

## YAVNEH COLLEGE

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# Behaviour Policy

September 2026

**Olam Chesed Yibaneh**

“A world built on kindness”

The Yavneh Way: politeness, kindness, courtesy and respect

|                         |                                            |
|-------------------------|--------------------------------------------|
| <b>Policy owner</b>     | Deputy Headteacher                         |
| <b>Approved by</b>      | Local Governing Body (YCLGB)               |
| <b>Date of adoption</b> | September 2026                             |
| <b>Next review</b>      | July 2027 (or earlier if guidance changes) |

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This policy is deliberately concise. The main body sets out our approach and the day-to-day system. The appendices hold the detailed procedures that staff and governors refer to as needed.

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## 1. Introduction and ethos

Yavneh College is an Orthodox Jewish school that sees good behaviour as integral to its ethos. We are a modern, supportive learning environment grounded in traditional Jewish values, where every pupil can fulfil their potential, help others and take advantage of every opportunity offered.

Our approach to behaviour flows from our school motto, Olam Chesed Yibaneh – “a world built on kindness.” This is the foundation of the Yavneh Way.

### The Yavneh Way

In every area of school life, the Yavneh Way is to show **politeness, kindness, courtesy and respect**.

Hillel taught that the Torah commands us to “love your neighbour as yourself” (Vayikra 19) – in essence, do not do to others what you would not want done to you. This principle is at the heart of how we expect every member of our community to treat one another.

We believe the most effective behaviour strategy is to build a culture in which good behaviour is the norm and every classroom is a place of endeavour and success. Clear, consistent routines mean pupils always know what is expected, making it easier to behave well and harder not to. Prevention is more effective than punishment and praise more effective than criticism: pupils are recognised for effort and hard work, and where behaviour falls short it is corrected firmly, fairly and consistently, with pupils always given the opportunity to improve. Consequences are only effective if they lead to better behaviour.

## 2. Aims, scope and legal framework

### 2.1 Aims

This policy aims to:

- promote and maintain high expectations of good behaviour through a consistent, whole-school approach;
- safeguard and promote the welfare of pupils and protect everyone in our community from harm;
- ensure every pupil can benefit from and contribute fully to school life;
- set out a clear, fair process for investigating reports of misbehaviour;
- encourage pupils to take responsibility for their behaviour and to learn from mistakes;
- enable staff to respond to misbehaviour promptly, fairly, predictably and with confidence; and
- promote a culture of safety, equality, inclusion and respect.

### 2.2 Scope

This policy applies to all pupils at Yavneh College at all times when a pupil is at school, travelling to or from school, taking part in a school-organised or school-related activity, wearing

school uniform, or otherwise identifiable as a pupil of the school. It also applies to conduct (including online conduct) at any other time where that conduct could affect the health, safety or wellbeing of a member of the school community or the public, have repercussions for the orderly running of the school, or bring the school into disrepute.

**Sixth Form students.** The day-to-day management of behaviour in the Sixth Form is governed by the Sixth Form Contract (Appendix I), which reflects the older age and greater independence of Sixth Form students and applies its own expectations, privileges and routine sanctions, including a distinct mobile phone arrangement. Serious matters that may lead to suspension or permanent exclusion are dealt with under this policy, not the Contract, so that the same legal safeguards and procedures (Section 8) apply to all pupils regardless of year group. Where the Sixth Form Contract is silent on a matter, this policy applies.

## 2.3 Legal framework

This policy is based on, and complies with, current legislation and Department for Education (DfE) statutory guidance and advice, including the Behaviour in Schools guidance, the Suspension and Permanent Exclusion guidance, Keeping Children Safe in Education (KCSIE), the Searching, Screening and Confiscation guidance, the Mobile Phones in Schools guidance, the Equality Act 2010 and the SEND Code of Practice. A full list of the legislation and guidance to which this policy has regard is at Appendix F.

## 2.4 Key definitions

| Term                         | Meaning                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Parent</b>                | The pupil's natural, adoptive or foster parent, or any person with parental responsibility for or care of the pupil.                                                                                                                    |
| <b>SEND</b>                  | Special educational needs and/or disability.                                                                                                                                                                                            |
| <b>EHC plan</b>              | Education, Health and Care plan.                                                                                                                                                                                                        |
| <b>DSL</b>                   | Designated Safeguarding Lead (includes the Deputy DSL where the DSL is unavailable).                                                                                                                                                    |
| <b>KCSIE</b>                 | The statutory guidance Keeping Children Safe in Education.                                                                                                                                                                              |
| <b>Internal suspension</b>   | A serious in-school sanction in which a pupil is removed from lessons and works, supervised, in the Reflection Room for a fixed period. This replaces the former term "internal isolation."                                             |
| <b>RSL</b>                   | Removal from a Series of Lessons: a subject-level tool, used at the discretion of a Head of Department, in which a pupil works in the Reflection Room for a series of that subject's lessons. RSL sits outside the NB sanctions ladder. |
| <b>Alternative Provision</b> | Education arranged by the school for a pupil to be educated off-site on a temporary basis to improve behaviour.                                                                                                                         |
| <b>Bullying</b>              | The repetitive, intentional harming of one person or group by another, where the relationship involves an imbalance of power. Our full approach is set out in the Anti-Bullying Policy.                                                 |

| Term                    | Meaning                                                                                                                                                               |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WSLT</b>             | The Whole school leadership team. This is made up of the Senior Leadership Team (SLT), Heads of Department (HoDs), Heads of Year (HoYs) and Heads of Key Stage (HoKs) |
| <b>Behaviour Points</b> | Points that are used to monitor pupil behaviour in school. These include both PBs (Positive Behaviour Points) and NBs (Negative Behaviour Points)                     |

### 3. Roles and responsibilities

Promoting good behaviour is everyone's responsibility. From September 2026 a clearer pastoral and behaviour structure supports consistent practice across the school.

#### 3.1 Pastoral and behaviour structure

The structure runs as follows:

| Role                                          | Owns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reports to            |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Deputy Headteacher</b>                     | Strategic oversight of behaviour and pastoral systems; daily review and allocation of consequences for pupils on a PSP; policy maintenance.                                                                                                                                                                                                                                                                                                                                                 | Executive Headteacher |
| <b>Head of Key Stage (HoK)</b>                | Oversight of behaviour across the key stage; discretion to adapt consequences under the tariff; daily review and allocation of consequences, including same-day detentions for pupils on an IBP; ratification of internal suspension; ownership of investigations and parent communication on a case-by-case basis; coordination of IBPs.                                                                                                                                                   | Deputy Headteacher    |
| <b>Head of Year (HoY)</b>                     | Day-to-day pastoral lead for the year group, including PSHCE and attendance; monitoring of NBs across subjects; may recommend or issue internal suspension subject to HoK ratification.                                                                                                                                                                                                                                                                                                     | Head of Key Stage     |
| <b>Form Tutor</b>                             | The pupil's first point of contact and the front line of early, preventative pastoral care. Builds relationships, reinforces expectations and form identity, notices and acknowledges the positive, monitors the form's Go4Schools data for emerging patterns, follows up pastorally when tutees receive sanctions, and escalates concerns to the Head of Year. Not responsible for allocating sanctions, formal case ownership after escalation, or safeguarding/SEND provision decisions. | Head of Year          |
| <b>Behaviour and Engagement Manager (BEM)</b> | Non-teaching professional support for the most complex pupils; coordination of the Reflection Room.                                                                                                                                                                                                                                                                                                                                                                                         | Deputy Headteacher    |

| Role                            | Owns                                                                                                                                                               | Reports to       |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Head of Department (HoD)</b> | Subject-level behaviour management, including the use of Removal from a Series of Lessons (RSL) and the associated parent communication and reintegration meeting. | SLT line manager |

**Note:** Each role description sets out clearly both what the post-holder owns and what they are not responsible for, so that accountability is unambiguous.

