

British School of Tenerife



Behaviour Management Policy

Implementation Date: 1st December 2025

Review Date: January 2027

A message from the Academic Director to all students:

We aim for a learning environment where everyone can succeed and flourish. Therefore, 'It is each student's responsibility to "Show Up, Work Hard, and Be Kind". Always conduct yourself appropriately within and outside the school.

1.1 Purpose of this Policy:

At BST, we follow Our Four Pillars of Commitment, Kindness, Honesty and Respect. We should all treat each other as we ourselves wish to be treated; with respect, trust and dignity. We aim to provide an outstanding learning environment in which teachers can teach and students can learn.

1.2 Key aspects of our procedures:

- Boundaries and expectations need to be clear and explicit for all. This policy applies to all students.
- The priority is to provide a safe and secure environment in which all students can succeed and thrive.
- Students are expected to make positive choices about their behaviour; they are specifically encouraged and taught to do so.
- Where students do not meet our standards, they need to accept there are consequences to their actions. The consequences are proportionate and relevant to the behaviour.
- The school's approach will remain consistent.
- Relationships, responsibility, and restoration are key to promoting inclusion, connection, and respect for all members of the school community.
- On admission to the school, all parents/carers and students sign a home/school agreement which encompasses our shared values and states that all stakeholders will support the school with its approach.
- To safeguard their own rights and the rights of others, it is necessary for all members of the school community to take responsibility for their actions and meet the school's expectations.

2. Expectations:

To support the positive conduct of behaviour in and around British school of Tenerife (BST), we have set out key expectations for students and staff:

2.11 Classroom Expectations for Students:

Turn Up

- On time
- With the right equipment ready to learn
- In the right uniform

Work Hard

- Complete the “Do It Now Task”
- Remain focused and engaged
- Complete all work to the best of your ability

Be Nice

- Listen carefully and participate positively
- Show good manners
- Use appropriate language – lift others up, don’t put them down

2.12 Behaviour around the building

- Students may not leave a lesson without permission – this will be regarded as truancy and addressed as in section 4 below
- Students are expected to move calmly, quietly and quickly around school

2.13 Outside BST Expectations

- To represent BST and behave accordingly
- To respect others in school and in our local community
- Students must ensure that they do not behave in any way which would bring the school into disrepute.

2.2 Disciplinary Action

Students may be disciplined for any inappropriate behaviour or poor choices which do not meet our high expectations including:

- When taking part in any school organised or related activity
- Travelling to and from the school
- Wearing school uniform
- At any time when they might be identifiable as a student at BST in some other way

2.3 Examples of these expectations are as follows:

- Wear the full school uniform correctly, including on the way to and from school
- Lead by example, being a good role model for others
- Accept responsibility for your behaviour
- Use of appropriate language (English)
- We are a telling school – report to a member of staff any child-on-child abuse including online

2.4 Staff have a responsibility to enforce this policy consistently, every day, at all times.

"The standard we walk past is the standard we accept"

Staff will:

- Stand at the door to positively meet and greet students
- Close the door once students arrive. Anyone arriving after this point is deemed late to lesson and must be marked on the behaviour log.
- Insist that students complete work in a way which does not disturb others, referring to 7 Steps to High Quality Presentation (Appendix 1)
- Use cold calling to engage all students
- Plan the teaching of Turn Up, Work Hard, Be Nice in all schemes of learning and in every lesson.
- Have a seating plan for every class
- Follow the in-class behaviour steps ladder to de-escalate disruption (Appendix 2)
- Be consistent in application of this procedure.
- Use the following language for clarity:

"Redirection:

"Focus on your work, thank you."

Correction:

"No calling out. Put your hand up."

Reminder / Warning:

"This is your warning."

Consequence:

"You will need to attend reflection."

Positive reinforcement:

"Well done, that's exactly what I expect."

