The Joseph Whitaker School

An Academy specialising in Sport and Performing Arts

Behaviour Policy 2026-29

Updated July 2026

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Statement of Intent

This policy sets out how the whole school community works together. It outlines how we achieve desired behaviour, how we deal with undesirable behaviours, and serious undesirable behaviours in school and beyond. It also details how we recognise and reward positive behaviours displayed by our pupils.

School staff should understand the principles underpinning the policy and should know what is included in it, so that they can refer to it as necessary. This policy aims to ensure a safe and supportive learning community is created in which all pupils can learn and achieve.

The Governing Body, in consultation with the Headteacher, staff, parents/carers, will establish and regularly review the behaviour policy. It will ensure clear communication to pupils and parents/carers, and ensure that expectations are fair and non-discriminatory. Governors will support the school in maintaining high behaviour standards and will monitor the issuing of suspensions, considering representations from affected pupils and their families.

The Headteacher is responsible for the implementation of the policy and will delegate day-to-day management to the Senior Leadership Team (SLT) and all other staff with leadership roles. Leaders (at all levels) will ensure that staff receive any necessary support when managing challenging behaviour.

Teaching staff, support staff, and volunteers will provide high quality teaching, working within the school's Teaching and Learning policy, to create a supportive classroom environment. Consistent implementation of this policy by all staff is essential to ensure fairness.

All staff are responsible for modelling appropriate behaviour, applying the rewards policy, challenging poor behaviour, and encouraging positive conduct at all times.

Parents and carers are responsible for their child's behaviour and are expected to support the Behaviour Policy. They must attend meetings, promote appropriate behaviour, and raise concerns with the school when needed.

Pupils are responsible for their own behaviour and will be made fully aware of the contents of this policy through assemblies, Monday Messages and Tutor activities. Pupils must report any violence, bullying, harassment, or harmful behaviour and act as positive representatives of the school at all times, including during trips or out-of-hours activities.

(Clear roles and responsibilities for each stakeholder is included in Appendix 2).

Legislation, Statutory requirements, guidance and links to other policies

This policy is based on legal documents and statutory guidance or advice from the Department for Education (DfE) as well as other EMET Trust, and The Joseph Whitaker School, policies

Department for Education	The Joseph Whitaker School
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026) Behaviour in schools: advice for headteachers and school staff 2024 Restrictive interventions, including the use of reasonable force, in schools (April 2026) Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education Supporting pupils with medical conditions at school Special Educational Needs and Disability (SEND) Code of Practice Sharing nudes and semi-nudes: advice for education settings working with children and young people Education and Inspection Act 2006 https://www.gov.uk/government/publications/the-offensive-weapons-act-2019/statutory-guidance-offensive-weapons-act-2019-accessible-version	JWS Attendance Policy JWS Home School Agreement JWS Antibullying JWS Mobile Phone Policy JWS School Uniform Policy JWS Teaching and Learning and Curriculum Policy Single Equality Policy Whistleblowing Policy **EMET Policies** EMET Safeguarding and Child Protection policy EMET SEND Policy EMET Online Safety Policy EMET RSE & Health and Well-Being Policy EMET – Complaints Policy EMET - Drug Education Policy EMET – CCTV policy EMET - Health and Safety EMET - Equality policy

Our Purpose

Our Ethos: Proud to be Me. Proud to be Us.

Our goal is to support both pupils' personal development and academic achievement through a carefully planned pastoral curriculum linked to *GREAT* lessons (Page 6).

	ME	**Us**
School	**Proud to be Me.** My belonging to the school My contribution to the school / year group / tutor group	**Proud to be Us** Proud of the school / year group / tutor group and all we achieve together Proud of our achievements and history
Beyond	**Proud to be Me** Proud of my identity and who I am Proud of my contribution to society Proud of my place in the World	**Proud to be Us** Proud to be a part of this local community, the wider society of the UK and the wider World

We want pupils to take pride in who they are, while fostering a readiness and enthusiasm for learning. It is important to us that our pupils embrace their own identity, as well as that of their peers and the school, with pride; fostering a strong sense of belonging and self-awareness amongst the pupil body.

By recognising their achievements and building meaningful relationships with peers and staff, pupils develop confidence in who they are.

We provide opportunities to inspire them to take pride in their contributions to the local community, British society, and the world. Through understanding the impact they can have, pupils are empowered to act safely with kindness and readiness, strengthening their role in shaping a better, more connected world.

We aim to achieve this through ***relational practice,*** creating a safe, predictable, and supportive environment where adult responses are clear, consistent, and nurturing.

Our School Culture is built on the following:

- **Relationships** – Building strong, positive connections between pupils, parents/carers, and staff, promoting positive behaviour through adult modelling, praise, and kindness.
- **Rewards** – Recognising positive behaviour, attitudes, and achievements, while addressing unacceptable behaviour and encouraging pupils to model positive actions for their peers.
- **Routines** – Consistent structures and practices promote positive behaviour, safety, and learning. When routines are not followed, we guide pupils to make better choices and foster personal growth.

Restorative Practice

Addressing unacceptable behaviour through restorative approaches that encourage reflection and improvement. With adult modelling, restorative practice is key to personal growth, helping pupils learn from their actions and rebuild relationships.

Our School Values: Be Ready, Be Kind, Be Safe within a framework of *GREAT* Learning and *GREAT* Teaching

Our School Values guide the way we interact inside the classroom and around the school.

- **Be Ready:** We encourage all pupils to be prepared for learning, with a positive attitude and a willingness to engage in their education. Being ready means showing responsibility in every aspect of school life.
- **Be Kind:** We believe in treating everyone with respect and kindness. Our pupils are taught to act with empathy, speak with consideration, always show care for others and value success. We encourage pupils to address social injustice, appreciate wider cultures and challenge stereotypes.
- **Be Safe:** We prioritise the safety and well-being of all our pupils. Everyone is encouraged to make choices that ensure a safe environment for learning, both physically and emotionally.

Our ***GREAT*** learning and ***GREAT*** teaching frameworks allow pupils to understand classroom routines and pedagogy enable all pupils to achieve their potential.

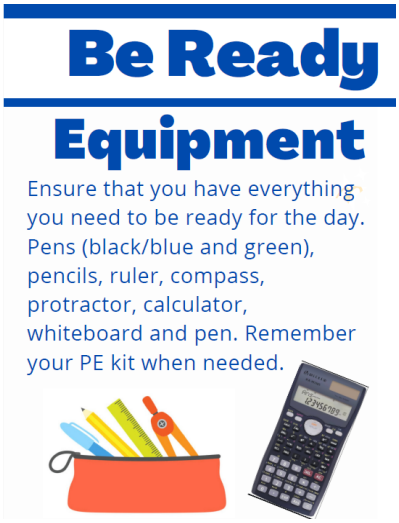
- **Great Learning:** The Great Learning model allows pupils to develop successful learning behaviours alongside the skills and knowledge needed to achieve their potential.
- **Great Teaching:** Teachers can focus on the key pedagogy that is proven to drive progress and achievement alongside independent and enthusiastic learners.