### 3.2 Governors and the Executive Headteacher

- The Local Governing Body (YCLGB) monitors the effectiveness of this policy and holds the Executive Headteacher to account for its implementation; it reviews and approves the policy at least annually.
- The Executive Headteacher ensures the school environment promotes positive behaviour, that staff implement this policy consistently and fairly, that behaviour data is reviewed at least half-termly so that no group of pupils is disproportionately affected, and that this policy works alongside the Child Protection Policy.

### 3.3 Staff

All staff are responsible for creating calm, safe and purposeful classrooms. They will:

- model the Yavneh Way and uphold the warm, high-expectations culture;
- teach, follow and reinforce the whole-school routines consistently;
- use proactive behaviour-for-learning strategies before issuing any consequence;
- challenge pupils to meet expectations and apply consequences fairly and predictably;
- record incidents on Go4Schools and/or CPOMS as appropriate; and
- take part in regular behaviour training (recorded by the school).

### 3.4 Parents

We work in partnership with parents. Parents are expected to support their child in following the Code of Conduct, uphold the school's decisions (recognising that consequences are not negotiable), inform the school of anything that may affect their child's behaviour, and discuss concerns with the school promptly. Detentions will only be rescheduled for pre-arranged medical appointments supported by documented evidence. Parents are normally informed as soon as reasonably practicable of any breach of this policy.

### 3.5 Ownership of a pupil's case

Where a single incident arises, the member of staff or middle leader handling it owns it through to resolution. Where a pupil's behaviour is a concern across several subjects, the Head of Year holds the pupil-level case, drawing the picture together from negative behaviour points across subjects and coordinating the pastoral response. Ownership escalates to the Head of Key Stage, and then the Deputy Headteacher, as the pastoral track steps up. Subject-specific concerns remain owned by the Head of Department, including any RSL.

## 4. School rules and expectations

### 4.1 The Yavneh Way Code of Conduct

All pupils are taught to:

- respect each other, staff, visitors and members of the local community;
- wear school uniform correctly;
- respect and embrace the Jewish ethos of the school;
- arrive prepared for learning with the correct equipment;
- communicate politely and effectively with everyone;
- make sensible choices and avoid risky behaviour; and
- display the Yavneh Way values of politeness, kindness, courtesy and respect.

#### The Yavneh Way in practice

We all greet each other; we hold the door for each other; we say please and thank you; we pick up our own rubbish; we dress respectfully; we are silent when we listen to each other; we keep our hands and feet to ourselves; and we keep unkind comments to ourselves.

### 4.2 Whole-school routines

Consistent routines reduce the need for consequences. Staff will:

- “Meet and Greet” pupils at the door and bring them in promptly, checking uniform and setting expectations;
- ensure that on arrival of pupils to a classroom, pupils stand behind their place in silence and wait for the teacher to invite them to sit down and begin the “Do Now” task; pupils place their lanyard photo-up on the desk;
- ensure a “Do Now” task is ready so learning begins immediately once pupils are seated;
- narrate the positives and circulate to monitor the room;
- we expect 100% silence when an adult is addressing the class;
- at the end of the lesson, pupils pack away, stand behind their seats in silence and wait to be dismissed, with the room tidy and uniform correct;
- pupils always walk on the left of corridors and staircases, moving “quietly and quickly” between lessons; and
- pupils line up calmly for the dining hall and clear their own rubbish.

Coats are not to be worn inside the school buildings.

### 4.3 Uniform, jewellery and appearance

Pupils wear full, correct uniform throughout the school day. Pupils with incorrect uniform are expected to obtain the missing item from the school office; where this is not possible, a parent may be asked to bring the item in. Only a wristwatch (not a smart watch) and items expressly permitted in the Uniform Policy may be worn. Make-up, false eyelashes, nail varnish and nail

extensions are not permitted. Where an item cannot be removed on the spot, home will be contacted and the pupil given 24 hours to comply; failure to do so may result in internal suspension. Trainers are permitted only with an approved medical note.

#### 4.4 Sixth Form

Sixth Form students are expected to model the Yavneh Way and to meet the standards of conduct, attendance, dress and academic commitment set out in the Sixth Form Code of Conduct, which sits alongside this policy. Sixth Form sanctions (including gating, removal from lessons and detention) are applied at the discretion of the Head of Sixth Form.

## 5. Recognising positive behaviour

When a pupil meets or exceeds the expected standard, staff recognise it. In line with our Growth Mindset principles, recognition rewards effort, hard work, perseverance and kindness rather than fixed “talent.” Rewards are issued through the Positive Behaviour Point system, which links individual achievement to the House system and the House Cup.

Recognition includes, but is not limited to:

- verbal praise and “shout outs”;
- Positive Behaviour Points and Bronze, Silver, Gold and Platinum awards;
- praise communicated home by phone or in writing;
- certificates, prize ceremonies, special assemblies and parent or pupil breakfasts;
- Parent Coffee Mornings to recognise positive behaviour and effort in work;
- awards including Pupil of the Month, the Metsuyan Award (100% attendance and zero Negative Behaviour Points (NBs) in a fortnight) and the Kol HaKavod Award for acts of kindness;
- positions of responsibility, such as prefect roles; and
- inclusion in the Executive Headteacher’s Book of Excellence.

## 6. Responding to behaviour that falls short

Where behaviour falls short of the Yavneh Way, staff respond promptly, fairly, predictably and proportionately. The first priority is always to keep pupils and staff safe and to restore a calm environment; de-escalation is used wherever possible. Disciplinary action and support are not mutually exclusive and are often used together. All sanctions will be lawful, reasonable, fair and proportionate, and all reports of misbehaviour are taken seriously, however minor.

