tailored approach. Such consequences may include parent/carer meetings, positive report cards, behaviour contracts, exclusion from break/lunchtime or representing the school at events, suspension or permanent exclusion.

Poor behaviour outside of the classroom (lining up, playground, assemblies etc) is likely to be characterised by incidents of disrespect, not following our 'hands off' approach, dangerous or defiant behaviour. In such cases a straight lunchtime detention is likely to be issued, provided there are clear facts to support this.

Communication with Parents/Carers

Informing a parent/carer when concerned about a child's behaviour or emotional wellbeing is important but the way in which it is communicated often influences the way in which it is received. Comments made on Bromcom are visible on MCAS and the Student Portal. When contacting parents/carers via phone/email, adults should:

- Remain calm and professional.
- Detach the negative behaviours from the child. Be specific and focus on solutions and next steps once these behaviours have been identified.
- Acknowledge/thank the parent/carer for their support.
- Aim to end on a positive.

Pupils with SEMH concerns/behavioural difficulties

For some pupils, the above stages may not be fully appropriate. In fact, for some pupils, this strategy may cause further upset and emotional harm. In such cases, more trauma-informed approaches may be used, such as those identified below. Some pupils may have a 'Time Out' card in order to support their regulation, at the discretion of the Senior Leadership Team.

Regulate (Brainstem)	Relate (Feeling Brain)	Reason (Thinking Brain)
Co-regulator gives time, space and safety. Repetitive and rhythmic activity such as reading, rocking, throwing/kicking a ball against a wall. Use large muscles to complete wall push ups, walking… Environmental support – use of Hub, Time Out card, school grounds, gardens etc.	Repair and restore connection – I'm here, I care, it's okay to be frustrated with yourself at times… Use of Us vs problem – we will get through this together. Solve problems rather than handing out a punishment.	Reflect and learn Remember and articulate Rehearse behaviours for next time Learn a new skill – explicit instruction

7. Responding to Inappropriate Behaviour:

a.) Bullying

Our school believes that all of our community has the right to teach and learn in a supportive, caring and safe environment and we expect everyone to contribute to the eradication of bullying. We believe that every individual in school has a duty to report an incident of bullying, whether it happens to themselves or to another person. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. The intention of bullying is always to upset the victim in some way. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender identity, sexual orientation, additional needs or disabilities. It might be motivated by actual differences between children, or perceived differences. Bullying is persistent and may include the following types of behaviour:

- Being physically attacked
- Being verbally attacked

- Being ignored or left out
- Receiving abusive or offensive messages
- Being called names or being teased
- Having a bag or other possessions taken
- Being forced to do things you don't want to do.

We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, dining hall, toilets, and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others. If bullying is suspected, we use CPOMS to develop chronologies of events to enable accurate communication between staff and pupils and their parents/carers. It also enables us to measure the impact of any intervention that is decided.

b.) Child on Child Abuse

Bredon Hill Academy recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as "banter" or "part of growing up." Please refer to the school's Safeguarding/Child protection and Child on Child Abuse policies for further details.

c.) Interventions

If one or more children is struggling with inappropriate behaviour our Pastoral Team will work to support the struggling child in developing personal awareness, social and self-management skills. This support will be monitored over a set period of time and will be bespoke to the pupil and identified need. It is likely that a THRIVE approach will be adopted.

d.) Suspensions and Exclusion

The Headteacher has the responsibility for issuing suspensions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be informed if either of these sanctions are used. See separate policy.

e.) Reasonable Force

Bredon Hill Academy refers to the latest guidance released by the DfE in regard to the use of reasonable force. All members of staff are aware of the regulations regarding the use of reasonable force by teachers.

At Bredon Hill Academy, key members of staff are trained in Team Teach. Team Teach is "A toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours." It also trains staff to hold children safely if it becomes necessary. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take, under these circumstances, are in line with government guidelines on the use of reasonable force of children. Records are kept and parents or carers are informed.

f.) Pupils with Special Educational Needs

Where pupils have special educational needs, there may be situations where the systems identified in this policy may need to be modified accordingly to better suit an individual's needs. This will be

done in consultation with the SENCO, Headteacher and class teacher. The SENCO may need to liaise with external agencies, as necessary.

g.) Screening, searching, and confiscating

Bredon Hill Academy may search pupil(s) if we have reason to believe they may have any prohibited or banned items, this includes smart phones for Year 6 and other devices across all year groups. The member of staff completing the search should always try to get a child's cooperation before searching them. If a child does not cooperate, the staff member may still search them if there's a risk of serious harm.

