

# Building a Legacy: All Saints' Positive Behaviour Management Policy



**Date adopted:** July 2025 (for September 2025)  
**Prepared by:** Scott Simpson-Horne & Graeme Thornton  
**Ratified by:** Governing body  
**Review date:** July 2026

Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Uniform Policy
- Ted Wragg Trust Anti-Bullying Policy
- Ted Wragg Trust Exclusion Policy
- Ted Wragg Trust Attendance Policy
- Ted Wragg Trust Reasonable Force and Restrictive Interventions Policy
- Ted Wragg Trust Supporting students with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy – students

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [DfE advice template \(publishing.service.gov.uk\)](#)

Changes:

Minor update for 2025/2026 policy with adjustments to Behaviour Policy

**Note:** This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

---

## 1. Overview

---

All Saints Academy exists to deliver transformational education and provide experiences that enable the entire community to flourish. We believe that we will do that by living our values of 'love', 'legacy' and 'bravery'.

For us, this means that we love our students enough to ensure that their right to disruption free education is met and that we are brave enough to hold students to these high expectations. We know that walking away and accepting lower standards is often easier to do, however we recognise that an outstanding legacy for our community will not be possible if we do this.

It also means that we meet all stakeholders with the presumption of 'good will'. All parties act with the best interests of children at their heart and we believe a consistent and fairly applied behaviour policy strengthens relationships between these parties. We understand that disagreements around how the Policy is interpreted in particular cases will sometimes occur: at these times, we ask all parties to remember the spirit of the Policy which aims at allowing all children to flourish.

This behaviour policy is based on our key concept for Every Child Succeeds and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on safe and connected children learning successfully in a classroom environment. This policy aims to:

1. To **support students taking pride in their behaviour**, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with and no learning opportunity wasted.
2. To provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**.
3. To encourage students to **make positive choices** and **take responsibility** for their own actions.
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, in a safe and secure environment.

All Saints Academy encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

All Saints Academy has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and ensure All Saints Academy is a safe place for all.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. All Saints Academy reserves the right to apply this policy to all students and any time a student is recognisable as an All Saints' student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

---

## 2.0 Rewards

---

All Saints Academy regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. All Saints Academy wishes to recognise the vast majority of students make positive behaviour choices every day and we want to celebrate these successes.

Listed below are the ways we celebrate success with students, parents and staff during the academic year. These are regularly reviewed and updated throughout the year. As such, the following should not be seen as a fixed list, but an example of rewards at the time of publishing.

### **Tutor Rewards**

Tutors Award Classchart points for meeting ASAP Expectations every day

- Punctual
- Prepared
- Proud

### **Classroom Rewards**

Class teachers award Classchart points for meeting ASAP Expectations in the classroom

- Showing Positive Attitude
- Making Great progress in Assessments
- Golden Ticket for outstanding effort/progress

### **Whole School Rewards**

All staff can award Classchart points in recognition of demonstrating the school values:

- Bravery
- Legacy
- Love

### **Bravery – Courageous Behaviour or Character**

These can be awarded for the following reasons:

- Making a brave decision
- Trying something new
- Standing up for something you believe in
- Making improvements in attitudes/behaviours
- Reflecting honestly on behaviour (in meetings)
- Improving attendance
- Excellent whole class contribution

### **Legacy - Particular events that have a long-lasting impact**

These can be awarded for the following reasons:

- Making improvements in attitudes/behaviours
- Representing the Academy in an event (Open evening)
- Extra study / homework completion
- Taking part in groups (Student Parliament)
- Setting targets for yourself (in meetings)
- Attendance

### **Love – Compassion, care and commitment**

- Showing care for one of your peers
- Showing care for the environment at the Academy
- Acts of kindness
- Showing a love for sports and the Academy in representing us in Sporting fixtures
- Excellent attendance

### **Merit Badges**

Bronze, Silver, Gold, Platinum badges and a Headteacher's Commendation are awarded for students achieving positive Classchart points. These are also given out for SPARX achievement and Lexia.