### 6.1 How the policy works: three tracks

Our response to behaviour runs along three tracks. They operate at the same time and independently of one another: a pupil can be on more than one track at once. The tracks are parallel, not sequential.

| Track                         | Purpose                                                                                                                                                                                                                                  | Owned by                     |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>1. The Classroom Track</b> | What every teacher does in every lesson to manage behaviour for learning. Self-contained, and its output is the NB data that feeds the other two tracks.                                                                                 | Class teacher                |
| <b>2. The Sanctions Track</b> | The formal consequence system. It responds to conduct. NB1 and NB2 counts are tallied each day and reset the following morning; NB3 and NB4 continue to take account of behaviour over time. Detentions are allocated at a daily review. | HoY / HoK / SLT; HoD (RSL)   |
| <b>3. The Pastoral Track</b>  | Triggered by a pattern in the data, not by a single incident. It is not a consequence; it is the school's response to the question "what is going on for this pupil?"                                                                    | Form Tutor / HoY / HoK / DHT |

**Key distinction:** the sanctions track responds to conduct; the pastoral track responds to need. The pastoral track is never a sanction. This system is applied with professional judgement, informed by context and the needs of the individual pupil. Consistency means a consistent approach – fair, predictable and grounded in the same principles for every pupil – not an identical response regardless of circumstances.

## 6.2 Track 1: the Classroom Track

Staff use proactive behaviour-for-learning strategies first. Where these do not resolve the behaviour, the following sequence applies in the classroom:

| Stage                       | What it means                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B – Strategies</b>       | Proactive behaviour-for-learning techniques and a verbal reminder, used before any consequence is issued (see Appendix A for examples).                                                                                                                                                                                                                                                          |
| <b>NB1 – Visual warning</b> | A verbal warning is given first, with a chance to reset. Where the behaviour continues, the lanyard is removed from the desk and a short "reset" conversation takes place when it is returned. Pupils can still earn positive points. Where it is logged on Go4Schools (for uniform, litter, equipment, or persistent disruption), an NB1 counts toward the daily tariff in the Sanctions Track. |
| <b>NB2</b>                  | Where disruption continues despite the above – or for lateness to school or to a lesson, or for homework – an NB2 is logged with reasons. On Call Removal is one possible NB2 response, used where the learning of other pupils is disrupted.                                                                                                                                                    |

Its output is NB data, which feeds the sanctions and pastoral tracks.

### On Call Removal and the Reflection Room

On Call Removal is used where behaviour-for-learning strategies have been tried and a pupil continues to disrupt the learning of others, or poses a safety concern. A colleague collects the pupil and takes them to the Reflection Room (Room 117), the dedicated, supervised space for On Call Removal, RSL, reflection and internal suspension. The aim is regulated re-entry to lessons, not simply compliance: support and a restorative conversation are part of the process,

not an add-on to it. The operational arrangements for On Call Removal and the Reflection Room are at Appendix B.

### 6.3 Track 2: the Sanctions Track

The sanctions track is the formal consequence ladder. NB1 and NB2 are low-level and counted each day, resetting the following morning; NB3 to NB7 are more serious and take account of a pupil's behaviour over time. Detentions are allocated at a daily review by Heads of Key Stage and the Deputy Headteacher: each afternoon's review sets the next day's detentions, and the Thursday review sets Monday's. Example behaviours at each level are at Appendix A.

NB1 is the code for low-level behaviour. In a lesson, a pupil is first given a verbal warning and a chance to reset. Where the behaviour continues, the lanyard is removed from the desk and an NB1 is logged on Go4Schools, with a short reset conversation. NB1 is also used to log uniform, litter and equipment. It is logged NB1s that are counted each day toward the tariff below. NB2 is used for lateness to school or to a lesson.

The tariff below is a default, not an automatic outcome. At the daily review, Heads of Key Stage and the Deputy Headteacher may raise, reduce or cancel any detention, in either direction and at any level, on the full picture of the pupil's day; the Executive Headteacher exercises this discretion at the most serious levels. This discretion is exercised fairly and consistently, without discrimination, and the reasons for any departure from the default tariff are recorded.

| Level      | Default detention (by daily count)                                      | Owned by                     |
|------------|-------------------------------------------------------------------------|------------------------------|
| <b>NB1</b> | 3 in a day = 35 min; 4 = 65 min; 5 or more = 90 min                     | Staff on the upper pay scale |
| <b>NB2</b> | 1 in a day = 35 min; 2 = 65 min; 3 or more = 90 min                     | Staff on the upper pay scale |
| <b>NB3</b> | 65 or 90 minute detention                                               | WSLT (65 min) / SLT (90 min) |
| <b>NB4</b> | Headteacher's detention; IBP may follow                                 | Executive Headteacher / HoK  |
| <b>NB5</b> | Internal suspension in the Reflection Room; reintegration before return | HoK / SLT                    |
| <b>NB6</b> | Fixed-period suspension                                                 | Executive Headteacher        |
| <b>NB7</b> | Permanent exclusion                                                     | Executive Headteacher        |

Detention arrangements are at Appendix B.

#### Detentions

Detention lengths, who supervises them, the timing of the Headteacher's detention, and the arrangements for notice and conduct are set out in Appendix B.

#### Pupils on Report

Pupils on a PSP or an IBP are reviewed daily. For pupils on a PSP (Pastoral Support Plan), the Deputy Headteacher reviews daily progress and allocates same-day detentions where required.

For pupils on an IBP (Individual Behaviour Plan), the Head of Key Stage does the same. Pupils on a Head of Year report follow the normal next-day tariff allocated at the daily review. Parents will be informed of same-day detentions by 2pm. A same-day detention will only be changed where a pupil has a pre-arranged medical appointment, and parents will be required to provide evidence of this. Where a detention clashes with a sports fixture or other commitment to represent the school, the detention takes precedence and the pupil will not be permitted to take part in the fixture. Reports, IBPs and PSPs take account of a pupil's overall behaviour record and do not reset each half-term, but instead continue for the duration of the report, IBP or PSP.

### **6.4 Track 3: the Pastoral Track**

The Form Tutor is the pupil's first and most consistent point of contact, and the front line of the pastoral track. They know their tutees well and are often the first to notice when something changes. Their role is to intervene early, before low-level concerns escalate: to have the quiet word, understand what is behind a pupil's behaviour, and reinforce the school's expectations and the form's shared identity day to day. They notice and acknowledge the positive, not only the negative, recognising effort and improvement as readily as they address concerns.

Form Tutors monitor their form's behaviour and attendance data on Go4Schools regularly, watching for emerging patterns, and raise concerns with the Head of Year so that support can be put in place early. Where a tutee receives a detention or other sanction, the Form Tutor follows up pastorally — understanding why it happened and supporting the pupil to reset — even though the sanction itself is allocated elsewhere. The Form Tutor does not allocate sanctions, hold formal case ownership once a concern has been escalated, or make safeguarding or SEND provision decisions; in each of these, their role is to notice, support and refer to the colleague who does.

The pastoral track is triggered by a pattern across the behaviour data rather than by a single incident, and it asks what is going on for the pupil. It is never a sanction. Behaviour data is reviewed regularly, and where a concerning pattern emerges, support is stepped up through the following stages:

- a check-in with the Form Tutor or Head of Year – curious and supportive, not punitive, and recorded on CPOMS or Go4Schools if required;
- a pupil strategy meeting led by the Head of Year, with the Behaviour and Engagement Manager and SENCO involved as appropriate and parents informed; and
- a meeting with the Head of Key Stage and parents to consider whether the behaviour reflects conduct, an unmet need, or both, and to agree next steps.