Expected Standards of Behaviour

All pupils are expected to *Be Ready, Be Kind, and Be Safe* at all times following the school expectations and routines. This includes before and after school, during lessons, in corridors, in assembly and at unstructured times.

Be Ready

Being ready means approaching each day with a positive attitude and a strong commitment to learning. Pupils should take responsibility for all aspects of school life, from wearing their uniform and PE kit with **pride**, to ensuring they have the necessary equipment and kit for the day. It involves using unstructured times wisely to prepare for lessons and being punctual to lessons. Being truly ready for school goes beyond having the right materials; it's about having the mindset to face challenges, push yourself, and fully engage in every learning opportunity. This is essential not only for academic success but also for personal development.



Be Kind

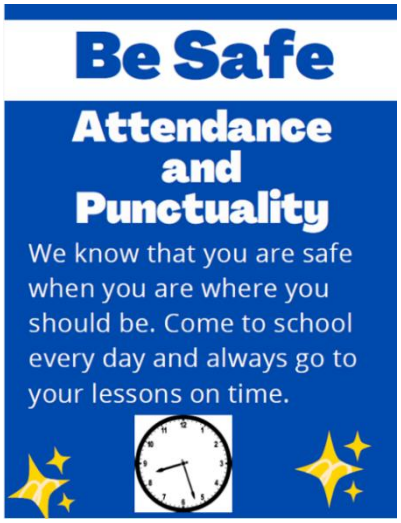
At our school, we believe in treating everyone with respect and kindness, including yourself. Pupils are encouraged to be kind to themselves by making healthy lifestyle choices and having the confidence to seek support when required. This helps foster a positive mindset and well-being. It's important to keep unkind opinions to yourself and communicate with kindness, speaking thoughtfully, and showing care for others is essential. Kindness should be reflected in both words and actions; swearing or abusive language is never acceptable. Pupils should also extend kindness to their surroundings, showing consideration for our school. Respect for each other, our school community, creates a positive and welcoming atmosphere for all.

The Joseph Whitaker School welcomes everyone; we have a zero-tolerance policy towards racist, ethnic, religious or cultural jokes or slurs, or any actions that demean any person or group as this does not fit with our value of Be Kind.

Be Safe

We expect pupils to make choices that ensure a safe learning environment, both physically and emotionally. To ensure safety, avoid physical contact (***No Hands approach***), follow the one-way systems, and move around the site calmly displaying *corridor kindness* to peers and those in lessons. To ensure safeguarding, attendance and punctuality to both school and lessons are

crucial. Additionally, mobile phones and smartwatches with messaging, social media, or internet capabilities must not be used on school premises. The school also has filtering and monitoring software to ensure the appropriate use of school systems. Pupils must follow staff instructions and reasonable requests the first time, every time, and report any safety concerns to an adult.



Behaviour Outside the School Gates

Where behaviour occurs which is not safe, respectful or responsible when a pupil is outside of the school, an appropriate sanction may be given.

In particular, this is in relation to incidents which may:

- Have repercussions for the orderly running of the school or an educational visit
- Pose a threat to another pupil or member of the public
- Adversely affect the reputation of the school

Pupils must wear their uniform correctly when travelling to and from school and must not be involved in behaviour that could adversely affect the reputation of The Joseph Whitaker School.

Pupils must follow all expectations of this policy whilst on any school trip.

Our Behaviour Curriculum – Teaching of Desired Behaviours

Staff

We focus on staff modelling great behaviours, with an emphasis on clear, consistent adult behaviours and language, which is combined with coherent systems and routines across the school. The use of sarcasm or other non-literal language is to be avoided at all times as this can be misunderstood by pupils and their parents.

Relationships

The Teachers' Standards (Part 1) outlines clear expectations for teachers to establish high standards that inspire, motivate, and challenge pupils. A strong, positive teacher-pupil relationship is essential to achieving this. Our teachers cultivate and nurture these relationships by focusing on effective teaching and modelling of good discipline by consistently noticing and reinforcing desirable discipline and positive behaviour.

Therefore, our staff will

Do all they can to:

- Use pupil names
- Take an interest in pupils' work and life outside of school
- Give calm, consistent instructions
- Listen to pupils
- Praise pupils for modelling good discipline
- Give non-emotional responses
- Praise in public and correct in private, by adapting tone and volume in class when addressing the pupil
- Be fair and consistent in responses and actions
- Use classroom management techniques where possible, to avoid issuing sanctions
- Use the minimum sanction to achieve the desired outcome
- Redirect attention from undesirable behaviour
- Connect with pupils highlighting the positives before correcting the undesired behaviours
- Give pupils time and space when required
- Plan lessons that capture interest and develop the intent learning
- Move around the classroom. during lessons to lead on behaviour, model and interact with pupils, building and maintaining relationship throughout.

Avoid:

- Issuing public sanctions
- Being emotional in their responses
- Giving whole class sanctions
- Overusing the behaviour system or sanctions
- Shouting in anger or frustration
- Using sarcasm or non-literal phrases

Restorative Practice

Our **Step System** empowers staff to manage undesirable behaviour and aims to give pupils choices while addressing low-level disruptions, through clear classroom interventions that are combined with restorative practices.

The Step System (Appendix 3)

Where possible, all incidents of negative behaviour will be addressed with the pupil(s) privately, rather than in front of others.

Step 1 (S1)	Step 2 (S2)	Step 3 (S3)	Step 4 (S4)	Step 5 (S5)	Step 6 (S6)
Noticing and Improving Behaviour This step focuses on noticing concerning behaviours and connecting with the pupil before correcting. Staff will clearly identify the behaviour concern and communicate the desired action before issuing a registered sanction. Pupils may have their initial placed on the whiteboard as a visual reminder.	**Effective Movement** This is a single-stage approach focused on effective movement without escalation. Pupils will be asked to move seats within the classroom to allow them to continue working. The physical act of changing location can emphasise the need for positive behavioural change. Pupils may receive a tick next to their name on the board as a final in-class reminder.	**De-escalation and Reaffirming Belonging** This step focuses on de-escalating behaviours whilst maintaining relationships. A member of staff will provide one-to-one support through restorative conversations for repeated disruption or negative behaviour, or for a single higher-level incident that requires the pupil to be removed from the learning environment.	**RESET** For higher-level behaviour incidents where pupils fail to meet expectations in previous steps, or for incidents of truancy, pupils will be escorted to the RESET room (internal reflection space) by a member of staff.	**Partner School Intervention** As a supportive intervention measure in response to a serious incident or persistent disruptive behaviour, the Headteacher may direct a pupil to attend another educational setting at a partner school (external intervention) for a temporary period.	**Fixed Term Suspension** A Fixed Term Suspension (FTS) is issued for serious or repeated breaches of the Behaviour Policy. The decision to suspend/exclude will be made by the Headteacher and only as a last resort.
Consequence N/A	**Consequence** **-1 conduct point**	**Consequence** The pupil will be removed to a step-out room by a member of staff who is on-call to be safeguarded Work will be provided by the class teacher to complete. A **30mins after school detention** will be issued **-2 conduct points**	**Consequence** The pupil will complete a 5-period sanction (inc. break and lunchtime) in the RESET room and a **1hour after school detention**. **-3 conduct points**	**Consequence** The pupil will be required to attend the partner school to complete a designated period in their equivalent supervised space. Work by JWS will be provided to ensure continuity with the school curriculum. **-5 conduct points**	**Consequence** See the 'Fixed term Suspensions' section of this policy for more information. **-10 conduct points**

