



Behaviour Policy

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I. Aims and approach

This policy aims to:

- Support and maintain **safe, enjoyable, respectful environment** that allows all to **achieve**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and sanctions**

The following principles will be followed in the implementation of this policy:

- A positive approach in addressing all behaviour
- Self-esteem, trust and rapport will be built between staff and students
- There is consistent use, application and support of the Behaviour Policy by all members of School community (behaviour is everyone's responsibility)
- All who work in member schools and across the Trust model appropriate behaviour
- The behaviour is separated from the student
- Communication around behaviours is as important as the enacting of the policy
- The prevention of unwanted behaviours.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspensions and Permanent Exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Breaches of the school rules including School Code of Conduct
- Poor punctuality
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude as set out in the School Code of Conduct
- Incorrect uniform
- Inappropriate use of technology and devices including iPads and mobile phones

Serious misbehaviour is defined as:

- Non-attendance and/or truanting;
- Repeated misbehaviour or breaches of the school rules including School Code of Conduct;
- Any form of bullying as defined in the Anti Bullying and Harassment Policy including online bullying or bullying online including social media or virtual chat platforms whether closed private groups or open groups whether taking place online during school hours on school site or not;
- Physical, including sexual, assault, or the threat of any such physical or sexual assault which is any unwanted physical or sexual behaviour that causes humiliation, pain, fear or intimidation to the victim and may include harassment;
- Vandalism;
- Theft;
- Fighting;
- Smoking or use of e-cigarettes (vaping);
- Racist, sexist, homophobic/transphobic or discriminatory behaviour of any type;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol (including “no” or “low” alcohol);
 - Energy drinks prohibited for sale to under 16s;
 - Illegal drugs (including derivatives or other equivalent products);
 - Stolen items (or items which are more likely than not to have been stolen taking into account all relevant evidence and acting reasonably);
 - Tobacco, cigarette papers and lighter fluid or lighters; e-cigarette canisters (vapes) or other equivalent equipment;
 - Fireworks including fire crackers;
 - Pornographic or nudist images;
 - Any article a staff member reasonably suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury or immediate damage to mental or physical health to, or damage to or threaten to damage the property of, any person (including the student);
 - Engagement in any child criminal exploitation/child sexual exploitation in any form.
- Engagement in any of the above or any activity whether in or outside of School including whilst in School uniform and including whilst travelling to and from School, or which could reasonably be considered to bring the School into disrepute whether in uniform or not;
- Incitement of any of the above.

4. Suspension or exclusion from School for Breaches of the Behaviour Policy

General

BET and each member School aims to ensure that:

The suspension and permanent exclusions process is applied fairly and consistently;

- The suspension and permanent exclusions process is understood by Trustees, governors, staff, parents and students;
- Students in school are safe and happy;
- Students do not become NEET (not in education, employment or training).

Only the Head of School can suspend or permanently exclude a pupil and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single year), or permanently excluded. A suspension does not have to be for a continuous period. In exceptional circumstances, usually where further evidence has come to light, a suspension may be followed by a permanent exclusion. If a student's suspensions total 15 days or more within a term, the school's GDC must convene a meeting to review the headteacher's decision. Students will not be excluded for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

Decision to Suspend or permanently exclude

Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. Decisions regarding suspension or permanent exclusion will never be taken lightly. Schools will make every reasonable effort to involve students so that any student who is suspended or at risk of permanent exclusion is enabled and encouraged to participate, to the extent they wish to, at all stages of the suspension or permanent exclusion decision making process. A student will only be suspended for any period of time, or permanently excluded, when he/she has breached this Behaviour Policy seriously or persistently, and where allowing him/her to remain in school would harm the education or welfare of the student or that of others in the school.

Considerations

When deciding whether to suspend or permanently exclude a pupil, headteachers must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care plans or statements of special educational needs (SEN) are especially vulnerable to the impact of suspension and permanent exclusion, and headteachers should aim to avoid permanently excluding them. The Head of School will consider all relevant factors and circumstances surrounding the incident, and allow the opportunity for the student to give their version of events.

