



Bow School Learning Behaviour Policy

Date reviewed	3 rd October 2025
Date of next review	2 nd October 2025

Governors' Statement of Behaviour Principles

Introduction

In line with legislation, this statement of principles outlines the approach to behaviour expected by the Governors of Bow School, this statement gives due regard to the section 88 of the Education and Inspections act. These principles will underpin the school's behaviour policy. The establishment and implementation of the policy, itself, lies with the Headteacher.

Principles

The school's learning behaviour policy should support the fulfilment of the Governors' duty of care to students, employees and visitors to the school. It should promote high quality teaching, learning, attainment and progress. The Governors are clear that there is a strong link between good behaviour, effective learning, enjoyment of school and progress and, on this basis, the Governors wish to support the school in setting a policy which holds these clear connections in mind.

The Governors expect that the school's policy should be in accordance with their statutory responsibilities including those contained with equalities legislation. This policy should also support their commitment to improving outcomes for all students, eliminating all forms of harassment, discrimination and bullying, as well as promoting the welfare of students, and staff, through the building of strong relationships across the whole school community.

The behaviour policy should make clear the rights, responsibilities and of the whole school community and its framework for praise, and sanctions, should be clear and structured in such a way that it supports clear understanding of the policy and its consistent application.

The Governors expect that, in developing strategies for the management of behaviour the policy should make use of both rewards, and sanctions, and establish a climate where praise, encouragement and celebration far outweigh punitive measures such as sanctions. Recognition and celebration of achievement and effort should be used to promote good behaviour and to demonstrate that this is valued by the whole school community. Sanctions should be used when expected standards of behaviour are not met, however these should also be accompanied with opportunities for reflection, learning and the restoring of good relationships.

Furthermore, the Governors expect that sanctions should be applied to individuals not groups, in most cases, and in the support the school's values should encourage students to take responsibility for their actions. In its application the policy should balance both collective and individual needs.

Bow School Learning Behaviour Policy

“Learning is behaviour – and behaviour is learned.”

At Bow School, we understand that positive behaviour is foundational to effective learning. We recognise that behaviour and learning are inseparable, and that strong, respectful relationships underpin every successful school experience.

This policy, built on a foundation of relational practice, outlines our approach to promoting positive learning behaviours—those that support academic success, personal development, and a sense of belonging for every student built upon strong, respectful relationships.

Our relational approach acknowledges that behaviour is learned and can be taught. We recognise that young people make mistakes and will need support, at times, in developing strong habits and positive learning behaviours. We accept that at times, sanctions will form an essential part of how we will respond to behaviour but commit to the idea that sanctions can, and should, be only one-part of this response.

Aims

This policy aims to:

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- Promote a safe, inclusive, and values-driven learning environment
- Provide a clear, consistent framework for behaviour expectations
- Encourage relational and restorative practices that build capacity for self-regulation
- Celebrate positive behaviour and support students in making better choices
- Address poor conduct with fairness and empathy, encouraging reflection and growth
- Ensure staff, students, and families work together to promote learning and wellbeing

Legislation

This policy aligns with legislation and statutory guidance from the DfE and will be review regularly to reflect any changes in guidance or legislation.

Roles and Responsibilities under this policy

This section outlines the core expectations and practices for staff to consistently uphold and model relational behaviour across the school:

Role	Responsibilities
School Governors	Review and approve policy, ensure statutory compliance, monitor school behaviour data
Headteacher (HT)	Lead policy implementation, ensure consistency, report to governors
DHTs	Support implementation, analyse data, oversee specific areas
Senior Leadership Team (SLT)	Provide staff training, lead on serious incidents, model expectations
SENDCO	Ensure inclusion, design support plans, liaise with services
Subject Leaders	Promote and maintain positive learning behaviours across the areas for which they are responsible, as well as in supporting staff to respond consistently and relationally
Teachers/Classroom Staff	Apply the policy consistently, manage behaviour, reward progress, plan for quality first teaching
Pastoral Leaders/Tutors	Shaping the climate for learning across their year groups and key stages — by modelling expectations, as well as in supporting staff to respond consistently and relationally
Teaching Assistants (TAs)	Reinforce positive behaviour, support students
Admin/Support Staff	Model expectations, record/report incidents
Parents	Support behaviour expectations at home, engage with school
Students	Uphold expectations, demonstrate values, seek support when needed

School Culture

It is our strong view that school culture is built in every corridor, classroom, and conversation. Every adult who works for and with the school helps to shape and are the architects of this culture. Every member of staff plays a vital role in shaping this culture through their everyday actions, language, and interactions.

