



### The John of Gaunt B4L Policy

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	LGB	20th May 2026	LGB	20th May 26	20th May 2027	Yes

“Excellence Every Day”

#### Our Mission

Our mission is to make sure that all our students, regardless of their circumstances, discover their personal best and thrive academically, individually and socially.

We are relentless in driving high expectations and make no apology for ensuring high standards across the school. We will continually ensure every student achieves excellent results, with high-quality teaching and a first-class curriculum, underpinned by outstanding cultural capital experiences and exceptional pastoral care.

#### Values

##### Kindness

At The John of Gaunt school we nurture, recognise and celebrate the important quality of being generous, helpful, and caring towards other people that is essential in our society today.

##### Positivity

Being optimistic in attitude is crucial for any person to be successful at any stage of their life. We believe that positivity breeds positivity and so we foster this trait in all members of our school.

##### Belonging

All our staff and students must be happy and comfortable within our community at The John of Gaunt School. We want every member to feel welcome and accepted so that they can flourish.

#### Aims

- To ensure that all students, parents/carers, staff and governors are aware of the high expectations of The John of Gaunt School in terms of Behaviour for Learning (B4L);
- To provide a safe, secure and celebratory environment where all members of the community can flourish, thrive, feel a sense of belonging, and fulfil their potential
- To promote good behaviour through good conduct, high levels of effort, self-discipline and respect;
- To create a safe learning environment that is free from bullying and in which all students are empowered to keep themselves safe;
- That all members of the school community are aware of the behaviour and reward systems



- To encourage students to become involved in, and have enthusiasm for, all aspects of academic, learning, creative, sporting and leadership opportunities and success;
- To embrace difference, encourage tolerance and challenge prejudice;
- To prepare students to become responsible adults.

**We believe that high standards of behaviour lie at the heart of a successful school that enables:**

- All its students to make the best possible progress and outcomes in all aspects of their school life and work.
- All staff to be able to teach and promote good learning without undue interruption or harassment.
- All students and staff have the right to always feel safe in school. There should be mutual respect between all in the student community.
- All students have the right to be at ease with their involvement in any enriching activity they choose and to take pride in their achievements.
- All visitors to the school should always feel safe and free from the effects of poor behaviour and in all parts of the school.
- Parents / Carers are encouraged and helped to support their children's education and behaviour to enable learning, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

This policy should be read in conjunction with other the other policies and documentation listed below (please note all guidance and policies refer to the most current versions available):

- Keeping Children Safe in Education (DFE)
- Sexual violence and sexual harassment between children in schools and colleges (DFE)
- Equalities Policy
- Anti-Bullying Policy
- Drug and Alcohol Misuse Policy
- SEN Policy
- Online Safety Policy
- Rewards Policy
- Safeguarding Policy
- Attendance Policy
- Teaching and Learning Policy



## Objectives

This policy defines the operating procedures for a system that:

- reinforces the right behaviour to enable students to be successful and make positive choices.
- delivers consistent consequences for the wrong behaviour.
- seeks to ensure that all students are treated equally and fairly.
- enables staff to teach effectively by removing disturbances to learning.
- promotes a respect for and positive attitude toward learning.

### Students with identified additional needs.

Students who have an Educational Health Care Plan (EHCP) or identified additional need(s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from The John of Gaunt Individual Learning Department (ILD) and from external agencies when appropriate will be taken into considerations and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the students SEN needs.

Staff can refer to the notes on Arbor, Class Charts, the SEND register and one-page profiles 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 the SEND Team or SEND Coordinator. Where appropriate social stories written by our SEND team will be used to support understanding of behaviour expectations.

### Students with special circumstances

We recognise that some students may require reasonable adjustments to support their behaviour, even if they do not have identified SEND. These may include students with mental health needs, those who currently have or have previously had a social worker, or those experiencing other significant challenges. Such students will be identified by the Year Leads and Pastoral Manager. Agreed reasonable adjustments will be put in place, and each student will have a one-page profile outlining their individual needs. Staff can access this information in the same location as SEND documentation.

## 1. Expectations for Behaviour

All members of the school community have a role to play in supporting behaviour, which promotes learning that is free from disruption, enables teaching to meet the needs of the students, and ensures all members of the school feel safe.

No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and students will have disruption free classrooms in which they can learn.

On a lesson-by-lesson basis, students will have one choice, to either be in class working as directed by staff or to be withdrawn from their peers.

No student has the right to deride or undermine the involvement and achievement of others in school life.

## 2. The Governing Body including Trustees from Equa Mead Learning Trust:

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to arrange to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children this would include.

- supporting the school in maintaining high standards of behaviour and ensuring that this policy is implemented in a fair, effective and non-discriminatory way.
- this policy is carried out and monitored with appropriate impact assessments informing future plans



- ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising;
- providing an appeals mechanism in relation to this policy
- supporting the school in celebrating the involvement of students and staff in enrichment activities and their achievements.

### 3. The Senior Leadership Team (SLT):

Members of SLT/Head Teacher will support all staff in promoting learning and positive behaviour through:

- implementing this policy in a fair, effective and non-discriminatory way Conducting regular ‘Learning Walks’ (Also known as climate walks) throughout each school day
- recognising excellence in terms of learning, engagement and supportive behaviour
- ensuring that all stakeholders are aware of this policy and have access to it
- ensuring that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- responding to any complaint made to the school in relation to this policy by students and/or parents/carers
- supporting the Pastoral and Behaviour Support Center (**PBSC**) and the staff within it
- following up and offering support/advice both to staff and students where this is requested and or needed
- report to governors regularly regarding any incidents in relation to this policy and its impact.

### 4. Teaching and support staff

Securing excellent behaviour is central to learning and teaching. High standards of teaching and clear expectations of learners will promote improved behaviour and support effective learning.

#### 4.1. Good teaching and learning

It is expected that good teaching and learning will:

- promote engagement of students
- provide every individual with the opportunity to ‘shine’ and enable students to understand the nature of learning
- enable students increasingly to recognise and take responsibility for the development of their own learning through engaging with learning activities
- include adaptations to lessons and pedagogy to ensure the needs of all students are met

#### 4.2. It is an expectation of all teaching staff to:

- Consistently implement the meet, greet, stand, seat routine with all classes and similarly, offer words of praise and encouragement as students leave (presence at the classroom door, enables staff to adopt a monitoring role as students move past their respective classrooms and ensure that the correct uniform is worn correctly)
- ensure, at the start of lesson, students stand behind desks quietly to enable a positive and constructive start to each lesson
- construct and follow a seating plan for each class which will be recorded and kept up to date on Class Charts
- plan and deliver lessons that meet the needs of all students, including those identified through the SEND register, with clear learning outcomes, regular feedback and recognition of effort and achievement.
- consistently address any negative behaviour that reduces the opportunity for all students to achieve their potential both in and out of the classroom, implementing strategies which help students to manage their behaviour for example moving seats
- consistently follow processes identified through behaviour templates
- share successes and concerns with parents or carers using Class Charts, telephone calls, emails and face to face communication. Class Charts entries must be clear, factual and professional, including any actions taken where appropriate.



- accept and seek the advice of the Year Leaders and pastoral leads for each year group who are also key to the support of good learning behaviour.
- seek the advice and support of subject leads and directors of learning to support behaviour management within their subject area
- recognise and celebrate positive involvement and achievements in whole-school life in accordance to the rewards procedures.
- attend and participate in restorative conversations with students at the end of the day where they have been removed from a lesson to facilitate a positive return to the next lesson. This may be supported by a member of the pastoral staff if requested.

### 4.3. The School's expectation of parents/carers

By choosing to send their child to The John of Gaunt School, parents/carers will be expected to support the school in developing a safe, effective and enriching learning environment through its various policies and their application.

- parents/carers will work in a respectful partnership with The John of Gaunt School to ensure that their child's behaviour is their best, making school aware of any issues in or out of school which may impact a student's behaviour and their ability to learn
- ensure their child arrives to school on time and is ready to learn and that they are Prepared with the correct equipment, wearing the correct uniform
- as part of the admission process parents/ carers are expected to read the published behaviour policy and parental code of conduct (available on the school website and in written form on request from reception) and act in accordance with it enabling their child to develop positive behaviour skills and attitudes to support in learning and in the wider community
- parents and carers are asked to support the school's Behaviour and Uniform Policies and to work with the school in reinforcing reasonable expectations set by staff.
- parents / carers will be expected to support The John of Gaunt School's enrichment program and rewards procedures
- the School reserves the right to charge parents/carers for all exam entries in cases where persistent absence and / or persistent poor behaviour is exhibited by their child
- where parents/ carers have an issue with the management of behaviour or rewards in the school they are expected to raise their concerns appropriately in keeping with the Complaints Procedure

## 5. The Schools' Expectation for Students in lessons

- It is expected that students take responsibility for their own behaviour, including accepting and seeking support from staff when needed.

### 5.1. In Lessons and tutor periods, students shall:

- arrive promptly. If there has been an unavoidable delay, this must be supported where possible by a note from the member of staff with whom they have been talking/meeting.
- arrive with the basic equipment including exercise books (if taken from the previous lesson) pens, pencils, a ruler and a calculator plus any specific equipment required for that subject and be **'READY TO LEARN'**.
- wait outside the classroom in a silent orderly line, in the designated area, not blocking movement in corridors
- when in school buildings, remove all outside clothing including hats, coats, scarves and gloves.
- Stand behind their allocated seat on entering the classroom, according to the seating plan which is non-negotiable and be seated quickly when directed by the member of staff leading the lesson or activity
- act always with respectful, courteous and considerate behavior to all members of the school community in line with the school values of kindness, positivity and belonging, which promotes a positive learning environment
- show care and respect for other people and their property and leave the classroom in a clean, safe condition for those who follow. (Community service may be used as a sanction for any property-related breach of the behaviour policy and in cases of criminal damage the cost may be passed to the parents/carers)



- ensure that electronic devices such as phones, smart watches and tablets (including head / earphones) that are not school approved for learning are switched off during the school day and stored in line with the school's mobile devices and phone policy. Any mobile phones seen will be confiscated by staff and taken to be held in the safe in the PBSC until parents can collect (from Sept 2026 – Student may collect phones before this time). Staff at The John of Gaunt School will not be held responsible for the loss or damage to any phones or mobile devices.
- follow instructions from staff the first time asked, ensuring that lessons are not disrupted by failure to follow instructions. Students have an opportunity to speak with staff outside of lessons if they would like to.
- represent the school in a positive manner within the community and on school trips – students are expected to behave in an outstanding manner whilst in school uniform on their journeys to and from The John of Gaunt School – (see section on out of school behaviour)

## 6. How it works

All students are expected to contribute to a calm and disruption free learning environment. Where behaviour is unintentional or minor and does not significantly affect the climate for learning, staff should use a verbal reminder to support the student in returning to task. Reasonable adjustments should be made if needed and appropriate. This reminder is not recorded on Class Charts and should be applied using professional judgement.

Where a student's behaviour begins to disrupt the climate for learning, the teacher should issue a first formal reminder. The student's name should be written on the board and the teacher should briefly explain why the behaviour has resulted in the reminder. This should be done calmly and without further disruption to the lesson. Staff may move the student to another seat or use another appropriate strategy to support the student in making a positive choice and continuing with their learning.

Teachers should avoid engaging in arguments with students. Clear instructions should be given and students allowed appropriate take-up time to respond and make a positive choice.

Students who have been issued with a reset card as part of agreed support should be permitted to use this at any point before a second warning is issued. Where students have SEND, or other identified needs which require reasonable adjustments, these must be considered when supporting behaviour within the classroom.