Suspension and Permanent Exclusions

Behaviour which is likely to lead to a suspension or permanent exclusion could include any form of serious misbehaviour as defined in the School's code of conduct or home school agreement but examples are as below:

- Persistent disruption of learning;
- Failure to respond to or engage with previous interventions;
- Smoking or e-cigarettes (vaping) or possession of items in unexplained quantities or large quantities;
- Alcohol (including low or no alcohol);
- Fighting;
- Vandalism;
- Verbal abuse of staff;
- Online activity whether onsite or offsite that poses a threat to others or risks harm to their education and welfare in school;
- Bullying;
- Possession of a prohibited item, particularly a weapon or any article a staff member reasonably

suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury to or immediate danger to the physical or mental health of, or damage to or threaten to damage the property of, any person (including the student) and/or any illegal drugs or smoking or vaping incident (possession (including of drugs or smoking/vaping paraphernalia), use independently, use with others, or supply, whilst 'in school') are more likely however to result in the student's permanent exclusion than not.

Notification will be made to the necessary parties (parents, Local Authorities, Virtual School Headteachers, Social Workers) as identified in [Suspensions and Permanent Exclusions from maintained schools, academies and pupil referral units in England, September 2022](#).

Actions following a Suspension

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction. Following any suspension a student and their parent/carers will be required to attend a reintegration meeting with senior pastoral staff and/or leadership staff. Ideally this will be held at the school but can also be a phone call or online meeting.

The purpose of the reintegration is twofold: firstly, to address the incident fully and ensure that the student has had time to reflect on the poor choices that led to the exclusion being given; secondly, to complete a Pastoral Support Plan or other document such as a Behaviour Contract that will help the student to reintegrate into the school community with a positive focus and clear targets, supported by both school and home through clear interventions and expectations. The Pastoral Support Plan or Behaviour Contract or equivalent document will always be reviewed after an appropriate period of time with both student and parent/carers and both the student and parent/carers are required to attend this subsequent review meeting.

Students must not be prevented from returning to mainstream classrooms when parents cannot or will not attend reintegration meetings. Schools cannot extend or impose additional suspensions if students fail to participate in these meetings; instead, re-engagement issues should be addressed through the reintegration strategy.

Permanent Exclusion

This policy and any decision to exclude permanently follow all relevant legislation and the statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

A permanent exclusion will be taken as a last resort having exhausted all other relevant sources of support and intervention both provided by School or third parties arranged by School or by external agencies, including Multi Agency Support Hubs. Heads of Schools will take into account the personal circumstances relevant to the individual student before excluding a student permanently and any mitigation provided.

No BET member School practices off-rolling (defined as the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil).

Process and Procedures

All BET member Schools are committed to following all statutory exclusions procedures including with respect to time limits and notifications to parents/carers and the relevant local authority to ensure that every child receives an education in a safe and caring environment. The Department for Education Guidance: Exclusion

from maintained Schools, academies and pupil referral units (PRUs) in England is a statutory document and all BET member Schools follow its provisions.

5. Roles and responsibilities

Governance and Reporting

The Board's Education Committee is responsible for monitoring this behaviour policy's effectiveness and holding the CEO and Director of Education to account for its implementation. The Education Committee receives termly reports from the CEO on student behaviour across the Trust. Each Local Governing Body receives termly reports from the Head of School on behaviour incidents, including numbers and patterns relating to suspensions and permanent exclusions.

The CEO and Head of School

The CEO and Director of Education are responsible for reviewing this policy, and Heads of Schools are responsible for adapting the school specific sections and holding staff to account for the policy. Heads of Schools are responsible for ensuring all staff receive induction and subsequent training in this Policy, appropriate to their role, and regardless of the point in the academic year that staff join a school.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Head of School provides termly reports to the Local Governing Body on behaviour and implementation of this Policy and is accountable to the CEO for the implementation of this Policy within each member School.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Recording behaviour incidents;
- Communicating as appropriate with regards to behaviours so that all stakeholders can work together effectively for the support of teaching and learning;
- Empowering and supporting students to build and deliver a school environment and community within which all students have confidence in the implementation of the Behaviour Policy, including the reporting of any misbehaviour or serious misbehaviour as defined in this Policy.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the appropriate member of staff promptly;
- Support their child in meeting the requirements and steps of any reintegration plan or other plan put in place to support their child's behaviour.