Prohibited and banned items include, but are not limited to:

- knives or potential weapons
- alcohol
- drugs and medication
- stolen items
- smoking/vaping products
- fireworks
- inappropriate images or images that could cause offence to others
- smartphones (Year 6 only)
- other smart devices which could potentially disrupt learning (iPads, tablet computers etc)

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice, there are a number of other items which could cause harm, distress, or injury to pupils or persons, or 'Adversely affect good order and discipline of the school community'. (DfE Behaviour and Discipline in Schools (January 2016)). Bredon Hill Academy considers that the following items are inappropriate and should not be brought into school:

- chains
- lighters and matches
- tools
- gas canisters
- any item fashioned/adapted to cause injury
- laser pens/pointers
- chemicals such as hair dyes
- nail varnish remover
- aerosols (including hair spray and deodorants/body sprays)
- solvents
- chewing gum
- energy drinks.

This is not an exhaustive list, and the senior leadership team may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress, or injury to another.

Searches (with the exception of bag searches) will always be carried out by someone of the same gender as the child. A witness will also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness will also be the same gender as the child, if possible. A child will not be asked to remove clothes, other than outer clothing like a coat or blazer.

Parents/carers will be informed about any search for any prohibited or banned item and the outcome - including any consequences. Whenever possible, a member of the Senior Leadership Team will carry out the search. Routine screening for smartphones (Year 6) will be carried out on a half termly basis, unless we have good reason to believe an individual has a device. In this instance, a bag search may be carried out and parents informed on a case-by-case basis.

A member of staff can confiscate an item if it is prohibited/ banned, it poses a risk to any person or if it's considered to be evidence relating to an offence. School staff may also confiscate, retain, or dispose of pupil's property as a disciplinary penalty, where reasonable to do so. All screening, searching, or confiscating will be conducted in line with statutory guidance.

h) Pupils' Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupil's behaviour in these circumstances 'to such extent as in reasonable'. Subject to the school's behaviour policy, a teacher may discipline a pupil for any misbehaviour when the child is:

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

Or misbehaviour at any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

This includes behaviour to and from the school whilst travelling on public transport or private buses. Bredon Hill Academy may request Worcestershire County Council or a specific bus company to issue a temporary or permanent bus ban should a pupil's behaviour pose a risk to the health and safety or wellbeing of themselves or others.

i) Use of mobile phones and smart technology

While the school recognises that the use of smart technology can have educational benefits, there are also a variety of associated risks which the school will ensure it manages. Staff will use all smart technology and personal technology in line with the school's Staff ICT and Electronic Devices Policy. The school recognises that pupils' unlimited and unrestricted access to the internet via mobile phone networks means that some pupils may use the internet in a way which breaches the school's acceptable use of ICT agreement for pupils.

From September 2026, pupils in Year 6 will not be permitted to bring smart phones into school. Regular checks will be carried out and any pupil found to have a smartphone on them will have it confiscated and a detention issued. Parents/carers will be expected to come to school to collect the confiscated device. Repeat offenders may have devices confiscated for a longer period of time under the Education and Inspections Act 2006.

Pupils are not permitted to use personal devices (such as mobile phones, smart watches connected via Bluetooth etc) in school. Pupils must switch off all devices and they are to remain out of sight, in their school bag. Smart glasses are not permitted on site. The school accepts no responsibility for

loss or damage to any personal device brought into school. If a personal device goes off in lessons or a pupil is caught/reported to be using a personal device in school, the device will be confiscated. The pupil will be issued with a detention and parents/carers will be asked to come and collect the device. The device will be stored in a locked cabinet until collected. In the event of an incident where a personal device has been used to humiliate/cause upset/take images without consent, a device may be confiscated and handed to the police when deemed necessary. Where it is reported to the DSL that an inappropriate image(s) have been taken/shared, school has the right to ask a pupil(s) to switch on their phone and delete the image(s). The Designated Safeguarding Lead or other staff will never view the image(s). Guidance on what to do in this situation is taken from 'Sharing Nudes and Semi Nudes-Advice for Educational Settings Working with Children and Young People'.

Inappropriate use of smart technology may include:

- Using mobile and smart (including AI) technology to sexually harass, bully, troll or intimidate peers.
- Sharing indecent images, both consensually and non-consensually.
- Viewing and sharing pornography and other harmful content.