The pastoral track runs alongside any sanctions, and is the principal route through which the needs of pupils, including those with SEND, are identified and supported.

Pupils with complex or concerning needs are discussed at fortnightly key stage meetings, which bring together the relevant staff to share understanding and agree the best approach to supporting the pupil (see Appendix H). These meetings inform and coordinate support; decisions on SEND provision, safeguarding and behaviour remain with the colleagues who hold those responsibilities.

## 6.5 Removal from a Series of Lessons (RSL)

Removal from a Series of Lessons (RSL) is a subject-level tool that allows a Head of Department to remove a pupil from a series of their subject's lessons where the pupil's behaviour in that subject is particularly challenging. RSL sits entirely outside the NB sanctions ladder. RSL is not a subject exclusion and is not a punishment: it is a short, time-limited reset that allows a pupil and a department to rebuild a productive working relationship, with a planned return. The pupil continues to study the subject's curriculum throughout.

- RSL is initiated at the discretion of the Head of Department and applies only to that single subject's lessons, for a maximum of two weeks of lessons.
- During the relevant lessons, the pupil works in the Reflection Room, where curriculum work is provided.
- The Head of Department informs the pupil and parents that the pupil has been placed on RSL.
- The Head of Department arranges a reintegration meeting with the pupil, parents and teacher before the pupil returns to the subject.
- Where a pupil is placed on RSL in more than one subject at the same time, the Deputy Headteacher reviews the position to ensure the pupil is not, in effect, removed from mainstream lessons to a degree that would require the internal suspension or alternative provision process instead.

## 6.6 Punctuality and lateness

Punctuality matters because lost minutes are lost learning: a few minutes' lateness to each lesson adds up to weeks of missed education across a year. Lateness – whether to school or to a lesson – is recorded as an NB2 and carries the daily detention tariff set out in the Sanctions Track. Where a pupil is late for a good reason outside their control (for example transport problems, a medical appointment, an authorised reason, or a difficulty linked to SEND), no detention should follow. This is applied at the daily review, where Heads of Key Stage and the Deputy Headteacher exercise discretion before any detention is confirmed, working with the family to understand and remove any barriers. Persistent lateness to school is also addressed through the Attendance Policy.

## 6.7 Serious breaches and suspected criminal behaviour

Serious or recurrent misbehaviour is referred to the Executive Headteacher. Serious breaches include the supply, possession or use of drugs, alcohol, tobacco or vapes; bullying and discrimination; theft, intimidation or other conduct capable of amounting to a criminal offence; physical violence or abuse; sexual violence, sexual harassment and upskirting; the sharing of nude or semi-nude images (including AI-generated images); possession of weapons; vandalism; serious or repeated breaches of the ICT Acceptable Use Policy; and any conduct that seriously affects the safety or welfare of others or brings the school into disrepute. This list is illustrative and not exhaustive; the Executive Headteacher has discretion to determine what constitutes a serious breach and the appropriate response in each case.

Before investigating, the school considers whether a criminal offence may have been committed and should be reported to the police, taking account of any vulnerabilities of the pupils involved. The school will not act in a way that prejudices a police investigation, but may continue its own investigation and apply consequences where this does not conflict with police action. The DSL is involved throughout, and the school follows its Safeguarding and Child Protection Policy. The school adopts a zero-tolerance approach to sexual harassment and sexual violence: every report is taken seriously, handled sensitively and never dismissed as “banter.”

Where an allegation against a member of staff or another pupil is shown to be deliberately invented or malicious, the school will consider an appropriate consequence, while also considering whether the pupil who made the allegation needs help.

## 7. Pupils with SEND

The school complies with its statutory duties under the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice. We expect all pupils, including those with SEND, to meet our expectations wherever possible, and we make reasonable adjustments so that they can.

Clear, consistently applied boundaries are part of how we care for all pupils, including those who are neurodiverse or who have other special educational needs. Reasonable adjustments and individual support are made wherever they are needed, and the school will always seek to understand behaviour before responding to it. At the same time, understanding a pupil's needs does not mean removing expectations: all pupils are supported to learn and meet the standards of conduct that the school community depends on. We do this because consistency is a kindness, and because preparing every pupil for a successful and independent adult life — a central aim of the SEND Code of Practice — means helping them learn to navigate rules and boundaries while they are with us and have our support to do so.

### 7.1 Access to learning and pre-planned support

A great deal of behaviour deteriorates when pupils cannot access the learning. Staff are therefore expected to use quality-first adaptive teaching (QFAT) so that all pupils, including those with SEND, can access and engage with the learning. For identified pupils, named, pre-planned support protocols sit alongside this policy so that staff know what to do differently before a lesson begins (for example, planned movement breaks, adjusted seating, agreed cues, or a safe space to regulate). Where a pupil has known or suspected SEND, staff should draw on the agreed support strategies before issuing a consequence.

### 7.2 Adapting consequences

The school considers a pupil's SEND when deciding on a sanction or corrective intervention. The behaviour team has access to all SEND information for individual pupils and reads it before making any decision. Where a pupil's behaviour is connected to their SEND, the school will make reasonable adjustments to the sanction, which may include reducing, modifying or waiving it; this is balanced against maintaining an effective and safe education for other pupils.

Decisions on whether a pupil's SEND affected an incident are made case by case; not every incident will be connected to a pupil's SEND.

In a small number of cases, the school will work with the SEND department to support a pupil in the SEND area rather than the Reflection Room, where this better meets the pupil's needs.

### **7.3 Identifying unmet need and EHC plans**

Where staff suspect that behaviour stems from unmet need, they seek the advice of the SENCO, who may evaluate the pupil and draw on specialist advice. For pupils with an EHC plan, the school secures the provision in the plan, anticipates likely triggers, and may request an early or emergency review where there are concerns about behaviour or a risk of suspension or permanent exclusion. Where any consequence beyond an NB5 is considered for a pupil with known SEND, a brief review is held with the SENCO.

## **8. Removal, suspension and permanent exclusion**

### **8.1 Removal from the classroom**

Removal for serious disciplinary reasons (including On Call Removal and RSL, described in Section 6) is used to maintain the safety of others, allow education to continue in a managed environment, and let the pupil regain calm. Removal is time-limited and supervised, the pupil continues to receive meaningful education. Parents are notified of a removal on the same day via Go4Schools. The Executive Headteacher decides which staff may remove pupils, maintains oversight, and ensures removal data is monitored and analysed.

### **8.2 Suspension and permanent exclusion**

Only the Executive Headteacher (or a formally appointed Acting Headteacher) may suspend or permanently exclude a pupil. All decisions are taken lawfully, reasonably, fairly and proportionately and in line with the DfE Suspension and Permanent Exclusion guidance.