### 6.1. The Pastoral and Behaviour Support Centre (PBSC)

The Pastoral and Behaviour Support Centre, PBSC, exists to support disruption free learning across the school and to provide students with an opportunity to reflect on their behaviour in a calm and supportive environment. Where a student's behaviour prevents learning from continuing within the classroom, removal to PBSC protects the learning of others while providing a structured opportunity for the student to reflect, reset expectations and be supported to make more positive choices in future lessons.

PBSC is not intended to be a long-term placement. It is a short-term intervention designed to restore learning, support behaviour improvement and enable students to return successfully to their lessons. Students will typically spend 3 lessons plus a free period (break or lunchtime) in the PBSC but this may be adjusted in response to individual circumstances and reasonable adjustments which may increase or decrease the time spent in the PBSC.

PBSC is a structured learning environment. Students continue their learning through work based on core subjects which is provided by PBSC staff. Students are expected to engage fully with this work and follow the expectations of the PBSC so that they can return successfully to their lessons.



The aim of PBSC is to support successful reintegration into lessons through reflection, restorative conversation and clear expectations for future behaviour. The use of PBSC forms part of the school's graduated response to behaviour and is applied consistently to support both individual students and the wider learning environment. Where students have identified needs or agreed reasonable adjustments, these will be considered when determining the support provided and the duration of time spent in PBSC.

## 7. Second Warnings

### Take-up Time

Students should be given 'take-up time' where appropriate before a second warning is issued.

Take-up time is the period a student is given to process an instruction and adjust their behaviour. When a teacher gives a clear instruction or warning, students should be given a reasonable opportunity to respond and make a positive choice before further action is taken.

Instructions should be clear, simple and specific. Staff should give one instruction at a time so that expectations are understood and students can respond appropriately.

Teachers should avoid engaging in arguments or repeated discussion. Once the instruction has been given, staff should move away from the student and continue teaching the lesson, allowing the student time to reflect and respond. This helps maintain the flow of the lesson and avoids unnecessary escalation.

For some students, particularly those with SEND or where a student is emotionally dysregulated, take-up time may be longer than expected and may extend to several minutes. Staff must take account of individual needs and any agreed reasonable adjustments when determining what constitutes an appropriate amount of time.

Where reasonable adjustments are required, these should be applied consistently and recorded on Class Charts so that there is a clear record that appropriate support strategies have been followed.

Once sufficient take-up time has been given, if the student chooses not to follow the instruction, the next stage of the behaviour process should be applied.

If a student fails to meet expectations for a second time within a lesson, they will be directed to the Pastoral and Behaviour Support Centre, PBSC.

Before the student leaves the classroom, the teacher should clearly explain why the student is being sent to the PBSC. This explanation should be brief and calm and should not lead to further disruption or discussion within the lesson.

Students are expected to leave the classroom promptly and make their way directly to the Pastoral and Behaviour Support Centre, PBSC. A reasonable time for students to arrive at PBSC is defined as within five minutes of leaving the classroom. This allows sufficient time for movement between different areas of the school site.

Failure to arrive at the PBSC within five minutes, or delaying without a legitimate reason, will be treated as a refusal to follow a reasonable instruction and will be addressed through the graduated response outlined below.



At the point the student is directed to the PBSC, the member of staff must record the incident on Class Charts. This entry should clearly outline the behaviour that led to the removal and confirm any reasonable adjustments that were implemented prior to the student being sent from the lesson. This ensures transparency for parents and allows PBSC staff to review the events with the student and support reflection.

Students placed in the PBSC will normally remain there for three lessons, beginning from the point they arrive. Where agreed reasonable adjustments are in place for a student, the duration of this placement may be reduced in line with the student's support plan.

Students are expected to engage with the work and follow the expectations of the PBSC. Where a student does not engage appropriately, the duration of their placement may be extended.

## **8. Refusal to leave after a second warning is issued**

If a student refuses to attend the PBSC, staff should record this on Class Charts using the refusal to leave after a second warning alert function. This will notify the Headteacher's PA and pastoral staff who will respond as soon as possible. The response will follow a graduated approach. In the first instance a pastoral lead will attend, followed by the Senior Pastoral Manager if required, and then a member of the Senior Leadership Team if necessary. Continued refusal to follow instructions or behaving in such a way that the student is considered beyond the care and control of the school then this may result in further escalation and may lead to a fixed term suspension.

Where a student has been directed to the PBSC, the member of staff who removed the student from the lesson must attend the PBSC at the end of the school day to hold a restorative conversation with the student. The student will have been provided with a reflection sheet to complete which will inform the restorative conversation. This conversation allows the student to reflect on what happened, understand why the behaviour disrupted learning and agree what needs to be done differently in future lessons. Students will remain in school until 3.15pm to allow this conversation to take place.

If a member of staff is unable to attend the PBSC at the end of the day, they must inform the PBSC Manager so that appropriate arrangements can be made.

## **9. Conduct in school generally**

All students are expected to always take responsibility for their actions and their choices. For a serious breach of our code of conduct a student will be likely to be fixed term suspension if they:

- Swear directly at a member of staff (even under their breath)
- Defy a member of staff by walking off when being spoken to/reprimanded
- Physically assault another student or a member of staff

This may be off site or completed on site after a risk assessment has been completed.

## **10. Behaviour in corridors and around the site**

During transitions between lessons (going from one lesson to another) students will act appropriately, that means no running through the corridors, shouting, using offensive language or loitering in corridors. To avoid congestion, we encourage students to keep to the left.



It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

When students arrive at their lesson they should line up quietly in the designated area and await their teachers direction to enter the classroom.

## **11. Behaviour outside of Lessons**

During social times, students are expected to do the following:

To sit/stand/play with their friends before school, break, lunch and after school in the designated year areas of the school or those areas which are designated for use by all students. Students should not be in the area which is designated to a year group other than their own without permission from a member of staff. (See Appendix) Students should not be in a classroom during break or lunchtime without a member of staff present.

### **11.1. Response to behaviour outside of lessons**

Behaviour outside of lessons is underpinned by clear expectations, visible adult presence, consistent routines and a fair, graduated response. Expectations are explicitly taught and regularly revisited so that all students understand how to behave in shared spaces.

The approach is designed to support students to engage positively in social times. Support is time limited, proportionate and focused on improvement so that students can participate successfully rather than experience repeated sanctions.

Year Leaders oversee individual students and monitor patterns of behaviour. The Deputy Headteacher responsible for behaviour provides strategic oversight to ensure consistency and impact.

### **11.2. Supervision and movement**

#### **Between lessons**

All teaching staff are expected to stand at their classroom entrance at lesson changeover unless directed to an alternative duty or moving between locations.

Visible adult presence supports calm and orderly movement and enables early intervention where needed. Staff should meet, greet and support students to enter classrooms promptly.

Students should be dismissed at the bell and move directly to their next lesson. Movement between lessons should be calm, purposeful and without delay.

### **11.3. Break and lunch time**

Each year group has designated indoor and outdoor spaces. Some areas may be shared, for example the field in certain terms, while others are designated for specific purposes, such as the astro for sport.

Students must remain within their designated areas and must not be inside buildings unless in a permitted space.

Where behaviour in a designated space is not acceptable, access may be restricted for a fixed period. This will be determined by leaders and reviewed.

Being in the wrong place or failing to follow expectations will result in a behaviour log and may lead to further intervention where patterns emerge.

Expectations for social times will be explicitly taught and regularly reinforced through assemblies and tutor time.

### **11.4. Staff supervision**

Staff on duty during break and lunch are expected to be visible, actively supervise and engage with students.

This includes:

- Wearing the Hi Vis Jacket that has been provided so as to be easily identified and seen

- Being positioned in designated areas
- Moving around to maintain visibility
- Intervening early where behaviour is not in line with expectations
- Supporting students to make positive choices
- Consistent staff presence is key to maintaining a calm and safe environment.

### 11.5. Graduated response to behaviour outside lessons

This operates as part of the school's wider graduated behaviour response and may lead to placement on a Behaviour Stage where concerns persist.

#### Stage 1, in the moment response

Low level or isolated incidents are addressed by staff at the time. This may include correction, redirection and proportionate sanction where required.

Incidents should be logged on Class Charts where appropriate using the 'Out of Class behaviour' button

Examples may include being in the wrong place, silliness, eating in corridors, poor interaction with others or inappropriate behaviour in shared spaces.

#### Stage 2, structured monitoring

Where a pattern of concern emerges, typically through repeated logged incidents, the student will be placed on a structured monitoring period, usually for a two-week timetable cycle.

A named Year Leader or pastoral lead will provide support at key points during social time.

Where behaviour improves, the student will exit this stage. Where concerns continue, further support will be put in place.

#### Stage 3, targeted support and supervision

Where behaviour has not improved, additional structured support will be introduced.

This will begin with a preventative approach, such as supervised sports provision, to support positive engagement and regulation. Where required, this may be followed by referral to a supervised indoor space or a report where the student is required to checking with an identified member of staff at regular intervals during break or lunch time.

Provision will normally last for a two-week timetable cycle and will be reviewed regularly.

#### Stage 4, escalation and further intervention

Where behaviour continues to be a concern, a more formal response will be implemented. This may include time in the Pastoral and Behaviour Support Centre, beginning with a short period of internal suspension where appropriate.

A meeting with parents or carers will take place at this stage.

Following this, students will return to structured social time support, rather than remaining in extended internal provision.

### 11.6. Link to Behaviour Stages

Where behaviour outside of lessons forms part of a wider pattern across the school, or where concerns persist despite intervention, students may be placed on a Behaviour Stage.

This ensures that behaviour is addressed holistically and that appropriate support and monitoring are in place across all aspects of school life.

### 11.7. Leadership and accountability

Year Leaders are responsible for monitoring behaviour, initiating support and communicating with families.

The Deputy Headteacher responsible for behaviour provides oversight, ensures consistency between year groups and evaluates impact.

### **11.8. Implementation**

Expectations for behaviour outside lessons are explicitly taught and consistently reinforced.

The graduated response is transparent, time limited and based on clear review points.

This approach is designed to improve behaviour through structure, consistency and strong relationships, without requiring additional staffing or significant cost.

## **12. Attendance, Punctuality and Truancy To Lessons (Read alongside attendance policy for whole school attendance to school)**

Attending lessons on time is essential for learning, progress and safety. Students are expected to arrive on time to every lesson.

Any student not in their lesson without permission is considered both a behaviour concern and a safeguarding concern. Lateness to lessons disrupts learning and will be addressed through a clear and graduated response.

### **Lesson attendance procedures**

If a student does not arrive:

- After 10 minutes, the class teacher will log the student as late using the 10 minute late function on Class Charts. Parents or carers will be aware of lateness at this point as they can see this on Class Charts. If the student arrives after this, the register must be updated to show that they are present.
- 15 minutes after the scheduled lesson start, the PBSC Manager will run an absence report. Students marked absent will be identified and followed up immediately.
- At this stage, a pastoral lead or member of SLT will log truancy. This will alert key staff and notify parents or carers.

### **Punctuality to lessons**

Students are expected to arrive on time to all lessons.

Where a student is late without a reasonable explanation, this will be recorded and will lead to a graduated response.

From the second late within a 5 day period:

- Two late marks will result in a 20 minute break detention
- Three late marks will result in a lunch detention
- More than three late marks will result in an after school detention until 4pm

Persistent lateness will be monitored and may lead to further intervention, including contact with parents or carers.

### **Initial response to truancy**

- A student who truant a lesson will receive a same day detention from 3pm to 4pm.
- If the truancy occurs during the final lesson of the day, the detention will take place the following school day.
- If a student truant more than one lesson in a day, they will be required to attend PBSC from 1pm until 4pm the following day.
- Failure or refusal to attend will result in further escalation, which may include a suspension.

### **Repeated truancy, monitoring and support**



Where truancy becomes a pattern, a graduated response will be applied.