When issuing a sanction, or following issuing of a sanction, staff will focus on the teaching of expected behaviours by modelling positive actions, and restoring relationships through restorative conversations.

Negative Incident Logs (Arbor)

Step 2 (S2)	Step 3 (S3)	Step 4 (S4)	Step 5 (S5)	Step 6 (S6)
S2 – Disruption	S3 – 5 x S2 in a week	S4 – RESET – Failed Detention	S5 – Partner School Intervention	S6 – FTS
S2 – Homework	S3 - Disruption	S4 – RESET – Health & Safety		
S2 – Lack of Engagement	S3 – Truancy	S4 – RESET – Serious Incident		
S2 – Professional Standards/Uniform	S3 – Homework	S4 – 3 x S3 in a day		
S2 – Mobile Phone/Electronic Item	S3 – Lack of Engagement			
S2 – No PE Kit	S3 – Persistent Lateness			
S2 – Out of Lesson Conduct	S3 – Out of Lesson Conduct			
*S2 – Late to school (AM)				

* S2 – Late to school (AM) – Pupils who arrive to school after the start of the school day (8.30am), will be issued a **same day break-time detention**.

Rewards and Recognition Culture

We aim to help pupils make the right choices through a rewards and recognition culture recognising achievements of pupils who are ready, safe and kind and who work hard to develop into *GREAT* learners. The Rewards System supports this by allowing teachers to 'positively notice' by awarding rewards at any point during lessons.

GREAT point	+1 Reward point added to Arbor
GREAT CHAMPION	+5 Reward points added to Arbor

These Reward Points will also contribute to the House Points total fostering the **Proud to be Me. Proud to be Us.** ethos**.**

GREAT points may also be earned for:

- Exceptional classwork or homework
- Acts of citizenship
- Attendance at extra-curricular clubs
- School representation
- Being a leader/ambassador/school council member
- Going above and beyond on the school principles of Kind, Ready and Safe.
- Attitude to Learning (AtL) scores

In KS3 and KS4, recognition systems and events are determined by a combination of AtL and Conduct points. The school maintains an electronic record of this data and provides a range of opportunities to reward and recognise pupils through:

- Certificates
- Half-termly reward assemblies
- Vouchers and prizes
- Trip invitations
- Group rewards
- Breakfast or lunch queue passes
- Headteacher's lunch/afternoon tea
- Rewards and recognition boards around school.

Pupils also work towards major events such as overseas trips and the Year 11 Reward Events (Prom, etc), with criteria based on Attitude to Learning (ATL), Attendance, Punctuality, and Behaviour.

Note: Pupils with a poor AtL score (less than 3) and those who have received Fixed Term Suspensions will not be eligible for the Year 11 Reward Event (Prom) or other similar events or trips. Thresholds for reward events will be communicated through assemblies and tutors.

Routines

Pupils thrive in a culture where clear, consistent routines for both learning and behaviour are embedded into their school life. Additionally, these routines benefit pupils with Specials Educational Needs and Disabilities (SEND) who may need structure and predictability. To create this environment, we implement routines for the following:

- Meet and Greet with the senior team and attendance team at the gate at the start of the day.
- Morning pupil briefing with Heads of Year and tutors
- Tutor time routines, equipment checks and activities.
- Monday Message - a weekly recorded Cultural Communication to pupils.
- Entry and exit routines for assemblies and dining rooms.
- Behaviour and uniform expectations for readiness to assemblies and classrooms.
- *GREAT 'Catch and Release'* at the classroom door where lessons start on time and end on time and pupils follow the entry and exit routines.
- *Do Now* activities at the start of lessons and then well-planned lessons with clear transition points, that follow a similar pattern for consistency and predictability.
- Teachers have classroom routines for their specific classrooms/subject.
- Gaining pupil attention (ensuring pupils focus on the teacher)
- Common language used in every classroom to establish clear routines and expectations
- Staff will be consistent in applying the rehearsed responses to *undesirable behaviour* and the implementation of the Step System (if required)
- Break and lunch routines
- Movement around the school routines (including a one-way system in certain areas of the school)
- Consistent signing in practice in all classroom for lateness and a *Pink Slip* system for pupils to request to leave a lesson
- Fire drill and evacuation procedures

These well-established routines reduce the mental effort required by pupils to remember the various expectations set by the different teachers they encounter throughout the day. As a result, staff continuously practice, refine, and rehearse these routines to ensure their effectiveness. As part of our routines culture, staff will use a common language around our values of *Be Ready, Be Safe and Be Kind* and our framework of *GREAT* Learning.

Explicit Teaching of Desired Behaviours

Emphasis is not only placed on modelling good discipline, but we explicitly teach desired Behaviour, and how pupils can *Be Ready, Be Safe, Be Kind* and strive to be *GREAT* learners

This explicit teaching begins through our *Be Ready* for The Joseph Whitaker 3-day transition event.

Throughout a pupil's time at The Joseph Whitaker school, the expectations of pupils will be reinforced through pastoral assemblies, tutor time activities and Monday Messages. Where a pupil falls short of our expectations, our restorative practices through our structured conversations and reflection interventions will prompt the desired behaviours. We also have mentoring (peer and staff) sessions in school which focus on teaching pupils how to Be Ready, Be Safe, Be Kind and strive to be great learners.

New pupils who join the academy are given key information and have meeting with a pastoral lead to explain our expectations, ethos and principles in their induction meeting prior to starting.