Our school is guided by our five core values, these are - **Determination, Adaptability, Curiosity, Respect, and Responsibility**. These values shape our expectations for students, and their learning behaviour, as well as the approach we expect to be taken by our staff, they form the foundation for how we respond to both positive and poor behaviour.

In relation to this policy our values mean that staff will:

Determination	<ul style="list-style-type: none"> - Praise students who persevere through challenges. - Reframe behavioural setbacks as opportunities to learn resilience. - Encourage students to reflect and set goals - Follow agreed behaviour systems consistently, without exception or emotional reactivity, de-escalate rather than escalate.
Adaptability	<ul style="list-style-type: none"> - Reward students who adjust positively to changes (e.g., timetable shifts, seating plans) and model flexible thinking. - When students react negatively to change, guide them through understanding their emotions and provide strategies to cope better next time. - Offer choices to help students to support empowerment
Curiosity	<ul style="list-style-type: none"> - Use restorative practices - Look beyond behaviour to understand and reflect on root cause - Check in with students regularly - Invite students to reflect on what happened and what they might do next
Responsibility	<ul style="list-style-type: none"> - Model respectful interactions consistently - Publicly acknowledge respectful behaviour in classrooms and communal areas

	<ul style="list-style-type: none"> - Address disrespect calmly and assertively, reinforcing expectations - Hold students to high standards of behaviour and effort while showing empathy and flexibility where needed. - Be a visible champion for the values of inclusion, fairness, and unconditional positive regard.
Respect	<ul style="list-style-type: none"> - Greet pupils by name and with warmth - Use eye contact, active listening, and open body language to convey respect and presence. - Prioritise knowing students as individuals - Hold students accountable in a supportive way - Praise students who take accountability for their actions - Ensure all students see themselves reflected positively in the school's environment and curriculum.

Partnership with Families

We believe in working with families, not just informing them. From recognition to intervention, we aim to:

- Keep communication regular and two-way.
- Involve parents/carers in goal setting and behaviour reviews.
- Offer practical strategies for supporting learning behaviours at home.

Positive Learning Behaviours

Grounded in our school values, we actively encourage students to approach learning with determination, adaptability, curiosity, responsibility, and respect. These values shape how students engage in lessons, relate to others, respond to feedback, and take ownership of their progress. We encourage all staff to recognise that they have a shared responsibility to explicitly model, teach, and reinforce these positive learning behaviours, building trust, promoting mutual respect, and fostering a learning environment where every student feels supported to succeed. Although not exhaustive the table, below, lays out some positive learning behaviours we encourage in our students.

Examples of positive learning behaviours				
Determination: Show perseverance, resilience, and a drive to succeed	Giving best effort in all subjects, including those which they find challenging	Staying focused and engaged during learning	Actively seeking help after trying independently first	Practicing difficult skills repeatedly to master them
	Reflecting on mistakes and working hard to improve	Using feedback positively	Encouraging others to learn	Persisting with tasks
Adaptability: Embracing change, demonstrating flexibility, accepting, and acting on feedback	Understanding that making mistakes is part of learning	Listening to, and acting upon constructive feedback	Embracing and engaging with other points of view	Following instructions promptly
	Trying different strategies when the first one does not work	Working with a range of groups/partners	Remaining calm, and flexible	Accepting changes to routines
Curiosity: Approach learning with interest and enthusiasm	Engaging positively in learning, asking thoughtful questions	Seeking out opportunities to deepen understanding and learning	Taking responsibility for learning about topics beyond what is taught in class	Reading widely
	Participating actively in class, discussions, or group work	Showing enthusiasm and engagement	Showing willingness to learn new things	Showing interest in others
Responsibility: Taking ownership, responsibility, and agency over own learning	Completing homework, and assignments on time	Getting to school, and lessons, on time	Coming to school/lessons prepared with the right equipment and materials	Treating school property with care
	Owning mistakes and making efforts to fix them	Helping others to stay on task	Staying focused, in class, and completing work	Engaging in extra-curricular opportunities
Respect: Demonstrating kindness, consideration, politeness, and tolerance towards others	Listening intently	Valuing different perspectives	Being polite	Taking turns and sharing resources
	Protecting and taking care of the school building, environment, and resources	Following school and classroom rules	Behaving positively in the community	Respecting everyone else's right to learn