If a student truant on more than four days within a two week timetable cycle:

- A meeting will take place with parents or carers and the Year Pastoral Lead
- The student will be placed on a lesson attendance report to their tutor for a minimum of two weeks

If a student truant on eight days within a half term:

- A meeting will take place with the Year Leader and Parents
- The student will be placed on report to the Year Leader

Consequences may increase where behaviour does not improve, including further loss of social time.

### **Ongoing concerns and escalation**

Where truancy continues despite support and intervention:

Further action may be taken, including consideration of off site direction to support a reset of expectations.

### **Safeguarding and support**

All incidents of truancy are treated as a safeguarding concern.

The school will:

- The school will act promptly to identify and locate students who are not in lessons, recognising this as a safeguarding concern. This may include informing parents or carers by telephone in addition to the class charts notification where appropriate. Where students are actively avoiding engagement, staff will use professional judgement and will not routinely pursue students.
- Monitor patterns of absence, lateness or truancy to lessons
- Work with students and families to understand the reasons for non-attendance to lessons
- Put in place appropriate support where available

This may include working with subject staff, pastoral teams or external agencies where needed.

### **Key principle**

Attendance and punctuality will always be addressed. The focus is on both accountability and support. Students are expected to attend all lessons on time, and the school will act consistently to ensure this happens.

## **13. Behaviour beyond the school gates**

### **The Journey Home**

Students are expected to demonstrate a high standard of conduct on the journey to and from school as the students are ambassadors of the school, the behaviour of students will be supported by the school during this time in line with DFE guidance (See below). Our behaviour policy will be fully implemented when necessary if a student/group of students is involved in any anti-social/inappropriate behaviour when out in the community and whilst representing the school.

This policy covers behaviour not only within school but in line with Department for Education guidance, also outside of school.

Taking part in any school-organised or school-related activity, travelling to or from school, or any time wearing our school uniform

Or for behaviour which at any time:

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or



- Could adversely affect the reputation of the school.

Students are expected to:

- use all traffic lights and road crossings safely
- follow the highway code
- use the cycle lanes/pedestrian zones safely
- take any litter home and dispose of it properly
- respect our neighbours and all local residents
- respect all property

Where students are involved in activities that are deemed to be anti-social or in any way criminal, we will fully co-operate with any police investigation.

## 14. Rewards and recognition

The John of Gaunt School places a strong emphasis on recognising and celebrating positive behaviour, effort and contribution. Rewards are used to reinforce the school's values of kindness, positivity and belonging, and to encourage all students to engage fully in school life.

Recognition should be inclusive and used to celebrate a wide range of students, not only those who are highly able or those whose behaviour has improved. All students should have the opportunity to be recognised for their effort, progress and contribution.

### 14.1. Verbal praise and in the moment recognition

The most immediate and effective form of recognition is verbal praise.

Staff should use specific and meaningful praise to recognise:

- Positive behaviour and engagement in learning
- Effort and perseverance
- Kindness and respect towards others
- Contribution to the school community

Praise should be given regularly and authentically, linked to clear actions, so that students understand what they have done well and are encouraged to repeat it.

### 14.2. Class Charts reward points

Class Charts reward points are used to recognise exceptional effort, achievement, behaviour or contribution. These should be linked to the school's values of kindness, positivity and belonging.

Points should be awarded:

- For actions that go beyond what is typically expected
- To recognise effort as well as achievement
- To celebrate a range of students across classes and year groups

To ensure consistency:

- Points should be used regularly but appropriately
- They should not be awarded for whole class rewards
- In most cases, no more than one or two points should be awarded within a lesson
- Tutors should work with Year Leaders to ensure consistency in how points are awarded across the year group



Students can use their Class Charts points within the reward store during the academic year in which they are awarded.

### **14.3. Certificates and celebration**

Achievement through Class Charts is recognised through a tiered system:

- Bronze certificate
- Silver certificate
- Gold certificate

These achievements are celebrated in termly year group assemblies.

### **14.4. Headteacher recognition**

Students who demonstrate exceptional commitment, effort or contribution may be nominated for Headteacher recognition.

Nominations may be made by staff and will result in:

- A meeting with the Headteacher (held weekly on a Friday morning)
- Recognition of the student's achievement
- A "front of queue" pass, allowing the student to access the canteen ahead of others for a period of one week for those in KS3 and KS4 and a recognition hour pass for those in the sixth form

This recognition is intended to celebrate outstanding contributions and reinforce the school's values.

### **14.5. Additional rewards**

Staff may also use a range of other rewards where appropriate. These may include:

- Positive communication home
- Subject or departmental recognition
- Tutor or year group recognition
- Opportunities for additional responsibility or leadership

All rewards should be used consistently and in line with the school's values.

## **15. Uniform (see uniform policy)**

In line with government guidance on school uniform, students are expected to always wear the specified school uniform correctly whilst travelling to and from school, whilst on the school site between the hours of 8am and 4pm and when attending school events outside these hours unless otherwise specified. Where students change footwear for sporting activities at break or lunch, trainers must be changed back to school shoes before re-entering the school building.

Only items listed within the school uniform policy are permitted. Items which are not included in the uniform policy should not be worn.

Where uniform is incorrect, students may be asked to make an immediate minor adjustment. This may include actions such as removing a non-uniform item or correcting how an item of uniform is worn. Students are expected to comply with these instructions promptly.

Where the issue cannot be corrected through a minor adjustment, the student will be directed to the Pastoral and Behaviour Support Centre, PBSC. Students will remain in PBSC only until the uniform issue has been resolved and the student is able to return to lessons in the correct uniform.

Where necessary, students may be required to wear an item of school owned uniform provided by the school, for example a school jumper. With parental or carer permission, and where it is practical to do so, a student may also be

allowed to return home briefly to change into the correct uniform and then return to school immediately. In these circumstances the absence from lessons will be recorded as authorised.

In exceptional circumstances, the PBSC Manager may issue a temporary pass allowing a student to wear incorrect uniform for a short period of time. Parental notes are not a substitute for this pass and the student is responsible for ensuring that a school pass is issued if incorrect uniform is being worn.

Each instance of incorrect uniform must be recorded on Class Charts using the incorrect uniform alert so that parents and relevant staff are informed. Where a student repeatedly arrives in incorrect uniform, the student's tutor or Year Leader will contact home to address the issue.

Where students have reasonable adjustments to uniform because of a medical need or special educational need, these must be recorded on Class Charts so that all staff are aware and can apply the agreed adjustments consistently.

## 16. PE Kit

Students must not travel to school in PE kit even if they have PE **first** period as students will attend tutor period before their first lesson. PE kit should be taken to PE lessons. When students are unable to participate fully in activities they will **still be expected to have their PE kit, as they will be expected** to assist in some way e.g. officiating, keeping score, supporting etc unless there is a medical reason that they are not able to do this. **They must also have a note from a parent, guardian or responsible adult detailing the reasons for their non-participation in the lesson.**

Parents are strongly advised to name all PE kit items

When it is available PE kit owned by the school will be offered to students who have forgotten kit. The SENCO will be consulted regarding this approach for students with SEND

- If a student arrives with no PE kit they will be given Equipment mark (this is not a first warning)
- Said student will be offered to borrow kit, **and** if they refuse they **will be sent to the PBSC for 3 hours.**
- **If the student agrees to borrow kit, they will be able to participate in the lesson as normal.**

**We also always insist on the removal of all jewellery FOR PE lessons.**

All the above are compulsory for all students, as Health and Safety requirements issued by the Department for Education and Association for Physical Education insist on correct clothing and footwear to be always worn during PE lessons, as well as the removal of jewellery.

The DL for PE will contact home to discuss concerns of students who are repeatedly forgetting their kit or are suspected of forgetting kit to avoid participation in PE lessons.

Parents are encouraged to discuss with their child's pastoral lead, in confidence, where finance is a barrier to purchasing appropriate PE kit.

## 17. Mobile Communication Devices (Phones/Tablets/Smart Watches/Wearable Devices inc Head / Earphones) Please read alongside the published policy for Mobile Devices in School and The Government Guidance on Mobile Phones in Schools Feb 2026

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived at the school gates however, all phones and devices will need to be switched off and put in the agreed pouch (from Sept 26)

If a phone/tablet/smart watch is seen during lesson time or around the school including break and lunch time, it will be confiscated and parents will be asked to collect it from the school at the end of the day.

The same applies to headphones. Head / earphones are not to be worn around the neck or in the ears. They should be placed in bags during the school day.



Staff must take the confiscated item to the year leader's office (dependent on Key stage) as soon as reasonable. Staff should not ask students to take confiscated items to the designated safe place.

If a student refuses to hand their phone over, they are likely to be suspended in line with published Trust Policy (Sept 26)

Graduated response – please see Trust Policy on the Use of Mobile Phones in schools.

Parents and carers should not telephone or text their child during the school day. If there is an emergency, parents must contact Reception who will arrange for a message to be passed to their child.

Should a student need to use a telephone during the school day in exceptional circumstances they may do so with permission from staff and use a school telephone.

## **18. Smoking and Vaping, see also Drugs Policy**

**For the purposes of this policy the term smoking includes the use of cigarettes, tobacco, e cigarettes, vaping devices and any related paraphernalia.**

Students must not smoke or vape on the school site, during any school activity, or in the surrounding area within one hour before or one hour after the school day or any school organised activity. This expectation applies whether students are in school uniform or not.

Students must also not remain with, support or stand with another student who is smoking or vaping. Where a student is seen smoking or vaping, or admits to smoking or vaping, the following consequences will apply.

Smoking or vaping will result in the student being placed in the Pastoral and Behaviour Support Centre, PBSC, for one full school day.

Students who remain with or stand with another student who is smoking or vaping will be placed in PBSC for the remainder of the school day.

Students found in possession of smoking or vaping paraphernalia, including cigarettes, tobacco, vaping devices, vape liquids, lighters or related items, will be placed in PBSC for the remainder of the school day.

Any member of school staff may confiscate smoking or vaping paraphernalia. Students must hand over these items when asked. Refusal to hand over smoking or vaping paraphernalia when requested by a member of staff may result in a fixed term suspension.

All tobacco, vaping devices and related paraphernalia will be confiscated and will not be returned to students. Items will be returned to parents or carers where appropriate. If items cannot be safely stored, or if parents or carers do not collect them within two school days, they will be disposed of unless alternative arrangements have been agreed with parents.

## **19. Search and Confiscation**

**This section should be read alongside DfE guidance on Searching, Screening and Confiscation in Schools.**

### **19.1. Searches with consent**

Searches with student consent may be carried out by authorised staff only. At The John of Gaunt School, authorised staff include members of the Senior Leadership Team, Pastoral Team and Year Leaders.

Where consent is given, a search may be conducted for any item. The student must be asked for consent before the search takes place. If consent is refused, the member of staff should consider whether there are reasonable grounds to conduct a search without consent.

In exceptional circumstances, where there is a clear and immediate risk of harm, a member of staff may take proportionate action to prevent harm. This may include removing an item or restricting access to a student's belongings until an authorised member of staff is available.

All searches must be recorded on the school search record. Parents or carers will be informed of the reason for the search and the outcome. A security wand may be used where appropriate.

### **19.2. Searches without consent**

Only authorised members of staff may carry out a search without consent. A search without consent may take place where there are reasonable grounds to suspect that a student is in possession of a prohibited item.

Searches without consent should be carried out by a member of staff of the same sex as the student and in the presence of a witness, who should also be a member of staff and, where possible, of the same sex.

A search without consent may be carried out by a member of staff of the opposite sex and without a witness only where there is a risk that serious harm will be caused if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Searches without consent may take place on the school site or, where a member of staff has lawful control or charge of a student, for example on a school trip or other off site activity.