Students

Students are expected:

- to follow the Student Code of Conduct below and School rules, and;
- to report or to engage with any reporting process relating to any misbehaviour and serious

misbehaviour incidents;

- to meet the requirements and steps of any reintegration or other plan put in place to support their behaviour.

Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other in all regards including use and tone of language;
- Be in the right place, at the right time, doing the right thing;
- In class, make it possible for all students to learn;
- Move quietly and purposefully around the school;
- Not to use mobile phones unless otherwise directed by school staff for the purposes of education;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Follow the School rules;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school;
- Report incidents of breach of School Code of Conduct, School rules including misbehaviour and serious misbehaviour.

These expectations apply to in person and online behaviour both during school hours onsite inside school and outside school hours offsite where such offsite behaviour reasonably appears to continue onsite, or contributes to or impacts behaviour and the orderly running of the school onsite, or otherwise poses a threat to another person on school premises.

See the example School Home/School Agreement in the Appendix I for further information.

6. Specific Behaviours

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment whether in person or online, all member Schools follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Member Schools ensure that they are very clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. Member Schools induct, train and support all staff in the importance of challenging all inappropriate language and behaviour between pupils.

It is essential that all those reporting child on child sexual violence or harassment are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Sexual violence and harassment of members of the school community that occurs offsite outside of school hours whether online or in person outside of the school will be treated equally seriously as it occurred onsite in school hours.

Behaviour incidents online both onsite in school hours or offsite outside of School hours

The way in which students relate to one another online and whether onsite or offsite, and during or outside of School hours, can have a significant impact on the culture at school. Negative interactions online offsite and outside of School hours can damage the school's culture and can lead to students feeling that School is not a

safe place to be. Member schools recognise that behaviour issues online, offsite, outside of School hours, in particular can be very difficult to manage for both families and those involved in the behaviour. Nevertheless, all member Schools commit to ensuring that whilst member Schools recognise that the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. All member Schools are committed to supporting all students to be responsible digital global citizens as well as responsible global citizens in person. All member Schools work with families and parents/carers to help families and parents/carers to support their children in becoming responsible digital global citizens and to ensure families and parents/carers understand the School's expectations with respect to all behaviour outside of School premises, outside of school hours, whether in person or online where that behaviour continues inside school or contributes to behaviour or impacts the orderly running of the School or the experience of other members of the school's community inside School premises during school hours or in School activities.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual violence or harassment is treated in the same way as offline behaviour. All Schools' Codes of Conduct make these expectations express and clear so that staff and students can understand and follow such expectations clearly and consistently. In particular, where offsite behaviour, whether online or not, poses a threat to other members of the school community in school, the member School will take action in accordance with all its policies and procedures, including this Policy to ensure there is no risk of harm to the education and welfare for all members of the School from any behaviour incident or incidents.

Potential or Suspected criminal behaviour

In cases when a member of staff or headteacher suspects potential or actual criminal behaviour, the school must make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Trips and activities

All staff, students, families and parents/carers recognise that all member Schools continue to apply this policy and codes of conduct for all trips or activities that the School provides and students participate in that are not part of the School or student's normal timetabled day. The same standards of behaviour are expected in all such activities, and depending on the context, there may be additional requirements due to the nature of the trip or activity.

Bullying

This policy is supported by the Anti-Bullying and Harassment Policy as well as each School's Code of Conduct and Home School Agreement.

7. BET behaviour management guidelines

Classroom management

All Teaching and support staff in classrooms are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged;
- Display the appropriate information regarding the behaviour policy;
- Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons;
- Establishing clear routines;
- Communicating expectations of behaviour in ways other than verbally;
- Highlighting and promoting good behaviour through frequent positive recognition, ensuring that positive interactions with students outweigh negative interactions, including using merit / ERA points, verbal praise, and public acknowledgement to reinforce positive choices
- Concluding the day positively and starting the next day afresh;
- Having a plan for dealing with low-level disruption;
- Using positive reinforcement;
- Identifying and using supportive challenges to address proactively any incidents of harassment including verbal harassment.

In order to deliver these objectives, all student facing staff are provided with:

- BET Induction;
- BET CPD and training;
- BET standards/red lines of teaching;
- Line management support.

