



Campion School

**Behaviour
Management Policy**

September 2026

Campion School

Behaviour Management Policy

Policy details

Date of policy: September 2026

Date of next review: September 2027

Policy to be reviewed by governors

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Jassa Panesar (Headteacher),

Nick Hawkins (Assistant Headteacher),

Signature (Chair of governors):



Signature (Headteacher):



Date: September 2026

1. Overarching Aim

The overriding aim of our behaviour management policy is to keep adults and students safe. This policy sets out the steps we take to make sure that this happens. Behaviour is more likely to be good where individuals feel they are part of keeping everyone safe. Students need to know that the school will listen, and act where appropriate, when there are issues with behaviour, whether they are victims or alleged perpetrators.

We recognise that the overwhelming majority of our students behave well and keep within the boundaries set by the school. Some students, from time to time, need interventions to help them understand expectations.

The most effective intervention is to talk with students about what they have done and what they might do differently if a similar situation arises. Without some form of reflective, or restorative, input it is unlikely that the cycle of undesirable behaviour and consequences will be broken.

2. Common Principles

2.1 Overview

- a) Good order and discipline are essential to the provision of high standards of education. Outstanding behaviour leads to outstanding student outcomes.
- b) All parents and carers have a role to play and have a duty of responsibility for the behaviour of their child both in and out of school.
- c) Everyone has a responsibility to support the school in maintaining high standards of discipline.
- d) All members of the school are entitled to work in an environment where they feel safe and secure. Students all have the right to feel safe, happy, confident and successful in an environment where they are inspired and engaged.
- e) All members of the school are entitled to a safe, orderly, learning environment to assist them in achieving their full potential.
- f) The school has the discretion to use this policy to deal with misbehaviour by pupils outside its premises to such an extent as is reasonable.
- g) All pupils are entitled to inclusion in the education service but a small minority may need access to alternative provision (Short term through Focus and possibly longer term through the FLC).
- h) Violent and aggressive behaviour, swearing, sexist, racist or homophobic attitudes and remarks, and all forms of harassment, including bullying is unacceptable and will not be tolerated.

- i) This policy and these procedures will include a range of rewards and sanctions to promote acceptable standards of behaviour.
- j) This policy will be non-discriminatory in terms of scope and operation. It will not be applied differentially on the grounds of ethnic or national origin, culture, religion, gender or sexuality. In the case of disability it will be compliant with the Disability Discrimination Act. It will be reviewed regularly to ensure equitable operation as promoted by the schools Equal Opportunities Policy.
- k) The policy will be supported with appropriate resources to ensure its effectiveness.
- l) The policy seeks to support the tradition of the original 'Every Child Matters' agenda
 - Being healthy
 - Being safe
 - Enjoying and achieving
 - Making a positive contribution

2.2 The principles and aims of the Behaviour Management Policy

The Governing Body seeks to create a caring, learning environment in the school by:

- a) Consistently promoting outstanding standards of behaviour and discipline
- b) Promoting self-esteem, self-discipline and proper regard for authority and positive relationships based on mutual respect.
- c) Ensuring fairness of treatment for all (as promoted by school policies)
- d) Encouraging consistency of response to both positive and negative behaviour
- e) Promoting early intervention and positive support for those pupils who struggle to manage their behaviour
- f) Providing a safe environment free from disruption, violence, bullying, harassment and intimidation
- g) Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- h) Providing a framework which defines acceptable and unacceptable behaviour, rewards and sanctions.

2.3 Roles and responsibilities

- a) The Governing Body will establish the policy, in consultation with the headteacher, staff, pupils and parents, and keep it under review. It will ensure it is communicated to pupils and parents.
- b) The headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- c) Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support is essential. All staff have responsibility, with the support of the headteacher, for creating a high-quality learning environment, promoting good behaviour and implementing the agreed policy and procedures.
- d) The Governing Body, headteacher and staff will ensure there is no differential application of the policy. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- e) Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. Parents must be kept informed of their children's progress and achievements. Similarly, where a student's behaviour is a cause for concern, parents must be informed at an early stage. It is through working together that we will achieve the highest possible academic and behavioural standards for each student. Parents must ensure that they take full responsibility for the behaviour of their child.
- f) Students will be expected to take responsibility for their own actions and to do so regardless of extrinsic rewards. They will also be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- g) As students move through the school the opportunities for taking on responsibility should increase and we would hope that students do so for the intrinsic rewards of appropriate behaviour.
- h) Parents will also be made explicitly aware of the 'Parental Code of Conduct' which is now in force.

2.4 Code of conduct

There is one over-riding school rule:

Students should always be polite and considerate towards others. At all times everyone should avoid behaving in a way which would cause harm, offence, inconvenience or unnecessary work for any other member of the school community.

Based on this one school rule it is possible to draw up a proper way in which students may be expected to behave.

3 School uniform and appearance

- a) Students are expected to be clean and tidy in appearance and always wear clothes that meet the agreed school dress code. Sixth form clothing must be smart and 'office professional' in style e.g. trousers are not extreme in style, including, but not exclusively, 'skinny' or 'flared' and skirts are of a length that the school deem appropriate for school. (Staff and Sixth Form students have a dress code that they also need to conform fully to, this may differ to the code for students at Key Stages 3 and 4).
- b) Plain studs are permissible for pierced ears, (maximum one stud in each ear in the lobe). Apart from this, jewellery, including bracelets, necklaces, rings and nose-studs should not be worn in school. If jewellery is worn, it will be confiscated and placed in the school safe for secure keeping until the next school holiday.
- c) The school would wish to be sensitive towards students who choose to wear a specific item for religious reasons. The carrying of religious symbols must be agreed to, in advance, by the Headteacher. However, any symbol that causes a distraction or poses a health and safety risk to pupils or staff will not be permitted.
- d) Eye make-up, false eye lashes, false nails, nail varnish and lipstick are not appropriate for school and must not be worn. If this is seen, students will be asked to remove this immediately. A period in the Focus area may also be applied at this point.
- e) Students' hair must not be extreme in cut or style including, but not exclusively, tram lines, extremely short cuts and unnatural looking colouration. Hair dying is not allowed.
- f) Outdoor clothing such as coats, scarves and gloves should not normally be worn inside the building. Students need to be seen by motorists if they walk to school. Coats should be as plain as possible and make the student visible. The coat should not have slogans or excessive logos. Reflective strips or patches could be added to the coat.
- g) In order to keep students safe during PE lessons, outdoor events and during breaks they should have some form of protection from ultra-violet rays during periods of sunshine. During summer month overcast days will still pose a risk of sunburn or sunstroke. Any cap or headwear should be suitable for school, with no slogans or excessive logos. Headwear should not be worn inside the building.
- h) Hoodies must not be worn on the school site, or when travelling to and from school. An exception may be made during inclement weather; this will be at the discretion of the school.