- Praise the behaviours they wish to see throughout every lesson and reward those that go above and beyond
- Seek support from Senior Leaders to address more significant behaviour in line with the staged process.
- Never ignore or walk past learners who are not meeting the school's expectations
- At the end of the lesson, ask the class to pack away, stand behind their chairs, check uniform, dismiss the class calmly and stand on the corridor to supervise to next lesson

2.4.1 All staff at BST should follow our staged approach and de-escalate appropriately using the nudges and reminders outlined below (appendix 3)

2.4.2 If these approaches have been tried and are unsuccessful staff should seek further support from their Line Manager

2.4.3 All staff should then follow the staged approach as below (Appendix 4)

2.5 Sixth Form

The BST Behaviour Policy will continue to be applied to students in The Sixth Form, with the expectation that our students follow our motto: "Turn Up, Work Hard, Be Nice". All students are sent a copy of The Sixth Form Code of Conduct when offered a place to study in The Sixth Form at BST. Students are expected to always adhere to the statements outlined in the Code of Conduct and follow The Sixth Form Dress Code. In cases where this does not happen, the same staged approach to behaviour consequences applies as outlined in the Behaviour Policy.

Attendance to school is expected to be at 95% or above and will be included in student reports.

It is expected that our senior school students will act as role models for those in junior school.

Due to the age of the students in The Sixth Form, there are some additional privileges given to them. The statements below clarify some key points:

i. Lanyards

Lanyards that include sign-in cards will be distributed to all Post-16 students in September. For safeguarding reasons, they must be worn at all times.

ii. Use of Technology

Sixth Form students are permitted to use their own laptops, tablets and headphones for personal study; however BST takes no responsibility for these devices when on school site or on the journey to/from school. When on the school site, mobile phones are only permitted to be used in designated areas and for schoolwork.

iii. Leaving site during lunch

The school hours for Sixth Form students are the same as the rest of the school. During lunchtime, students in The Sixth Form are permitted to use their cards at Reception to sign out of school and sign in again, on their return. They must return to school at least 10 minutes before the end of the lunch break to ensure they are punctual for their next lesson. It is essential that students understand they are still representing BST when off site. The privilege of leaving site during lunch can be revoked by deactivating cards for a given amount of time, or permanently, if it is not used appropriately. Examples of this include, but are not limited to:

- Not returning to school in a punctual manner
- Bringing alcohol into the school building
- Selling/distributing food/drink from other establishments to other students, including those in other years
- Bringing the school into disrepute when leaving the site

iv. Study Periods

Sixth Form students are expected to sign in and study in the designated study area or approved empty classrooms, which are to be treated with respect and kept tidy.

v. Dress code

Sixth form students must abide by the dress code set out in the 6th form student agreement. Any student not following the dress code may be asked to return home to change into more appropriate clothing.

3 Persistent Disruptive Behaviour

3.1.1 Persistent disruptive behaviour that impacts the learning of other students within our school will not be tolerated and may lead to permanent exclusion.

3.1.2 If students are persistently disruptive, support measures and sanctions will be put in place and communicated to parents. We expect that these actions will change behaviour and students will then be able to meet our expectations.

4 Truancy/Lateness to Lessons

- Students must arrive on time for lessons
- Students must not leave a lesson without permission
- Students arriving late without a valid reason will receive a sanction in line with the behaviour policy.
- Truancy is a serious, significant issue and sits at Stage 4 of our staged approach. Sanctions will be applied in line with this stage.

5 Neurodiversity Students (ND Students)

5.1 BST is an inclusive school. As such we aim to create a positive learning environment where everyone can succeed and thrive. Constructive, positive and calm environments, with clear boundaries support all students to learn but particularly ND students. BST is fully aware of its' responsibilities and duties to these more vulnerable children.

5.2 In applying this procedure, staff at BST will consider if a child's additional needs are a contributing factor to their behaviour and what reasonable adjustments should be made. This will be considered on a case-by-case basis. Adjustments are made to support access to expectations but do not remove the expectation that all students follow the behaviour policy. It does not follow that every incident of misbehaviour is as a result of additional need. Ultimately, the school must consider its duty and responsibility to safeguard all students and staff in its care.

5.3 Reasonable adjustments may include adapted behaviour targets, movement breaks, visual supports, alternative reflection arrangements, additional processing time, modified communication approaches and support identified through a Student Passport or professional recommendations.

5.4 Toilet / time out passes are available in exceptional circumstances when advised by a medical professional or as part of a Student Passport.

5.4.1 The pass must be given to the teacher at the point it is being used. If the student does not use the pass appropriately, it will be confiscated, sanctions will be imposed and the pass may be revoked.