Achievement Points System

We know that praise, freely given, has the ability inspire, build confidence, encourage self-belief and to strengthen relationships between staff and students. On this basis, staff are asked to look actively for opportunities to offer praise to young people and use a clear, easy to understand, points-based framework for recognising achievement, progress, contribution and growth and offering to praise students.

Type	Criteria	Examples
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A1 – 1 Point – Daily Recognition	A1 points are awarded for positive daily behaviours.	Demonstrating persistence in a lesson, showing adaptability, asking insightful questions, showing flexibility, completing work to a high standard/on time, respectful listening, and interactions
A3 – 3 Points – Sustained Effort/Achievement	A3 points are awarded for sustained behaviours over time.	Sustained positive behaviours; notable improvement; managing change successfully; deepening learning through questions; taking initiative; consistent respect, catching up on missed work
A5 – 5 Points – Exception Impact/Effort or Achievement	A5 points are awarded for standout moments, significant achievement(s), exceptional progress, outstanding contribution, and leadership	Exceptional, inspirational actions that exceed expectations, including leadership roles, resilience, completing long-term projects, overcoming major challenges, quickly adapting to new opportunities, leading others, organizing events, and modelling inclusivity, handling demanding situations with maturity and respect, behaving with empathy and kindness

A key aspect of our approach to praise is that this should be offered in response to positive conduct, achievement, progress, contribution or growth both in the moment and over time. The table below lays out some of the ways in which praise can be offered.

Frequency	Examples
Instant	Verbal Praise Classroom Praise Boards
Daily	Points logged on Arbor and notifications sent to parents/carers Phone Calls home
Weekly	Tutor Group ‘Shoutouts’ Tutor ‘Caught in the Act Card’ (equal to 5 points)
Fortnightly	Assembly ‘Shoutouts’ Digital Display Boards
Termly	Termly Prize Draws HTs Breakfast
Annually	Celebration of Achievement Evening Rewards Trips

As students are awarded points, over time, these are recorded and are recognised in the following ways:

Points Threshold	Recognition
Every 10 Points	x 1 entry to termly prize draw
50 Points	AHOY Certificate
75 Points	HOY Certificate
125 Points	Bronze Values Badge + Director Pastoral Certificate
175 Points	Silver Values Badge + DHT Certificate + ‘Assembly Shoutout’
225 Points	Gold Values Badge + HT Certificate + Staff Briefing ‘Shoutout’
300 Points	Diamond Values Badge + World/Career Ready Certificate + Bow Bulletin (External) ‘Shoutout’

Rewards

Students are also able to redeem, or receive awards, for the praise points they achieve in the following ways:

Mechanism	Description
Useful Items Shop	Students can redeem points against useful items in the school shop. Items include stationary, jump the queue lunch passes, school bags, items of school uniform, lanyards, revision guides, reading books and other items.
Termly Prize Draws	At the end of the Autumn and Spring Terms each YG will hold a prize draw. Students will receive 1x entry into the draw for every 10 achievement points they have been awarded. There will be xxx prizes per YG available.
End of Year Grand Prize Draw	At the end of the summer term each YG will hold a grand prize draw. Students will receive 1x entry into the draw for every 50(?) points awarded across the year.
End of Year Rewards Trips	Students will be invited to attend end of year rewards trips linked to the number of points they have accumulated over the year
Annual Celebration of Achievement Evening	Students can be nominated for recognition (academic, progress, pastoral, special) awards at our annual celebration of achievement evening.