- i) Training shoes can only be worn during P.E. lessons, at break times or lunchtimes and only when students are involved in sporting activities on the field or in the sports hall and gym.
- j) Students are expected to wear their uniform correctly on their way to and from school, as they do on school site. Students are not allowed to change into other clothes to go home. The exception to this rule is where students have PE last lesson. In this case students can go home in their PE uniform if the weather is suitable and the student choose this option.

4 Behaviour and attitude

5.1 General expectations

- a) In class students must be polite and courteous to students and staff, they must not disrupt learning and they need to ensure that they understand that the teacher is in complete control of the learning environment. If a student is asked to do something, they must do it at the first time of asking without expecting clarification or reasons.
- b) Students must comply with all reasonable staff instructions. Where students fail to follow such instructions and the Headteacher considers the instruction reasonable, the incident will be considered as an act of deliberate defiance. Walking away from staff will be considered defiance. Defiance to staff will be managed in accordance with school discipline procedures
- c) Students must speak to members of staff respectfully. They must not push the boundaries or speak to them in the same manner that they would speak to a friend. Campion is a school based on mutual respect and students must ensure that they adhere to this. They must not be over-familiar with staff or attempt to engage them with inappropriate conversations.
- d) Students should talk politely and take into account not to use language that could offend. Swearing is avoidable and is not acceptable in school. Older students should remember that there are younger students in school and these students will hear how older students talk to their peers.
- e) Chewing gum is not allowed in school.

5.2 Valuables and personal possessions

- a) Money and valuables should not be bought into school except in exceptional circumstances. Parents must not send students into school with substantial amounts of money.
- b) Parents can pay for cashless catering either online through ParentPay or by students adding money to their account using the paying in machine near the

student entrance. Students are to add credit to their cashless catering accounts before morning registration and during the morning or lunch break. It is not acceptable to be late to registration or lesson due to putting money onto an account.

- c) During P.E. any valuables must be given to the teacher to be placed in the valuables box.
- d) Personal possessions that cause a distraction in class will be confiscated and passed to the office for safe-keeping until collection by a parent or carer can be arranged.
- e) Anyone finding items of lost property should pass them to the general office where they will be stored for a reasonable amount of time to await collection by their owner.
- f) Students that bring valuables to school do so at their own risk; Campion School will not accept responsibility for loss or damage to equipment that is brought onto school site.

5.3 Expectations in lessons

- a) Students must have all of the correct books, equipment and planner out at the beginning of the lesson.
- b) Students must stand immediately when the Headteacher enters the classroom.
- c) Students must ensure that they are polite both to their peers and their teachers. Students should speak appropriately and follow reasonable staff instructions. They must avoid shouting and speaking inappropriately.
- d) Students must remain in their place in the classroom unless asked to move by a teacher. They must follow the seating plan and sit where their teacher tells them.
- e) Students must enter the classroom sensibly and appropriately.
- f) Students must not eat in class and must not have food/sweets/canned drinks etc in blazer pockets. This must be kept in their bags or lockers at all times.
- g) Water bottles should be filled before school, at the start of break, during lunch or after school. It is not acceptable to be late to registration or lesson due to filling a water bottle.
- h) Going to the toilet after movement to lessons or form time is not permitted. Students should use the toilet before or after school, or during break times. In exceptional circumstances students may be allowed to go to the toilet and will be issued with a lanyard if they leave the lesson. Exceptional circumstances may include where a student has an urgent need to go, having a period or having a urinary infection. Some students with medical needs are issued a toilet pass so the teacher knows they have permission to leave the lesson.

5.4 Expectations out of lessons

- a) Students should always walk quietly in corridors and have a green lanyard from their class teacher. Students must not shout on corridors or outside the building.
- b) To keep everyone safe students must never run inside of the building.
- c) Students should keep to paths when moving between buildings or around the school site.
- d) Large groups walking around the school, where they appear to be intimidating to other students, are not permitted. They will be dispersed by staff.
- e) The school provides a large number of areas for students at break and lunch times, including designated areas for when the weather is inclement.
- f) Eating or drinking in corridors is not allowed.

5.5 Bullying and harassment

Students must not make derogatory comments about others. They must always take into account the phrase: How would I feel if that was said to me or if people were behaving towards me in that way? See separate policy for Bullying.

5.6 Behaviour out of school

- a) Students are expected to respect the community and other people's property at all times. This includes walking home considerably, being respectful and demonstrating outstanding behaviour that is always expected of a Campion school pupil.
- b) The school may investigate, intervene and use sanctions in response to misbehaviour by pupils outside school which could have a harmful effect on the school or any individual in the school community.
- c) Students should recognise that during their journeys to and from school they are still part of the Campion School community and therefore their actions are seen by others as a reflection on all members of the school.

5.7 Use of mobile phones, social media and technology

- a) Students are not allowed to use mobile phones or other mobile communication technology on the school site (see separate Mobile Phone Policy).
- b) Mobile phones and other mobile communications devices are not required for school. Mobile phone communication can only be used to and from school. Mobile

communication devices must be switched off upon entry through the green gates to school site and remain switched off and out of sight in bags until students leave these gates at the end of the school day. If they are lost or stolen, the school will take no responsibility. If a mobile phone is seen or heard during lessons it will be confiscated and passed to the office who will then retain it until it can be collected by a parent/carer.