### **19.3. Mobile devices and data**

Where a mobile device is searched, staff may examine data on the device where there is good reason to do so. This may include where there is a suspicion that the device contains evidence of bullying, safeguarding concerns or other serious breaches of the behaviour policy.

Staff must not access or delete data without good reason. Where inappropriate material is found, this should be dealt with in line with safeguarding procedures and, where necessary, passed to appropriate external agencies. Staff should not share or forward any content.

### **19.4. Legal framework**

The school's powers to search and confiscate items are set out in the Education Act 1996 and subsequent guidance and are compatible with Article 8 of the European Convention on Human Rights.

### **19.5. Prohibited items**

Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol, illegal drugs or other substances that produce similar effects
- Stolen items
- Tobacco, cigarettes and smoking paraphernalia including vaping devices
- Fireworks
- Pornographic images or literature
- Discriminatory images or literature
- Material relating to radicalisation or extremism
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property

### **19.6. Confiscation and disposal of items**

Any item found during a search, or otherwise brought to the attention of staff, may be confiscated where it is not permitted in school or where it poses a risk to safety, wellbeing or the learning environment. The school operates a



tiered approach to confiscation to ensure that items are managed proportionately and in line with safeguarding expectations.

### **High risk and prohibited items**

Where items are illegal or present a significant risk, including knives, weapons, suspected drugs or other illegal substances, the school will seek advice from the police. These items will not be returned to the student. The school will follow police guidance on appropriate next steps, including retention, investigation or disposal.

### **Smoking and vaping related items**

Tobacco, cigarettes, vaping devices, vape liquids, lighters and related paraphernalia will be confiscated. These items will not be returned to students and must be collected by a parent or carer. If items are not collected within five school days, or by the end of the academic year, they will be disposed of unless alternative arrangements have been agreed with parents.

### **Other prohibited items**

Items such as alcohol, fireworks or inappropriate materials will be confiscated and returned to parents or carers where appropriate. Where items are not collected within a reasonable timeframe, they may be disposed of in line with school procedures.

Items not permitted under school rules

Items which are not prohibited but are not permitted under school rules will be confiscated and returned in line with the relevant school policy. Mobile devices will be managed in accordance with the school's Mobile Devices Policy, including arrangements for collection by parents where applicable.

### **General principles**

The school will act reasonably and proportionately when confiscating, retaining or disposing of items. Decisions will take account of safeguarding considerations and the nature of the item. Where appropriate, parents or carers will be informed.

## **20. Recording and reporting of behaviour concerns and Incidents.**

Incidents of students' misbehaviour and action taken are recorded electronically on Class Charts. Staff must ensure that any instances of behaviour that does not meet the school's expectations is recorded by the member of staff who initially dealt with it.

Where a student requires reasonable adjustments to be made due to their SEND, the adjustments made prior to a second warning should be recorded by the member of staff who has sent the student to the Pastoral and Behaviour Support Center (PBSC)

Additional staff may add further details to this record as actions are taken.

The year team in conjunction with the safeguarding team monitor reported incidents, taking actions and making referrals to outside agencies, SLT and other stakeholders as appropriate.

Behaviour monitoring is reported to the Senior Leadership team at least every term (x6 per year) and to both the Equa Mead Learning Trust through School Partnership Visits and to the Governing Body at Least annually by the named governor for behaviour. The school also monitors behaviour through regular Local Authority reviews.

## **20. Non-negotiable response to extreme behaviours**

There are some behaviours which are extremely serious and unacceptable. These behaviours place others at risk, significantly disrupt the safety or culture of the school, or may constitute a criminal offence.

Where such behaviours occur, the school will normally consider removal from the school site. This may include a fixed-term suspension, a managed move or, in the most serious cases, permanent exclusion. Decisions will be made



on a case-by-case basis, considering the context, severity of the incident, any previous behaviour and any relevant safeguarding or additional needs, in line with current DfE guidance on suspension and permanent exclusion.

The following behaviours are examples of those which are likely to result in this level of response:

- Dealing or supplying drugs on the school site or as part of a school activity
- Bringing a weapon onto the school site, including knives or imitation weapons such as BB guns
- Arson or deliberate fire setting
- Persistent or severe bullying, including peer on peer abuse
- Sexual misconduct, including harmful sexual behaviour
- Persistent or extreme racist, homophobic or other discriminatory behaviour
- Serious or sustained disruption of lessons where this has not improved following appropriate intervention and support
- Physical assault of a member of staff
- Significant damage to school property
- Unauthorised entry to the school site outside of normal hours, including trespassing, particularly where associated with damage to property or risk to safety. This includes students present as part of a group involved in such activity. Consequences will reflect the level of involvement.
- Bringing or facilitating access for unauthorised individuals onto the school site during the school day. Consequences will reflect the level of involvement and associated risk.
- Behaviour in the community which is clearly identifiable as linked to the school and which brings the school into disrepute, including behaviour while in uniform, travelling to or from school, or where students are identifiable as members of the school.
- Serious behaviour in the community which may not be directly linked to the school but which poses a risk to the safety, wellbeing or reputation of the school community. Consequences will reflect the nature and impact of the behaviour.

This list is not exhaustive and other behaviours may be considered at this level where they present a significant risk to safety or the orderly running of the school.

### **20.1. Support and intervention**

Alongside any consequence, the school will consider what support is required to address the underlying causes of the behaviour. This may include pastoral support, safeguarding intervention, involvement of external agencies or targeted support as part of a behaviour support plan.

Where appropriate, a managed move or alternative provision may be used to support a fresh start and reduce the risk of repeated incidents.

In all cases, the school will consider whether the student has special educational needs or disabilities, or is a vulnerable learner, including those with a social worker.

Reasonable adjustments and additional support will be considered as part of any decision-making process, including decisions relating to suspension or permanent exclusion.

The school will also consider the needs of other students and staff affected by the behaviour and will take appropriate steps to ensure their safety and wellbeing.



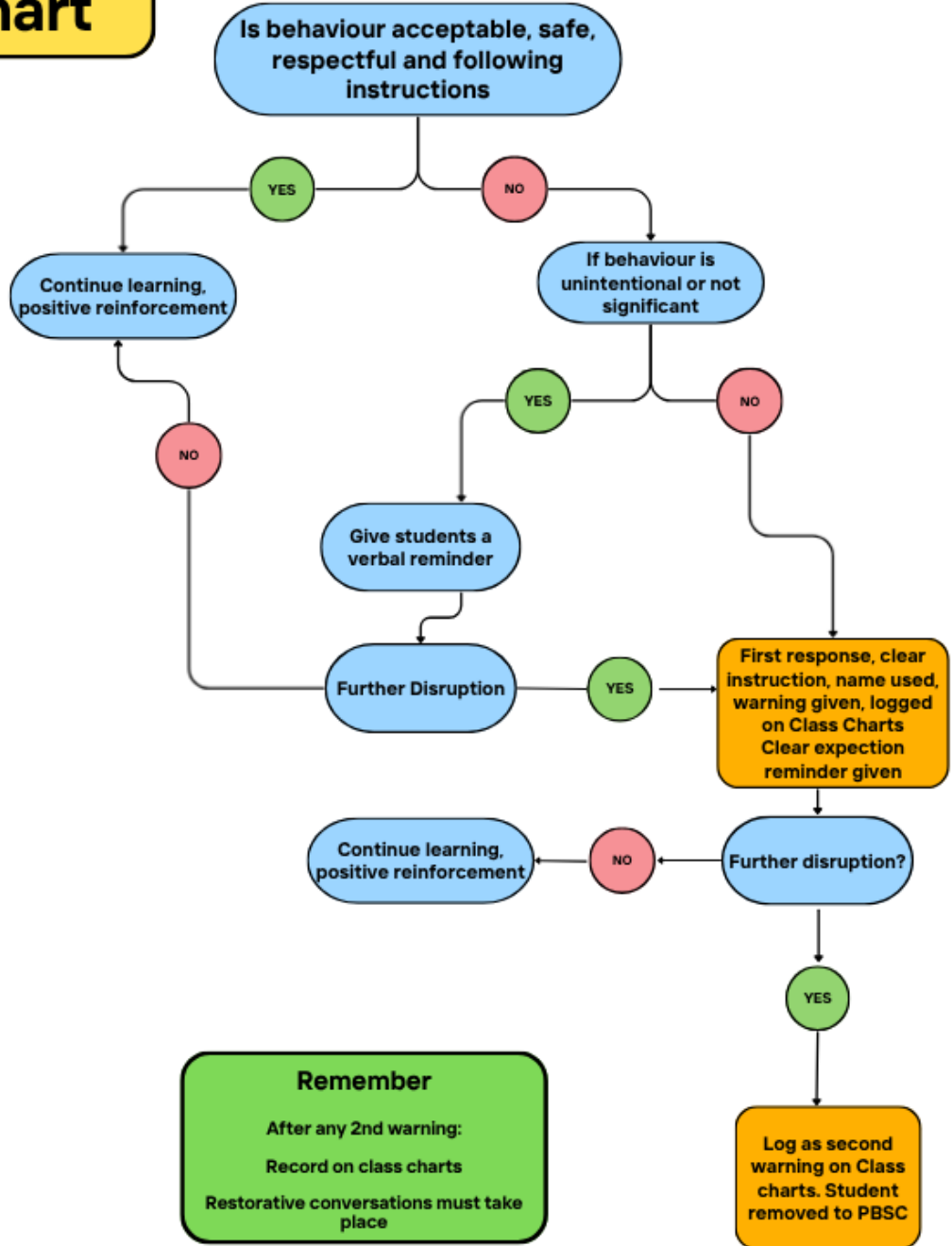
# Classroom behaviour Response Chart

## Always Consider

Reasonable adjustments for SEND and EHCP  
 Check individual strategies on Arbor or Class Charts  
 Notify SENCO or ILD where appropriate  
 Use professional judgement where behaviour may not be intentional

## Refusal To Leave after second warning Given:

Please use button on class charts which will alert key staff to respond as soon as possible  
 Increased sanctions will result from this



## Remember

After any 2nd warning:  
 Record on class charts  
 Restorative conversations must take place

Log as second warning on Class charts. Student removed to PBSC



## 21. Procedures for Isolation and referral to the Pastoral and Behaviour Support Centre (PBSC)

The following outlines the process for referral to PBSC.

- Where behaviour is unintentional or minor and does not significantly impact the climate for learning, a verbal reminder should be given using professional judgement. This is not recorded on Class Charts.
- Where behaviour begins to disrupt learning, a clear first warning should be given using the student's name. Instructions should be clear and simple. Students must be given appropriate take up time to process the instruction and make a positive choice. Staff should move away and continue teaching, returning to the student if needed.
- For some students, particularly those with SEND or where a student is emotionally dysregulated, take up time may be longer. Staff must take account of individual needs and any agreed reasonable adjustments. These can be found on Class Charts or Arbor and must be applied consistently.
- If a further incident occurs, the member of staff directs the student to PBSC. The reason for removal should be explained clearly and calmly.
- At the point of removal, the member of staff must record the incident on Class Charts, including the behaviour and any reasonable adjustments that have been implemented.
- The student is expected to leave the classroom promptly and travel directly to PBSC. A reasonable time for arrival is within five minutes. Failure to arrive within this time, or delaying without a legitimate reason, will be treated as a refusal to follow a reasonable instruction.
- On arrival at PBSC, the student must place their bag and coat in the designated area and follow the instructions of staff including handing their mobile devices.
- The student will complete a reflection activity before beginning their work.
- Students will complete work set by PBSC staff, based on core subjects. This ensures continuity of learning and allows students to remain engaged in purposeful activity.
- Behaviour expectations within PBSC are the same as in the classroom. Disruption free learning is always expected.
- Students will remain in PBSC for the agreed duration, including break, lunch and any free time, and must not return to lessons without permission from PBSC staff.
- If a student does not meet expectations within PBSC, including non completion of work, this will be addressed in line with PBSC procedures. This may include additional time in PBSC on a subsequent day or further sanctions, including suspension where appropriate.
- At the end of the school day, the student is expected to take part in a restorative conversation with the member of staff who removed them from the lesson. Students will remain in school until 3.15 to allow this to take place.
- If a restorative conversation is missed, the PBSC Coordinator will contact the member of staff to ensure that it is completed as soon as possible.