- A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a school year. Lunchtime suspensions count as half a day.
- Parents are notified without delay of the period and reason for any suspension or permanent exclusion and of their rights; the local authority is also notified without delay. Where a pupil has a social worker or is looked-after, the school must also notify the social worker and/or Virtual School Head without delay.
- The school sets and marks work for the first five school days of a suspension where the pupil is not attending Alternative Provision.
- Where a suspension is for a continuous period of more than five school days, the school arranges suitable full-time education for the pupil from the sixth school day, in line with its statutory duty.
- The Executive Headteacher may cancel (rescind) a suspension or permanent exclusion before the governing board meets to consider reinstatement, notifying all relevant parties and the reason; a permanent exclusion cannot be cancelled once the pupil has been excluded for more than 45 school days in the year.

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- A permanent exclusion is used only in response to a serious or persistent breach and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

A reintegration meeting is held before or at the start of a pupil's return following suspension. Governing board reinstatement meetings and independent review panels follow the statutory procedure, including the rules on remote meetings where requested. The full statutory framework is referenced at Appendix F; off-site direction and managed moves are at Appendix D.

### **8.3 Separation of pupils for safeguarding purposes**

In certain circumstances, and in line with the current DfE Suspension and Permanent Exclusion guidance, the school may temporarily forbid a pupil from attending its premises for safeguarding reasons – for example, where an allegation of harm by one pupil against another means that pupils need to be physically separated and this cannot practicably be achieved while the pupil remains on site. This is not an exclusion on disciplinary grounds, and the statutory suspension process does not apply.

Such a step is used only in rare circumstances, when separating pupils is essential, and always in conjunction with the Designated Safeguarding Lead (or a deputy). The school informs parents of the reason and notifies the governing board without delay. Where neither the school nor the parent arranges education during this period, the local authority must do so. In taking any such decision the school has specific regard to its duties under the Human Rights Act 1998, the Equality Act 2010 and Keeping Children Safe in Education, and acts reasonably, rationally and fairly.

## **9. Safeguarding, reasonable force, searching and confiscation**

### **9.1 Safeguarding**

The school follows its Safeguarding and Child Protection Policy and KCSIE at all times. Behaviour concerns can be a sign of a safeguarding issue, including child-on-child abuse (such as bullying, physical abuse, sexual violence and harassment, and the sharing of nude or semi-nude images). Staff consider whether misbehaviour suggests a pupil is suffering, or likely to suffer, harm, and refer to the DSL where this may be the case. The school adopts a zero-tolerance approach to abuse.

### **9.2 Use of reasonable force**

Staff may use reasonable force only to prevent a pupil committing an offence, injuring themselves or others, damaging property, or seriously disrupting good order. Force is always a last resort, uses the minimum needed for the minimum time, maintains the safety and dignity of all, and is never used as a punishment. Any use of force is recorded, reported to the Executive Headteacher and shared with parents for serious incidents. The school never uses corporal

punishment. The needs of pupils with SEND or medical conditions are taken into account, and positive support strategies are used to reduce the need for force.

### 9.3 Searching, screening and confiscation

Searching, screening and confiscation are conducted in line with the DfE Searching, Screening and Confiscation guidance and KCSIE.

- Only the Executive Headteacher, or a member of staff authorised by them, may conduct a search. A search may be made where there are reasonable grounds to suspect a pupil has a prohibited item, or with the pupil's consent.
- Before searching, staff explain why and how the search will happen and seek the pupil's co-operation. The pupil's age, SEND and needs are taken into account, and reasonable adjustments made.
- A search is normally carried out by a member of staff of the same sex as the pupil, with a witness, except where there is a risk of serious harm and it is not practicable to wait.
- Reasonable force may be used to search only for items prohibited by law, on a case-by-case basis; it may not be used to search for items prohibited only by the school.
- Screening (for example, a metal detector) may be used; reasonable adjustments are made for pupils with SEND.
- Staff may confiscate items that pose a risk, are prohibited by law or by this policy, or are evidence of an offence. Electronic devices may be examined where there is good reason, in the presence of IT staff and in line with data protection law; staff never view or forward illegal images of a child and refer to the DSL.
- A strip search may only be carried out by police on school premises, with an appropriate adult present; the school advocates for the pupil's wellbeing throughout and notifies parents.

All searches are recorded on CPOMS, and the school analyses search data to ensure no group is disproportionately affected. Prohibited and restricted items, and how confiscated items are disposed of, are set out at Appendix E.

## 10. Mobile phones and wearable technology

Our approach reflects the DfE Mobile Phones in Schools guidance (January 2026) and the principle that phones should not be seen or heard during the school day. This section is consistent with the Uniform Policy and the ICT Acceptable Use Policy.

- Pupils in Years 7–11 must switch off their mobile phones on arrival on site and keep them locked in their form-room locker until the end of the day.
- Smart watches and other wearable technology that can send or receive notifications, or record audio or video, are treated in the same way as mobile phones and may not be worn or used during the school day. This applies to all pupils, including the Sixth Form, and aligns the mobile phone rules with the Uniform Policy, which already prohibits smart watches.

- Reasonable adjustments and medical exceptions will be made where a pupil needs a device for a documented medical reason (for example, glucose monitoring); these are agreed in advance with the school.
- A pupil who refuses to lock away a phone, or who brings in an additional phone, will be internally suspended the first time and may be suspended for repeat breaches.
- Sixth Form students may have their phones on them but may only use them within the Sixth Form block. Any Sixth Form student seen with a phone outside the Sixth Form block will have it confiscated, in line with the Sixth Form Code of Conduct.
- Pupils may use the school office phone in an emergency.

## 11. Intervention, support and reintegration

The school identifies pupils whose behaviour is a cause for concern and offers graduated support to reduce the likelihood of suspension or permanent exclusion. This includes open engagement with parents (including home visits where needed), mentoring and coaching, behaviour report cards, behaviour plans, Alternative Provision, and engagement with external partners and agencies.

### 11.1 Reintegration after removal or suspension

Reintegration matters as much as the sanction itself. Following removal from the classroom, internal suspension or suspension, the school holds a structured reintegration and reflection conversation so the pupil understands the effect of their behaviour, is given a fresh start, and is supported to meet expectations on return.

The member of the Whole School Leadership Team staffing the Reflection Room is responsible for the reintegration and reflection conversation for pupils who have been removed from a lesson or placed in internal suspension. Where a pupil is on a Removal from a Series of Lessons (RSL), the Head of Department is responsible for arranging the reintegration conversation with the parents, the pupil and the class teacher. Parents are invited to reintegration meetings following a suspension.

### 11.2 Graduated behaviour plans

Where behaviour continues to cause concern, a pupil may be placed on one of the following:

| Plan                                   | Typical length | Led by            | Key features                                                                     |
|----------------------------------------|----------------|-------------------|----------------------------------------------------------------------------------|
| <b>Individual Behaviour Plan (IBP)</b> | Around 6 weeks | Head of Key Stage | Targets; mentoring by a WSLT member; weekly feedback to parents; regular review. |

| Plan                               | Typical length | Led by                | Key features                                                                                                                                                        |
|------------------------------------|----------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pastoral Support Plan (PSP)</b> | Up to 16 weeks | Executive Headteacher | Formal plan where there is a risk of permanent exclusion; targets, mentoring and regular meetings. Review meetings will be held approximately every 3 school weeks. |

A pupil on any of these plans who displays unacceptable behaviour is likely to be removed from lessons and issued an internal suspension or suspension. These plans take a pupil's overall behaviour record into account and do not reset each half-term.