- c) Students **must not** use devices to make images, videos, audio recordings, live transmissions or streaming of members of the school community. Sharing or distributing any images, videos, audio recording, live transmission or streaming of this type is unfair to others and may be considered a serious breach of this behaviour policy. Therefore, the use of devices to record or communicate images this also includes AI images as well, video or audio recordings or live transmissions or streaming may result in severe disciplinary action.
- d) Students must use social media, whether public or private, sensibly and safely. It should not be used to fuel campaigns against the school, its staff, parents, governors or students. We take a serious view on the inappropriate use of social media by a student and we will report offences to the police.
- e) We would consider the following a serious misuse of social media:
 - Posting inappropriate images of yourself or others on line
 - Making threats to other students or derogatory comments about members of staff
 - Attempting to bring the school into disrepute
 - Posting defamatory or libellous comments
 - Posting material of a violent or inappropriate nature from a mobile phone
 - Using social media to intimidate, bully, harass, distress or alarm an individual or individuals
 - Creating and sharing AI images of fellow students and staff

5.8 Transport to and from school, including bicycles

- a) Students are expected to show respect towards each other and the community on all forms of public transport, and should behave sensibly, demonstrating the highest standards of courtesy and respect.
- b) Students using a bicycle to travel to and from school are expected to ensure that it is kept in a roadworthy condition and that on arrival at school, it is placed in the bicycle racks and secured with a D-lock or similar.
- c) Students will not ride bicycles on the school site, in order to ensure everyone's safety.
- d) Care should be taken to ride bicycles sensibly and to always follow the Highway Code. Students must always ensure that they are completely considerate to other pedestrians and road users.

- e) The wearing of cycling helmets before and after school is actively encouraged.
- f) Any other form of transport must be fit for purpose and lockable, this includes scooters.
- g) Cycles, scooters etc. ridden to school are the responsibility of the student and the School will accept no responsibility for loss or damage occurring on or off the school site. We advise that all cycles, scooters etc. are locked with a 'D Lock' to the cycle racks.

5.9 Smoking, tobacco and vaping

- a) Smoking is illegal for students of school age as well as being harmful to health. For these reasons smoking, distributing or being in possession of smoking material on the school site, or whilst in school uniform, is strictly forbidden. Similarly, vaping, distributing or the possession of vapes, is banned on the school site, or whilst in school uniform. Any breach of this will result in either an internal or external suspension.
- b) Some vapes contain banned substances, including drugs such as THC. Possession of a vape, where the school believes that they contain banned substances, may also lead to consequences through our drugs policy. The school only has to believe that, on balance, there has been an offence for the drugs policy to be enforced.

5.10 Alcohol

- a) Alcohol is illegal for school aged students. Excessive use is harmful to health and can impair judgements. For these reasons the possession, distribution or use of alcohol on site is strictly prohibited. Students must not be under the influence of alcohol on the school site or encourage others to be on the school site under the influence of alcohol. Any breach will result in either an internal or external suspension.
- b) Where students are known, out of school, to be involved with alcohol the school will refer students to suitable agencies for help and support. The referral would be subject to appropriate consent.

5.11 Drugs

- a) Drugs are illegal. Excessive use is harmful to health and can impair judgement. For these reasons the possession, distribution or use of drugs on site is strictly prohibited. Students must not be under the influence of drugs on the school site or encourage others to be on the school site under the influence of drugs. Any breach will most likely result in a permanent exclusion.

- b) Some vapes contain drugs or banned substances. Students may be offered a vape without knowing that it contains these items. Students should not accept, or share, vapes from other students so they do not put themselves in a position where they may be caught under the influence or possession of these type of vapes.
- c) Where students are found to be in possession, have distributed or used drugs on site the police will be informed.
- d) Where students are known, out of school, to be involved with drugs the school will refer students to suitable agencies for help and support. The referral would be subject to appropriate consent.

5.12 Knives, bladed items and other objects that can be used as a weapon

- a) Possession of knives is illegal and dangerous. Bringing a knife onto site puts other students, staff and visitors at risk. Possession of a knife as a form of self-defence or for protection has shown to put the owner under greater risk of harm. Knives are banned from the school site. This ban includes any item with a blade, or any other object that can be used as an offensive weapon. Any breach will most likely result in a permanent exclusion.
- b) A risk assessment must be carried out where students are suspected of carrying a knife out of school. This may include regular searches including with a metal detector.
- c) Where students are found to be in possession of a knife, bladed item or object that can be used as an offensive weapon, the police will be informed.
- d) Where students are known, out of school, to carry a knife, bladed item or object that can be used as an offensive weapon the school will refer students to suitable agencies for help and support. The referral would be subject to appropriate consent.

6. Rewards

6.1 Positive Reinforcement

- a) We work to provide a positive and rewarding culture in every aspect of school life. We aim to increase students' self-esteem through consistent, meaningful and positive rewards.
- b) Campion School use the rewards system to create a positive classroom environment for teachers and students through the recognition of achievements. We aim to:
 - Teach appropriate behaviours and build positive relationships.

- Praise students
 - Recognise students' responsible behaviour
 - Motivate students by providing high-quality learning opportunities
 - Increase parental contact regarding student success
 - Ensure that all students can achieve recognition of their success and efforts
- c) In order to succeed, the rewards system must:
- Be consistently and fairly applied
 - Be based on performance
 - Be valued by all
- d) All staff will praise enthusiasm, effort and achievement in a variety of ways. These may include:
- Praising students verbally in class and out of class.
 - Writing positive comments on written work or in a student's planner.
 - Phoning home to share positive comments with parents and carers.
 - Sending letters of congratulations home.
 - Sharing positive comments to students during assemblies.
 - Sending students to House Learning Leaders, Subject Leaders or the Headteacher to show a piece of work.
 - Celebrating success at celebration events.
 - Using the school's merit system.
 - Promoting students into areas of key responsibility (Student leaders etc).