Physical restraint

In some circumstances and in accordance with the Physical Intervention Policy, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

In accordance with the Physical Intervention Policy, incidents of physical restraint must:

- **Always be used as a last resort;**
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate, and a risk assessment has been undertaken which may include the agreement of a support plan.

Searching and screening students is conducted in accordance with the Physical Intervention Policy and in accordance with law and with the DfE Guidance

Student support

In implementing this Behaviour Policy, BET and each School are committed to delivering the provisions of the Equality Act 2010 in order to prevent students with any protected characteristic from being at a disadvantage.

All members of staff will seek advice from the School SENDCo in order to establish whether any student

who exhibits challenging behaviour may have any underlying educational needs that are not currently being met. Where a student appears able to access the School curriculum in accordance with expectations but continues to exhibit behaviour that escalates and does not engage with the support offered, members of staff will consider whether a referral to an appropriate external agency, including advising families to make a referral to a GP, is appropriate. The Trust's SEND Policy also sets out further detail.

Wherever behaviour indicates underlying unmet needs, including refusal to engage with support strategies or plans offered internally, support and advice will also be sought from the appropriate external sources such as specialist teachers, an educational psychologist, CAMHS and/or others, to identify or support specific needs. The SENDCo in each School will coordinate such additional support with respect to educational needs; where the needs are not preventing a student from accessing the School curriculum, such additional support or advice to families and parents will be coordinated by pastoral leaders (AHT Wellbeing). When acute needs are identified in a student, schools will liaise with external agencies and plan appropriate support programmes for that child. All Schools will work with parents -as parents wish to participate -to create such plans, to review their effectiveness and adjust accordingly, and review it on a regular basis, and this may include plans and support under the Trust SEND Policy.

8. Recognition

BET and each member School are committed to recognising and celebrating positive behaviour, effort, and achievement to create a positive school culture where all students can thrive. Each School will implement a structured recognition system that includes immediate verbal praise, merit/house/ERA points for positive behaviour, effort, achievement and good / improving attendance. Students are expected to participate in achievement assemblies, house competitions, and student-led appreciation events where they can recognise peers and staff, creating a culture where excellence is celebrated and students feel valued.

Recognition will be applied consistently across all member Schools through systematic recording and monitoring to ensure equitable distribution across all student groups. All staff are responsible for implementing recognition systems in accordance with training provided during BET Induction and ongoing CPD, with regular review involving student voice, staff feedback, and family engagement to ensure our approach continues to reinforce the behaviours and values outlined in the Student Code of Conduct.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Education Committee of the Trust Board at least every three years and by each Local Governing Body with respect to Appendix I annually.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Home School Agreement and Student Code of Conduct;
- Safeguarding policy;
- Anti-bullying and Harassment policy;
- Attendance policy;
- Equalities Objectives;
- SEND Policy and Accessibility Plan;
- Supporting Students with Additional Medical Needs including the Administration of Medicines;
- Boarding specific statutory policies;
- Staff Code of Conduct.

Appendix I - School specific information and behaviours

Rewards and sanctions

Bohunt School Wokingham seeks to:

- Be a safe, enjoyable, respectful environment that allows all to achieve
- Provide a consistent approach to behaviour management
- Make clear to pupils, parents and staff our school's expectations of, and responses to behaviour, including our response to bullying of all types
- Give clear roles and responsibilities of different people in the school community with regards to behaviour management.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Informal and formal praise in the classroom
- Awarding of house points and ERA points
- Special awards and recognition for work, attitude and support of the school community throughout the year

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Informal and formal sanctions in the classroom and wider school
- Detentions both in and out of the school day
- Restorative practice as befits individual cases

We may use the refocus room in response to serious or persistent breaches of this policy. Students may be sent to the refocus room during lessons if they are persistently disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention, or whose behaviour falls short of school expectations in single incidents may also be sent to the refocus room.

The refocus is managed by the AHT Wellbeing.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Head of School will also consider the pastoral needs of staff accused of misconduct.

Inclusion, suspension, exclusion fixed term transfer, Direction

Bohunt School Wokingham follows both DfE and BET guidance and legislation with regards to exclusion. The school may impose an internal suspension (otherwise known as internal exclusion) for persistent failure to meet expectations or when a pupil's conduct is deemed serious enough to warrant learning time out of the classroom. Where the school deems that a pupil is unable to learn effectively for all or part of the school day, we may seek to engage the support of alternative provision via a fixed term transfer or Direction.