Readiness for School - Organisation

We recognise that some students need support in developing the organisational, and learning, habits required for success at school and see it as part of our responsibility to provide the opportunity for students to learn to develop these skills.

Organisation Points System

On this basis, we track Organisation Points to identify and provide support to students who may be struggling with staying organised for school. The aim is to address these challenges in a supportive and non-punitive manner, helping students develop essential skills for school success. The purpose of the system is to provide students with the support and tools they need to improve their organisational skills, setting them up for long-term success. The aim is always to coach and empower students to become more organised and self-sufficient in managing their schoolwork. The table below lays out some ways in which organisation issues may present themselves.

O1 – Minor Disorganisation
One off/occasional instance of disorganisation
Deadline reminders Equipment Infringement Missing PE Kit Messy/Incomplete work Not following timetable Uniform Infringement
O3 – Disorganised
Consistently Disorganised – Clear Impact on learning and progress
Regularly arrives without necessary materials or equipment Regularly fails to complete homework. Frequently confused about homework, schedules, or expectations. Late to school Regularly loses important worksheets, notes, or equipment. Regularly late to, or missing from lessons Rarely plans, leading to missed work or rushed submissions
O5 – Severely Disorganised
Complete lack of organisation seriously affecting learning, behaviour, and participation.
Almost never brings correct materials or completes homework. Rarely aware of deadlines, timetables, or classroom expectations. Needs intensive adult intervention to function in lessons. Major impact on progress, often linked to wider behavioural concerns.

Readiness for School - Providing support for organisation

Our pastoral teams will track data for organisational issues and use this insight to plan and offer positive and supportive interventions to address organisational difficulties. The aim of this approach is to focus on teaching students the skills that will help them succeed rather than on penalising them for struggling. Interventions offered to support can include:

Approach	Examples
Individual support strategies	This may include one-off, specific interventions to support a student's organisation for example school held equipment/uniform provided daily, positive organisation reports etc
Personal Organisation Plans	The creation of a personal organisation plan alongside the student, and where appropriate the family, which may include strategies like daily check-ins, provision of resource packs, daily timetables, early morning phone calls, provision of school held equipment
Mentoring	Some students may benefit from regular mentoring sessions where they work with a member of staff to discuss their organisational challenges, explore effective strategies, set achievable goals, and track progress
Use of organisational tools	The school may introduce tools to support the students with organisation such as planner templates, checklist systems, or use of technology to help students keep track of their school, deadlines, and other school expectations
Assessment for educational needs	Where persistent issues continue, despite additional support, the school may implement assessment for additional educational needs to explore whether there are underlying issues at play.

Unacceptable Learning Behaviours

At Bow School, our aim is to respond to behaviour in a way that protects the learning environment while building students' capacity to regulate, reflect, and re-engage, which preserves relationships, avoids escalation and which models calm, emotionally intelligent responses which support student in learning. This approach is guided, and underpinned by the following principles

- Non-invasive first – the use of low-key, non-punitive techniques to guide students back to learning without confrontation or shame.
- Public Praise, Private Reprimand – Correction is done with dignity and clarity.
- Regulate do not escalate – we encourage staff to ask: “What’s happening behind the behaviour?” seeking to understand and adapt their own approach before resorting to sanctions.
- Restorative mindset – we ask staff to see at every stage that there is a chance for learning, repair, and growth—not just discipline.

While we expect staff to maintain, and uphold high expectations in their classrooms, around the school site and beyond the school gate We ask parents, and all partners of the school to support these high expectations and to work with the school to ensure that students are aware of their responsibility to meet our expectations and uphold high standards of behaviour and to demonstrate the values of the school at all times.

In the classroom, we use a graduated system of classroom behaviour responses designed to support students while maintaining clear and consistent boundaries. This approach prioritises helping students re-engage with their learning and correct their behaviour through early-stage interventions such as prompts and reminders ahead of the use of sanctions, with these initial steps aim to redirect behaviour before progressing to more formal stages of the system.

Staff are expected to follow each stage of this graduated approach consistently, ensuring that students are given appropriate opportunities to reflect, adjust and demonstrate positive learning behaviours.