6.2 Campion Point System

- a) There are three types of points:
- **Merits** for reinforcement of positive behaviours
 - **Demerits** for recording of negative behaviours
 - **Conduct points** are the balance between positive and negative behaviours and are used to reduce the bias where staff over reward students or focus a little too much on poor behaviour
- b) **Merits** can be awarded by staff at any time throughout the year in line with the published tariff.
- c) There are four overarching areas students can gain achievement points:
- Attendance and punctuality
 - In class performance
 - Sports / extracurricular
 - Community

- d) Students accrue achievement points which trigger scaled badges of recognition.
- e) Students can use points from their merits to purchase items in the Epraise shop. Items include Amazon vouchers, X-Box Vouchers, footballs and other items.
- f) **Conduct points** are calculated by subtracting behaviour points from achievement points. Students with the highest number of conduct points in each year group at the end of each year will be invited to a rewards event. This has traditionally been a trip to the cinema or bowling, but has, and could, take any other form.
- g) At the end of the academic year the total conduct points for each House are calculated and the winning House is awarded the House Cup.
- h) In order to achieve consistency across the school there is a tariff of achievement points which are automatically allocated through Epraise
- i) It is the responsibility of the form tutor to keep students up to date with the number of achievement points that they have earned. It is also their responsibility to analyse the data of poor behaviour points and ensure they intervene/apply sanctions or liaise with Subject Leaders, HLLs or SLT when a student is a cause for concern.
- j) **Merits or demerits** can be awarded by teaching assistants, technicians, support staff, lunchtime supervisors, caretakers and House Learning Leaders and subject teachers. Volunteers can also award them in the event of the activity being outside of normal classroom work.
- k) Community achievement points are for positive behaviour out of the tutor room, classroom or during extra-curricular activities.

6.3 Attendance Rewards

- a) Rewards are used to reinforce the importance of attendance. Students are rewarded with achievement points, certificates, tiered badges and small prizes. These are allocated throughout the year and are publically acknowledged.
- b) The merit system is weighted towards rewarding high levels of attendance.
- c) Collectively, these acknowledgements help to ensure students understand the importance of high attendance.
- d) When awarding attendance rewards, or considering absences as a criteria for other activities, the school should be mindful of unavoidable absences linked to medical conditions so that these pupils are not discriminated against.
- e) More information about attendance can be read about in the separate Attendance Policy.

7. Dealing with undesired behaviour

- a) In any learning community, there will be students with varying forms of challenging behaviours. It is up to us, as a school and as individual members of staff, to do everything we can to provide all students with the learning environment that they need and the consistency of approach to their behaviour that will enable them to move on and achieve success.
- b) Even when the learning environment is good, there will be a minority of students who find it difficult to choose to respond appropriately to the learning opportunities on offer. We aim to manage incidents of poor behaviour through planned interventions and strategies.
- c) Students should understand that it is their behaviour that triggers the system of consequences.
- d) Teachers should appreciate that relatively minimalist consequences can be effective.
- e) Bullying will not be tolerated at Campion. A separate policy details the ways in which we address this issue.
- f) Sanctions should:
 - Be immediate and discreet and provide opportunities to make low level responses to student behaviour.
 - Seek to change behaviour and build relationships.
 - Include a range of procedures that will come into play when students chose to contravene the school's expectations.
 - Be fair, appropriate and commensurate with the cause.
 - Be applied consistently but take into account individual circumstances.
 - Not be applied to whole groups of students (Excluding pending investigations)
 - Avoid humiliation of students.
 - Ensure that some sort of restorative conversation is applied at an appropriate level.
- g) The school has identified examples of unacceptable behaviour which include general disruption of learning, name-calling, verbal abuse, threatening language or behaviour, intimidation, humiliation, physical abuse, bullying and harassment including racist, sexist and homophobic abuse in which ever medium it may be delivered.
- h) Campion communicates regularly the standards of acceptable and unacceptable student behaviour to students, parents and carers through the code of conduct, school prospectus, student planner, assemblies, newsletters and letters to parents and carers. The standards assemblies at the beginning of each half term will also ensure that students are always aware of the expectations at Campion School.

- i) Campion communicates the standards of acceptable and unacceptable behaviour to staff through the staff handbook, staff meetings, House team meetings, appropriate training sessions and access to individual support or coaching from a senior or experienced member of staff.
- j) Campion implements a range of strategies to deal with inappropriate behaviour including, but not exclusively:
 - Talking privately with a student (Firm but fair boundaries applied/Re-set)
 - Verbal reprimand
 - Moving students within the classroom and changing seating plans
 - Catch up work that needs to be completed
 - Time out of classroom (2-5 minutes maximum – cooling off period)
 - Referral to Subject Leader, House Learning Leader, Assistant Head, Headteacher using the school's referral system
 - Target card to appropriate staff
 - Admittance to Focus whilst there is an investigation, until there can be a conversation or as part of the sanction
 - Personalised intervention to a student's timetable
 - Teaching students in the school's FLC
 - Subject, departmental, House Learning Leader, late or uniform-detention as appropriate
 - School detention or Headteacher's detention
 - Withdrawal of privilege
 - Contact with parent/carer
 - Meeting with parent/carer
 - Referral to external agencies
 - Implementation of behaviour change programme
 - Organising student mentoring
 - Referring students for counselling
 - Referral to external agencies
 - Application of a managed move
 - Holding of governor disciplinary hearings
 - Suspension or permanent exclusion

7.1 Agreed consequences of undesired behaviour

- a) Campion staff have agreed that the following consequences will apply as sanctions against repeated undesired behaviours.
- b) Consideration may be given to allowing the completion of coursework or exam revision during detentions.
- c) Should a student miss a detention, the class teacher must then speak to student and parent in order to inform them and then re-set it. If a student misses the detention on a second occasion this must then be referred to the subject leader. The form tutor must also be made aware.

- d) More serious behaviour concerns may result in significantly longer detentions being issued by senior staff. A Headteacher's detention can be as long as 2 hours.
- e) The law allows teachers to issue detentions to pupils and parental consent is no longer required. However, the school will normally seek to inform parents of detentions longer than 20 minutes.
- f) Behaviour detailed below should be directly and immediately dealt with by subject staff and or tutors.