Support

Protected Characteristics

The Joseph Whitaker School has a zero-tolerance approach regarding behaviours which are prejudiced or discriminatory towards those with protected characteristics listed under the Equality Act (2010) these are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Referral for Personalised or Enhanced Learning (LINC/SSC):

Pupils needing support to engage in mainstream education may be referred to the LINC/SSC, focusing on behaviour, attendance, mental health, or medical needs. The aim is to help pupils to be ready to return to mainstream lesson as soon as possible. Time in the LINC or SSC may range from full-time to short periods. Pupils complete classwork, or a bespoke curriculum, in a smaller setting with increased staff-to-pupil support. These areas of the school are supported by appropriately trained staff. Communication with parents/carers is increased during this provision. External support for outside agencies may also be provided if appropriate to support where necessary

Supporting Individual Needs

The Governing Body, Headteacher, and all staff will ensure consistent application of the policy, without discrimination against gender, race, disability, religion, sexual orientation, pregnancy, or gender identity.

We will ensure that:

- Staff are informed about cultural differences in behaviour
- Discrimination is avoided
- All pupils understand the behaviour policy
- Reasonable adjustments are made for pupils with SEND, including the use of alternative provisions where appropriate
- Underlying causes of unacceptable behaviour are identified and addressed to prevent recurrence

For pupils with special educational needs or behavioural difficulties, sanctions may be adapted to suit individual understanding, involving the SENCO and, where appropriate, parents/carers. Revised strategies will be communicated through Pupil Profiles and regularly reviewed.

We will comply with the Public Sector Equality Duty and the Equality Act 2010. Leaders will analyse data on pupil groups with protected characteristics to ensure equality of opportunity, and report the impact of this policy to the Governing Body and other stakeholders regularly.

Support for Staff

Staff collaborate to maintain high behaviour standards across the school. They are supported by:

- A clear and consistent classroom management system
- Guidance on Roles and Responsibilities (Appendix 2)
- Advice on managing discipline
- Behaviour Support Team (On Call) staff
- Faculty Leaders and Line Managers
- Heads of Year, Behaviour Mentors, Pupil Support Centre, and Pupil Services team
- Continual professional development (in school)
- Appraisal
- Senior Leadership Team
- A staff induction programme, key messages booklet and weekly snippets to support with school culture and professional development

Should a staff member experience any violence, physical or verbal abuse this must be logged using the incident reporting sheet (for SLT to provide support) as well as reporting pupil behaviour via the MIS system (Arbor). Staff should inform On Call immediately and their line manager as soon as possible. Medical Tracker should be used in the event of any injury sustained;

staff must seek support from designated First Aid Team. Where necessary reports will be made to the Health and Safety Executive (HSE).

Support for Parents and Carers

We encourage positive relationships with parents/carers and provide regular updates on pupils' progress through reports, letters, and phone calls. Parents/carers are invited to meet with us to discuss issues and progress, as well as to attend parental meetings. If parents/carers need support in managing their child's behaviour, we will assist them and, if necessary, explore additional support from external agencies.

Support from the Governing Body through Monitoring and Evaluation

The Local Governing Body will regularly review behaviour data and the systems in place. The policy will also be reviewed every three years, with evaluations focusing on:

- The impact of the policy on inappropriate behaviour
- The effect of behaviour on teaching and learning quality
- Staff, parent, and pupil perceptions of behaviour
- Community and visitor perceptions of behaviour

Separation of pupils for safeguarding purposes

In certain circumstances, the school may temporarily prevent a pupil from attending the school site, for example, where an allegation of harm by one pupil against another requires physical separation between them. In this scenario, the school or local authority will organise continued education for the pupil. This is not an exclusion on disciplinary grounds.

In conjunction with the school's Designated Safeguarding Lead (or deputy), the school will inform parents/carers of the reason for the pupil's temporary restriction from the school premises. The governing body will be notified without delay. This physical separation of pupils will only be used in rare circumstances and when absolutely necessary to maintain the safety of all involved.

In most cases, the school will also seek additional support from external agencies such as children's social care and the police.

Following any period away from school under this arrangement, pupils will be supported in reintegrating into school life.

Sanctions

Where the conduct of a pupil falls short of the expectations of the school and the behaviour policy is breached it may be necessary for a sanction to be issued. It is important that sanctions are applied fairly and consistently, considering any SEND needs of the pupils. There will always be an element of professional judgement required and staff should endeavour to follow this policy.

Sanctions for Behaviours Outside of the Classroom

If a pupil displays behaviour that means they are not ready, being unsafe or unkind at any time when they are not in a formal lesson environment sanctions may be applied.

A staff member will address the issue by **'connecting before correcting'** and clarify the expectations. The staff member may also liaise with a pastoral lead to ascertain if a sanction is required. Where a pupil has displayed unkindness to the staff member during this interaction, then the sanction will reflect the nature of the incident.

Sanctions for Behaviours Within the Classroom

Our Step System (Appendix 3) is used to ensure consistency and help maintain a safe environment in which pupils are kind and ready for learning. These behaviours, if left unchecked, may disrupt lessons and lead to losses in learning.

Step 2 (-1 conduct point) – S2 must be logged onto the Arbor system A pupil receiving FIVE S2s in one week will receive a 30-minute detention.
Step 3 (-2 conduct points) Pupil is removed from/leaves class to go the Step Out Room S3 logged on Arbor and a sanction is issued – a 30-minute after-school detention during which a restorative conversation takes place with the staff member. If the pupil refuses to go to, or disrupts the learning in the Step Out Room, the behaviour sanction will be escalated.

Step Out Room

If a pupil receives a Step 3, they will be sent to the allotted Step Out Room. This may be another classroom, or a central location. Pupils must take their work with them and complete it in the Step Out Room. At the end of the lesson, the pupil must return to their classroom teacher with their work.

Detentions

When parents/carers secure a place for their child at The Joseph Whitaker School, they agree to support all of the School and Trust Policies and Procedures, including those relating to their child attending detentions.

Once notice of a detention is issued, parents/carers will be informed of the timing of this via our electronic systems. Detention dates and times will only change in exceptional circumstances (e.g. medical appointments, etc), as determined by the Senior Leadership Team, please be aware that personal convenience is not a valid reason for a detention to be rescheduled.

Parents and carers are able to view data relating to attendance, behaviour, homework and achievement points through EduLinkOne / Arbor Parents App. Parents and carers are always welcomed, by appointment, into the school for positive discussions.

On Call

Alongside Step 2 and 3 detentions, the school runs an On Call where staff can seek support from additional staff for instances when repeated undesirable, or seriously undesirable, behaviours are displayed in school. Pupils will be removed from lessons while an investigation is undertaken. Following investigation, an appropriate sanction will be issued, this may range from an additional detention, time in RESET for reflection, partner school intervention, or a fixed-term suspension from school. In rare, and extreme, circumstances pupils may be directed to off-site provision or receive a permanent exclusion.

In addition, after-school detentions may be set for 30-minutes with teachers and/or Heads of Year. These detentions may be for issues such as missed homework, failure to bring appropriate equipment, persistent lateness or incorrect uniform.