Should a student receive a Fixed term suspension they will not be able to attend offsite trips or fixtures for a minimum of 6 weeks.

Behaviour which is likely to lead to a fixed-term or permanent exclusion could include:

- Persistent disruption of learning
- Failure to respond to or engage with previous interventions
- Possession of prohibited items (see policy)
- Fighting
- Vandalism
- Verbal abuse of staff
- Child on child abuse

Possession of a prohibited item, particularly a weapon or any article a staff member reasonably suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury to, or damage to or threaten to damage the property of, any person (including the student) and/or any illegal drugs incident (possession, use independently, use with others, or supply, whilst 'in school') are more likely however to result in the student's permanent exclusion.

Mobile Phone Policy

Year 7 and 9

- Smartphones & Smart watches are a prohibited item for years 7-9 at Bohunt Wokingham
- If a smartphone/ watch is seen on school site, including before or after school, or whilst in the care of school on trips and fixtures, the phone will be confiscated
- The smartphone/ watch will only be given back at the end of the half term, to a parent or guardian and a consequence for having this will apply.
- Students are allowed a brick phone that cannot connect to the internet
- Brick phones should be turned off and out of site whilst on the school premises. Including before and after school.
- Confiscated brick phones will be returned to students at the end of the school day and a consequence will apply.
- Should students refuse to hand over then a significant consequence will be applied

Year 10 and 11

- Phones must be turned off and out site, whilst on the school site. Including before or after school.
- Confiscated phones will be returned at the end of the for first two offences
- Confiscated phones will be returned to students at the end of the school day and a consequence will apply.
- Should students refuse to hand over then a significant consequence will be applied

Training

Staff are provided with training throughout the year on the policy and practice of behaviour management.

New staff are provided with a full induction on joining.

- CPD is provided throughout the year.
- NQTs are provided with formal training and support throughout the year.

Communication

Updates to policy and areas of behaviour management that require extra focus or clarification will be communicated to parents, students and staff by the Assistant Head Teacher of Wellbeing.

Liaison with parents

The school is committed to working with parents in order to support all pupils. As such, all staff record incidents of poor behaviour using Class Charts. Significant breaches of the school's policy will be communicated directly to parents.

Liaison with External agencies

The school will liaise with external agencies in situations where a pupil's behaviour or well being requires.

Student support systems

The pastoral team is responsible for:

- Reinforcing expectations
- Promoting good behaviour and attendance
- Supporting academic progress
- Intervention at individual level to support the above.

	Examples of behaviour displayed	Consequences
Rule Reminder "Chance"	Low level disruption Uniform infringement	Verbal warning Seating change Teacher Support
⚠ C1 — Low-Level Concern	Inadequate work Missing homework	Class Teacher Detention
	Late to school Late to lesson Not ready to learn (Uniform, equipment or incorrect PE kit) Technology Misuse (iPad or Phone Seen/Heard)	30 Minute centralised
⚠ C2 — More Serious or Persistent	Missed class teacher detention	Subject Detention
	No PE kit Failure to attend lessons with an IPAD Missed 30 minute centralised Defiance Disruption to learning & or social time Continuation of C1 behaviour Truancy (More than 10 minutes late to lesson) Repeated Missing homework	60 Minute Centralised Detention
	Chewing gum Vandalism Littering	60 minutes community service detention
⊗ C3 — Serious Disruption	Persistent Defiance Missed 60 minute Unkind behaviour Inciting others Persistent disruption in lunch or break Continued non compliance after C2	90 Minute SLT Detention
	Missed or failed SLT detention Persistent, or severe disruption in class Lesson refusal	Refocus room (2 and a social)
⊗ C4 — Behaviour that seriously impacts themselves and others	Persistent or unkind behaviour & intimidation. Persistent truancy Swearing in conversation with staff Discrimination below FTS Fighting (1st Offence) Theft (1st Offence) Refusal to correct uniform / Uniform unsuitable for School Vaping or smoking (1st Offence) Failure to hand over a mobile phone	Internal Suspension
	Repeated behaviour of the above	Fixed Term Transfer

NB: The behaviours are examples and not an exhaustive list. Members of staff will use best fit judgements when deciding on consequences.