The only exceptions to following the full graduated process are incidents involving discriminatory language or behaviour, or any actions that threaten the safety of others. In such cases, staff should immediately seek support through the "Ready to Learn" system.

Learning Behaviour Points System

To ensure that all students understand the consequences of their actions, we use a behaviour points system. This uses a graduated scale (B1-B5) to categorize distinct types of behaviour, ranging from minor disruptions to serious breaches of the school rules. The Behaviour Points System is structured as follows (not an exhaustive list):

B1 Behaviours	
30 Min Reflection + Phone Call Home by Teachers and staff	
These are low level behaviours that affect the learning environment. The focus is often on minor distractions or unintentional disengagement.	
In the classroom	Around the school
<ul style="list-style-type: none"> - Individual not on task or following Instructions - Disruption to others learning - Failure to self-regulate after R/F - Late to lesson 	<ul style="list-style-type: none"> - Late to school - Encouraging negative behaviour - Line up infringement - Littering - Physical contact - Rudeness - Unacceptable behaviour on school corridors (noise/running/pushing/shoving)
B3 Behaviours	
60 Min Reflection + Phone Call Home by Pastoral Team	
These behaviours go beyond low or minor or disruptions and typically involve more persistent or escalated actions.	
In the classroom	Out of lesson by staff
<ul style="list-style-type: none"> - Leaving classroom without permission - Defiance or open challenge to staff authority - Inappropriate language (e.g. swearing) - Throwing objects - Repeated failure to comply with seating plans or classroom routines 	<ul style="list-style-type: none"> - Refusal to follow instructions from staff in shared or communal areas - Repeatedly out of bounds or in unsupervised areas without permission - Inappropriate physical contact or play fighting - Refusal to comply with behaviour expectations during fire drills, assemblies, or line-ups
B4 Behaviours 60 Min Reflection (1+ Day Internal Suspension) + Phone Call Home/Reintegration	B5 Behaviours Min 1 Day Suspension (Internal/External) + Reflective Task + Reintegration Meeting
All B4/B5 Behaviours are reported to the relevant pastoral lead for investigation before a recommendation for sanction is made and authorised by the relevant Deputy Headteacher/Headteacher	
These are incidents that may cause significant disruption, undermine the school’s values, or present risk to others in the school, or to the learning environment.	These are incidents which represent the most serious types of behaviours which might occur, typically these actions are deliberate, dangerous, or malicious and significantly undermine the school’s values.

<ul style="list-style-type: none"> - Failure to comply with B3-level sanction - Disruptive behaviour during tests or assessments that affects others' ability to concentrate - Failure to follow expectations in the Ready to Learn (RTL) room - Escalating verbal confrontation with staff or peers - Involvement in unsafe behaviour in school buildings or grounds (e.g. tampering with fire alarms, throwing items) - Bringing dangerous/banned items into school (e.g. lighters, laser pointers) - Theft of school or personal property - Repeated truancy 	<ul style="list-style-type: none"> - Arson - Physical Assault/Violent Behaviour - Possession of Illegal or Banned Substances - Possession of a Weapon. - Significant Health and Safety Issue - Bullying - Discriminatory Language/Actions. - Verbal Abuse or Targeted Threats - Bringing the School into Disrepute - Vandalism - Sexual Behaviour/Language - Malicious Allegations Against Staff or Students - Organising or Inciting Serious Misconduct - Targeted Swearing
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On Call Support

The On Call support system is a key part of our graduated approach to managing learning behaviours in the classroom and is underpinned by the following principles timely, restorative, resetting. The primary goal of the on-call support system is to reset students' behaviour and return them to learning within their classroom or department as swiftly as possible.

It is used to address situations where a student's behaviour is impacting their own or others' learning, and where the use of non-invasive techniques, reminders, and the issuing of reflections, by the teacher, have not had the desired effect.

As part of this process, a member of the school's leadership and/or pastoral support teams will attend the relevant classroom and support students in reflecting on their actions and re-engaging with the learning process before being relocated, returned to their classroom or taken for a brief intervention in the school's Ready to Learn room. In a case of repeated calls for support in relation to a particular student, on any given day, a more extended intervention in the school's ready to learn room will be imposed.