6. Rewarding Positive Behaviour

6.1 At BST, we believe that encouragement, praise and reward are an essential part of positive behaviour.

6.2 Verbal praise and encouragement should be used often and, in every lesson, so that positive behaviour is constantly reinforced.

6.3 As part of our reward system, staff will use a range of strategies to demonstrate that a student has made an effort, been kind and respectful and/or demonstrated high achievement in lessons. Examples of these strategies are:

- Praise Postcard home
- Phone call / email home
- House Point
- Certificates of Achievement

6.4 Certificates of Achievement:

These are awarded by subjects at the end of term for outstanding effort or standard of work in line with our school pillars.

6.5 Consequences

If a student does not meet our high standards, there will be a consequence. Use of consequences deters negative behaviour and encourages more positive choices, leading to rewards (outlined above)

6.6 Consequences will be issued in line with our staged approach (see appendix 4).

6.6.1 For specific issues in school, the consequences are detailed in appendix 4:

- Walking away
- Absconding from a lesson
- Argumentative and/or defiant behaviour
- Missing equipment
- Late to Personal Tutor time
- Late to School

6.7 Reflection

6.7.1 Students who have not met our high expectations may be required to attend a reflection at break time or lunchtime for 20 minutes to discuss their behaviour or complete missing work. This will include a restorative conversation with the member of staff (see Appendix 6 for procedure)

6.7.2 Students who persistently disrupt, or are escalated via the staged approach, may be required to attend a 30-minute reflection session at lunchtime, supervised by a Senior Leader, to discuss their behaviour and/or complete missing work. This will include a restorative conversation with the member of staff (see appendix 5 for procedure)

6.7.3 If there is a reflection after school notification will be given to parents via **CIFRA** and a phone call made for authorization of attendance. It is the responsibility of the parent to ensure that the student can get home safely following this reflection, it does not matter if these arrangements are inconvenient for parents.

6.7.4 Students who fail to attend an after-school reflection or misbehave during a reflection may be suspended from lessons or from school until a parental meeting can be arranged to discuss their behaviour

7. Internal exclusion from Lessons, Temporary exclusion from School and Permanent Exclusion

7.1 The Academic Director has the right to suspend and permanently exclude a student.

7.2 The school will use the staged approach to put support strategies in place to ensure a student is not in danger of permanent exclusion.

7.3 Through consultation with the teaching and support staff, interventions and strategies will be put in place for those who may have behavioural difficulties to support the student and their family.

7.4 Exclusion from lessons and/or exclusion from school are used:

- As a sanction for inappropriate behaviour
- To enable others to learn, free from disruption
- To remove a child from the school to protect other children and/or staff
- To reinforce the high expectations of BST
- To improve a student's behaviour

7.5 Exclusion is a serious sanction and is intended to have an impact on others as well as on the student who misbehaved, in that it serves as a warning.

7.6 On occasion, students may be excluded from lessons but remain in school. They may be expected to follow a different timetable for the day or work with staff on intervention programmes to ensure the exclusion is effective in changing behaviour.

7.7 Exclusion from school is most effective when:

- Students are supported to complete the work set at home
- Parents reinforce the exclusion with other sanctions at home, for example, withdrawal of privileges.
- Parents are also expected to ensure that their child is not in a public place during school hours.

7.8 It is not always possible to follow all the steps in our staged approach, and in a serious situation, albeit a first-time or one-off offence, it may not be possible to avoid a permanent exclusion.

8. Return from Exclusion Meetings

When a student returns from a fixed-term exclusion, a reintegration meeting will take place. In this meeting, the Senior Leader will talk to the student and parents about the event or events that led to the exclusion.

8.1 If the student does not reflect and accept that their behaviour was unacceptable, then further exclusion will be issued for defiance. We will expect that their behaviour is in line with this guide prior to returning to lessons.

8.2 A report monitoring card (See appendix 6) will be agreed with the student and their parent to ensure that targets are set which focus the student on changing their behaviour. This will be reviewed after 2 weeks.

8.3 The student will be expected to commit to changing their behaviour and will be expected to meet the targets agreed on the monitoring form.

9 Permanent Exclusion

9.1 Permanent exclusion may be considered in response to a serious breach or persistent breaches of this Behaviour Management Policy document and

9.2 Where allowing the student to remain at BST would seriously harm the education or welfare of the students/ others in the school.