## 12. Monitoring, review and related policies

The school maintains effective records of all aspects of behaviour culture, which are analysed and monitored by appropriately skilled staff. The school keeps separate records of suspensions and permanent exclusions, incidents of poor behaviour, use of internal suspension, bullying and discriminatory incidents, sexual harassment and violence, any use of reasonable force, and all searches. Records of serious sanctions include the pupil's name and year, the nature and date of the incident, the sanction and reason, and who imposed it. All personal data is handled in line with data protection law and the school's privacy notices.

Behaviour data is reviewed at least half-termly to ensure no group of pupils is disproportionately affected. This policy is reviewed by the Executive Headteacher and the Local Governing Body at least annually, or sooner if statutory guidance changes, and is approved by the Local Governing Body. The policy is published on the school website and is available in hard copy on request, including in accessible formats. Feedback is welcomed via the school office, marked "Feedback on Behaviour Policy."

### 12.1 Related policies

This policy should be read alongside the Anti-Bullying Policy; Safeguarding and Child Protection Policy; Acceptable Use (ICT) Policy; Online Safety Policy; Attendance Policy; Uniform Policy; Sixth Form Code of Conduct; Policy on Smoking, Alcohol and the Misuse of Drugs and Substances; SEND Policy; Use of Reasonable Force and Physical Restraint Policy; and the Staff Code of Conduct.

## Appendix A – Behaviours and Actions Framework

This framework indicates the likely level of consequence for example behaviours. The list is not exhaustive, and staff use professional judgement. Decisions about behaviour are at the discretion of the school. Alternative consequences or support strategies may be applied for pupils with SEND. All behaviour management begins with the positives. A pupil and parent friendly summary of this framework is shared with families and pupils so that expectations and consequences are clear to everyone.

| Stage                                               | Example behaviours                                                                                                                                                                                                                                                                                                                                                                                                      | Actions                                                                                                                                                                                                                            |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B – Proactive strategies and verbal reminder</b> | Low-level classroom behaviours, e.g. off-task chatter, talking over the teacher, distracting others, calling out, leaving seat, eating or chewing in class, lack of equipment.                                                                                                                                                                                                                                          | Proactive behaviour-for-learning techniques: narrate the positive; 3-2-1 countdown; Pastore's Perch; non-verbal cues; offer choices and take-up time; mark, move on and follow up; agreed support strategies for pupils with SEND. |
| <b>NB1 – Visual warning</b>                         | Uniform breach; litter; lack of correct equipment; continued low-level behaviour after a verbal reminder; repeated low-level behaviour; arguing; throwing an object; inappropriate behaviour during prayers. Consider whether behaviour may be linked to SEND first.                                                                                                                                                    | Verbal warning, then lanyard removed to the desk; NB1 logged on Go4Schools; short reset conversation when the lanyard is returned.                                                                                                 |
| <b>NB2 (daily count)</b>                            | Lateness to school or to a lesson without good reason; disruption continuing after NB1; refusing a reasonable instruction; disrespect to staff or peers; non-completion of work or homework; low-level bullying; failure to follow the ICT Acceptable Use policy; plagiarism including inappropriate use of AI. For pupils with SEND, draw on agreed support strategies and consider an alternative intervention first. | On Call Removal requested; pupil taken to the Reflection Room with work; reason logged on the NB2; home note on Go4Schools; HoY/HoD monitor and may place on Report.                                                               |
| <b>NB3 – Higher detention (65/90 min)</b>           | Repeated NB2 behaviours; persistent NB2s or missed homework over time; out-of-bounds areas; missing a lower detention without approval; breach of the Code of Conduct; failure to follow the ICT Acceptable Use policy.                                                                                                                                                                                                 | HoY/HoD Report.                                                                                                                                                                                                                    |
| <b>NB4 – Headteacher's detention</b>                | Continued concerns; a significant incident in or out of lessons; damage to property; truancy.                                                                                                                                                                                                                                                                                                                           | IBP Report with HoK.                                                                                                                                                                                                               |
| <b>NB5 – Internal suspension</b>                    | Further deterioration; serious or repeated breach of the Code of Conduct (e.g. swearing, rudeness, fighting, bullying, discriminatory or sexualised language, misuse of ICT, theft); first breach of the mobile phone rules in a term; missing an NB3 detention without approval; brining the school into disrepute.                                                                                                    | Parents informed; served in the Reflection Room; next steps agreed; pupil may be placed on a Report or IBP.                                                                                                                        |

| Stage                            | Example behaviours                                                                                                                                                                                                                                                                                                                                       | Actions                                                                                                                                                                             |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NB6 – Suspension</b>          | Continued significant pattern of poor behaviour; aggressive or abusive language or behaviour towards staff; possession of cigarette/vape paraphernalia; serious assault; serious bullying or threats; serious misuse of ICT including accessing or sharing pornography; vandalism; serious theft; sexual harassment; bringing the school into disrepute. | Decided by the Executive Headteacher (list not exhaustive); for pupils with known SEND, a review is held with the SENCO. Pupils at risk of permanent exclusion are placed on a PSP. |
| <b>NB7 – Permanent exclusion</b> | Persistent, significant disruption; supply, dealing or use of illegal drugs; bringing or consuming alcohol; arriving intoxicated; serious actual or threatened violence; bringing an offensive weapon; sexual assault or abuse; serious or repeated breach of the ICT Code; bringing the school into disrepute.                                          | Decided by the Executive Headteacher (list not exhaustive); in line with statutory guidance.                                                                                        |

Additional consequences include removal of a pupil privilege (e.g. trips, year-group or whole-school events) and confiscation (jewellery confiscated more than once is held until the end of the week).

## Appendix B – Detentions

Detentions are restorative and purposeful. Pupils who meet all expectations in a 35-minute detention may be allowed to leave after 30 minutes. Pupils may bring written work to complete or a book to read; laptops and other electronic devices are not allowed.

| Detention                      | When                                                  | Run by                       |
|--------------------------------|-------------------------------------------------------|------------------------------|
| <b>35-minute detention</b>     | As required                                           | Staff on the upper pay scale |
| <b>65-minute detention</b>     | As required                                           | Whole School Leadership Team |
| <b>90-minute detention</b>     | As required                                           | Senior Leadership Team       |
| <b>Headteacher's detention</b> | Friday (or Thursday when Shabbat comes in very early) | Executive Headteacher        |

Detention expectations: line up; meet and greet; bring a book to read once work is complete; and take part respectfully in any “Restore and Repair” conversation.