### **Headteacher Awards**

A Headteacher Award certificate is given to students who have shown exceptional achievement, either in school or as part of an extra-curricular activity. A letter is also sent home to inform parents about the Award.

### **Attendance**

Bronze, Silver & Gold Certificates are presented on an annual basis to students for attendance respectively over the year. A separate award is given to students who have

had 100% attendance over a 4-year period. Attendance is also recognised across the year on both weekly, half-termly and termly basis.

### Recognition

All Saints is incredibly proud of our students' achievements and will celebrate these publicly through our website, emails, Twitter, Instagram & Facebook. We may also share good messages using other social media platforms.

### Celebration Assemblies

Individual students are recognised in weekly/termly Year Group assemblies for exceptional behaviour and attendance, these certificates are handed out by the Year Leader/Pastoral Lead

### Awards Evenings

Awards evenings are held for each key stage. Awards are given in the following categories:

- Outstanding Attainment, Effort or Subject Award in a particular subject
- Tutor Awards
- TWMAT awards
- Student of the Year Award

---

### *3.0 High Expectations*

---

All Lesson expectations are based on the following principles:

- PUNCTUAL AND ORGANISED - Be on time with all of your equipment and uniform.
- KIND and INCLUSIVE - Be kind, in everything you do, to everyone in the school and wider community.
- PRIDE - In learning, effort and appearance/community.
- POSITIVE CHOICES - Following all reasonable requests.
- ENGAGEMENT- As an active learner always trying your best.

### Lesson Expectations

All lesson expectations have been co-produced in consultation with staff and students. Lesson expectations are reviewed regularly with students and staff. Our expectations are:

Student, parent and staff voice is really important to All Saints Academy and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including through our student council, through termly parent forums, annual surveys and staff networks.

All lesson expectations are based on the following principles:

- PUNCTUAL AND ORGANISED - Be on time with all of your equipment and uniform.
- KIND and INCLUSIVE - Be kind, in everything you do, to everyone in the school and wider community.
- PRIDE - In learning, effort and appearance/community.
- POSITIVE CHOICES - Following all reasonable requests.
- ENGAGEMENT - As an active learner always trying your best.

Our lesson expectations are:

#### Punctual

- Arrive at line ups by 8:35am
- Arrive to lessons within 3 minutes of the bell
- Move with pace & purpose during transition

#### Prepared

- Have your Equipment Pack/Need to Know booklets
- Sit in your seating plan in STAR when requested
- Have all homework completed by the deadline

#### Proud

- Wear uniform with pride
- Show pride in your work
- Be proud to be part of your community

#### Positive Choices

- Follow all Reasonable Requests
- Use kind words and actions with staff & peers
- Ensure you make the most of every opportunity

#### Positive Attitude

- Demonstrate 100% Focus & Effort
- Respect yourselves, staff and classmates
- Persevere - even when it becomes challenging

#### Progress

- Be ambitious for your future

- Achieve to achieve the highest outcomes you can
- Be brave and challenge yourself

A poster can be found in Appendix 1 which is on display in every classroom. These are used to reward students, but also remind them of expectations.

Student, parent and staff voice is important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including through our student parliament, annual surveys and staff networks.

### 3.1 Creating Routines

All teaching staff have a program of development, training, and coaching designed to help them constantly improve their practice and establish a healthy behaviour culture. Staff receive coaching to help them develop a range of skills to build strong relationships with students. Consistent routines enable us to reduce cognitive load for students and enable them to thrive. Our ASAP EXPECTATIONS and CLASSROOM CONSISTENCIES are designed to maintain a safe and secure environment for students whilst creating a culture of high expectations.

At All Saints we want to create a culture based on social justice, where all our students feel like they belong to our legacy.

To feel a sense of belonging, students need to feel safe and secure. Therefore, we need our school to be as predictable as possible.