7.1.1 Examples of undesirable behaviour (not exhaustive):

- Lack of books and other equipment required for lessons
- Lateness to lessons
- Inappropriate uniform
- Not on task
- Chewing Gum
- Vandalism of a minor nature
- Casual swearing
- Talking out of turn
- Preventing other students from learning
- Lack of Homework

7.1.2 Examples of Sanctions (not exhaustive):

- Verbal warnings and restorative conversations
- Note in Planner to tutor or parent/carer
- School leader, subject specific or pastoral target card.
- Detention (break time, lunchtime or after school)
- Admission to Focus

7.2 Referral of a serious behaviour incident

- a) This must be completed online using the serious incident form (Microsoft Form).
- b) A member of SLT will review this at the earliest convenience.
- c) A decision as to how the matter will be dealt with and resolved.
- d) The person dealing with the serious incident will liaise with the Headteacher for clarification, informative purposes and a decision if a suspension is recommended
- e) The outcome and resolution could consist of the following:
 - Passed back to the teacher or department for further intervention
 - A detention through the department or the whole school
 - A restorative conversation with teacher, Head of subject, HLL or SLT

- Form tutor intervention or form tutor report
 - Departmental report
 - SLT report
 - Referral to Focus
 - Suspension
- f) All referrals are entered onto EPraise. Parents are also informed if any serious behaviour has been logged.

7.3 Behaviour point letters

- a) These letters are generated when the behaviour and conduct of a student reaches a certain level.
- b) Specific behaviour is recorded on Epraise and generates appoint based system. This is also generated through achievement points.
- c) When the letter is generated and sent home to parents, it clearly outlines both the behaviour points alongside the achievement points to show a clearer picture and the potential impact on progress.

7.4 Detentions at Campion School

- a) **School Detentions or Headteacher's Detentions** supervised on a rota between Senior Leaders and can be up to 2 hours in length. These operate between a Monday to a Thursday.
- b) **Departmental/subject teacher detentions (Any evening of the week at the discretion of the subject teacher)** The subject teacher will inform the Head of Subject and contact home.
- c) **Subject Leader detentions (Each department has a designated evening for this detention)** This detention follows the same procedure as above where the behaviour is deemed as more serious, continuous failure to follow requests or complete adequate work or where a student has failed to turn up for the department/subject teacher detention. This detention can be as long as 1 hour in length.

7.4.1 Late detentions at Campion School

- a) Form tutors should intervene with students who are late to school. Tutors should try and find out the reason, particularly where the student is repeatedly late for school. Early intervention should effect change in student lateness.
- b) Where necessary good practice would be for tutors to contact parents to help maintain, build relationships and support parents to improve their child's punctuality.
- c) Students need to understand the importance of punctuality both in the short and long term.

d) Interventions that school will use if a student is late to a school session:

- Phone call home informing a parent/guardian of the student being late to school
- Late detentions take place after school and are typically 30 minutes
- A group call home to inform the parent of the detention
- Continuous lateness can lead to both a school and a head's detention at the discretion of the relevant House Learning Leader

7.5 Suspensions

- a) Suspensions will also be used as a sanction for major critical incidents when the safety of staff or pupils is considered to be at risk or when a student's continued undesirable behaviour causes disruption to other students learning.
- b) Students returning from suspension will be reintegrated through a meeting with the Headteacher or other member of SLT with the relevant HLL and, possibly, the form tutor.
- c) The student may also be required to spend some time in Focus if:
 - More time is needed in order to promote positive behaviour through restorative conversations and a re-setting of the boundaries prior to a return to mainstream lessons
- d) All decisions to suspend pupils will be made in accordance with the DfE Statutory Guidance, "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement"
- e) Suspensions may be followed by a period of working from Focus unit.
- f) Severe one-off incidents may result in permanent exclusion.
- g) Repeated breaches of the behaviour policy and or defiance of school authority may result in permanent exclusion.

7.6 Support systems for students including SEND and CIC

Campion is an inclusive school and we strive to ensure all our students' needs are met. As a trauma informed school, we recognise that some behaviours are borne out of a lack of emotional regulation and a level of anxiety in the case of small number of students. Students with SEND may find it harder to regulate their behaviours than their peers.

Staff are trained in de-escalation techniques, emotion coaching and trauma informed approaches. Many students have a Pupil Passport written which outlines their needs and strategies staff should employ. Students have a 'key adult' assigned to them; for most students, this will be their form tutor, but students with complex needs or challenges will have a key adult assigned to them who is skilled at working with that particular student.

Staff are trained to recognise that behaviour is a form of communication. For some students with SEND, they may find it harder than their peers to regulate their emotional responses. This policy will always be applied in line with the SEND policy and our inclusive approach to educating students.

Staff will make reasonable adjustments to the behaviour protocols where there are students with significant needs or challenges. These adjustments are also made for Children in Care (CIC) as well. However, as a mainstream school with high expectations, these reasonable adjustments do not come at the expense of the orderly running of the school and the learning of others.

Students are supported through monitoring by senior leaders these can include the following:

- Minor behaviour concerns are logged directly on to Epraise by the staff member concerned. Senior staff monitor these and identify students that have accrued more than 3 in a week.
- More serious behaviour concerns are recorded onto the serious incident, Microsoft Form, **Serious Behaviour Incident Form**, which is actioned for senior staff for immediate resolution. These are subsequently recorded onto Epraise by the Focus team
- Behaviour concerns are recorded and analysed by The Focus Team 'High tariff' students are monitored by the behaviour team.
- The 'highest tariff' students are monitored by Focus staff, HLL, SLT or FLC staff.

7.6.1 Extra support mechanisms

- a) Tutor, Subject and Senior Leader target cards are used to help students that exhibit behaviour difficulties. Targets are drawn up through consultation with students and, where possible, their parents with the aim of reducing behavioural problems.
- b) Behaviour support assistants may be deployed to support certain students in lessons they may have difficulty in.
- c) Students may be referred to the school's Careers Advisor, counsellor or the school chaplaincy.
- d) Where needs are appropriate the school may refer students for support from specialist services.
- e) One-to-one support from Learning Mentors or Focus staff may be used.

- f) In certain circumstances, and with discussion and agreement of the class teacher and subject leader, students may be moved to different teaching groups.
- g) Parents and carers are invited to attend meetings to discuss behaviour. This provides a useful exchange of information and helps planning of proposed actions.
- h) Students may be referred to Focus or the FLC, (see inclusion policy), which will operate to support those students with particular behaviour issues or in need of intensive support.
- i) Alternative timetables may be considered if a student is not reaching their potential. These are for a period of 6 weeks and reviewed every 2 weeks with the student, their parent or carer and the school's behaviour manager.
- j) Serious breaches of this behaviour policy may result in a student being educated in the FLC. Students may be educated in The FLC up to and including the remainder of their compulsory education in school.
- k) Students may be referred to Ethical Inclusion Partnership (EIP). This may result in a student becoming dual registered. The student may be supported in working at Campion alongside engaging in some form of offsite provision / alternative provision. Where circumstances allow, an Offsite Direction (OSD) to another school may also be utilised.
- l) Early Support may be also used where the school feels it is an appropriate means to support a child.

7.6.2 Support systems for staff

- a) All staff are encouraged to deal with minor and occasional behaviour problems.

Support for staff who are experiencing difficulties with an individual student, class or group is available from:

- Their line manager – i.e. subject leader
- House Learning Leader if problems occur outside lesson times
- Senior staff
- Regular INSET is available relating to behaviour management
- A specialist counsellor is also available to staff

Regular training will be given to individual staff, small groups and whole staff on a range of behavioural matters including:

- Classroom management generally
- Classroom management for specific groups
- Dealing with challenging students
- Dealing with students and preventing confrontation

- Asserting authority and consistency

(This list is not exhaustive and can be personalised for specific members of staff)

- b) It is the responsibility of the Pastoral Lead to oversee the referral of students to the School Counsellor. Where necessary the HLL may find it useful to gain the support of external agencies.

7.6.3 Support systems for parents

- a) The school will contact parents or carers if the behaviour of their child in school is deteriorating. The school will endeavour to work with them through regular meetings and the use of agreed mechanisms, interventions, personalisation and targets in order to modify the undesirable behaviour of their child.
- b) A named contact person will be available to deal with parental concerns. In the first instance this may be the tutor depending on the severity of behaviour shown.
- c) Where concerns remain parents should contact the relevant House Learning Leader (HLL). Where this is unclear parents should contact the school reception so that they may be directed.
- d) Formal complaints should be referred to the Headteacher via the Complaints Policy

8 Monitoring and evaluation

- a) Behaviour logs and the distribution of behavioural points will be regularly monitored by House Learning Leaders and/ or Behaviour Team.
- b) Regular monitoring will contribute to the school improvement and development plan and lead to the identification of focussed training for staff to address issues which are deemed as priorities in the successful application of the policy.
- c) The monitoring of sanctions including suspensions will be completed by the Headteacher, Deputy Headteacher and senior pastoral staff.
- d) The Headteacher will present to the Governors' a report on behaviour and attendance as required.
- e) The Behaviour Policy will be reviewed and amended as appropriate on an annual basis by the Deputy Headteacher in conjunction with the Headteacher and Governing Body.

9 Focus

- a) Focus is a facility where students are referred where there is a need for a consequence for undesirable behaviour that does not reach, or can be an alternative to, the threshold for a suspension.

- b) Students will follow, as far as is practicable, the curriculum that they would have been studying if they were in class. This will have been set by their teacher and uploaded to Epraise, or handed in to the Focus unit.
- c) Students should have the chance to discuss and reflect on their behaviour. Reflection should include alternative responses to the trigger that caused the undesirable behaviour.

9.1 Focus Process prior to referral

- a) Serious Form is completed online and assessed by either the HLL or SLT for immediate consideration. These will be monitored at the end of the school day for analysis.
- b) Decision is made to admit a student to Focus.
- c) This is recorded on Epraise and parents are contacted.
- d) All staff will be emailed the evening before in order to inform them of the referral.
- e) It is the responsibility of the teacher to set the work if they teach a relevant student. Work is then organised by the Focus team.
- f) Work can be given to the Focus team via the Focus email, the focus pigeon hole or given directly to Focus staff

9.2 Arrival and departure in Focus

- a) Students will hand mobile phones to staff and these will be returned at the end of the day
- b) Students will be escorted to the toilets by staff at specific times (set by staff) during the day
- c) Students can have lunch purchased for them or eat their own lunch (In silence). Any purchased lunch will be collected by staff.
- d) Students do not leave the Focus area
- e) Upon release from focus students may then placed on report for a period of time. This is to ensure that behaviour is monitored fully to avoid a repeat and a further admission at a later time.
- f) A refusal to enter focus or comply will result in the matter being taken further. This will involve liaising with SLT and could result in a suspension. Upon return from suspension the student is still required to complete their time in the Focus area

10 On-site provision and Intervention Centres

10.1 The Flexible Learning Centre (FLC)

- a) There are a small number of students who need high levels of intervention to be able to access education.
- b) Where a student is being considered for a place in the FLC there should be a discussion with the parents and the child to agree the interventions that are appropriate in each individual case.
- c) The school should make reasonable checks to make sure that students admitted to the FLC do not have any undiagnosed SEND that require further interventions.
- d) The school should offer some form of counselling, mentoring or similar intervention where this would benefit the student.
- e) The FLC is under the same safeguarding policies and procedures as the rest of the school.
- f) It is important that students in the FLC have the same access to regular safeguarding information as the rest of the student body. This would include mandatory sex education, personal development, careers education and standards assemblies.

10.2 The DEN

- a) There are a small number of students with SEND who need high levels of intervention to be able to access education.
- b) Where a student is being considered for a place in the DEN there should be a discussion with the parents and the child to agree the interventions that are appropriate in each individual case.
- c) The school should offer some form of counselling, mentoring or similar intervention where this would benefit the student.

The DEN is under the same safeguarding policies and procedures as the rest of the school.

- d) It is important that students in the DEN have the same access to regular safeguarding information as the rest of the student body. This would include mandatory sex education, personal development, careers education and standards assemblies.