10.1 The British International School of Tenerife wants to ensure that all students feel safe in school and are accepted and respected within our community. We are a “telling school,” and we expect students to report issues to us when they arise. This can be via their Tutor, Senior Leader or indeed any trusted adult in school.

10.2 Child-on-child abuse will not be tolerated and is considered a serious breach of our behaviour procedure.

10.3 Child-on-child abuse can be verbal or physical, in person or by electronic, online or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the occurrences of child-on-child abuse. It is made explicit to students what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

10.4 If an allegation of child-on-child abuse is made, the school will:

- Take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how severe the case is, it may be reported to the Academic Principal
- provide support and reassurance to the victim
- make it clear to the ‘bully’ that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the ‘bully’ will be told why it is being used
- consider an internal or fixed-term exclusion in cases of repeated child-on-child abuse or a serious incident of child-on-child abuse.

10.5 All staff are aware of their safeguarding responsibilities as set out in the Safeguarding Policy and ‘Keeping Children Safe in Education’ 2022.

10.6 This Behaviour Management Procedure document is to be used alongside our child-on-child abuse policy.

11 Allegations and abuse towards a member of staff

11.1 Any allegation that a student may make about a member of staff is regarded most seriously and the investigation into such situations will be conducted by a member of the Senior Leadership Team and dealt with as appropriate in line with our Staff Discipline and / or Safeguarding Policies. If through investigation, it is found that a student has made a malicious allegation about his/her teacher, the following action will be taken:

- A fixed term exclusion for the student will be imposed.

- The student may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the student on their own.
- If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

11.2 Verbal and/or physical abuse towards any member of staff will not be tolerated. Any child using foul language or threatening behaviour towards a member of staff will be in serious breach of this behaviour procedure. It will result in a suspension from school and could lead to permanent exclusion.

12 Power to search without consent

12.1 We use the following document for advice: [‘Searching, Screening and Confiscation, July 2022’ by the Department for Education:](#)

12.2 Legislation allows Heads of school and Senior Leaders to authorise the search of students without consent if it is believed that a student has brought into school any prohibited item(s).

12.3 Any searches of students for prohibited items will be recorded.

12.4 Prohibited items could include such things as:

- Knives and weapons
- Alcohol
- Illegal or illicit substances
- Drug paraphernalia
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student).
- An article specified in age related or statutory regulations i.e. tobacco and cigarette papers; fireworks and pornographic images
- E-cigarettes. vape pens or nicotine stimulants
- Energy drinks
- Chewing/bubble gum
- Large bags of sweets or lollipops
- We are a nut free school, which includes ensuring no nut-based products are brought in including sweets/chocolates which contain nuts.
- Fizzy drinks e.g. Coke, Fanta, etc.

The list is not exhaustive and includes any other items not appropriate for school or an item that could cause harm to the student or the wider school community.

12.5 The school has zero tolerance to any dangerous items brought onto school site. It MUST be noted that any student bringing illicit substances, knives or weapons onto school site will be permanently excluded. The school will automatically contact the Police in any drugs related incident.

12.6 A referral will be made to children's services if a child is suspected of taking any drugs. Parents/Carers will where practicable be contacted on the same day in any drugs related incident and safeguarding procedures will be invoked in drug related incidents where a child is at risk.

12.7 Our ability to discipline students and maintain a calm and orderly environment may depend on the confiscation of items from students. Any item which is confiscated in these circumstances will be placed in a named envelope in the school safe. Dependent on the circumstances, parents may be contacted to collect the item from school. Any prohibited items may be disposed of at the schools' discretion.

12.8 The Designated Safeguarding Lead and the Head of School will be informed of any prohibited items

12.9 If a student refuses to cooperate with a search, the Head of School or authorised staff will decide on the appropriate course of action (e.g. whether the Police should be called)

13 Mobile Phones and smart watches

13.1 Mobile phones or smart watches should not be seen or heard during the school day.

13.2 Should a mobile phone be brought onto the school site it must be handed in to the Head of School.

13.3 Phones/electronic devices brought into school remain the sole responsibility of the student.

13.4 If a mobile phone is seen or heard, then it will be confiscated and passed to the Head of School. The device will be held for 24 hours, and parents/carers will be contacted to confirm and support this process. Repeat incidents may result in further sanctions in line with the staged behaviour system.