Therefore, pupils are not permitted to use smart devices or any other personal technology whilst in school. This includes the use of smart watches where they are connected to a device using Bluetooth. Where a pupil is caught using a personal device/smart technology it will be confiscated and a parent/carer will be asked to come and collect it from school. The pupil will then be issued a detention, in line with the school's Positive Relationship and Behaviour policy. The school will hold assemblies, where appropriate, which address any specific concerns related to the misuse of smart technology and outline the importance of using smart technology in an appropriate manner. The school will seek to ensure that it is kept up to date with the latest devices, platforms, apps, trends and related threats. The school will consider the 4Cs (content, contact, conduct and commerce) when educating pupils about the risks involved with the inappropriate use of smart technology and enforcing the appropriate disciplinary measures.

Appendices

Appendix 1 - Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact (even if not reciprocated by the pupil) and delivering a clear message before moving away to give take up time. These are examples of scripts, showing a staged and consistent approach to supporting positive behaviour. Staff are not expected to use the exact phrasing in the scripts.

1. **Verbal Warning**

   (Name) - I notice you chose to…. (noticed behaviour)

   This is a reminder that we need to be… (Ready, Respectful, Responsible)

   You now have the chance to make a better choice.

   Thank you for your co-operation.

2. **Final Warning**

   (Name) – you are still choosing to ……. (noticed behaviour).

   You've already had an opportunity to make better choices.

This is your final warning. I know you can…. let's try again so we can…

If you continue to choose to behave in this way, it will be a detention.

Appendix 2 - Discipline in Schools- Teachers' Powers Key Points:

• Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

• The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

• Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

• Teachers can also discipline pupils for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).

• Teachers have a specific legal power to impose detention outside school hours

• Teachers can confiscate pupils' property.

Appendix Three – Classroom Displays

The 3 Rs of our BHA community

Be ready	Be respectful	Be responsible
I attend school every day and arrive to my lessons on time. I have a positive attitude and I am ready to learn. I am organised with the correct equipment. I always have my learning journal and put in on my desk at the start of each lesson. I am always ready to learn. I line up silently and walk around the school site carefully and quietly. I am an 'active' learner.	I demonstrate the school's values at all times. I say 'please' and 'thank you'. I speak to others in a kind and caring way. I actively listen to others in an empathetic manner. I do my best to make others feel safe, included and happy. I am respectful of myself and others, celebrating difference and diversity in our school community and beyond.	I take pride in the work I complete at all times, taking care with presentation. I take pride in the school environment both inside the school and our open spaces and playgrounds. I wear the correct uniform at all times. I follow the instructions of adults at all times. I know I can speak to a trusted adult if I don't feel safe or happy or if I believe someone else is not safe or unhappy. I accept responsibility for my actions and I am willing to apologise. I behave in a safe and responsible way at all times.

Respectful Behaviour AT BREDON HILL



Listen to others without interruption

Allow others to learn





Remember your manners

Be respectful and you'll be respected



Wear your uniform with pride

Rewards @ BHA

HOUSEPOINTS!

Housepoints	Certificate	Badge
50	Bronze	No Badge
75	Silver	No Badge
100	Gold	Bronze Badge- Year 6 Silver badge- Year 7 Gold badge- Year 8
150	Diamond	Medal- Year 6 Badge- Year 7 and 8
250	Emerald	Badge

Zero Hero

Termly certificates and prize draw entry
Yearly certificates and exclusive events
Ultimate Zero Hero event for pupils in Year 8

Have you been making an extra effort this term?
Are your teachers impressed with your commitment to school life?
Then you could be nominated for Pupil of the Term!
Two pupils per year group win a £10.00 gift card!

Pupil of the Term!

Other rewards include:
- Hot chocolate vouchers
- Subject Teacher/Head of Year/Head Teacher Commendations
- Badges and ties linked to school representation and responsibilities

Bredon Hill Academy

Relationships and Behaviour

Our school is a happy and safe place when everyone treats one another with **RESPECT**.

Our school culture understands that young people can make mistakes, that is why we allow time for pupils to **REFLECT** when they do.

Our school understands the importance of **REPAIR** when things do go wrong.

1. Verbal Warning

A pupil may be asked to leave the classroom to REFLECT on their actions

2. Final Warning – recorded on Bromcom

Point of REPAIR with the adult who issued Final Warning. This may be at the end of the lesson or break/lunch time

3. Lunchtime Detention (-3) - recorded on Bromcom

Point of REPAIR with adult who issued the detention. This may be in the detention room or the teacher's classroom

4. Walk and Talk- a member of SLT will escort you from the lesson and a detention issued

Point of REPAIR with adult who called for Walk and Talk before next lesson

If a pupil's behaviour is disrespectful and/or persistent then an adult may choose to escalate to stage 3 or 4, immediately.

If a pupil's behaviour is dangerous and/or extreme then it may result in a suspension or permanent exclusion.