- The teacher will have a restorative conversation with the student and this will be recorded on the reflection sheet. If the student refuses to engage in the restorative process this will also be recorded on the reflection sheet and will form part of the student's behaviour record.

### 21.1. Restorative Conversation

The restorative conversation is an opportunity to rebuild the relationship between the student and the member of staff following a referral to the Pastoral and Behaviour Support Centre, PBSC. It is a key part of the behaviour process and supports a successful return to learning.

The conversation is not a further sanction or a continuation of the incident. It should be calm, focused and solution orientated. The purpose is not to revisit every detail of the incident, but to support the student in understanding expectations and making positive choices moving forward. The student's reflection sheet should be used to support the discussion where appropriate.

The conversation should:

- Help the student understand what happened and why the behaviour was not acceptable
- Support the student to take responsibility for their actions
- Focus on what needs to change to allow successful participation in future lessons
- Reestablish a positive working relationship between the student and the member of staff

Staff should ensure that the conversation is proportionate and takes account of any reasonable adjustments, including for students with SEND or where a student may be dysregulated. Staff and students will be supported with training and advice on how to manage restorative conversations as needed.

At the end of the conversation, clear expectations for future behaviour should be agreed. Both the member of staff and the student will sign the reflection sheet to confirm that the conversation has taken place.

Where possible, the restorative conversation should take place on the same day. If this is not possible, the member of staff must inform the PBSC staff before the end of the school day and arrange an alternative time at the earliest opportunity.

Following a successful restorative conversation, the student will return to mainstream lessons.

### 22. Detentions following failure to complete home study and insufficient work in lessons.

The school operates a centralised home study system. Home study is set by class teachers and will be monitored via Seneca Learning and Class Charts. It will be set according to a two-week timetable published at the start of each year.

#### Level 1

If a student misses ONE home study task, they will have to attend a 30 minute compulsory study support session on a Tuesday or Thursday afterschool. Students and parents will be notified via Class Charts. Students will also receive a notification slip prior to their session.

#### Level 2

If a student misses the home study support session without a valid reason, they will be required to attend a 1 hour SLT detention on a Tuesday. Parents will be sent a letter and notified on Class Charts. Students will receive a notification slip prior to their detention.

#### Level 3

If a student misses the SLT detention, they will be required to attend the PBSC for Period 5 until 4pm. Students and parents will be notified via Class Charts.

*Under DFE guidelines parental permission is not required for a child to be placed in detention.*

### **23. Behaviour Stages, graduated support and monitoring**

Where a student is not consistently meeting The John of Gaunt School's expectations, they may be placed on a Behaviour Stage. Behaviour Stages form part of a graduated and flexible approach to supporting behaviour. They are designed to both monitor behaviour more closely and provide targeted support to help students succeed.

Behaviour Stages are led and overseen by Year Leaders, who are responsible for coordinating support, monitoring progress and reviewing next steps. The Deputy Headteacher responsible for behaviour provides oversight to ensure consistency and appropriate use of Behaviour Stages across the school.

Behaviour Stages are not fixed programmes. While stages are used to indicate the level of concern, the support provided at each stage will be tailored to the individual needs of the student. This may include pastoral support, adjustments within lessons, increased adult contact, or additional monitoring during key times of the day.

Movement between Behaviour Stages is responsive and based on the student's current behaviour and level of need. Students may move up stages where concerns increase but equally may move down stages or come off a stage entirely where positive change is demonstrated. Decisions are made using professional judgement and informed by behaviour records, staff feedback and any relevant safeguarding or SEND information.

Behaviour Stages should be time limited and regularly reviewed. Review points may be formal or informal and will focus on progress, impact of support strategies and next steps. The aim is always to support the student to return to consistently meeting expectations as quickly as possible.

Where students have special educational needs, are vulnerable, or have a social worker, reasonable adjustments and additional support will be considered as part of any Behaviour Stage. Strategies must be informed by information available on Class Charts or Arbor and applied consistently by staff.

Parents and carers will be informed when a student is placed on a Behaviour Stage and will be updated on progress and next steps. Clear communication will support a shared approach to improving behaviour.

At key transition points, including the end of the academic year, Behaviour Stages will be reviewed to ensure that students are appropriately supported at the start of the next academic year. Students who have made sufficient progress may no longer require a Behaviour Stage.



## 24. Behaviour Stages, Graduated Support and Monitoring

Stage	Lead	When this stage may be appropriate	Typical support and monitoring
Stage 1	Tutor / Year Pastoral Lead (YPL)	Early patterns of concerning behaviour emerging, behaviour beginning to impact learning or relationships, concerns raised across more than one lesson	Initial meeting with student and parents or carers, agreed targets and support strategies, short term monitoring such as report to Tutor or YPL, regular check ins to review progress
Stage 2	Year Leader (YL) / Year Pastoral Lead	Behaviour not improving despite earlier support, increasing frequency or impact of incidents, persistent disruption or defiance	Meeting with parents or carers and Year Leader, behaviour support plan agreed (BSP), targeted mentoring or pastoral support, increased monitoring such as report to Year Leader, consideration of further intervention
Stage 3	Year Leader / Pastoral Support Manager (PSM)	Continued concerns despite targeted support, behaviour significantly impacting learning or safety, repeated serious incidents	Review and adaptation of behaviour support plan, involvement of senior staff, increased parental involvement, consideration of external support or agencies, managed move may be considered
Stage 4	Year Leader / Assistant Headteacher / Deputy Headteacher / Headteacher	Significant or ongoing concerns despite previous intervention, serious incidents or risk to others, breakdown of previous support strategies	Senior leadership oversight, multi-agency involvement where appropriate, consideration of alternative provision, managed move or timetable adjustment, decisions made in line with DfE suspension and exclusion guidance. Students may be referred to the serious behaviour review panel which is chaired by The CEO of the Equa Mead Learning Trust

**Stage 5** represents the most serious level of response and may result in a student being permanently removed from the school site. This may include a managed move, alternative provision or permanent exclusion. This may follow ongoing concerns despite previous support or a single serious incident. Decisions are made on a case-by-case basis, considering safeguarding, SEND and individual needs, in line with DfE guidance.

### Key Principles to consider

Movement between stages is responsive and based on the student's needs. Students may move up or down stages at any point. Decisions are informed by behaviour patterns, staff feedback, safeguarding information and any identified SEND or additional needs.

Support at each stage is tailored to the individual student. This may include reasonable adjustments for students with SEND, or additional support for vulnerable students, including those with a social worker.

The purpose of Behaviour Stages is to provide a structured and graduated approach to support, enabling students to successfully meet the school's expectations and re-engage positively with learning.

#### 24.1. Subject based behaviour monitoring and support

Where behaviour concerns are isolated to one or a small number of curriculum areas, these should be addressed initially within the subject area rather than through Behaviour Stages.

Class teachers and Directors of Learning are responsible for monitoring, supporting and addressing behaviour in these cases. This ensures that concerns are dealt with promptly and by those who know the context of the learning best.

This may include:



- Monitoring behaviour within lessons over time
- Communication with parents or carers
- Use of subject based reports or targets
- Adjustments to seating, grouping or classroom strategies
- Support and guidance from the Director of Learning

Behaviour should be escalated to Year Leaders and considered for a Behaviour Stage where:

- Behaviour concerns are evident across multiple subjects
- Behaviour is escalating in frequency or seriousness
- Subject based strategies have not led to improvement
- There are wider pastoral, safeguarding or SEND concerns

## 25. Suspensions and Exclusions

### 25.1. Guidance Framework

The John of Gaunt School follows current Department for Education guidance on suspension and permanent exclusion.

### 25.2. Principles

The John of Gaunt School is committed to providing a safe, calm and purposeful learning environment where all students can succeed. Suspension and, in very rare cases, permanent exclusion form part of a graduated response to serious or persistent breaches of the school's behaviour expectations.

Suspension may be used where it is necessary and proportionate, for example to address serious incidents, to allow time for investigation, or to protect the learning, safety and wellbeing of others. It is not used as a default response, but as part of a wider framework of support and intervention.

In some cases, a suspension may be completed on the school site as a supervised internal suspension. This will be treated in the same way as a suspension served off site and will form part of the school's behaviour response. The decision to use an internal suspension will be made following a risk assessment and in consultation with the Deputy Headteacher and or Headteacher.

Permanent exclusion is a last resort and will only be considered where there has been a serious breach or persistent breaches of the behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others.

The school does not practice off rolling. All decisions relating to suspension, managed moves, alternative provision or permanent exclusion will be made in the best interests of the student, with appropriate process, transparency and oversight.

We recognise that suspension and permanent exclusion can have a significant impact on students and their families. Decisions will always be made carefully, with consideration of the individual circumstances, including any safeguarding concerns, SEND needs, or vulnerability.

The school will meet its duties under the Equality Act and will not discriminate unlawfully against any student. Reasonable adjustments and additional support will be considered, particularly for students with SEND or those with a social worker.

Parents and carers will be informed and involved at the earliest appropriate stage.



### 25.3. Decision making

The decision to suspend or permanently exclude a student is taken by the Headteacher in consultation with the Deputy Head Teacher and other key staff and, in the case of a permanent exclusion, with Trust Leaders

In reaching a decision, the Headteacher or Deputy Head Teacher (in cases of suspensions) will:

- Ensure that a thorough investigation has been carried out where appropriate
- Consider all available evidence
- Allow the student to give their account of events (this may be done off site of the student is sent home)
- Consider any relevant SEND, safeguarding or contextual factors
- Ensure that reasonable adjustments have been considered where appropriate
- Be satisfied that the behaviour policy has been applied consistently
- Keep a record of the decision making process

The standard of proof applied is the balance of probabilities.

The following offers a more detailed outline of how the process works:

### 25.4. The decision to suspend

The decision to suspend or permanently exclude a student is made by the Headteacher. In the absence of the Headteacher, this responsibility may be delegated to a Deputy Headteacher or Assistant Headteacher with strategic responsibility for behaviour.

There are a number of circumstances in which a student may be required to leave the school site with the authorisation of the Headteacher. It is important to distinguish between suspension and other lawful reasons for a student to be off site.

A student may be required to leave the school site in the following circumstances:

- Where a decision has been made to suspend or permanently exclude
- Where a student has committed a serious criminal offence outside of school and it is determined by the Headteacher that it is in the interests of the school community for the student to be educated off site or there are bail conditions preventing access to the school site. This is not a suspension.
- Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of others. This is not a suspension
- Where a student is given permission to leave the site briefly to remedy a breach of uniform or appearance expectations. This should be for the shortest time necessary and is recorded as an authorised absence, not a suspension.
- Where there are reasonable grounds to believe that a student may be carrying a prohibited item, such as a weapon, or is under the influence of drugs or alcohol, and they refuse to comply with reasonable requests. In these circumstances, the student may be refused entry to site. This is not a suspension but may lead to further investigation and possible suspension

Suspension will not be used as a response to:

- Minor incidents, for example failure to complete homework
- Poor academic performance
- Lateness or truancy unless associated with defiance of direct staff instructions
- Breaches of uniform or appearance expectations, unless these are persistent or represent open defiance
- Pregnancy



- The behaviour of a parent or carer

Once the decision has been made to suspend, the student will only leave the school site once appropriate contact has been made with parents or carers and the student will be returning to a place of safety.