For C5 and above sanction consideration forms will always be completed.

⊘ C5 — Exceptional circumstances that impact themselves or others.	- Please see details in behaviour policy. - Continued failure after Internal suspension to hand over a phone.	Fixed Term Transfer, Fixed Term Suspension Permanent Exclusion.
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NB: The behaviours are examples and not an exhaustive list. Members of staff will use best fit judgements when deciding on consequences.
For C5 and above sanction consideration forms will always be completed.

Home-School Agreement

BET's principles of "enjoy, respect, achieve" underpin its vision to give all students an outstanding education. These core values help students flourish in and out of school and are central to achieving this vision for all students.

Our commitment to students and parents is to:

- Promote our core values through the life of the school
- Care for each student's safety and wellbeing
- Set high expectations for Learning, Teaching, Academic Progress, Behaviour and Attendance
- Provide a curriculum and programme of enrichment that develops students' knowledge, skills and wellbeing and develops global citizens
- Provide access to high quality pastoral and academic advice, guidance and support
- Provide opportunities to rewards and recognise achievement and success
- Keep parents informed about student progress
- Support and challenge those staff, students and families who do not meet our high expectations
- Listen to the views of students and their families and respond to feedback where appropriate
- Respond to concerns raised by students and their families in a timely fashion
- Adopt a zero tolerance approach to radicalisation, discrimination in any form, victimisation, bullying, drugs and other illegal or banned items/substance(s)

As a student of Bohunt Wokingham, I agree to:

- ✓ attend regularly (96% minimum) and on time (rarely late)
- ✓ bring the correct equipment to school and be ready to learn
- ✓ wear appropriate school uniform correctly
- ✓ follow the school's behaviour policy and other policies
- ✓ engage in every lesson and take responsibility for my own performance and progress, accepting support when needed
- ✓ do not disturb the learning of others
- ✓ complete my home learning activities on time and to the expected standard
- ✓ respect others, be polite and co-operative
- ✓ encourage respectful behaviour at all times, whenever in
- ✓ adopt a zero tolerance approach to bullying, discrimination in any form and any other anti-social or risky behaviours

As a parent(s)/carer(s) of a child at Bohunt Wokingham, I/We agree to:

- ✓ ensure they attend regularly (96% minimum) and on time (rarely late)
- ✓ inform the school in advance or by the start of school if they are unable to attend
- ✓ make sure they have the appropriate equipment and uniform
- ✓ ensure they are ready to learn
- ✓ support the school's behaviour policy and other policies; taking follow-up actions at home
- ✓ encourage respectful behaviour at all times, whenever in uniform or in the community (including online)
- ✓ track and monitor the completion of home learning activities to ensure they are completed on time and to the expected standard
- ✓ encourage reading for pleasure
- ✓ attend Parents Consultations and other relevant meetings
- ✓ let the school know of any concerns or problems that might school affect their work or

✓ take part in the life of the school beyond lessons (clubs, trips, after school activities) ✓ promote the school's high expectations when wearing school uniform, including to and from school ✓ show myself and the school in a positive light whilst participating in school-led activities, both on and off site, especially when in uniform ✓ raise any concerns/worries with staff as soon as they arise so that they can be resolved quickly ✓ take responsibility for the safety of myself and others whilst at school ✓ use technology and social media responsibly and safely ✓ not bring small items of high value into school as their security cannot be guaranteed ✓ keep my phone switched off and out of sight at all times at school during the school day	behaviour ✓ ensure my/our child takes part in the life of the school beyond lessons (clubs, trips, after school activities) ✓ raise concerns with the school at the earliest opportunity so that they may be resolved quickly ✓ ensure my/our child is aware of their responsibility for the safety of themselves and others whilst at school ✓ monitor their use of technology and social media so that they and others are safe and are able to learn and be happy at school ✓ ensure my child does not bring small items of high value into school as their security cannot be guaranteed ✓ support the school's travel plan by considerate car use at drop off and pick up
Signed: _____ Date: _____	Signed: _____ Date: _____ Signed: _____ Date: _____