If a student's behaviour is unsafe, discriminatory, or otherwise harmful to others, their immediate removal from the classroom will take place and they will be taken to directly to the ready to learn room until the situation has been addressed appropriately, and they are ready to return to learning in a safe, productive manner.

Reflections

Reflections can be either 30 or 60 minutes in length. They are held after school and aim to promote accountability, encourage reflection, promote positive behaviour, and provide clear expectations for students. As with all consequences, reflections are structured to include an opportunity for students to reflect on the impact of behaviour on their learning and relationships, as well as to consider how restore and repair any harm caused and to return successfully for learning.

Sanctions at B4 or above

In the case of sanctions at B4 and above, which may lead to significant loss of time in the classroom, these can only be authorised by the Deputy Headteacher or Headteacher following a recommendation from pastoral leader are investigation and consideration of the relevant facts. This will include:

- Gathering information
- Consideration of mitigating/aggravating factors
- Consideration of context (e.g. SEND, previous conduct, extenuating or other circumstances)

NB - In all cases (B4) internal suspensions which involve loss of learning must be agreed and signed off by the relevant Deputy Headteacher and appropriate paperwork completed and signed before the sanction is issued/served. (B5) External Suspensions must be agreed by the Headteacher, or delegated Deputy Headteacher in their absence. In all cases of internal/external suspension a reintegration meeting, including a restorative conversation, must be held with appropriate targets for improvement set and a return from exclusion monitoring report put in place.

Reintegration and restorative practice

Where appropriate, after an incident of unacceptable behaviour or following a significant sanction, we believe that it is essential to support students as they reintegrate back into learning, restoring relationships and repairing harm where caused. Aligned with our relational approach we seek to not only impose consequences but to ensure space for learning and reflection on their actions, understands the impact on others, and takes responsibility for rebuilding trust within the school community.

On this basis, we will schedule reintegration meetings with students and their families following any suspension for learning. The aim of such meetings is reaffirming expectations and outline the support to be offered moving forwards.

In addition, we will support staff and students to conduct restorative conversations where needed to repair relationships, promote accountability, rebuild trust, and support growth emphasizing the importance of relational practice in creating a positive and supportive school community.

Students who need additional support to develop positive learning behaviours.

We recognise that some young people may need additional support to develop and maintain consistently positive learning behaviours around the school and in classrooms. While the school will implement a range of interventions to assist, the most effective means of support is high-quality adaptive teaching. It is this that plays a significant role in helping students make progress and engage positively with their learning. Where additional support is required, the school will use, and implement, a range of strategies to support students. These can include:

Support	Description	Threshold
Informal Conversation (Tutor)	An informal conversation following a series of behaviour concerns	Daily/Weekly
Phone Call Home (Tutor)	Contact with the family to explain concerns, offer, and seek support	Daily/Weekly
Formal Conversation (Tutor/Parent)	A meeting with the parent held by the tutor, AHOY, HOY or DOP where there are ongoing and unresolved concerns	-
Subject Leader Report (2 Weeks)	Used when there are early signs of continued behaviour concern in a particular subject area	At 10 points
Tutor Monitoring Report	Used when there are emerging concerns across a range of subjects/areas	At 40 points
Assistant Head of Year Report	Applied when concerns persist across subjects/areas over time despite previous interventions	At 60 points
Head of Year Report	Applied when concerns persist across subjects/areas over time despite previous interventions	At 80 Points
Director Pastoral Report	Applied when concerns persist across subjects/areas over time despite previous interventions	At 100 Points
SLT Report	1 weekly monitoring report (or following non-successful completion of above)	At 120 Points
Pastoral Support Plan	A formal plan laying out targets, support, and intervention	At 80 Points
Behaviour Mentor Intervention	Referral to Behaviour Mentor for additional support/Intervention	Highlighting Panel
EHA	Early Help Assessment	Highlighting Panel

Learning Support Referral	Referral to Inclusion Team for Assessment	At 80 Points
Modified Curriculum/Safety Plan	Adjustments to curriculum offer/timetable	As appropriate
Referral to Internal/ External Services	A referral to internal/external additional services as appropriate	As appropriate
DHT Warning	A formal warning issued by the DHT	As appropriate
HT	A formal warning issued by the HT	As appropriate
Governors Warning	A formal warning issued by the GB	As appropriate

Suspension and Exclusion

We are committed to providing every student with the support, guidance, and opportunities they need to succeed. However, we also recognise that there are circumstances in which it may be necessary to remove a student from the school community (either temporarily or permanently) to ensure safety, uphold expectations, and protect the right of others to learn.