Parents or carers will be informed on the same day of the decision to suspend. This will normally be by telephone, followed by written confirmation outlining the reasons for the suspension, the length of the suspension (subject to any further investigations) and the arrangements for the student's return.

Appropriate work for the duration of the suspension can be found in the following location on the school website: <https://www.johnofgauntschool.org/students/remote-learning> .

#### 25.5. Fixed-term Suspensions (FTS)

(Level 1: fewer than 15 school days in any term/ level 2: 15 school days or more during any term)

The school may suspend a student for a fixed period in response to a serious breach, or persistent breaches, of the school's behaviour expectations. Suspension forms part of a graduated response and will be used where it is necessary and proportionate.

Suspension may take place off site or, where appropriate, as a supervised internal suspension on the school site. An internal suspension will be used where it is assessed as safe and appropriate to do so and will be treated in the same way as a suspension served off site as part of the school's behaviour response. The decision to use an internal suspension will be made following a risk assessment and in consultation with the Deputy Headteacher and or Headteacher.

Examples of behaviour that may result in suspension include, but are not limited to:

- Verbal abuse towards staff or students
- Physical aggression towards staff or students
- Indecent or inappropriate behaviour
- Damage to property
- Misuse or possession of drugs or other substances
- Theft
- Serious actual or threatened violence
- Sexual abuse or assault
- Carrying or supplying an illegal substance
- Carrying an offensive weapon or prohibited item
- Arson
- Persistent disruption despite previous support and intervention
- Bullying, including cyber bullying
- Direct swearing at a member of staff
- Repeated refusal to follow a reasonable and direct instruction from a member of staff

This is not an exhaustive list. The Headteacher / Deputy Head Teacher will use professional judgement in determining whether suspension is appropriate, considering the context and seriousness of the behaviour.

Where there are concerns that a student may be involved in serious behaviours, such as carrying a weapon or involvement with illegal substances, but evidence is not conclusive, the school will take a proportionate approach. This may include further investigation, increased monitoring or alternative sanctions. A repeated pattern of concern is likely to result in more serious consequences.

A student may be suspended for one or more periods, provided that the total number of days does not exceed the statutory limit within a school year.

During a suspension of five days or fewer, appropriate work will be available for the student to complete which is found on the school website in the following location:

<https://www.johnofgauntschool.org/students/remote-learning>

This may be completed at home or, in the case of an internal suspension, within the school's supervised provision.

Where a suspension is longer than five days, the school will work with the local authority to arrange suitable educational provision from the sixth day. This may include on site provision or online learning.

## 25.6. Reintegration and support following suspension

Before the end of a suspension, parents or carers will be invited to attend a reintegration meeting with their child. The purpose of this meeting is to:

Review the reasons for the suspension

Ensure the student understands the impact of their behaviour

Agree clear expectations for future behaviour

Identify any additional support required

The meeting will focus on supporting a successful return to learning and will consider any safeguarding concerns, SEND needs or wider contextual factors.

The meeting will be led by the most appropriate member of staff, which may include a Year Leader, pastoral lead or, in cases of repeated or more serious concerns, a member of the Senior Leadership Team.

Following a suspension, a student will spend a period in the Pastoral and Behaviour Support Centre to support their reintegration. This will be agreed at the reintegration meeting and will provide a structured and supportive environment to help the student re engage with expectations. The length and nature of this support will be determined on a case-by-case basis.

Where appropriate, additional support may be put in place. This may include:

- Behaviour monitoring or report
- Pastoral or mentoring support
- Adjustments within lessons
- Involvement of external agencies

Where a student receives repeated suspensions, this will be considered an indication of increasing concern. In such cases, the school will review the effectiveness of previous support and consider further intervention, which may include additional pastoral support, external agency involvement, a managed move or, in the most serious cases, permanent exclusion.

All decisions will consider the individual circumstances of the student. Reasonable adjustments and additional support will be considered throughout.



## 26. Permanent removal from the school site (Level 3 Exclusion)

Permanent exclusion or permanent removal from the school site is an extremely serious step and is used only in exceptional circumstances. The school will always seek to avoid this wherever possible through earlier intervention, support and graduated response.

A decision to permanently exclude will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others

In some cases, and where appropriate, the school may consider permanent removal from the school site through placement in an alternative setting. This may include alternative provision or placement at another setting. Any such decision will be made following careful consideration of the individual circumstances and in line with the school's duties and relevant guidance.

Permanent removal from site, whether through permanent exclusion or placement in an alternative setting, will normally follow a period of significant concern where a range of support strategies and interventions have been implemented without sufficient impact. There may be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to take this step in response to a single serious incident.

Examples of behaviour which may lead to permanent removal from the school site include, but are not limited to:

- Serious actual or threatened violence towards a student or member of staff
- Sexual abuse or assault
- Serious or persistent bullying, including cyber bullying
- Possession of, or involvement in supplying, illegal substances
- Carrying an offensive weapon or prohibited item
- Arson
- Involvement in extremism, radicalisation or actions that place others at risk

This is not an exhaustive list. The Headteacher will use professional judgement in determining whether permanent removal from the school site is appropriate, considering the context, severity and impact of the behaviour.

The school takes very seriously behaviours involving weapons, illegal substances or actions that place others at significant risk. In such cases, permanent exclusion or removal from site is likely to be considered. However, all decisions will consider the individual circumstances of the student, including any safeguarding considerations, SEND needs or vulnerability, and will not be automatic.

The Headteacher will usually meet with the student and their parents or carers before reaching a decision to permanently exclude or remove from the school site. In many cases, a period of suspension will have taken place prior to this decision, although this may not always be appropriate depending on the seriousness of the incident.

Parents and carers will be informed at each stage of the process, and their views will be considered as part of the decision-making process.



All decisions will be made on a case-by-case basis and in line with current DfE guidance.

### **26.1. Informing parents and carers**

Following any decision to suspend or permanently exclude, the Headteacher will inform parents or carers without delay. This will normally be by telephone, followed by written confirmation.

Written notification will include:

- The reason for the suspension or permanent exclusion, including the key facts and circumstances
- The date the suspension or permanent exclusion takes effect
- The length of the suspension, where applicable
- The arrangements for the student's education during the suspension via the school website student remote learning section.
- The date and time of the student's return to school, where applicable
- Details of any reintegration meeting

The letter will also explain:

- The parents' or carers' responsibility to ensure that their child is not present in a public place during school hours on the first five days of a suspension, without reasonable justification
- How parents or carers can access their child's educational record

Where relevant, the letter may include reference to previous support, interventions or behaviour incidents, where this helps to provide context for the decision.

### **26.2. Review and rights of representation**

The letter will also outline parents' or carers' rights in relation to the decision.

For suspensions, parents or carers may make representations to the governing body. Where required by statutory guidance, the governing body will meet to review the decision. This will not delay the suspension but may have the record of the suspension removed from the students record.

For permanent exclusion, parents or carers have the right to request a review by the governing body. If the governing body upholds the decision, parents or carers may request an Independent Review Panel.

Where a student has SEND, parents or carers may request that an SEN expert attends the Independent Review Panel.

Full details of these processes, including timescales and how to make a request, will be provided in the written notification.

### **26.3. Governance and oversight**

The Governing Body has a statutory duty to monitor the use of suspension and permanent exclusion and to ensure that the school's behaviour policy is applied fairly, consistently and in line with current guidance.



The Governing Body will receive regular reports on the use of suspension and permanent exclusion. These reports will include information on patterns and trends, including the use of suspension for different groups of students, to enable appropriate challenge and oversight.

The Governing Body will consider whether the school is meeting its duties under the Equality Act, including in relation to students with SEND and other vulnerable groups, and will seek assurance that reasonable adjustments are being made where appropriate.

Where required by statutory guidance, the Governing Body will convene to review decisions to suspend or permanently exclude. In doing so, they will consider whether the decision was lawful, reasonable and procedurally fair, and whether the school has followed its behaviour policy.

In the case of permanent exclusion, the Governing Body will review the Headteacher's decision and determine whether to uphold the exclusion or direct reinstatement.

Where a permanent exclusion is upheld, parents or carers have the right to request an Independent Review Panel. The Governing Body will ensure that parents or carers are informed of this right and that the appropriate process is followed.

The Governing Body will also ensure that suitable arrangements are in place for the education of students following suspension or permanent exclusion, in line with statutory requirements.

## 27. Glossary of terms

**A2L:** Attitude to Learning. This is recorded in lessons using a four point scale, where 1 is unacceptable and 4 is outstanding.

**Alternative Provision:** Education provided in a different setting outside of the school, often to support students whose needs cannot be fully met in a mainstream classroom for a period of time.

**AYL:** Assistant Year Leader.

**B4L:** Behaviour for Learning. This refers to the school's expectations for how students behave in lessons and around the school.

**BSP:** Behaviour Support Plan. A plan which outlines support for a student's wider needs, which may include behaviour, wellbeing or learning.

**Detention:** A sanction where a student is required to remain at school outside of lesson time, for example after school or during break or lunch.

**DfE:** Department for Education. The government department responsible for education in England.

**EHCP:** Education, Health and Care Plan. A legal document issued by the local authority which outlines a student's needs and the support they should receive.

**ILD:** Individual Learning Department. The team that supports students with additional learning needs, including SEND.

**Managed Move:** A planned move to another school or setting, used as part of a supportive process to help a student have a fresh start. This is usually arranged with oversight and clear expectations.

**One Page Profile:** A document that outlines a student's strengths, any SEND or additional needs, and the strategies and reasonable adjustments used by staff to support them in school. **PBSC:** Pastoral and Behaviour Support Centre. A supervised space where students may be supported to reflect on their behaviour and continue their learning.

**R2L:** Ready to Learn. This refers to students being prepared, focused and able to engage positively in learning.

**SDT:** Student Development Team / Year Pastoral Leader. A member of staff who supports the wellbeing, behaviour and pastoral needs of students within a year group.

**SEND:** Special Educational Needs and Disabilities. This refers to students who require additional support to access learning.

**SENCo:** Special Educational Needs Coordinator. The member of staff responsible for overseeing support for students with SEND.

**SLT:** Senior Leadership Team. The group of senior staff responsible for leading the school.



**Suspension:** A period of time where a student is not in their normal lessons due to a serious breach of behaviour expectations. This may take place at home or, in some cases, on the school site as a supervised internal suspension.

**YL:** Year Leader. The member of staff responsible for leading and supporting a specific year group.

Appendix 1, Restorative conversation guidance

Appendix 2, Behaviour stages visual and guidance

Appendix 3, PBSC procedures

Appendix 4, Removal from lesson quick guide

Appendix 5, Out of lesson behaviour pathway

Appendix 6, Class Charts guidance

Appendix 7, SEND and reasonable adjustments

Appendix 8, Suspension and reintegration checklist

Appendix 9, Glossary



## Appendix for Appendix 1: Restorative Conversation Guidance For Staff

A restorative conversation is a short, structured conversation between a member of staff and a student following removal from a lesson or another significant behaviour incident. Its purpose is to repair the relationship, help the student understand the impact of their behaviour, and support a successful return to learning. It is not a further sanction, it is not a second telling off, and it should not become a long discussion about every detail of the incident. The conversation should normally take place on the same day. Where this is not possible, the member of staff must inform PBSC staff before the end of the day and arrange an alternative time as soon as possible. The conversation is expected as part of the school's reintegration process, but a student's active verbal participation may vary depending on need, dysregulation or SEND. The priority is to offer the opportunity to move forward and to reset expectations.

### Before the conversation

Choose a calm moment and, where possible, a calm space. Read the student's reflection sheet and check any relevant information on Class Charts or Arbor, including SEND information, one-page profiles and reasonable adjustments. Keep in mind that some students will need a shorter conversation, more processing time, simpler language or a more supportive adult approach.