Reject Corporal Punishment

BST does not permit the use of corporal punishment under any circumstances. Physical force will only be used where lawful, reasonable and necessary to prevent injury to a pupil or another person, to prevent serious damage to property, or to prevent serious disorder, in accordance with the school's safeguarding and health and safety procedures.

14 Roles and Responsibilities

Creating a safe environment is essential for effective learning and ensures that all student's rights to a positive experience are met. Expectations of appropriate student behaviour must be made explicit. This requires a 'whole' school approach in which all members of the school communities share the responsibility for maintaining a safe and disciplined environment.

Recording and Monitoring Behaviour Incidents

All behaviour incidents, sanctions and interventions are recorded on the school's behaviour logging system. Serious incidents are additionally recorded on the high-level behaviour log. The school maintains a register of sanctions and behaviour interventions which is monitored by Senior Leaders to identify patterns, support pupils and evaluate the effectiveness of behaviour management strategies.

14.1 Senior Leaders will:

- Disseminate the policy to the whole school community via a link to the school website.
- Implement the policy effectively.
- Train staff
- Ensure that all new staff receive induction clearly about the school's behaviour culture
- Ensure that the school leadership team is highly visible to all students
- Monitor, review and evaluate the effectiveness of the policy.
- Be proactive in promoting and maintaining high standards of behaviour within the school.
- Support staff in the management of behaviour and discipline.
- Celebrate good behaviour.
- Communicate with and update parents about their child's behaviour.
- Log all incidents on the behaviour logs

14.2 Staff will:

- Maintain a calm and safe environment for all students both in their own classrooms and around the school
- Take a proactive approach to managing behaviour.
- Model expected behaviours and develop positive relationships with students.
- Adhere to the school's behaviour procedures and escalate as appropriate.
- Take all reports of bullying seriously and respond to each incident accordingly.
- Inform Senior Leaders of any concerns/incidents and any actions taken
- Log all incidents on the behaviour logs.

14.3 Students will:

- Turn up, work hard and be nice
- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Follow school rules and expectations as outlined in the Behaviour Policy
- Report any incidents of poor behaviour to their Tutor/ Senior Lead/ Parent / Carer.
- Report any incidents that have occurred over social media sites.
- Co-operate with any investigations.
- Be empathetic to their peers with ND or SEND.
- Students must recognise that being a “bystander” is not acceptable; they should be an “upstander” and lift others up, not put them down.

14.4 Parents/Carers will:

- Sign the Homeschool Agreement
- Support the behaviour guidance document.
- Work in partnership with the school to encourage good behaviour.
- Maintain positive communication with the school and inform the school of concerns raised by their child.
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- Monitor their child's use of social media regularly if their child uses social media.

Appendix 1 - 7 Steps to High-Quality Presentation

1. Title, Date & Lesson Info

Write the title, date and lesson objective clearly at the top of the page.

2. Clear Headings & Structure

Use headings, underlines and spacing to organise your work so it's easy to follow.

3. Neat Handwriting / Clear Typing

Write legibly in pen, or use a clean, readable font if typing. Avoid messy crossings-out.

4. Margins & Rulers

Use margins where appropriate and use a ruler for underlining, tables and straight lines.

5. Right Equipment & Correct Books

Use the required exercise book or workbook. Glue worksheets in neatly and use the correct pen/pencil for the task.

6. Accurate Diagrams, Graphs & Drawings (Updated)

- Draw all diagrams, graphs and technical drawings **in pencil**.
- Use a **ruler** for all straight lines.
- Add **labels, titles and annotations in pen**.
- Make sure diagrams are neat, proportional and easy to understand.

7. Proofread & Correct Neatly

Check your work before finishing. Correct errors neatly and ensure the final presentation is tidy and complete.



1st Warning



Reminder of the rules/
Non-verbal.

2nd Warning (Final)



Encouraged to make the
right choice.

1st Consequence



Move seat.

2nd Consequence



5-10 minutes in another
classroom.

3rd Consequence



20 minute Reflection **and**
Parent Email.

Appendix 3 - De-escalation of inappropriate behaviour

The key is to allow behaviour modification to happen. To support staff, a selection of behaviour modification techniques are below. These examples provide choice and enable the students to practice positive choices, be praised for such choices and therefore learn to regulate their own behaviour.