Additional time or further sanctions may be added to the original detention if the pupil walks away from the detention, or for disruption during a detention. In this case, the parent/carer will be advised as a matter of courtesy.

Failure to Complete a Sanction

Failure to complete an issued sanction on the scheduled date will likely lead to increased sanctions. For example, not completing a 30-minute detention may result in a loss of social times and a 1-hour detention after-school. If that is not completed, sanctions may be escalated to:

- Loss of social times until sanction is served.
- Issuing of school report and monitoring systems.
- RESET room for a full day including social times and a 1-hour detention.
- Partner school intervention
- Fixed term suspension

Addressing Internal Truancy

Internal truancy occurs when a pupil is not in their timetabled lesson without authorisation (teacher consent, etc.), creating a safeguarding risk. This behaviour is unacceptable and will result in a sanction. A member of the pastoral or curriculum team will meet with the pupil to identify and address any barriers to learning. Parents/carers will be contacted, and restorative and reflective work will be carried out with the pupil to help them understand both the safeguarding risk and the impact of lost learning.

If truancy becomes habitual, the pupil may be placed on the school's Internal Truancy Pathway (ITP). This brings together layers of support for the pupil, but if truancy habits do not change, this could lead to escalated sanctions, including off-site direction to another school.

RESET Room (S4)

The school has a RESET Room for instances when highly, or repeatedly, disruptive behaviour is displayed in school. This is an internal removal from lessons. The RESET Room is staffed by Senior Leadership, Middle leaders, and Behaviour Mentors who ensure that suitable work is completed. The RESET Room may also be used as an alternative to a Fixed Term Suspension in some circumstances, if deemed appropriate by the Headteacher.

The RESET Room constitutes a serious sanction. Use of this room is carefully considered and the school monitors attendance, ensuring accurate records are kept. Pupils attendance in RESET is communicated with parents/carers and staff. Pupils complete curriculum-based work.

Pupils may be referred to the RESET Room for:

- Extremely disruptive or unsafe behaviour (e.g. physical/verbal aggression, defiance, rudeness)
- Removal from a Step Out Room
- Safety concerns after a serious incident
- Refusing to correct a uniform issue
- Pending internal investigations, where a safe space is needed
- Persistent disruption or defiance
- Multiple sanctions

While in the RESET Room, pupils have time for toilet breaks, access to food/drink and a supervised break. They are expected to complete work silently and engage in interventions to understand their behaviour. Misbehaviour in the RESET Room leads to reminders and pupils may be removed for a conversation with a Senior Leader, or Head of Year. Further misbehaviour, and refusal to comply with the expectations of the RESET Room, may lead to a Partner School Intervention or Fixed Term Suspension.

RESET Intervention for Persistent Disruption to Lessons and One-off Incidents

Sanctions are most effective when they are clear and immediate. If a pupil has multiple detentions for receiving multiple Step 2 and Step 3 detentions, this may become unmanageable and so a different approach may necessary.

Behaviour Intervention

For pupils who continue to display undesirable behavioural concerns various supportive methods will be used based on the pupil's context including:

- Placing the pupil on report to an appropriate staff member
- Behaviour Mentor Interventions (BMIs)
- Pupil and parental meetings
- Issuing a pre-suspension warning letter
- Fixed-term suspension
- Implementing pupil support strategies
- Personalised provision
- Offsite direction (inc. Partner School Interventions)
- Attendance at a Governors Disciplinary Panel
- Permanent exclusion

Fixed Term Suspensions

A Fixed Term Suspension (FTS) is issued for serious or repeated breaches of the Behaviour Policy when facts are clearly established. The Headteacher can issue an FTS for, but not limited to:

- Physical assault against a pupil or an adult
- Verbal abuse or threats against a pupil or an adult
- Bullying
- Racist or discriminatory abuse against sexual orientation, gender identity or disability
- Sexual misconduct
- Possession of prohibited items (Appendix 5)
- Drug and alcohol-related issues
- Damage or theft
- Persistent disruptive behaviour (serious failure to comply with a reasonable repeated request from staff)
- Inappropriate use of social media
- Wilful and repeated transgression of protective measures in place to protect public health
- Any other serious behaviour deemed by the Headteacher

The school will provide work for the pupil during the suspension. The suspension length varies based on severity, ranging from 1 to 45 days. If a pupil receives 15+ days of suspension in a term, they will meet with a Governor panel. Suspensions of six, or more, days will include educational provision from day six, typically at another school.

Reintegration Meetings

When a pupil is suspended or educated off-site, both the pupil and their parent/carer will be invited to a reintegration meeting upon their return. These meetings are a vital part of our restorative practice: pupils reflect on the impact of their behaviour, and the meeting reinforces the school's expectations and culture. The aim is to ensure the pupil is ready to re-engage with learning by restoring relationships and rebuilding a sense of belonging.

As suspension is a serious sanction, we require full parent/carer involvement in this process. If a parent/carer is unable to attend, a staff member will reschedule the meeting.

Failure to engage with the school may lead to us seeking support from outside agencies, such as the Police and/or Social Care. In some cases, a pupil may be required to spend time out of circulation (e.g. in the RESET room) until a parent/carer meeting has been successfully held. We require all stakeholders to work together for the benefit of our young people.

Direction to Off-Site Partner School

As a preventative measure, and to avoid permanent exclusion, the school may direct a pupil to attend another educational setting for a period of up to 12 weeks. This temporary intervention ensures continued access to education while providing targeted support to address individual behavioural needs.

An off-site direction will be considered in response to behaviours that might otherwise warrant a fixed term suspension or permanent exclusion. Decisions will take into account each pupil's individual circumstances, including safeguarding, special educational needs, and wellbeing.

During the placement, the pupil will receive support from both the host school and The Joseph Whitaker School. Regular review meetings will be held at least every six weeks with the pupil, parents or carers, and staff from both schools. Progress will be monitored against agreed behaviour targets, and outcomes will be documented.

A personalised reintegration plan will be developed to ensure a successful return to The Joseph Whitaker School. Adjustments will be made where necessary to support sustained improvement in behaviour and learning.

At the end of the off-site direction discussions around a Managed Move may take place – this is a permanent move for the pupil to join the host school. Full support from the host school, home school, parent/carer and pupil are required to take this forward.

If the intervention does not achieve the desired outcomes, alternative options will be considered. These may include a managed move to another school or, where appropriate, permanent exclusion.

Managed Moves

A managed move results in the permanent transfer of a pupil to another mainstream school setting. It is a voluntary process, offered as part of planned intervention and agreed by all parties, including parents/carers, the pupil, and both schools. Managed moves will only be considered when it is in the best interests of the pupil.

Where a managed move follows a period of off-site direction, the pupil will already be registered at the receiving school, allowing for a smoother transition. However, managed moves cannot bypass normal admission rules. Pupils cannot use managed moves to jump ahead of others on a school's waiting list unless they meet the admissions criteria more closely.