### During the conversation

1. Consider the location, away from the earshot and if possible, away from the view of peers.
2. Start positively and calmly. Use a neutral opening such as, "We are here to reset this so tomorrow starts well." This keeps the focus on repair rather than punishment. Calm adult behaviour and clear routines are consistently supported in the behaviour evidence base.
3. Name the issue briefly. State what happened in simple, factual language. Avoid long explanations, sarcasm, blame or a replay of the full incident. The aim is clarity, not confrontation.
4. Give the student the chance to respond. Ask one or two short questions, for example, "What happened from your point of view?" or "What was going on for you at that moment?" Listen without arguing. This helps the student feel heard while still maintaining adult authority.
5. Help the student reflect on impact. Ask, "Who was affected?" "How did it affect learning?" or "What was the impact on the class, on me, or on you?" This keeps the conversation rooted in responsibility and repair.
6. Move to the next step quickly. Ask, "What needs to be different next lesson?" or "What will help you get this right tomorrow?" Agree one or two clear actions only. The evidence supports simple, regular routines over complicated responses.
7. End with the relationship. Finish with a clear reset message such as, "We start again next lesson," or "I am expecting you to get this right, and I will support that." The point is to restore successful participation, not to prolong the incident.

### Suggested questions

Use only the questions you need. Keep it short.

"What happened?"

"What were you thinking at the time?"

"What was the impact of that choice?"

"What needs to happen differently next time?"

"What support do you need to get this right?"

These kinds of prompts are consistent with restorative practice approaches that focus on what happened, who was affected, and how to put things right.

### What staff should avoid

Do not use the conversation to continue the sanction. Do not argue about every detail. Do not ask multiple questions at once. Do not force a long conversation when a student is dysregulated. Do not make promises you cannot keep. Do not finish without a clear next step for return to learning. These points align with wider guidance on calm, consistent responses and the need to adapt support to individual need.

### Reasonable adjustments



For some students, especially those with SEND, trauma related needs, communication needs, or emotional dysregulation, restorative conversations may need adaptation. This may include shorter language, more processing time, visual prompts, support from a familiar adult, a delayed conversation once regulated, or recording the outcome even where the student says very little. The aim remains the same, repair, clarity and a successful next step.

### **Recording**

The member of staff and student should sign the reflection sheet where appropriate, and the agreed next steps should be clear. If the student is unable or unwilling to engage fully, this should be recorded factually, along with any reasonable adjustments made and any follow up action required. Clear records and consistent implementation are both emphasised in behaviour guidance.

### **A simple staff script**

Calm opening, "We are here to reset this."

Brief statement, "Your behaviour meant learning could not continue."

Student voice, "Tell me briefly what was happening."

Impact, "What was the impact of that choice?"

Next step, "What will you do differently next lesson?"

Close, "We start again next lesson, I want this to go well."



## Appendix 2, Behaviour Stages Visual and Guidance

The Behaviour Stages provide a clear, graduated and flexible framework to support students whose behaviour is causing concern. The aim is to intervene early, provide appropriate support and enable students to be successful in school.

The system is not linear or fixed. Students may move up or down stages based on need, progress and professional judgement. Movement between stages is based on patterns over time rather than isolated incidents.

Behaviour Stages sit alongside the school's wider behaviour systems, including in lesson expectations, behaviour outside of lessons and the use of PBSC.

### Stage 1, Initial concerns

Behaviour is beginning to cause concern but is not yet persistent or severe.

This may include low level disruption, poor engagement, repeated minor incidents or emerging patterns across one or more contexts.

Response may include:

- In class strategies and consistent application of the behaviour policy
- Logging on Class Charts to identify patterns
- Informal contact with parents or carers
- Monitoring by tutor or subject teacher

The focus at this stage is early intervention and consistent expectations.

### Stage 2, Structured support and monitoring

A pattern of behaviour has developed and requires more structured support.

This may be identified through repeated logs, concerns across multiple lessons or ongoing issues outside of lessons.

Response may include:

- Placement on a report with a named member of staff
- Regular check ins at key points in the day
- Increased communication with parents or carers
- Targeted strategies based on identified need
- Short term monitoring, typically over a two-week timetable cycle

The focus at this stage is to provide structure, clarity and support to improve behaviour.

### Stage 3, Targeted intervention

Behaviour has not improved despite earlier support and requires more targeted intervention.

Response may include:

- Continued structured monitoring and report
- Referral to supervised provision during social time
- Support through pastoral teams
- Consideration of internal provision such as PBSC
- Multi agency involvement where appropriate

A formal meeting with parents or carers is likely at this stage.

The focus is on addressing underlying needs and increasing support while maintaining clear expectations.

### Stage 4, Intensive support and escalation

Behaviour remains a significant concern and is having a serious impact on learning or the school community.

Response may include:

- Internal suspension or extended time in PBSC
- Formal behaviour plans or support plans
- Increased involvement of senior leaders
- Consideration of alternative provision or managed support arrangements
- Close monitoring and regular review

The focus is on intensive support, clear boundaries and preventing further escalation.

### Stage 5, Permanent removal from site

Where behaviour continues to present a serious concern despite intervention, or in response to a serious single incident, a student may be permanently removed from the school site.



This may include permanent exclusion or placement in alternative provision, in line with statutory guidance. This decision will consider the individual circumstances of the student, including any SEND, safeguarding or additional needs, and will follow a thorough investigation and review process.

### **Key principles of Behaviour Stages**

Behaviour Stages are:

- Flexible, students may move between stages based on progress
- Responsive, support is adapted to meet individual needs
- Time limited, interventions are reviewed regularly
- Proportionate, responses match the level of concern
- Supportive, the aim is to improve behaviour, not simply sanction

### **Leadership and oversight**

Year Leaders are responsible for monitoring students on Behaviour Stages, coordinating support and communicating with families.

The Deputy Headteacher responsible for behaviour provides strategic oversight, ensures consistency across year groups and reviews impact.

### **Subject specific behaviour concerns**

Where behaviour concerns are limited to one or two curriculum areas, these should initially be managed within the subject area.

Directors of Learning and subject teachers should monitor, intervene and communicate with parents or carers before escalation to Year Leaders or pastoral teams.

Where concerns persist or extend beyond a specific subject, Behaviour Stages should be applied.

### **Review and exit**

Students will be reviewed regularly. Where behaviour improves, students will move down stages or exit the system. The aim is always to return students to successful, independent participation in school.



### **Appendix 3, Pastoral and Behaviour Support Centre (PBSC) Guidance**

The Pastoral and Behaviour Support Centre (PBSC) provides a structured, calm and supportive environment for students who have been removed from lessons or require additional behavioural support.

The purpose of PBSC is to support disruption free learning across the school while providing students with the opportunity to reflect on their behaviour, regulate and successfully return to mainstream lessons.

PBSC is not intended as a punishment space. It is a structured intervention used as part of the school's graduated behaviour response.

#### **Referral to PBSC**

Students are referred to PBSC following the behaviour process outlined in the main policy.

Staff must:

- Clearly explain to the student why they are being removed
- Allow appropriate take-up time before escalation
- Record the incident on Class Charts at the point of removal
- Ensure any reasonable adjustments have been applied and recorded

Students are expected to arrive at PBSC within 5 minutes of leaving the lesson.

Where a student does not attend, the Class Charts alert system must be used to request support.

#### **Arrival and entry routine**

On arrival in PBSC, students will:

- Be greeted and directed by PBSC staff
- Hand over bags, coats and any prohibited items to the designated area
- Be seated promptly and calmly
- Begin the PBSC process without delay

A consistent entry routine is essential to maintain a calm and orderly environment.

#### **Expectations in PBSC**

Expectations in PBSC are the same as in any learning environment.

Students are expected to:

- Follow instructions from staff
- Work in silence unless directed otherwise
- Remain in their allocated seat
- Complete all work set
- Treat staff and other students with respect

Failure to meet these expectations will result in further sanctions in line with PBSC procedures and may lead to additional time in PBSC or further escalation.

#### **Work and learning**

Students will complete work set by PBSC staff, which will focus on core subjects.

This may include:

- Work linked to current lessons where available
- Structured independent work provided by PBSC staff
- Online learning resources where appropriate

The focus is on maintaining engagement with learning and preventing gaps in knowledge.

#### **Reflection and regulation**

Students will complete a reflection sheet as part of their time in PBSC.

This supports students to:

- Reflect on their behaviour
- Understand the impact of their actions
- Prepare for a successful return to lessons

PBSC staff may support students in completing this where needed, particularly where there are SEND or additional needs.

Students may also be given time to regulate where they are dysregulated. This will be managed by PBSC staff using professional judgement.



### **Duration and review**

Students will normally spend three lessons in PBSC from the point of arrival.

Where reasonable adjustments are required, this may be adapted.

Where a student does not engage with expectations, time in PBSC may be extended.

PBSC staff will review students regularly and communicate any concerns to relevant staff.

### **Restorative conversation**

A restorative conversation between the student and the member of staff who removed them from the lesson is a key part of the process.

This should:

- Take place on the same day where possible
- Focus on repair and moving forward
- Not be used as a further sanction

If a member of staff is unable to attend, they must inform PBSC staff before the end of the day and arrange an alternative time.

Students will remain until 3.15pm to allow this conversation to take place.

### **Communication**

Parents and carers will be informed through Class Charts when a student is placed in PBSC.

PBSC staff will communicate with Year Leaders and pastoral teams where:

- There are repeated referrals
- There are concerns about engagement
- Additional support may be required

### **Escalation**

Where a student refuses to attend PBSC or does not comply with expectations:

- A pastoral lead will respond in the first instance
- This may escalate to the Senior Pastoral Manager
- A member of SLT will attend if required

There is a graduated response to non-compliance, which may include internal suspension or further sanctions.

### **Reasonable adjustments**

All staff must take into account any SEND, safeguarding or additional needs.

Information must be checked on Class Charts or Arbor.

Adjustments may include:

- Additional processing time
- Adapted communication
- Support with reflection
- Adjusted duration where appropriate

These must be recorded where used.

### **Key principle**

PBSC is most effective when it is calm, consistent and predictable.

The focus is always on:

- Maintaining disruption free learning
- Supporting students to reflect
- Enabling a successful return to lessons

## Appendix 4, Removal from Lesson Quick Guide

This guide supports consistent use of the behaviour process to maintain disruption free learning. Staff should remain calm, avoid argument and give take up time where needed.

### Step 1, Verbal reminder

Used for minor or unintentional behaviour.

- Calm, clear reminder
- Not recorded
- Give take up time

### Step 2, First warning

Used where behaviour disrupts learning.

- Name written on board
- Brief explanation given
- Strategies used, for example move seat
- Give take up time

Where appropriate:

- Use reset card before further escalation
- Apply reasonable adjustments

### Step 3, Second warning and removal

If behaviour continues:

- Clearly explain reason
- Send to PBSC
- Log on Class Charts immediately

Students must go straight to PBSC and arrive within 5 minutes.

### If a student refuses

Do not engage in confrontation.

Use the Class Charts alert button.

Pastoral staff will respond as soon as they are able.

### Take-up time

Time given for a student to process and respond.

May be longer for students with SEND or who are dysregulated.

Move away and continue teaching.

### Reasonable adjustments

Check Class Charts or Arbor.

Adapt expectations where needed.

### Key principles

Be calm

Be consistent

Avoid argument

Focus on learning

### Simple script

Reminder

“Focus on your work.”

First warning

“This is your warning, your behaviour is disrupting learning.”

Second warning

“You now need to go to PBSC.”