Know your students - Names - Target grades/current grades - SEND - Passports - Triggers - Motivation - Speak to Tutors - Call parents - Seating plans - Pupils' relationships - Historical information - Level of English	Make learning visible Model the initial steps WAGOLL Success criteria are clear Checklists Milestones & rewards	Goal setting When students are working independently use a pen/sticker to indicate how much work you expect them to complete at a minimum. They earn a place on the recognition board if they do this. When working in groups make individual roles clear and what is expected as a successful outcome for each student. e.g. if working in a group of 4 on a poster for 30mins. The poster should represent 120mins of work.
Use Affirmative language "So we are listening..." "We are all sitting down." "Books out and facing this way, thank you" "All eyes need to be this way" Kind questions If students are being silly/not on task, ask politely "Are you OK?" "Shall I remind you of our starting points?"	Insist on quiet whilst others are speaking Do not allow students to talk over the teacher or other students during discussion or instruction	Count downs Have a clear routine to signal the end of discussion work or to indicate transition onto another part of the lesson. e.g. "FIVE..we are finishing our conversations, FOUR...we are back in our own seats, THREE... well done to group 2 you are ready, TWO... brilliant we are almost ready, ONE... Thank you. Visual timers work well for student with ND.
Public praise and silent sanctions Use a recognition board to praise publicly the desired learning behaviours Always carry out restorative conversations quietly on a one-to-one level. Do not sanction on a public level this can escalate negative behaviours	Precise praise When rewarding a student, it is explicitly clear exactly what the reward is for. "Ali, your name goes on the board for demonstrating resilience in solving the problem" "Paige, you have earned a praise point for achieving above your target grade in your recent assessment, well done!"	Peer recognition On occasions allow students to place others on the recognition board. They must have a specific reason for their praise. e.g. Following a pillar.

Redirecting Remind the student of what they should be doing. Avoid getting in a discussion about what the student is doing wrong. Offer the student a different starting point or responsibility which is easily achievable. This redirection and success is often enough to initiate investment in the lesson.	Partial agreement Deflects confrontation with the student by acknowledging concerns, feelings and actions. e.g. "Yes, you were talking about your work, but we now need to....." "Yes, others were talking but you are accountable for what you say and do"	Tactical ignoring & proximity praise May be appropriate if you think that the student is connection seeking. Ignore the "target student" but.... Praise someone near the student clearly and specifically. Most students will adapt their behaviour. Then catch them doing it and praise/give recognition for it as you did their peer. The student has now made a positive connection with you!
When... then The "when-then" direction avoids the negative by expressing the situation positively. e.g. "When you have tidied up then I can dismiss you for break". "When you have identified and tried 3 different strategies to solving the problem then you will have your name on the recognition board.	Non-verbal interventions Stand next to the student that is talking. Shake head. Give specific hand gestures to encourage desired behaviour, e.g.. if swinging back on the chair beckon forwards. If this does not work continue what you are doing talking to the class but gently place your hand on the desk near the student. Do not make eye contact or speak to them.	Take up time Allow students to process and not "lose face". State expectations clearly and confidently then following a direct instruction create a pause to allow students time to comply. e.g. "Open your book and get started Annie. I'm going to check in on Liam who has a question but then I'll be back to see if you have any."

Appendix 4 - The Staged Approach:

BST has an escalation process, identified by the stages. This is in place to enable all students to be treated fairly and ensure that all learning is effective. Please appreciate that whilst this is a staged process, some behaviour issues may result in some 'stages' not being considered, depending on the nature of the incident.

There may also be exacerbating and mitigating circumstances that need to be considered. *Examples used are not an exhaustive list but indicative of the level of severity.*