Allocation: detentions are allocated at a daily review by Heads of Key Stage and the Deputy Headteacher, drawing on the day's NB1 and NB2 counts and the default daily tariff in the Sanctions Track. The detentions are served the following day; the Thursday review allocates for the following Monday. The tariff is a default: Heads of Key Stage and the Deputy Headteacher may raise, reduce or cancel any detention in either direction at any level, with the Executive Headteacher exercising this discretion at the most serious levels. Pupils on an IBP or a PSP are reviewed daily and issued same-day detentions as appropriate; pupils on a Head of Year report follow the normal next-day tariff.

Notice: in line with Department for Education guidance, the school is not required to give parents prior notice of a detention, but will always make every effort to do so. Other than the Headteacher's detention, no detention is held on a fixed evening.

### On Call Removal and the Reflection Room

When On Call Removal is requested, a colleague comes to the classroom to collect the pupil and takes them to the Reflection Room with work to complete. The reason is recorded when the NB2 is logged, a home note is recorded on Go4Schools, and the pupil normally returns to lessons once re-regulated. The Reflection Room (Room 117) is staffed by a member of the Whole School Leadership Team on a rota; the teacher on removal duty is also based there, except when collecting a pupil who has been removed from a lesson. The room provides a calm, supervised environment in which pupils continue their education, reflect on their behaviour and prepare to reintegrate. Pupils are not permitted to use laptops in the Reflection Room unless directed for a specific task.

## Appendix C – Investigation of incidents

Ownership of an investigation, and of communication with parents, is decided case by case by the Head of Key Stage, who may carry out the investigation or appoint another member of staff. Investigations are conducted fairly and in a way appropriate to a school, without being formal or legalistic.

- Pupils involved are interviewed so they can give their full account, and are asked to make or sign a written record confirming it is true and accurate.
- Pupils at risk of a sanction are normally accompanied by a member of staff not involved in the incident; clear witnesses may be interviewed without an additional member of staff present.
- Parents do not need to be notified that interviews are taking place, and their consent is not required, although they may be invited where a serious breach is being considered.
- CCTV may be viewed, and desks, lockers and belongings may be searched, during an investigation.
- An investigation may be delayed or suspended on the advice of the police or social services; for alleged sexual violence or harassment, the DSL takes a leading role and the school has regard to KCSIE.
- Reasonable adjustments are made for pupils with SEND or other needs throughout.

Where it is not possible to complete an investigation on the day, a pupil may be removed from the classroom (continuing to receive a broad and balanced curriculum) or, where it is not appropriate for the pupil to remain on site, the Executive Headteacher may suspend the pupil pending further investigation, kept to the minimum time needed and following the statutory procedure in the Suspension and Permanent Exclusion guidance. Any period of removal or suspension is taken into account when deciding the final sanction.

## Appendix D – Off-site direction and managed moves

### Off-site direction

The school may require a pupil to attend another setting to improve their behaviour (an “off-site direction”). This is used only where in-school interventions have been unsuccessful or are inappropriate, and only for a time-limited placement in Alternative Provision; it is not a sanction for past misconduct. Parents’ views are sought where possible, but the school may make a direction without parental consent. The school gives written notice to parents (and the local authority where a pupil has an EHC plan or is looked-after) no later than two school days before the placement begins. Placements are planned, regularly reviewed with parents, and supported by a reintegration strategy that offers the pupil a fresh start. During a dual-registered placement, attendance is recorded using code D. The school has regard to the DfE Alternative Provision guidance.

### Managed moves

A managed move is a voluntary, planned transfer of a pupil to another mainstream school, used to prevent permanent exclusion and only where it is in the pupil’s best interests. It is agreed with all parties, including parents and the receiving school, and offered only as part of a planned intervention with appropriate prior support. Where a pupil has an EHC plan, the school contacts the local authority before the move. Relevant information, including attainment, a risk assessment and effective strategies, is shared with the receiving school to support successful integration.

## Appendix E – Prohibited and restricted items

### Items prohibited by law

Knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and any article that staff reasonably suspect has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property.

### Items prohibited or restricted by the school

Mobile phones and other mobile electronic devices during the school day for pupils in Years 7–11; smart watches and other wearable technology able to send or receive notifications or to record audio or video; vapes and e-cigarettes; chewing gum; non-permitted jewellery; make-up, false eyelashes, nail varnish and nail extensions; and any other item identified in this policy or related policies.

### Disposal of confiscated items

Confiscated items are dealt with in line with the DfE Searching, Screening and Confiscation guidance. Controlled drugs, weapons, items that are evidence of an offence, and pornographic images of children or “extreme pornography” are delivered to the police as soon as practicable, with the DSL notified where there is a safeguarding concern. Other items prohibited or restricted by the school may be returned, retained or disposed of at the school’s discretion.

## Appendix F – Statutory and guidance framework

This policy has been prepared to meet the school's responsibilities under the relevant legislation and statutory guidance, and reflects the position in force for the start of the 2026/27 school year (September 2026). The school always works to the current published edition of each document, which may be updated from time to time. Key references include:

### Legislation

- Education Act 1996; Education Act 2002 (as amended by the Education Act 2011); Education and Inspections Act 2006; Education and Skills Act 2008;
- Children's Wellbeing and Schools Act 2026 (provisions commencing from September 2026);
- Education (Independent School Standards) Regulations 2014;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended (including the 2026 amendment regulations);
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- Children and Families Act 2014; Children Act 1989; Childcare Act 2006;
- Equality Act 2010; Human Rights Act 1998; and the Data Protection Act 2018, the Data (Use and Access) Act 2025 and UK GDPR.

### DfE and other guidance

- [Behaviour in Schools: advice for headteachers and school staff \(February 2024\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(July 2026 edition, in force from 26 July 2026\)](#)
- [Keeping Children Safe in Education \(KCSIE\) – current edition](#)
- [Searching, Screening and Confiscation: advice for schools](#)
- [Mobile Phones in Schools](#)
- [Use of Reasonable Force in Schools](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#)
- [Equality Act 2010: advice for schools](#)
- [Alternative Provision](#)
- [Working together to improve school attendance](#)
- [Sharing nudes and semi-nudes: advice for education settings \(UKCIS\)](#)
- [Relationships Education, Relationships and Sex Education and Health Education \(RSHE\) – in force from September 2026](#)

**Note on internal suspension:** the school uses the term “internal suspension” for a supervised, structured, time-limited in-school sanction focused on learning and reintegration. The school will

align its practice with any national framework on internal suspensions as and when it is incorporated into statutory guidance.

## Appendix G – The everyday classroom: a quick guide for teachers

This one-look guide covers what an everyday classroom teacher needs to know. The detail sits in the main policy; this is the summary you can keep to hand.