## Appendix 5, Behaviour Outside Lessons

This shows what happens if behaviour during break, lunch or between lessons is not in line with school expectations. The aim is to help students make positive choices and enjoy social time safely.

### Step 1

#### Reminder

If behaviour is not right, a member of staff will:

- Remind you of expectations
- Ask you to make a better choice

Most situations stop here.

### Step 2

#### Logged concern

If behaviour continues or is repeated:

- It will be logged on Class Charts
- You may be spoken to by staff

Examples include:

Being in the wrong place

Messing around

Not behaving well towards others

### Step 3

#### Support and monitoring

If there is a pattern of behaviour:

- You may be placed on a short monitoring period
- You will check in with a member of staff
- Parents or carers may be contacted

This usually lasts around two weeks.

### Step 4

#### Targeted support

If behaviour does not improve:

- You may attend supervised activities, for example sports
- You may be placed in a supervised space at break or lunch

The aim is to support you to make better choices.

### Step 5

#### Escalation

If behaviour continues:

- You may be referred to PBSC
- A meeting with parents or carers will take place

Further consequences may be applied if needed.

#### Important

Stay in your designated areas

Follow staff instructions

Move calmly between lessons

Treat others with respect



## Appendix 6, Class Charts Guidance

Class Charts is used to record behaviour and rewards consistently across the school. All entries must be accurate, professional and recorded in real time.

Staff should assume that all entries will be read by parents and carers.

### Recording behaviour (concerns and warnings)

Behaviour should be logged at the point it occurs.

All second warnings and removals must be recorded in real time so that staff in PBSC and pastoral teams can respond appropriately.

Entries should:

- Be factual and concise
- Describe the behaviour, not the student
- Be written in professional language
- Avoid opinion or emotive language

Names of other students must not be included.

### Reasonable adjustments

Where reasonable adjustments have been used, this must be recorded.

This is particularly important for:

- Second warnings
- Removal from lessons
- Repeated behaviour concerns

Staff should check Class Charts or Arbor for student profiles before logging where appropriate.

### Positive behaviour (rewards)

Positive points should be used regularly to recognise:

- Effort
- Improvement
- Positive behaviour
- Contribution to the school community

Points should:

- Be meaningful and linked to school values
- Not be given for whole class compliance
- Normally be limited to one or two per lesson

Consistency across classes and subjects is important.

### Negative behaviour (warnings and concerns)

Warnings and concerns should be:

- Used consistently in line with the behaviour policy
- Logged clearly where thresholds are met
- Used to identify patterns over time

Staff should avoid overuse for very minor issues where a verbal reminder is sufficient.

### Communication with parents and carers

Class Charts is a key communication tool.

Parents and carers will:

- Receive notifications of behaviour and rewards
- Be able to view comments made by staff

Staff should ensure all entries are clear, appropriate and professional.

Where there are repeated concerns, tutors or Year Leaders should follow up with direct contact home.

### Key principles

Record in real time

Be clear and factual

Use professional language

Do not name other students



Record reasonable adjustments  
Use rewards consistently

## Appendix 7 – Behaviour for Learning, A Guide for Parents and Carers

At The John of Gaunt School, we want every student to feel safe, supported and able to succeed. Our behaviour approach is built around three simple ideas, clear expectations, consistent responses and strong relationships. We believe that when these are in place, students are able to learn well and feel a strong sense of belonging.

### What we expect from students

We expect all students to be ready to learn and follow instructions first time, treat others with kindness and respect, move calmly around the school and use social time safely and appropriately. No student has the right to disrupt the learning of others.

### How we support positive behaviour

Most behaviour is managed positively in lessons through clear routines, calm reminders and time to reflect and make better choices. We also recognise and reward positive behaviour, effort and contribution regularly through praise, Class Charts points and wider recognition.

### If behaviour does not meet expectations

We use a clear and fair system so that students understand what will happen. In lessons, students are given a warning and time to improve. If behaviour continues, they may be removed to the Pastoral and Behaviour Support Centre, PBSC. This is a calm, supervised space where students can continue their learning, reflect on their behaviour and reset expectations before returning to lessons.

### Behaviour outside of lessons

We have clear expectations for break, lunch and movement around the school. Students must stay in their designated areas and behave safely and respectfully. Where there are concerns, we use a graduated approach which may include support and monitoring, supervised activities or spaces and further intervention if needed.

### Support for students

We recognise that some students need additional support. This may include pastoral support and mentoring, reasonable adjustments for SEND or additional needs, individual plans and support from external agencies where appropriate. Our aim is always to help students succeed, not simply to apply sanctions.

### Suspensions and serious incidents

In more serious situations, or where behaviour does not improve, a suspension may be used. This is always carefully considered, proportionate and part of a wider support plan. Permanent exclusion is very rare and only used where absolutely necessary.

### Working in partnership with parents and carers

Your support is essential. We ask that parents and carers support the school's expectations and policies, encourage their child to follow staff instructions, communicate any concerns or changes that may affect behaviour, and work with us to resolve issues calmly and constructively. We will aim to keep you informed, be fair and consistent, and work in partnership to support your child.

It is important to recognise that there may be more than one perspective on an incident. Parents and carers are asked to remain open to considering all information shared by the school when working together to resolve concerns.

### Our shared aim

We want every student to feel safe, enjoy school, achieve their best and develop into confident and responsible young people. By working together, we can create a positive and successful experience for every student.

## Appendix 8 Behaviour for Learning, A Guide for Students



At The John of Gaunt School, we want everyone to feel safe, supported and able to succeed. Our expectations are simple, be ready to learn, be respectful and make positive choices, and to act in line with our values of kindness, positivity and belonging.

### **What we expect from you**

In lessons:

Arrive on time and ready to learn

Follow instructions first time

Stay focused and allow others to learn

Use your voice respectfully

Around the school:

Move calmly between lessons

Stay in your designated areas at break and lunch

Follow staff instructions at all times

Treat others with kindness and respect

You do not have the right to disrupt learning or make others feel unsafe.

### **If you get it right**

Your effort and behaviour will be recognised.

This may include:

Verbal praise from staff

Class Charts reward points

Certificates, bronze, silver and gold

Positive contact home

Headteacher recognition for exceptional effort or contribution

Everyone can be recognised, not just the highest achievers.

### **If things go wrong in lessons**

You will be given a chance to improve.

Step 1 - A reminder to help you get back on track

Step 2 - A warning and your name on the board

Step 3 - If it continues, you will be sent to the PBSC.

The PBSC is a calm space where you will:

Complete your work

Reflect on what happened

Have a conversation with your teacher to reset

You will then return to lessons ready to start again.

### **If things go wrong outside lessons**

Staff will deal with it at the time first.

If it continues:

Your behaviour will be logged

You may be monitored or supported at break and lunch

You may be placed in a supervised space or activity

If needed, this can lead to being sent to the PBSC or further consequences

### **Support is available**

If you are finding things difficult, we will support you. This may include:

Check ins with staff

Support from your Year Leader or pastoral team

Adjustments to help you succeed

Extra help at key times of the day

We want you to get things right and will help you do that.



### **Serious behaviour**

Some behaviour is more serious and may lead to stronger consequences.

This can include:

Suspension from school

Support plans or alternative provision

In very rare cases, permanent removal from the school

These decisions are always taken carefully.

### **Your choices matter**

Every day you have a choice:

Follow expectations and succeed

Or choose not to and face consequences

Staff will always give you the chance to get it right.

### **Our aim**

We want you to:

Feel safe

Do well

Enjoy school

Be proud of yourself

We will support you, but we expect you to play your part.



## Appendix 9 Behaviour for Learning, Staff Summary

Our approach is built on clear expectations, consistent application and responses and underpinned by strong relationships. The aim is disruption free learning in every lesson and a calm, safe environment across the school.

### Non-negotiables for all staff

- Apply the behaviour system consistently
- Address behaviour every time and do not ignore patterns
- Remain calm, avoid argument and give clear instructions
- Use take up time and move away to allow students to respond
- Follow through on all actions, including logging and restorative conversations
- Consistency between staff is more important than individual style.

### In lessons, what you must do

- Use professional judgement for minor behaviour and give a verbal reminder where appropriate
- If behaviour disrupts learning, give a clear first warning and write the student's name on the board, use simple strategies such as moving seats and allow take up time
- If behaviour continues, give a second warning and direct the student to PBSC, clearly explain the reason and log on Class Charts at the time, including any reasonable adjustments used
- Do not engage in argument. Give the instruction, allow time and follow the system.

### PBSC, your responsibilities

- You must log the incident in real time, attend a restorative conversation the same day and inform PBSC staff if you cannot attend
- PBSC is part of the learning process, not just a sanction, your follow up matters

### Out of lesson behaviour

- Be visible at lesson changeover and stand at your door unless directed otherwise
- During break and lunch, actively supervise, challenge behaviour early and ensure students are in the correct areas
- Log concerns where patterns emerge

### Class Charts, expectations

- Record behaviour in real time
- Be factual, clear and professional
- Do not name other students
- Record reasonable adjustments, especially for second warnings and removals

- Use rewards regularly but appropriately, normally no more than one or two per lesson
- Assume all comments will be read by parents

### SEND and additional needs

- Check Class Charts or Arbor
- Apply agreed reasonable adjustments
- Allow additional take up time where needed
- Adapt your approach, not the expectation
- Record adjustments where they influence decisions

### If a student refuses

- Do not escalate through confrontation
- Use the Class Charts alert
- Pastoral and SLT will respond as soon as possible
- Follow the system and allow support to step in

### Restorative conversations

- This is about repair, not punishment
- Keep it short and focused on what happened, what the impact was and what needs to change
- End positively and reset expectations
- This should normally happen the same day





**Your role**

You create the climate in your classroom and around the school. Be calm, be consistent and be predictable

Students succeed when expectations are clear and consistently applied by all staff



## **Appendix 10, Restrictive Intervention, Reasonable Force and Seclusion**

This appendix should be read alongside the school Behaviour Policy, Safeguarding Policy and current Department for Education guidance relating to the use of reasonable force and restrictive intervention in schools.

The John of Gaunt School is committed to maintaining a safe, calm and supportive environment. Staff will always seek to prevent escalation through positive relationships, clear routines, de-escalation strategies and appropriate support.

Restrictive intervention, including the use of reasonable force, will only be used where necessary, lawful and proportionate, and for the shortest time possible.

The use of reasonable force may be necessary to prevent a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Seriously disrupting the good order of the school

Reasonable force will only be used where other strategies have not been successful, or where there is an immediate risk of harm.

Where possible, trained staff should respond to incidents requiring restrictive intervention. However, any member of staff may take reasonable action in an emergency to prevent harm.

The school does not use seclusion as part of its routine behaviour systems. Seclusion will only be used in exceptional circumstances where there is an immediate and serious risk of harm and no less restrictive option is available.

Where seclusion is used:

- The student will be continuously supervised
- The duration will be as short as possible
- Senior leaders will be informed immediately
- Parents or carers will be informed as soon as practicable and before the end of the school day

Seclusion is different from supervised isolation or internal suspension within PBSC, which form part of the school's graduated behaviour response.

All incidents involving restrictive intervention or seclusion must be:

- Recorded promptly and accurately in line with DFE guidance
- Reported to senior leaders and safeguarding staff where appropriate
- Shared with parents or carers

Records should include:

- The context and events leading to the incident
- De-escalation strategies used
- The nature and duration of the intervention
- Staff and students involved
- Any injury, distress or follow up action



Following an incident, appropriate support will be provided to both students and staff. A restorative conversation and debrief will take place where appropriate to support reflection and inform future planning.

Senior leaders will monitor incidents involving restrictive intervention and seclusion to identify patterns, review practice and reduce the need for intervention over time.

The Governing Body will maintain oversight and ensure that the school continues to act in line with statutory guidance and safeguarding expectations.