Level	Behaviour Type	Consequence	Action	Staff
1 - Low	In or out of lesson behaviour that negatively impacts the student themselves, other students or staff being able to succeed and thrive. Examples: - Misuse of Ipad* - Unequipped - Not on task - Disruption** - Lateness - Littering - Incomplete work - Playfighting	Use prompts and cues as outlined above first. If this does not change behaviour then: Discussion: - Outline behaviour which is unacceptable - Reminder and informed of next consequence.	*Ipad confiscated, checked and returned if minor **Using the in-class disruption chart (Teacher) Behaviour log - Praise when achieved or explain next steps	Class or Supervising Teacher
2 - Fairly Moderate	In class out of lesson behaviour that fails to follow our school rules or school pillars. Persistent level 1 behaviour OR: - Chewing Gum - Defiance - Throwing items - Fraud/Cheating - Incorrect Uniform - Incorrect Jewellery - Not speaking English - Disrespect	Outline behaviour which is required including a reminder of when this happened previously. 1st offence: 20 min reflection 2nd offence: 30 min reflection	Break or lunchtime can be used to complete reflection task or repair relationship with a restorative conversation. Behaviour log Parent Letter - Behaviour Letter 1 Reflection sheet	Single incident – Subject Teacher Multiple incidents – Tutor
3 Moderate	Persistent level 2 behaviour OR: - Walking away - Throwing items - Possession of Mobile phone/smartwatch* - Swearing - Leaving class/PG without permission	1 hour afterschool or 30m break & 30m Lunch reflection (depending on parental agreement) Tutor/Subject Report * 24 Hour confiscation	Student met to explain the report. All teaching staff informed of report targets and completion. Parent meeting or phone call - Behaviour Letter 2 - Report checked every AM & PM	Tutor or Subject Teacher (with Key Stage Lead support)
4 - High	Failure to improve on report OR a serious isolated incidents: - Smoking - Vaping - Truancy - Aggression - Stealing - Bullying (ALL) - Inappropriate conduct - Racism or Discrimination	1-day to 3-day Internal exclusion depending on the students' previous records and the severity. KS-Lead report following the internal exclusion	Incident reports completed by all witnesses Parent meeting – Behaviour letter 3 - Logged on high-level behaviour log - Same as above for the report	KSLead (with HOS support)
5 – Severe	Failure to improve on Key stage Lead report, continuous poor behaviour, OR: - Aggression - Vaping - Truancy - Alcohol/Drugs - Serious gross conduct - Persistently Defiant - Repeatedly Confrontational - Severely Aggressive	Dependent on student's prior records and severity of the behaviour: Discretion of Head of School and Academic Principal 3-5 day internal or external exclusion Head of school report following the exclusion.	Permanent exclusion is a potential consequence however it would be a last resort. Other consequences would be considered first: Parent meeting – Behaviour letter 4 - Logged on high level behaviour log	HOS (with AD support)

	• Weapon • Harmful objects	• Restricted Timetable	• Same as above for the report	
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Appendix 5

Home-school Agreement:

The home-school agreement represents the aims and the values of the school. It highlights the responsibilities of the school towards its students, the responsibility of parents as well as what the school expects of the student. Please read this agreement carefully, discuss it, sign it, and return to school.

The school will commit to:	The Parent(s) will commit to:	The student will commit to:
• do everything in our power to care for your child's safety and happiness. • work hard and work with you to ensure that your child achieves their full potential. • make sure that every child feels like they are a valued member of our school community, by promoting our pillars of commitment, respect, kindness, and honesty. • provide a balanced curriculum adjusted to meet the individual needs of your child. • instil a sense of independence and social responsibility in your child so that they can progress confidently through school and continue to do so after they leave. • help your child to achieve high standards of work and provide the support that they need to progress as they should academically. • keep an open line of communication between you and the school, ensuring you are well informed of general developments within school and of your child's progress. • take all concerns that you might have seriously and be open to discussion, supporting you as a parent however you may need. • provide you with plenty of opportunities to become involved in	• ensure that my child attends school regularly. • ensure that my child reaches school on time, properly dressed, rested, fed, and equipped for the school day. • inform the school on the first day that my child is going to be absent for any reason and follow this up with a written explanation. • be open with the school and communicate any concerns that I have, as well as any knowledge that I have of problems or issues that may affect my child's work or behaviour. • operate in support of all the school's policies, the school ethos, and code of conduct, and set a good example to my child. • engage with the school in terms of my child's progress and development, attending parent's evenings and meetings when it is required or requested. • Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way. • Monitor your child's use of social media regularly if their child uses social media. • Ensure that family holidays are not taken in term time • Support my child in completing their extended learning.	• ensure that I am at school regularly and on time, dressed smartly and in line with the school uniform guidelines, with the right equipment for the day ahead. • respect my peers, staff, and all other members of the school community. • respect the authority of school staff and follow any instructions that they give me. • act in line with all school policies and behave in accordance with the school behaviour policy. • respect the school building and the environment, making sure that I clean up after myself and do not litter. • take responsibility for my actions. • be polite and helpful at all times, make all visitors to the school feel welcome, and support and look out for all my fellow pupils. Classroom Expectations Turn Up • On time • With the right equipment • In the right uniform Work Hard • Complete the "Do It Now Task" • Remain focused and engaged • Complete all work to the best of your ability using 7