The law does not allow for a "trial" managed move. If a temporary adjustment to a pupil's provision is required, off-site direction will be used instead.

Direction to Off-Site Alternative Provision

If a pupil exhibits repeated disruption and defiance, the school may direct to off-site Alternative Provision for a specified time period. The Headteacher reserves the right to direct pupils off-site and can commission high-quality provision to improve behaviour and meet pupil needs.

The provision will be tailored to the pupil, with the goals of:

- Achieving academic success
- Improving motivation, self-confidence, attendance, and engagement, with clear educational goals for reintegration or progression
- Receiving high-quality personal, social, and academic support
- Provision will be full time in total (but may be a blended combination of different placements, or involve a combination of mainstream and alternative provision)
- Be time bound and subject to regular review
- Alternative provision will be appropriately registered

School staff will review the placement regularly, check attendance daily, and make periodic visits (at least every 6-12 weeks). Parents/carers will be involved in decisions and informed of reviews. The school will seek an end-of-placement report and gather pupil feedback to guide future planning. Alternative provision providers are selected based on suitability to meeting a pupil needs, location is also a consideration.

The school will notify parents/carers in writing about any off-site direction, as soon as practicably possible and no later than 2 school days before the placement begins.

Permanent exclusion

Permanent exclusion is a serious decision, typically the final step after other disciplinary strategies have been tried without success. It is usually a last resort but may be considered for a first, or one-time, offence in exceptional circumstances. Possible incidents leading to permanent exclusion include:

- Serious physical assault or threats against a pupil or staff
- Sexual abuse or assault
- Supplying or possessing illegal drugs
- Carrying an offensive weapon – see link below
- Making malicious false allegations against staff
- Endangering the safety of pupils, staff, or the public
- Persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- Deliberate fire alarm activation without cause
- Repeated or serious misuse of the school's computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse to staff
- Any other offence deemed by the Headteacher to warrant permanent exclusion

Further legislative information with respect to the carrying of offensive weapons can be found here:

https://www.gov.uk/government/publications/the-offensive-weapons-act-2019/statutory-guidance-offensive-weapons-act-2019-accessible-version

Investigating Incidents

School staff may request a pupil to provide a verbal or written account of an incident to help gather the basic facts and establish the balance of probabilities. This ensures a fair and thorough investigation into the situation

CCTV

School staff may use CCTV to support investigations into pupils not following school rules, particularly in cases of bullying, theft, assault, or possession of contraband items. CCTV footage helps gather the basic facts and establish the balance of probabilities in these situations.

CCTV stills or recordings are not made available to parents/carers for safeguarding and GDPR reasons.

Searching, Screening and Confiscation

Please refer to DfE guidance: Searching, screening and confiscation: Advice for head-teachers, school staff and governing bodies, July 2022.

Searching with Consent

School staff can search a pupil for any item if the pupil agrees. Any search will be carried out in accordance with Government guidelines:

- The search must be conducted by a staff member of the same sex as the pupil.
- A witness should be present, ideally of the same sex as the pupil.

Note: There is a limited exception to this rule. A member of staff may search a pupil of the opposite sex and without a witness if they reasonably believe there is an immediate risk of serious harm to a person, and it is not practicable to summon another staff member.

The school clarifies (Appendix 4) which items are banned. Typically, a bag stop is requested, where the pupil is asked to empty the contents of their bag and uniform. If a pupil refuses a bag stop, further steps and sanctions may be taken.

Searching Without Consent

The law allows school staff to search pupils without consent for the following items:

- Knives or weapons, alcohol, illegal drugs, and stolen items
- Tobacco, cigarette papers, fireworks, and pornographic images
- Any article that the staff member reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or property damage
- Any item banned by the school rules, as identified in the school's policy

Searches without consent can take place on school premises or, if elsewhere, when the staff member has lawful control or charge of the pupil, such as on school trips. Schools are not required to inform parents/carers before a search or seek their consent.

Teachers may only carry out a search without consent if they have reasonable grounds to suspect that a pupil is in possession of a prohibited item. The teacher must determine, based on the situation, what constitutes reasonable grounds for suspicion. For example, this could be based on overhearing other pupils talk about the item or noticing suspicious behaviour from the pupil.

Confiscation (See prohibited items Appendix 5)

The law provides two sets of legal provisions that allow school staff to confiscate items from pupils:

- **General Power to Discipline**: A staff member can confiscate, retain, or dispose of a pupil's property as a punishment, as long as it is reasonable in the circumstances. The law protects staff from liability for damage to or loss of any confiscated items, provided they have acted lawfully.
- **Mobile Phones**: Phones will be available for parents/carers to collect at the end of the same school day. If a pupil repeatedly has their phone confiscated, causes disruption with its use, or if significant safeguarding concerns arise, the pupil may be required to hand in their phone every day from 8:25 am until 3:05 pm.
- **Non-Uniform/Jewellery:** Any items that do not fall in line with the schools Uniform Policy will be confiscated and returned to either the parent or pupil at the end of the day.

Mobile Phones Please refer to The Joseph Whitaker Mobile Phone Policy.

Pupils in Years 7 to 11 are not permitted to use mobile phones on the school site at any time. Phones must be turned off before the school gate and stored in the pupil's bag. If a pupil is seen with a phone or other devices, they will be asked to turn it off and hand it over. The phone will be stored in the school safe until a parent/carer collects it. Failure to comply will result in a referral to Senior Leaders for a serious sanction.

Reasonable adjustments will be made for pupils who need their phone for medical purposes, and these arrangements will be agreed individually.

Restrictive interventions, including use of reasonable force

Please refer to Restrictive interventions, including use of reasonable force – Guidance for schools in England (April 2026)

In certain situations, school staff may need to use reasonable force—defined as "only what is necessary"—to control or restrain pupils and prevent harm to themselves or others. This physical intervention could include guiding a pupil to safety by the arm in an emergency, separating pupils involved in a fight, or restraining a pupil to prevent injury or violence.

The school acknowledges that all staff members have a legal right to use reasonable force. Staff also have a professional duty of care to protect pupils from harm. Force will only be used to prevent pupils from causing harm to themselves or others.

The following list provides examples of when reasonable force can be used:

- To remove a pupil, exhibiting seriously undesirable behaviour, from the classroom when they refuse to follow instructions. **Note**: after all other measures have been tried and exhausted.
- To prevent a pupil from disrupting a school event, trip, or visit.
- To prevent a pupil from leaving the classroom if doing so would risk their safety or disrupt others.
- To stop a pupil from attacking a member of staff or another pupil, or to break up a fight.
- To restrain a pupil at risk of harming themselves through physical outbursts.