When Suspension or Exclusion May Be Considered

Alongside those elements laid out earlier in this policy (**B4 or B5 behaviours**) within our Behaviour Points system, internal or external suspension (fixed term or permanent) may be considered where:

- A **serious incident** has occurred involving violence, threatening behaviour, or significant harm
- There has been a **persistent pattern** of serious disruption despite targeted support
- A student has engaged in conduct that **undermines the safety, wellbeing, or learning** of others
- There has been **deliberate and sustained defiance** of staff or school rules at the highest level
- Behaviour poses a **risk to the reputation, integrity, or core values** of the school community

All decisions to suspend or exclude a student are made in accordance with the principles set out in the Department for Education's guidance: *"Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement"* (DfE, 2023). Key principles include:

Support During and after a Suspension

We know that, in line with our relational approach, it is important to provide support for successful reintegration for students following a suspension. We believe that every student deserves a chance to reflect, learn, and grow from their experiences. This approach not only promotes accountability but also fosters a sense of belonging, helping students re-engage with their learning and develop healthier behaviours moving forward. In all cases, students who are suspended will receive remote or alternative learning, as required, during the period of their suspension. All suspensions will be followed by a reintegration meeting with the school, and their parent/carer, to reestablish expectations and restore relationships. At these meetings a reintegration plan may be developed, as appropriate, to support a successful return to school this could include an individual support plan, behaviour mentoring, some form of time-limited intervention (e.g. Monitoring Report) or a referral to internal/external support.

Permanent Exclusion

In line with statutory guidance, permanent exclusion may be used where there has been

- **Serious breach of the school's behaviour policy** - This includes any incident or repeated behaviour that goes against the school's rules in a serious way.
- **Persistent breaches of the behaviour policy** - A pattern of disruptive or defiant behaviour, even if individual incidents are not extremely serious on their own.
- **Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others** - This can include threats or acts of violence, bullying, sexual misconduct, or behaviour that endangers staff or other pupils.

In line with guidance, the school will work closely with parents to ensure that they understand the process, and their associated rights (e.g. of appeal) as well as with the local authority to ensure that permanently excluded students, or those excluded for more than 5 days, receive alternative educational provision from day six of exclusion.

Equality and Inclusion

We are particularly mindful of the disproportionate impact that exclusion may have on students with SEND, looked-after children, or those experiencing disadvantage. The decision to exclude will always consider a student's context, need, and previous support history. In all cases, our goal remains the same: to help students succeed, grow, and return to learning wherever possible.

Supporting staff in implementing this policy

All staff receive training in:

- Relational practice and trauma-informed responses
- Effective de-escalation strategies
- Use of positive reinforcement and non-confrontational correction
- Consistent application of the Behaviour Response Flow
- Inclusive practices that support neurodiverse learners

Staff consistency and clarity underpin every aspect of this policy. We know that behaviour change takes time. Staff are encouraged to recognise and praise improvement, not just compliance. Support is reviewed regularly and adapted where necessary, with the aim being independent self-regulation and re-engagement with full school life.

Learning is Behaviour – and Behaviour is Learned

Our Learning Behaviours Policy reflects a deep belief: every student can grow, every mistake is an opportunity, and every classroom is a community of learners. We support our students not just in *doing better*—but in *becoming better learners and people*.

Our Learning Behaviours Policy aligns with our school's mission: to ensure each student leaves school world and career ready, it aims to cultivate students who are curious, adaptable, respectful, responsible, and determined learners—ready not just for exams, but for life.

We do this by focusing on connection before correction, support before sanction, and learning before punishment. Our staff are committed to helping every student grow—not just academically, but personally