### The classroom sequence

Always start with the positives. Use your behaviour-for-learning strategies first. If behaviour continues, follow this sequence:

|                       |                                                                                                                                                                                                                                         |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B – Strategies</b> | Proactive techniques + a verbal reminder. Narrate the positive; non-verbal cues; offer a choice and take-up time.                                                                                                                       |
| ↓                     |                                                                                                                                                                                                                                         |
| <b>NB1</b>            | Verbal warning first. If behaviour continues, lanyard removed to the desk and an NB1 logged, with a short reset conversation. Pupil can still earn positive points.                                                                     |
| ↓                     |                                                                                                                                                                                                                                         |
| <b>NB2</b>            | On Call Removal – request a colleague to collect the pupil for the Reflection Room. Log the NB2 with reasons; a home note goes on Go4Schools. Lateness and homework are logged as NB2; uniform, litter and equipment are logged as NB1. |

**You log; you do not allocate the consequence.** Detentions are allocated at the daily review by Heads of Key Stage and the Deputy Headteacher, drawing on the day's logged NB1 and NB2 counts. Your job is to log accurately and promptly – that data drives everything else.

### Your daily non-negotiables

- Meet and Greet at the door; pupils stand behind their place in silence until invited to sit and start the Do Now; lanyard photo-up on the desk.
- 100% silence when an adult is addressing the class; use the 3, 2, 1 countdown.
- At the end, pupils pack away, stand behind their seats and wait to be dismissed; room tidy, uniform correct.
- Pupils walk on the left of corridors and stairs; no coats worn inside the buildings; phones and smart watches away all day (Years 7–11).
- Log NB1/NB2 promptly and accurately on Go4Schools; record safeguarding concerns on CPOMS.

### The three tracks in one line

| Track            | Your part in it                                                                |
|------------------|--------------------------------------------------------------------------------|
| <b>Classroom</b> | Yours. B – NB1 – NB2. Manage the room and log the data.                        |
| <b>Sanctions</b> | Not yours to allocate. HoY/HoK/SLT apply the tariff from your logged NBs.      |
| <b>Pastoral</b>  | Triggered by patterns, never a sanction. Flag a concern to the Form Tutor/HoY. |

## Teacher FAQ

### When should I request On Call Removal?

When you have used your classroom strategies and a pupil is still stopping others learning, or there is a safety concern. It protects the learning of the class – use it with confidence. A colleague will come to collect the pupil.

### Do I set the detention?

No. Log the NB accurately and the sanctions track applies the tariff. The Head of Key Stage or SLT may adapt a consequence to the individual case.

### A pupil has SEND – what do I do differently?

Check the pre-planned support protocol and draw on the agreed strategies before issuing a consequence. If you think behaviour reflects an unmet need, tell the SENCO. Not every incident is connected to SEND, but consider it.

### What is RSL and can I use it?

RSL (Removal from a Series of Lessons) is a subject-level tool used at the discretion of the Head of Department, not the individual teacher. Raise a persistent subject-level concern with your HoD.

### What can pupils bring to a detention?

Written work to complete or a book to read. Laptops and other electronic devices are not allowed.

### A pupil swears at me / is physically aggressive – what now?

This is a serious breach. Request removal, keep everyone safe, and report it to the Head of Year/Key Stage. Serious breaches go to the Executive Headteacher and may lead to internal suspension or suspension.

### Who runs the reintegration conversation?

The member of the Whole School Leadership Team staffing the Reflection Room, for pupils removed from a lesson or in internal suspension. For RSL, the Head of Department arranges it with the parents, pupil and class teacher.

### A pupil refuses to hand over a phone or smart watch.

Do not force it. Log it and refer on – a first refusal results in internal suspension. Smart watches are treated exactly like phones, for all year groups including Sixth Form.

**Remember:** the Yavneh Way is politeness, kindness, courtesy and respect – we model it as much as we expect it. Olam Chesed Yibaneh.

## Appendix H – Fortnightly key stage meetings

Fortnightly key stage meetings provide a regular, structured opportunity to review pupils with complex or concerning needs and to think together about how best to support them.

**Attendance:** the Deputy Headteacher, the SENCo, the Designated Safeguarding Lead, the relevant Head of Key Stage, and the Behaviour and Engagement Manager.

**Purpose:** to share what each colleague knows about a pupil, to build a fuller picture across pastoral, safeguarding and SEND perspectives, and to agree a coordinated approach to support. The meetings are a forum for review and coordination; they do not replace the decision-making responsibilities that sit with individual colleagues. Decisions on SEND provision remain with the SENCo, safeguarding decisions with the Designated Safeguarding Lead, and behaviour and case-ownership decisions with the Head of Key Stage and the Deputy Headteacher, in line with Section 3.5.

**Recording:** discussions and agreed actions are recorded on CPOMS, so that the support and the thinking behind it are evidenced and can be followed up at subsequent meetings.

## Appendix I – Sixth Form Contract 2026-27

*This contract governs the day-to-day management of behaviour in the Sixth Form, as set out in Section 2.2. Serious matters that may lead to suspension or permanent exclusion are dealt with under the main policy.*

### Behaviour Management

At Yavneh College, we believe that the most effective way of managing behaviour is self-motivation by our students coupled with recognition and praise by our staff and parents. Our expectation in the Sixth Form is that students are intrinsically motivated to do their best at all times. There are, however, occasions when sanctions and support mechanisms must be put in place to help students learn the skills of self-reflection and regulation.

### Personal appearance

- Students are expected to conform to the Sixth Form Dress Code at all times, whilst on the school site. Students may be sent home if uniform cannot be rectified on site.

### Lateness

- If a student arrives more than five minutes late for a lesson the student will be sent to the LRC where they must sign in and complete the lesson activities. They will return five minutes before the end of the lesson to show completed work to their teacher.
- If a student arrives more than five minutes late to Assembly, PSHE or Individual Academic Mentoring the student will be given an appropriate sanction at the discretion of the Head of sixth form.

### Failure to attend any lessons

- Missing assembly, Yahadut, PSHCE, Form Time or Individual Academic Mentoring will result in an appropriate sanction at the discretion of the Head of sixth form.

### Homework

- Students who fail to complete work will be refused entry to the lesson. They will be sent to the LRC to complete the work. They will return five minutes before the end of the lesson to show completed work to their teacher.

### Business Deadlines

- Failure to meet a deadline on time will lead to the student being required to come into school at 08:30 until 15:35pm every day until the work is complete. 13:30 on Fridays.

### Removal From Lessons

- If a student fails to meet the expectations of their teacher, then they will be removed from the lesson and sent to the LRC where they must complete the lesson activities. The student will receive an appropriate sanction.
- Repeated poor behaviour in lessons will lead to gating or removal from a series of lessons at the discretion of the head of sixth form.

### Outside of Lessons

- If a student fails to meet expectations outside of lessons, they will be asked to hand in their ID card and will be gated for a time at the discretion of the Head of Sixth Form.

### **Mobile Phones**

- Any Sixth Form student seen with mobile phones outside of the sixth form block will have them confiscated until 4pm on the same day and may be issued a subsequent sanction by the Head of Sixth Form.

### **Wearable Technology**

- No wearable technology can be used in school. This includes watches and glasses.

### **Chewing Gum**

- If a student is caught with chewing gum or seen consuming gum, they will be given a chewing gum detention and scrapers will be provided.