During any use of reasonable force, staff must attempt to communicate with the pupil by:

- Giving clear, calm, verbal instructions.
- Warning the pupil of the consequences of non-compliance.
- Keeping up communication to try and calm the situation.
- Using only the minimum force necessary and for the shortest time possible.
- Seeking to avoid causing any injury to the pupil.
- Ceasing the use of restraint once safety is re-established.

The School does not require parental consent to use reasonable force. A record of instances where physical intervention is used will be kept and reviewed by Senior leaders and the Governing Body. Complaints about the use of force will be investigated in accordance with the school's complaints and safeguarding policies.

Discretion

No policy can cover all eventualities and the Headteacher reserves the right to use their discretion, in line with this policy, Trust policies and DfE policy and guidance, to help pupils make better choices and learn positive behaviour in order to succeed fully.

Complaints

Complaints regarding any issue relating to this policy should be made in accordance with our complaints procedures (available on the school website). Where a suspension is issued to a pupil, parents/carers have the right to make representations about the suspension in line with the legal framework relating to suspensions and will be detailed in all suspension and exclusion letters.

Appendices

Appendix 1

Definitions

Undesirable behaviours (examples listed below) will result in school-based sanctions

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Truancy

Serious undesirable behaviour (examples listed below) and could result in removal from lessons (RESET) and/or fixed term suspension or permanent exclusion from school

- Repeated breaches of the school rules

Or a single occurrence of:

- Persistent disruption/Truancy
- Physical/Verbal abuse to an adult or pupil
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes, up skirting or taunting physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism/Damage
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour/comments
- Possession of any prohibited/banned items or refusing a search/confiscation. (See Appendix 5)
- Fireworks
- Pornographic images
- Energy drinks
- Failure to follow the school Uniform or Mobile Phone Policy
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Note: these lists contain examples and should not be taken as an exhaustive list

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: deliberately hurtful, repeated, often over a period of time, or that is difficult to defend against.

The Joseph Whitaker School welcomes everyone; we have a zero-tolerance policy towards racist, ethnic, religious or cultural jokes or slurs, or any actions that demean any person or group.

Appendix 2

Roles and Responsibilities

All staff will:	• Set high expectations for pupil behaviour and kindness. • Teach and model safety, respect, and responsibility. • Continually develop their own behaviour management and adaptive strategies. • Practice strategies for addressing low-level disruption, building skills to de-escalate conflict. • Speak to pupils with respect and calmness. • Consistently praise, reward, and celebrate pupils' achievements. • Address misbehaviour and apply this policy rule consistently. • Engage with pupils to rebuild and restore relationships when necessary through restorative approaches • Avoid making stereotypical or biased judgments about pupils. • Celebrate and embrace the cultural diversity of our community. • Maintain regular communication with parents/carers, keeping them informed about both achievements and concerns. • Identify learning gaps and provide necessary support to ensure full access to the curriculum.
Tutors will:	• Set high expectations for behaviour, attitudes to learning and uniform that are in line with school policy • Be the main point of contact and communicate regularly with parents/carers of all tutees • Communicate with subject staff and others as appropriate • Issue and monitor tutor reports as required (10-15 behaviour points per term; or more than 3 behaviour points in a week) • Meet with and provide feedback to parents/carers regarding any matters relating to their child • Praise positive conduct and celebrate achievements of pupils in their tutor group • Take time to understand the individual strengths, interests, and challenges of tutees. As a consequence, tutors will personalise approaches to encourage tutees feel proud, valued and included • Use and model restorative approaches to resolve conflicts and rebuild/maintain relationships, when incidents occur • Deliver the pastoral provision in tutor time, ensuring it links to the needs of pupils
Subject Leaders will:	• Monitor classroom practice through learning walks and behaviour tracking. • Communicate with subject staff and relevant colleagues. • Meet with parents/carers and provide feedback. • Support teachers in school policy and following up on incidents. • Use and model restorative approaches to resolve conflicts and rebuild relationships. • Address staff professional development needs. • Ensure personal development is embedded in the curriculum to prepare pupils to be ready, kind and safe. • Promote good learning habits, attitudes, and discipline through subject delivery • Identify learning gaps and facilitate support to enable full access to the curriculum.
Heads of Year will:	• Model and consistently apply positive discipline for their cohort of pupils • Communicate with parents/carers to address concerns and offer support • Support tutors and teachers in applying school policy and addressing incidents as they arise • Make referrals and attend meetings with agencies to support pupils • Implement and monitor anti-bullying procedures • Have a complete overview of the abilities, needs and progress of all the pupils in their year group • Maintain accurate documentation including that related to Graduated Responses • Monitor classroom practice through learning walks and behaviour tracking • Support responses to safeguarding and attendance data, communicating with parents/carers, staff, and agencies • Lead on the pastoral provision in tutor time, ensuring it links to the needs of their pupils • Use and model restorative approaches to resolve conflicts and rebuild relationships. • Identify recurring pupils need and facilitate support to enable full access to the curriculum
SENDCo will:	• Coordinate support for pupils in line with the SEND Code of Practice. • Share relevant information with staff and seek regular feedback.

	• Support staff in developing and adapting Quality First Teaching. • Monitor SEND pupils' progress and behaviour to ensure appropriate adjustments. • Liaise with external agencies and update staff on outcomes • Work closely with the department and pastoral teams to discuss proactive strategies to support pupils. • Meet and provide feedback to parents/carers • Monitor classroom practice through learning walks and behaviour tracking. • Promote good learning habits, attitudes, and discipline through delivery of adapted provision • Ensure that lessons meet the specific needs of individual pupils • Ensure gaps in learning are identified and appropriate support provided • Ensure a strong promotion of reading and appropriate reading support programmes
Senior Leaders will	• Promote the school ethos through modelling learning behaviours and expectations • Address concerns proactively and support middle leaders develop staff • Respond to serious incidents and persistent disruptions with appropriate measures, support, and outside agency involvement when needed • Track behaviour, attendance, and progress trends, providing regular staff training in response to emerging trends • Promote staff and pupil well-being through relational schools' practice. • Oversee a personal development curriculum and pastoral care that fosters growth, safety, responsibility, readiness, and kindness • SLT members will visit tutor teams, lessons, and events to support their delivery. • Ensure effective pedagogy and practice throughout the school through the GREAT frameworks • Support staff in their pedagogical knowledge to allow them to tailor lessons to meet individual pupil needs • Maintain consistency in curriculum and pastoral provision • Ensure effective implementation of school policies
The Headteacher will:	• Implement policies in line with aims and the needs of each child • Apply sanctions with thoughtful discretion • Engage staff, pupils, and parents/carers to embrace the school's culture and ethos • Create a school where all staff and pupils feel they belong • Ensure equity for all by upholding protected characteristics • Maintain a safe, ready, and kind environment
School Governors will:	• Attend ceremonies and events to promote the school ethos • Participate in behaviour panels to review suspensions and exclusions • Monitor, assess and understand school policies, offering support and challenge • Promote good discipline within the school and community
Pupils will:	Follow the school values of: Be Ready Be Kind, and Be Safe Be Ready • Be ready for learning by ensuring they have correct uniform and correct equipment • Arrive at school and to lessons on time – Right Place, Right Time • Demonstrate a positive attitude to learning and the wider school community at all times • Engage in *GREAT* Learning practices • Engage in personal development opportunities and restorative practices, where appropriate Be Kind • Follow instructions, first time of asking and without argument • Show kindness to their staff and peers by using appropriate language and tone • Be polite and respectful to everyone, valuing other people's ideas and contributions • Keeping 'street language' out of school • Ask if you need to leave your seat • Build positive relationships with adults and peers

	• Respect the school environment by using the litter bins and not engaging in graffiti • Ensure that you are aware of the protected characteristics and that your language is respectful to everyone at all times • Treating members of our community as you would like to be treated Be Safe • Ensure safety for themselves and others by considering their actions and following guidance given • Accept that members of staff have authority over them because they have responsibility for your welfare • Move sensibly and quietly around the school site, using the paths provided and respecting the one-way systems where appropriate • Queuing in an orderly and safe manner, where and when required • Mobile phones to be switched off and in bags at all times when on school site • Make a positive contribute to the wider community • Follow the expectations around use of in-school technologies
Parents/carers will:	• Uphold the home-school agreement • Work with the school to promote readiness, kindness, safety and good behaviour • Inform the school of any issues affecting their child's learning or wellbeing • Support the school's policies • Attend meetings with staff when required • Acknowledge their child's mistakes and trust the school's intentions • Engage in support to help their child develop stronger learning behaviours • Ensure their child wears the correct and properly fitted uniform • Ensure their child is ready with the right stationery and PE kit • Communicate with the school and staff respectfully • Keep contact details up to date and inform the school of any significant changes

Appendix 3

Step 1 (S1)	Step 2 (S2)	Step 3 (S3)	Step 4 (S4)	Step 5 (S5)	Step 6 (S6)
Noticing and Improving Behaviour This step focuses on noticing concerning behaviours and connecting with the pupil before correcting. Staff will clearly identify the behaviour concern and communicate the desired action before issuing a registered sanction. Pupils may have their initial placed on the whiteboard as a visual reminder.	**Effective Movement** This is a single-stage approach focused on effective movement without escalation. Pupils will be asked to move seats within the classroom to allow them to continue working. The physical act of changing location can emphasise the need for positive behavioural change. Pupils may receive a tick next to their name on the board as a final in-class reminder.	**De-escalation and Reaffirming Belonging** This step focuses on de-escalating behaviours whilst maintaining relationships. A member of staff will provide one-to-one support through restorative conversations for repeated disruption or negative behaviour, or for a single higher-level incident that requires the pupil to be removed from the learning environment.	**RESET** For higher-level behaviour incidents where pupils fail to meet expectations in previous steps, or for incidents of truancy, pupils will be escorted to the RESET room (internal reflection space) by a member of staff.	**Partner School Intervention** As a supportive intervention measure in response to a serious incident or persistent disruptive behaviour, the Headteacher may direct a pupil to attend another educational setting at a partner school (external intervention) for a temporary period.	**Fixed Term Suspension** A Fixed Term Suspension (FTS) is issued for serious or repeated breaches of the Behaviour Policy. The decision to suspend/exclude will be made by the Headteacher and only as a last resort.
Consequence N/A	**Consequence** **-1 conduct point**	**Consequence** The pupil will be removed to a step-out room by a member of staff who is on-call to be safeguarded Work will be provided by the class teacher to complete. A **30mins after school detention** will be issued **-2 conduct points**	**Consequence** The pupil will complete a 5-period sanction (inc. break and lunchtime) in the RESET room and a **1hour after school detention**. **-3 conduct points**	**Consequence** The pupil will be required to attend the partner school to complete a designated period in their equivalent supervised space. Work by JWS will be provided to ensure continuity with the school curriculum. **-5 conduct points**	**Consequence** See the 'Fixed term Suspensions' section of this policy for more information. **-10 conduct points**

Appendix 4

Support for Pupils

The table lists examples of the different types of support that could be offered; these will be arranged depending on individual need.

Class Teacher Support	Follow T + L policy Adapt Seating plan Positive Targets Praise Build on good behaviour communication with parents Use of rewards system Verbal reminders of expectations LINC Time out Complete report card restorative conversations. Attendance monitoring
Faculty Support	Communication with parents HOD supervision Subject report Letters home (positive/negative) Head of Faculty to communicate with parents. Behaviour Mentoring Intervention (BMI) referral Change of class where possible Restorative conversations
Academic Mentor Support	Communication with parents Communication with class teachers on behalf of the pupil. Support around the pupil's academic progress Support around organisation Support with learning outside of the classroom. Small group intervention 1:1 Mentoring Restorative conversations
Pastoral Support (Tutors, Behaviour Mentors and Heads of Year)	Individual supervision Behaviour Mentor Interventions (BMIs) Counselling Referrals Rewards Targets Timetables reviews Investigate external support. Communication with parents Tutor Reports Head of Year Reports. Meeting with parents following a Fixed term suspension Positive behaviour conversations with pupils Referral to outside agencies. Boxing Intervention Dance Intervention Restorative conversations Attendance monitoring interviews
Personal Learning Team Support	Rewards Alternative timetables 1:1 mentoring Group mentoring Referral/liaison to outside agencies Regular parental communication LINC and Learning Centre contracts. Positive behaviour conversations with pupils Reflect and Review conversations. Restorative conversations

Senior Leadership Support	Meeting with parents following a fixed term suspension. Alternative timetables Investigation of alternative education arrangements. Referral to outside agencies Liaise with outside agencies SLT Reports Positive behaviour conversations with pupils Restorative conversations

Appendix 5

Prohibited Items

These will be confiscated immediately.

The following items are not permitted in school, on school premises or whenever representing the school beyond the school gates.

- Knives or weapons or any item which could cause harm
- Alcohol
- Illegal drugs
- Pornographic/inappropriate images
- Fireworks
- Stolen items
- Tobacco, cigarette and their paraphernalia
- Vapes, e-cigs and their paraphernalia
- Electrical items or smart device (other than a mobile phone)
- Energy drinks (specifically those which are labelled unsuitable for children)
- Aerosols
- Laser pens
- Jewellery or non-uniform items
- Any item that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person
- Additional items can be added to the prohibited list if deemed to intervene with the smooth running of the school day
- Inappropriate items of clothing

Adoption by the Governing Body

Headteacher

Signature Date: July 2026

Chair of Governors

Signature Date: July 2026

The Joseph Whitaker School

An Academy specialising in Sport and Performing Arts

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