n the daily life of the school and your child's development. • Implement the Behaviour Management Guidance document consistently and fairly. • Teach expected behaviours and develop positive relationships with students. • Take all reports of bullying seriously and respond to each incident accordingly. • Set, mark and monitor extended learning and assessments • Promote Equal Opportunities and Race Equality for all students • Provide a range of enrichment and extended learning opportunities • Inform parents of any concerns regarding attendance, behaviour and progress	• Encourage my child to participate in the enrichment and extended learning opportunities provided	Steps to High Quality Presentation Be Nice • Show respect – listen, participate and learn • Show good manners – answer “yes Miss/Sir” • Choose your language carefully – lift others up, don't put them down Behaviour around the building • Students are expected to move calmly, quietly and without delay around the building • Corridors should be quiet and respectful. • Students should not go into those areas which are known to be “out of bounds” • Students may not leave a lesson without permission – this will be considered as truancy • To eat and drink only in the designated areas Uniform • Take pride in their school uniform by ensuring it is complete at all time.
Signed: Print: Date:	By completing the online consent form, I confirm I agree to support my child and the school by adhering to the Home School Agreement.	

Appendix 6: Restorative Meetings:

Restorative meetings are a key part of the students accepting and taking responsibility for their actions. They can also help to repair any damage caused to relationships. The following questions may be asked:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who was affected?
5. How can we put this right so we can all move forward?
6. What consequence has arisen as a direct result of the students' actions?

During these meetings, it may be that a Senior Leader will be present to support.

<u>Consequences</u>
Two or more crosses in a day = 20 min break time reflection with Form Tutor (Out of a possible 33)
Five or more crosses in a week = 40 min break time reflection with Key Stage Lead (Out of a possible 118)
Incomplete report = 10 min break time reflection with Form Tutor
Lost or damaged report = 10 min break time reflection with Form Tutor
Failure to improve after two weeks on report = parent meeting, move up to Key Stage Lead report and Stage Letter 3.
<u>Rewards</u>
Two full weeks with no crosses = Report no longer required and a positive email home

Student Reflection

One positive thing I have achieved this week...

One target I must work harder on next week...

Parent signature:

Tutor signature:

Form Tutor Report

Name:

Tutor Group:

Week Beginning:

Targets (T)

T	Relationships with others	T	Behaviour around school
	Follow instructions first time		Walk through corridors quietly and calmly
	Accept guidance from staff		Always follow health and safety rules
	Always use appropriate language		Be where I am supposed to be, at all times
	Treat <u>all</u> members of our school community with respect		Put my litter in the bins provided around school
	Respect the property of the school and others		Always keep mobile phone switched off and in Mrs Holt's office
	Take responsibility for my own actions		Speaking English at all times
	Keep my hands to myself		

T	Attitude to learning	T	Uniform
	Arrive to <u>all</u> lessons on time		Always wear correct uniform.
	Participate fully in lessons		Wear correct PE kit, <u>on PE days only</u>
	Raise my hand up to ask a question		Follow hair, makeup and jewellery expectations
	Complete all work set by my teacher		Wear a school jumper/jacket only
	Bring correct equipment to lessons		Always wear the correct footwear
	Remain seated at all times		

Teachers: Please **read the student's targets** and put a tick ✓ if they have met that target and a cross ✗ if they have not. **Please then sign your initials.**

	Monday	Tuesday	Wednesday	Thursday	Friday
FT	Form Time	Form Time	Form Time	Form Time	Form Time
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
1	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
2	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
3	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
4	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
5	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
6	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
7	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
8	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
9	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:
10	Subject:	Subject:	Subject:	Subject:	Subject:
	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:	T1: ☐ T2: ☐ T3: ☐ Teacher initials:

