

**Policy:** Behaviour Policy  
2024-2025

**Approval:** Headteacher

**Date:** Summer

**Review:** Annual

#### Revision History

Date	Version	Changes Made	Approved By
15/07/2024	V6	Annual operational review	Mr S Jefferies
02/04/2025]	V7	Section 15, Searches added Section 8 amended Section 18 amended Statutory guidance links updated	Mr S Jefferies
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## 1. Introduction

Our Behaviour Policy outlines clear routines and expectations for the behaviour of our students across all aspects of school life. We believe that a positive attitude to learning leads to excellent academic progress. We are dedicated to ensuring that our school environment supports the learning and wellbeing of students and staff through a strong sense of community. All members of our school community have the right to feel respected, valued and safe. Positive behaviour underpins our school vision and values and we promote high standards of behaviour at all times.

## 2. Our vision

Inspiring lives through learning

## 3. Our values

**Purposeful:** we persevere to achieve our goals and aspirations

**Proud:** we celebrate everyone's effort and achievements

**Respectful:** we care about each other and believe in equality and kindness

**Curious:** we have enquiring minds and are not afraid of challenge

**Supportive:** we make a positive difference to each other's lives.

**Ambitious:** we aim for the very best in all we do.

## 4. Aims

**The behaviour policy allows the school to:**

- respond to incidents quickly, consistently and effectively.
- foster an orderly environment to allow all students to learn, and teachers to teach.
- encourage students to develop self-discipline and respect for themselves and each other, regardless of the protected characteristics that we all have (as stated in the Equality Act 2010) including academic ability, background, race, religion or beliefs, gender, sexual orientation or special educational needs and/or disabilities.
- ensure that students, parents/carers are fully aware of what constitutes good behaviour according to our vision, values, Behaviour Policy, Ladder of Consequences, and Ladder of Achievement and Rewards.
- recognise, encourage and reward positive behaviour at all times.
- modify inappropriate behaviour through considered support and/or sanctions.
- be proactive in preventing all forms of bullying amongst students and any bullying directed towards staff, parents/carers and visitors in accordance with our Anti-Bullying Policy.
- make clear the expectations and procedures that are to be followed if an incident of bullying is reported in accordance with the Anti-Bullying Policy.

## 5. Rewarding positive behaviour

We believe that students respond well to recognition and reward and as such we celebrate the success of our students by rewarding achievement. Achievement is something that is accomplished through the positive everyday behaviour of our students, their attitudes, and their interactions within the school and the wider

community that goes beyond compliance.

Our Achievement and Rewards system provides clear behaviours that students can be rewarded for. House points are allocated to students for their achievements which contribute to the overall House tally. House points are awarded to students during lessons, for involvement in our extra-curricular programme, contribution to the wider community and for demonstrating our school values. We also reward students for their learning attitude, their subject progress and their school attendance.

The School Ladder of Achievement and Rewards clearly outlines the procedures to follow in recognising and rewarding student achievements and positive behaviour, and is available [here](#).

## 6. Addressing negative behaviour

No student must act in a way which is detrimental to the wellbeing, safety or education of others. There is a need to challenge unacceptable behaviour displayed by our students, and as such recognise the need for a range of carefully measured sanctions to reinforce our high expectations when students fail to meet them. These sanctions are applied using a five-tier escalation system which all staff will follow consistently. Every attempt is made to ensure sanctions are applied fairly with the student understanding the reason for the sanction and to use restorative practice, where appropriate. These sanctions and procedures are clearly stated in our Ladder of Consequences which is available [here](#).

## 7. Conduct in lessons

In every lesson there is an expectation that our students are respectful at all times and work hard. If a student fails to adhere to either of these expectations, they may lose their right to be in their lessons with their peers.

**We expect ALL students to:**

- Arrive to lessons on time and equipped for learning (see our [Uniform and Equipment Guidance](#) ).
- Enter and engage with the lesson entry activity.
- Sit/work silently whilst the register is taken.
- Listen in silence when the member of staff is delivering the lesson.
- Follow all instructions the first time without question.
- Work to the best of their ability without disrupting the learning of others.
- Remain in the classroom for the duration of the lesson, unless instructed otherwise by a member of staff.
- Respect all members of our school community when they are contributing to a lesson.

If a student fails to meet any of these simple expectations, they will be issued with a level 1 warning (for their first disruption during a lesson) where behaviour management strategies will be used to enable them to correct their behaviour. If a student persists in exhibiting negative behaviour, their name will be written on the board by the member of staff, as a way of the issuing a level 2 (second disruption during a lesson).

If a third incident of disruption occurs during a lesson that student forfeits their right to be

in that lesson and will be sent to our Bournside Reintegration Centre (BRC) for a fixed period, including a whole school detention which finishes at 3:45pm. Refusal to attend the BRC will result in an escalation of sanction. Parents/carers will be informed via Class Charts.

The member of staff who issued the BRC referral will endeavor to meet them at the end of the day, or prior to their next lesson for a 'restorative conversation'.

## 8. Behaviour in corridors and around our site

During lesson changeovers we expect students to continue to act appropriately. Students will not run, be loud or loiter in our school corridors. To avoid congestion, we ask all students and staff **'keep left and keep moving'**.

### During social times ALL students are expected to:

- Only socialise in the designated areas of the school, which are supervised by duty staff.
- Eat only in designated areas, such as the dining centres and designated outdoor spaces. Students are not permitted to eat in corridors.
- Remain outside buildings unless they have explicit permission from staff. Arrangements for wet weather will be made and communicated to students on the day.
- Use only the designated toilet facilities and not socialise in these areas.

### Smoking/vaping

No student is permitted to smoke/vape on the Cheltenham Bournside School grounds or when dressed in our school uniform. If a student smokes/vapes, or chooses to associate with such behaviour, they will incur a sanction in line with our ladder of consequences and all smoking paraphernalia will be confiscated and discarded.

If it is suspected that a student has smoking/vaping paraphernalia in their possession, two members of staff will conduct a search, in line with section 17 of this policy.

## 9. Use of Mobile Technology in School (Mobile Phones and iPads)

We recognise that schools are places where students learn social skills through face-to-face conversations. Because of this, the use of iPads, tablets, and similar devices is restricted to within the classroom, during lessons under the guidance and with the express permission of the teacher. The use of iPads, tablets, mobile phones, and similar devices outside of lesson time and/or without the permission of the teacher is prohibited on the school grounds and will result in the following disciplinary sanction:

1. First occasion – device confiscated. Students can collect from student reception at the end of the school day.
2. Second and subsequent occasions – device confiscated and whole school detention. Parents/carers will be required to collect the device from reception and whole school detention.

If a student refuses to hand over a mobile device and/or headphones at the request of a member of staff, a higher sanction will be applied, and a referral will be made to a member of SLT. If a student refuses to hand over their phone/iPad/headphones to a member of SLT,

they will incur a suspension from school. Sixth Form students are permitted to use their mobile devices within the Sixth Form centre and permitted study rooms (see Ladder of Consequences). If a student has their mobile phone confiscated repeatedly, the respective Head of House may keep the student's phone during the school day by confiscating the device on the house gate each morning.

## **10. Non-compliance with our uniform policy**

During tutor time at the start and end of every school day, tutors will be responsible for ensuring students are adhering to the school's uniform and equipment policy. Prohibited items will be confiscated during tutor time and placed in the tutor box.

When a student does not comply with the expectations of our uniform and equipment policy or wears a prohibited item, this will result in the following disciplinary sanction:

1. First occasion – item confiscated (if required). Students can collect the item from their tutor at the end of the school day. Lack of correct uniform noted using the 'uniform Infringement' icon on Class Charts
2. Second and any subsequent occasions – item confiscated (if required). Lack of correct uniform noted using the 'uniform Infringement' icon on Class Charts and a whole school detention issued (via the intel event).

If a student has false eye lashes and/or false nails they will not be permitted to attend lessons and be placed in the BRC until they are removed

\*Please see Appendix D for guidance on how morning tutor time will work regarding uniform compliance.

If a student is unable to comply with the expectations of our uniform and equipment policy due to financial constraints, the school will endeavor to support where possible. (See uniform and equipment policy)

## **11. Detentions**

**We have 4 types of school detention:**

1. Social time detention - used for incidents of poor behaviour outside the classroom
2. Department detention – for missed homework deadlines and unacceptable level of work (3:15- 3:45pm).
3. Whole school detention - infringements of our behaviour policy (3.15 – 3.45pm)
4. Deputy Headteacher detention - for truancy and repeated/or serious breaches of our behaviour policy (3:15- 4:45pm).

In the event of non-attendance to a whole school detention this will be escalated to a deputy headteacher detention. If a student refuses a member of staff, they will serve a fixed term in the BRC on the following school day. Social time and whole school detentions will be supervised by the pastoral team and department detentions by

teaching staff organised by Heads of Department.

## 12. Bournside Reintegration Centre (BRC) protocols

If a student is repeatedly disrupting the learning of others or incurs a level 3 sanction a referral will be made to the BRC.

1. The student arrives at BRC:
  - The student hands in their mobile phone which will be stored securely for the period they will serve.
  - The student remains in the BRC for 5 periods, including a whole school detention on the day they are admitted. If a student is referred during period 5, they will complete their time and serve the detention the next school day.
  - The student completes a reflection sheet and is given age appropriate curriculum related work to complete.
  - At the end of the day, the student may be expected to engage in a restorative conversation with the teacher that made the referral.
  - Whilst in the BRC, if the student does not engage with their work or receives 2 strikes for disruptive behaviour a re-set conversation will take place with a senior member of staff in order to support them with completing their placement. If poor behaviour persists, a third and final strike will be issued and an escalation of sanction will be applied.
2. Parents/carers will be notified of the sanction via Class Charts and/or a member of our Pastoral Team will endeavour to make contact to discuss behaviour concerns. The BRC supervisor will email the teacher concerned to remind them to attend the restorative conversation with the student.
3. If a student does not improve their behaviour following these steps, the school will assess the level of need and will put in place further interventions, which may include the use of alternative provision.

## 13. Bournside Base

When other avenues of support have been exhausted at Cheltenham Bournside School the Bournside Base will be an option that is considered by a member of the Senior Leadership Team. Bournside Base (BB) is an onsite provision that students are referred to for short-term and long-term placements. These are students that have been identified due to their disengagement from our curriculum and/or persistent breaches of our behaviour policy. The aim of the Bournside Base is to provide an alternative pathway for our students to support their academic progress, well-being and ultimately keep them in mainstream education.

## 14. Behaviour in the wider community

Statutory guidance is clear that the Headteacher's power to suspend or exclude also applies to behaviour beyond the school premises and school day. This also relates to social media and our extended local community. Students are expected to demonstrate a high standard of behaviour on the journey to and from school as every student is an ambassador for Cheltenham Bournside School. ALL students are expected to:

- arrive at and leave school in full uniform (students are not permitted to wear hooded sweatshirts or outdoor clothing in our school buildings at any time on – such items will be confiscated and handed to our student reception)

- use appropriate crossing points where possible to cross the road safely
- use the cycle lanes (following the highway code of conduct at all times) if they ride a bike to school
- take responsibility for their own litter and dispose of it properly.
- respect our neighbours and all local residents at all times.

## 15. Searches

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.<sup>1</sup>

Staff may conduct a search of a pupil or their possessions without their cooperation, in accordance with paragraphs 19-23 of the government guidelines on [Searching, Screening and Confiscation](#). However, this will only be carried out in exceptional circumstances. Wherever possible, parents should be contacted before proceeding with a search conducted without the student's cooperation.

## 16. Reasonable adjustments

Students who have an Educational Health Care Plan (EHCP) or an identified additional need are also expected to follow the behaviour policy; however, reasonable adjustments may be made when appropriate. Advice from the school's Special Educational Needs and Disabilities (SEND) Department and from external agencies will be taken and communicated to all staff. Staff can refer to the SEND register and any plans that are in place for that child for further information. Some students may need a differentiated approach to break down their individual barriers to learning and understanding. Further guidance is available from SENCo.

## 17. Suspensions from school

The Headteacher reserves the right to suspend a student from school when there are legitimate reasons to do so. A suspension from school can be a period of 1-45 days. If a child's suspension on a single occasion is more than 5 school days, educational provision from day 6 onwards will be arranged by the school. Behaviour of a student outside school can also be considered grounds for a suspension. If a suspension is issued, the school has a procedure of reintegration to allow a student to re-join our school community successfully. This will take the form of a personalised readmission meeting, where clear targets will be agreed with parents/carers, the student and the school.

All students are expected to always take responsibility for their actions and their choices. For a serious breach of our Behaviour Policy, a student will always incur a suspension.

Examples of this include but are not limited to:

- Swearing at a member of staff.
- An unprovoked physical attack on another student.

<sup>1</sup> [Searching, Screening and Confiscation](#) Advice for Schools, July 2022  
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- Exhibiting discriminatory actions towards others including, but not exclusively: racism, homophobia, sexual discrimination and/or harassment and peer on peer abuse.
- Possession of or drinking alcohol on the school site.

## 18. Permanent Exclusion

Detailed guidance relating permanent exclusions is contained within “Exclusions from maintained schools, academies and pupil referral units in England” (DfE August 2024). [\(link here\)](#)

A decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The behaviour of a pupil outside school can be considered grounds for an exclusion. Because each case needs to be carefully and individually considered, a list of misbehaviours which would always lead to permanent exclusion cannot be given. However, save in exceptional circumstances, the following may lead to permanent exclusion:

- Serious acts of violence towards others.
- Bringing a weapon, or an object with the intent to use it as a weapon, onto the school site
- Seriously endangering the physical, mental or emotional wellbeing of others or a substantiated threat to do so.
- Using, possessing or dealing controlled drugs or associated paraphernalia.
- Any other behaviour which meets the criteria set out in the document referenced above.

When a decision to permanently exclude is made, this decision will be conveyed to the individual and parents as soon as possible. As soon as is practicably possible, the required information will be provided to the local authority who are responsible for the provision of education to permanently excluded students from the sixth day of the exclusion. As this information is often complex, it may take several days to provide detailed information to the local authority; however, they will be informed of the basic details of the exclusion within 24 hours of the decision being made.

More information on the procedures once a decision to be made can be found in “Exclusions from maintained schools, academies and pupil referral units in England” (DfE August 2024). As this guidance is statutory and is followed in all cases, it need not be reproduced here. The clerk to the governing body is responsible for ensuring that these procedures are followed.

# Appendix A

## The Restorative Conversation

The restorative conversation is an opportunity to rebuild the relationship with the student who has been referred to the BRC. The conversation is not to be used as another punishment. If a member of staff issues a level 2 to a student, they must have a restorative conversation prior to the next lesson. We recommend that this is the same day at the BRC. If this is not possible, please find another time that is convenient to you. If you require support with this, please contact the student's Head of House, the BRC supervisors or a member of SLT.

### **The conversation should:**

- help the student reflect on their behaviour.
- move the student on from that behaviour and incident.

### **Reflecting on what has been done:**

- Why do you think you were sent to BRC?
- What are you going to do differently next time?

### **Moving on from the behaviour incident:**

- Reinforce your expectations for behaviour in the lesson.
- How could you improve next lesson?
- Reinforce positive aspirations.
- Provide support for positive behaviours.
- Agree on a strategy to improve the student's behaviour in your lesson long term.
- Agree on a change that may benefit the student (level of difficulty of work, place in the seating plan etc.).

### **Difficulties you may face:**

Prepare for a difficult or challenging answer. A Child Protection issue may be a mitigating factor in the behaviour, and you may need to raise this with the Child Protection Officer. There may be another disclosure that you may have to deal with. This conversation can be a vital tool for building a strong relationship in the classroom.

# Appendix B

## Behaviour Management Script and FAQs for Staff

How should I expect students to behave in my classroom?

### If a student disrupts the lesson:

- inform the student by saying, “You are disrupting the learning of other students; this is your level 1 warning”
- then, record a L1: first disruption to a lesson on Class Charts.

### If a student continues to disrupt the lesson,

- **inform the student by saying**, “You are disrupting the learning of other students; that is a level 2 which is your **final warning**”.
- then write the student’s name on the board and
- record a L2: second disruption to a lesson on Class Charts.

### If a student continues to disrupt the lesson they require a Level 3 referral which will initiate BRC parking:

- **inform the student they must leave the lesson by saying**, “Please leave the lesson and make your way to the BRC. You have 5 minutes to get there.”
- Then record a L3: disruption to a lesson. (This will alert the BRC immediately).

### What does disruptive behaviour look like?

Disruptive behaviour is anything that stops or slows the momentum of learning.

Defiant behaviour is any time the student refuses, directly or indirectly, to follow your instructions. Behaviours may include:

Calling out	Lack of equipment	Using a mobile device
Off task chatter	Lack of immediate cooperation	Non completion of work
Talking over teacher	Lateness	Damaging equipment/ property
Distracting others	Poor choice of language	Name calling
Bickering	Chewing/eating in class	Headphones in or on display

### What happens if...?

#### ...I have an after-school commitment, or I can’t make it to the restorative conversation?

Students will be required to stay in school until 4pm on the day they have been sent to the BRC. If this is not enough time, you may need to see the student at a time convenient to you.

#### ...a student persists with negative behaviour in my classroom?

If you have been following the procedures, the student will be picked up by the BRC staff and Heads of House. If it still continues there will be a longer time spent in the BRC and you may wish to speak to your Head of Department or SLT for advice.

#### ...a student leaves my class, but does not arrive at the BRC Room?

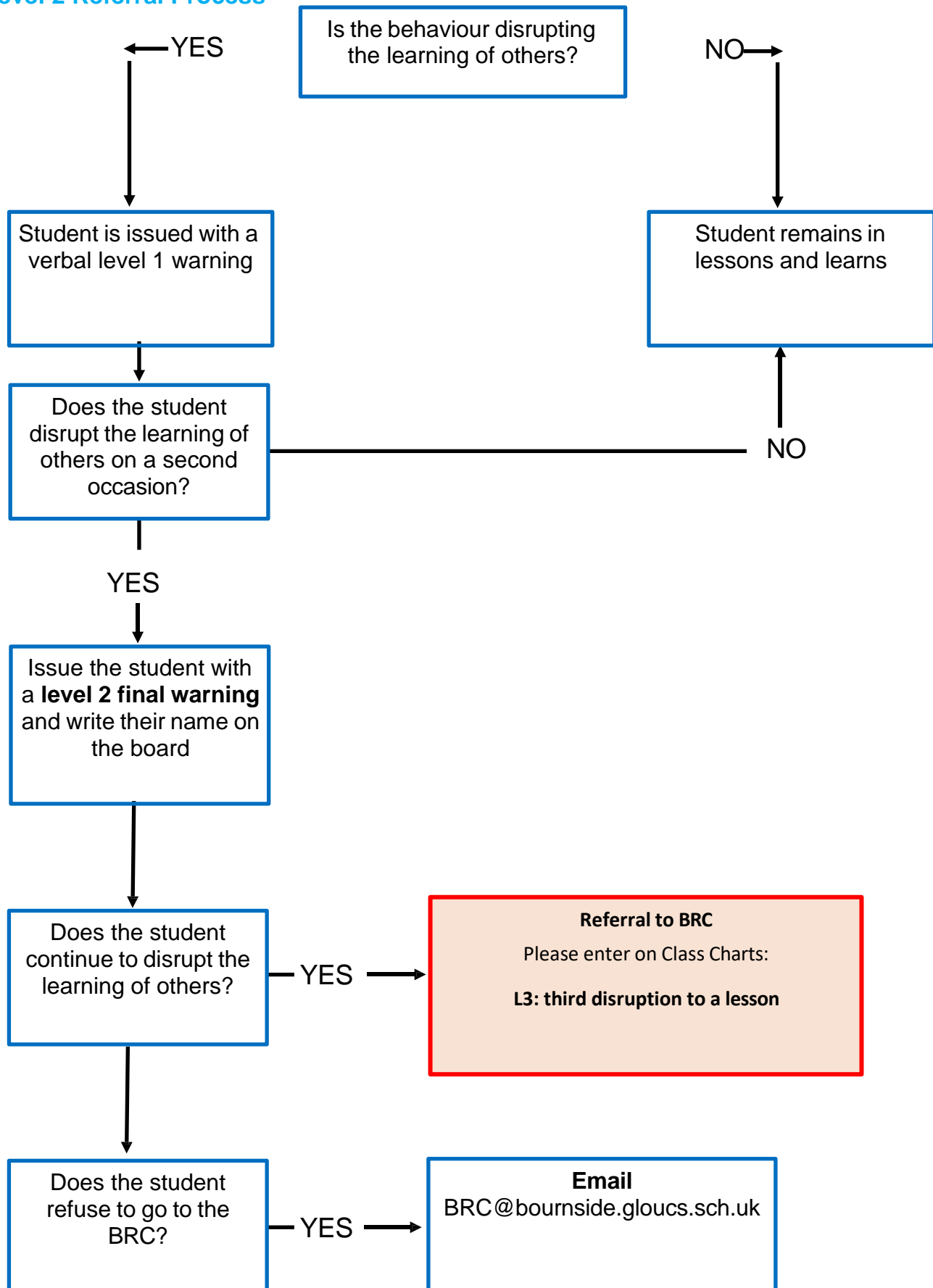
The student has 5 minutes to reach the BRC Room. If they do not arrive, a safeguarding referral will be raised within the BRC and referral/pastoral staff will locate the student.

#### ...I don’t send many students to the BRC Room?

- If this is because you employ a wide range of behaviour management strategies and have strong relationships with your students, this is what the school wants.
- If this is because you are worried about being singled out because of behaviour problems in your lessons, please be assured that the system is there to be used by you to maintain a productive learning environment in your lessons. You will not be judged for sending students to the BRC Room. It is better to use the system consistently to support your colleagues than to avoid a problem.

# Appendix C

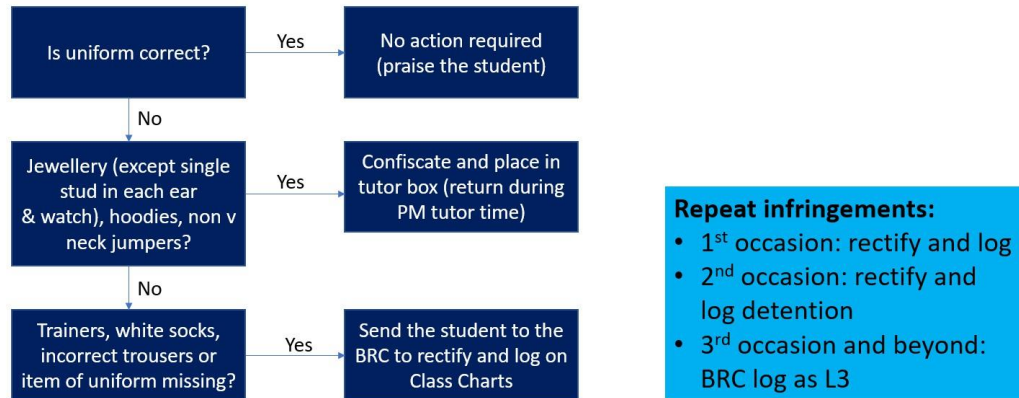
## Level 2 Referral Process



# Appendix D

## Tutor Time

### Tutor time- consistency check



\*If a student refuses to go to the BRC or refuses to comply log as a L3: refusal

## Related statutory and guidance documents

**This policy should be read in conjunction with:**

- Searching, screening and confiscation (DfE, July 2022)
- Keeping Children Safe in Education (DfE, September 2024)
- Exclusion from maintained schools, academies and student referral units in England (DfE, August 2024)
- Behaviour and Discipline in Schools – Advice for headteachers and school staff (DfE, February 2024)
- Attendance policy
- Use of reasonable force (DfE, July 2013)
- School Uniform – guidance for governing bodies, school leaders, school staff and local authorities (DfE, April 2024)
- Education Act (2011)
- Equality Act (2010)
- The school's Anti-bullying Policy