11 Child Protection

(See Campion School Safeguarding and Child Protection Policy available on the school website, staffroom, and the school office)

- a) The Senior Designated Safeguarding Lead (DSL) is Louise Farr-Voller (Assistant Headteacher) the Deputy Senior DSL is Angela Burden (Assistant Headteacher). All HLLs and SLT are DSL trained. Other staff are trained in line with their role in school.
- b) The Senior DSL will ensure new HLLs are sent on the appropriate courses and all of their Child Protection training is up to date.
- c) Robert Strain is the trained DSL to work with post-16.
- d) Staff can refer concerns to any of the DSLs.

If a member of staff encounters an issue with a student and are unsure if it constitutes a Child Protection matter **ALWAYS REFER!** – it is better to be safe than sorry.

- f) Any referral made to designated staff verbally **must** be followed up by a written report entry onto CPOMS. If the member of staff doesn't have access to CPOMS then a 'green sheet' should be completed and passed to the appropriate DSL. These should not be put into pigeon holes, hand them in person to the DSL in an envelope marked 'Confidential'.
- g) Staff will be informed of the nature of the action being taken with their referral as an action will be entered onto CPOMS via the DSL actioning the referral.

12. Physical intervention by staff

In certain circumstances it may be necessary for staff to use an appropriate type and level of physical force to ensure the safety of pupils, staff, visitors or property. This is detailed in a separate policy entitled 'Use of Force to Control or Restrain Pupils'.

13. Legislation and Guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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.

Appendix 1: Examples of Interventions to support behaviour

Minor incidents of behaviour that fall short of expectations are recorded as a **demerit** and carry behaviour points. Typically, a **demerit** carries 1 behaviour point. If a pupil starts to accrue behaviour points, then the following table indicates the usual graded response:

Level	Trigger	Response
Behaviour Incident	Incident submitted onto Epraise by relevant staff member.	Staff member recording the Incident issues suitable punishment – warning, detention, guidance etc. Tutor will talk to pupil about reason for Incident and offer guidance on how to avoid repeating the misdemeanour.
Tutor Target Card	Tutor has general concern about behaviour and a number of behaviour points have been accrued.	Tutor will put student on card and explain the reasons for it Target card is issued it is recorded on Epraise. Parents should be informed that their child has been put on Tutor Target card. Target card may be given following a spell in Focus.
Subject Leader Target Card	Number of incidents show that behaviour is not improving in the subject following the Subject Leader intervention.	Subject Leader will put the pupil on Subject Leader Target card. Parents should be informed that their child has been put on Subject Leader Target card.
HLL Target Card	Number of incidents show that behaviour is not improving following HLL intervention.	HLL will issue HLL Target card or refer to behaviour manager for further intervention or SLT target card. Parents should be informed that their child has been put on HLL or SLT target card. Parents may be asked to come into school for a discussion with HLL, behaviour manager or another member of SLT.
SLT Target Card	Behaviour is not showing any signs of real improvement under guidance from HLL. A Student will also be placed on an SLT target card upon return from a suspension	A member of SLT will issue a target card and this will be monitored every day. This will usually come with guidance from the behaviour manager. Parents will be informed of this target card and it will be signed by them on a daily basis. Parents may well be asked to come into school in order to review the target card and progress at agreed times.
Meet with Deputy Headteacher	Behaviour manager will liaise with DHT	DHT will talk with pupil about their behaviour and offer guidance. Parents should be made aware that their child has met with DHT with regard to behaviour.
Parental Meeting	Number of incidents show that behaviour	Formal meeting with either Behaviour Manager or DHT and parents to discuss

Parents called into school for formal meeting with HLL or DHT	is not improving following DHT intervention.	issues around the behaviour of their child in school and further strategies to help improve outcomes and reduce poor behaviour.
Parental Meeting with Head Parents called into school for formal meeting with headteacher	Number of incidents show that behaviour is not improving following parental meeting.	Formal meeting with HT and parents to discuss issues around the behaviour of their child in school and further strategies to help improve outcomes and reduce poor behaviour.
Disciplinary Meeting Parents called into school for formal meeting which will include a member of SLT and 1 trustee/governor	Number of incidents show that behaviour is not improving following parental meeting.	This is a meeting at which a governor will review the pupil's behaviour and the school's action. Parents/carers are given the opportunity to put their side of the case. The governor will decide whether the school's actions have been appropriate and may decide to give a warning that further misbehaviour could lead to permanent exclusion.
Governors Disciplinary Meeting Parents called into school for formal meeting with SLT and 3 governors.	Number of incidents show that behaviour is not improving following parental meeting. The pupil has received more than 15 days of suspensions in a term	This is a meeting which must take place either at the parent's request, following a suspension or when a pupil has received more than 15 days of suspensions in a term
Permanent Exclusion Hearing Parents called into school for formal meeting with SLT, and 3 governors	The decision has been made to permanently exclude a student.	This is a meeting following a decision by the Head to permanently exclude a pupil, at which the governors will decide whether to uphold the exclusion or to reinstate the pupil. Parents/carers are given the opportunity to put their side of the case. If the governors uphold the permanent exclusion, the parents have a right to ask for a review of the governors' decision by an Independent Review Panel. Their child cannot be removed from the roll of the school until the end of this process.

Major incidents of behaviour that fall very short of expectations are recorded as a **serious behaviour incident** and carry behaviour points. Typically, a **serious behaviour incident** carries 5 behaviour points. If a pupil earns a **serious behaviour incident** and/or starts to accrue them then the following table indicates the usual graded response:

Level	Trigger	Response
Serious behaviour incident	Serious behaviour incident form submitted to senior staff, which is then logged by HLL on Epraise.	Senior staff will decide the seriousness of the incident. In most circumstances the appropriate punishment for a breach of discipline may be Focus for a period of time, usually between 2 and 3 days, but can be longer if the offence is at the higher end of the range. This is decided by SLT. Students continue to follow the subject curriculum fully during their period in Focus.
Suspension with Reintegration Meeting with Head or Senior Member of Staff	One serious incident or repeated serious behaviour incident incidents	In most circumstances the appropriate punishment for a serious breach of discipline may to be a suspension from school. Parents/Carers will need to come to school to meet the head or a senior member of staff for a Reintegration Meeting. The student may still have to spend some time in the Focus unit upon return to school. This is usually if the nature of the behaviour was very serious or if there is a period of 'wait' time between the suspension and the reintegration meeting (Parent/carer availability) Students will continue to follow the subject curriculum fully during this period in Focus.
Disciplinary Meeting Parents called into school for formal meeting with a member of SLT and 1 trustee/governor	Number of incidents show that behaviour is not improving following parental meeting.	This is a meeting at which a governor will review the pupil's behaviour and the school's action. Parents/carers are given the opportunity to put their side of the case. The Governor will decide whether the school's actions have been appropriate and may decide to give a warning that further misbehaviour could lead to permanent exclusion. During this time the student may be spending a period of time in Focus.
Suspension/ Permanent Exclusion Hearing Parents called into school for formal meeting with SLT, and 3 governors	Number of incidents show that behaviour is not improving following parental meeting. The pupil has received more than 15 days of suspensions in a term or the decision has been made to permanently exclude	This is a meeting which must take place either at the parent's request, following a suspension; when a pupil has received more than 15 days of suspensions in a term or following a decision by the Head to permanently exclude a pupil, at which the governors will decide whether to uphold the suspension/exclusion or to reinstate the pupil. Parents/carers are given the opportunity to put their side of the case. If the governors uphold the permanent exclusion, the parents have a right to ask for a review of the governors' decision by an Independent Review Panel. Their child cannot be removed from the roll of the school until the end of this process.

Appendix 2: Behaviour that is likely to require intervention

This list is only a guide as each incident will have slightly different circumstances.

Incident Type	Action / Sanction Guidelines
Defiance of staff	
Refusal to follow reasonable instructions	Teacher detention Subject leader detention School detention Headteacher's detention Report card to tutor, HLL and SLT (In this order) Admission to Focus Suspension
Walking away from staff	Depending on severity and location: Referred to subject leader Referred to form tutor Headteacher's detention Referred to HLL Admission to Focus
Refusing to attend school without reason	Meeting put in place for parents Sanctions put in place at school's discretion
Verbal abuse (Parents will be contacted in all cases) – Serious Form completed and entered onto Epraise	
Verbal aggression towards students	Admission to Focus
Verbal aggression / abusive language to a member of staff	Depending on the severity: Admission to Focus Suspension
Verbal abuse / swearing at a member of staff	Suspension
Swearing in front of a member of staff	Staff intervention possibly including detention(s) or working from Focus.
Prolonged verbal abuse of another student (verbal bullying)	See table for graded response for a Serious behaviour incident
Racism, LGBT related abuse, Sexism (Parents contacted in all cases) – Serious Form completed and entered onto Epraise	
Verbal or written racial, LGBT related or sexist abuse directed at another student.	Admission to Focus Suspension Permanent exclusion
Verbal or written racial, LGBT related or sexist abuse directed at staff	Admission to Focus Suspension Permanent exclusion Refer to Equality and Diversity Policy.
Physical Abuse (Parents will be contacted in all cases) – Serious Form completed and entered onto Epraise	
Hitting or injuring a member of staff	Suspension/Exclusion – Probably permanent
Deliberately pushing a member of staff causing distress.	Suspension/Exclusion – either suspension or permanent exclusion
Unprovoked attack on another student	Depending upon the incident: Admission to Focus. More serious incidents could lead to temporary or permanent exclusion.

Retaliation involving physical aggression following verbal provocation	Depending upon the seriousness: Admission to Focus Suspension Permanent exclusion
Persistent low-level physical bullying causing distress to another student	Depending upon the seriousness and duration: Head's detention Admission to Focus Suspension Permanent exclusion
Pre-meditated fight with another student	Suspension for one or both parties depending upon the circumstances. Possible admission to Focus
Fighting (spontaneously) with another student	Probable admission to Focus Possible suspension
Bringing in an offensive weapon	Zero tolerance Probably permanent exclusion Police referral
Theft (Parents will be contacted in all cases) – Serious Form completed and entered onto Epraise	
Theft of staff / school property	Possible admission to Focus Possible suspension Police referral.
Theft of another student's property	Admission to Focus Possible suspension Possible police referral by victim's parents
Damage (Parents will be contacted in all cases) – Serious Form completed and entered onto Epraise	
Deliberate vandalism of school property	Depending on severity - financial payment Potential admission to Focus Potential suspension
Damage to students' property	Reparation Admission to Focus
Setting off fire alarm	Reparation Potential admission to Focus Probable suspension
Malicious use of fire extinguisher	Admission to Focus Possible suspension or permanent exclusion
Truancy (Parents will be contacted in all cases) – Serious Form completed and entered onto Epraise	
Truancy out of school	Detention to make up the time missed. Reparation Admission to Focus Possible suspension
Internal truancy	Detention to make up the time missed Reparation Admission to Focus
Other (Parents will be contacted in all cases) – Serious Form completed and entered onto Epraise	
Use of mobile phone or any other item causing a distraction in classroom	Confiscate and pass to office. Parent to collect. Admission to Focus

Use of social media / AI to create disharmony in school To use social media / AI in order to cause distress so that it provokes an incident in school Use of social media / AI in order to cause unnecessary disharmony or distress to students. Use of social media / AI in order to make derogatory comments about students, staff and other parents Use of social media / AI in order to bring the school into disrepute	Parents informed Potential ban from using IT in school Potentially reported to the police and authorities Admission to Focus Potential suspension or permanent exclusion
Use of a device to record, or transmit live, or circulate image and / or audio of members of the school community. This includes the creation of images / messages on AI.	Parents will be contacted. Potentially reported to police and authorities Admission to Focus Potential suspension or permanent exclusion
Smoking in a Campion School uniform outside of school.	Detention for at least 1 hour or a possible admittance to Focus depending on proximity.
Possession of a cigarette lighter in school	Very likely to result in an external suspension
Smoking or using vapes on the school site	Possibility of an external suspension or admittance to Focus
Possession, using or supplying drugs onto site.	Zero tolerance Most likely outcome is a permanent exclusion Police referral
Possession of a knife or other potential weapon on school site.	Zero tolerance Most likely outcome is a permanent exclusion Police referral