Students know exactly what is expected of them because we embed the ASAP EXPECTATIONS and CLASSROOM CONSISTENCIES with compassion, equity and consistency

At all Saints we talk about developing a positive culture through the three C's. This approach goes beyond systems to ensure every interaction with children is supportive and educational. The 3Cs include:

#### Culture Coaching

- Model the behaviours we want students to uphold
- Explicitly teach these to students through PSHE, Assembly and one-to-one coaching sessions.
- Support students to model these every day



## Connect before Correct

- Actively looking for opportunities to build relationships
- Always beginning interactions with a warm personal regard
- Seeking opportunities to restore relationships through coaching conversations.

## Concealed Correction

- Using the least invasive strategies to address behaviour that does not meet expectations where possible
- Having one-on-one conversations around behaviour and students' individual responses

We clearly communicate our behaviour expectations to students. We share these expectations with them each year at the beginning of the year assemblies; through reset weeks; through responsive assemblies; via PSHE; through the publication of our behaviour policy on our website; at point of entry into the school if they join us after September. We will also narrate these expectations as part of reintegration meetings following a suspension or alternative education placement. These routines are also modelled as 'usual ways of working' through the vast majority of our students upholding these expectations every lesson, every day.

---

## 4.0 Sanctions

---

### 4.1 Lesson removal

#### Lesson Removal

If a student does not adhere to the 'ASAP Expectations', the teacher will:

- 'Remind' an individual student that they are not meeting the ASAP Expectations (C1). Their name will be written on the expectations board(C1). This will not be logged on classcharts
- If a student does this for a second time, teachers will make it clear what they need to do to get it right (C2). Staff will prompt students to 'Reflect' on what they need to do to get things right. This will be logged on classcharts

- If students continue to not follow the 'ASAP Expectations' or 'Classroom consistencies' they will be 'referred' to the Lighthouse for that lesson, including a 30min (same day) detention. (C3)\*
- Teachers will attempt to give students time to regulate their behaviour between consequences, but if a student's reaction to a consequence unduly interferes with the education of others they may be given an additional consequence in a shorter period of time.

Whilst we show love and prefer not to disrupt a student's access to the curriculum through lesson removal, we have to consider the educational provision for all. By the time a student has been referred to the Lighthouse, they have had two opportunities to correct their behaviour and, as a consequence of their behaviour, all the other students in that class have had their learning disrupted twice.

*\*Please note, 2 C3s in a day will result in the remainder of the day being spent in the Lighthouse.*

## 4.2 Repeated or more Serious Incidents

We are committed to inclusion and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals, or is involved in an incident too serious for a detention, the student will be referred to internal exclusion. Students will spend a full day in internal exclusion including an after-school detention of 50mins.

More serious incidents could include but are not limited to:

- truanting (student deliberately missing from lesson without permission);
- vaping/smoking;
- vandalism/deliberate damage;
- refusal to follow reasonable requests;
- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behaviour.

### **4.3 Reconnect, rebuild and restore**

If any student feels a member of staff has incorrectly referred them to the lesson removal room they can request staff review the lesson removal. Staff will always try to capture student voice related any incident and use this to inform decision making.

All students will have the opportunity to complete a reflection sheet upon entry to the room and may use this to indicate if they feel they have been referred on an unfair basis. The review will be considered by a member of the pastoral staff and the student informed of the outcome. Students must follow all expectations whilst the review is occurring; if this does not happen they risk the review being unsuccessful.

Any staff member who refers a student will make every reasonable effort to visit the student and complete a coaching conversation.

### **4.4 School community sanctions**

The 'Red Card' detention is a 30-minute detention for anti-social behaviour in and around School. We expect all students to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. There are no warnings for these behaviours as the school considers them minimal acceptable reasonable conduct.

The following are possible (but not limited to) reasons for a red card detention:

- Running indoors
- Shouting indoors
- Being out of bounds
- Dropping litter/throwing food
- Inappropriate language or attitude
- Eating and drinking in banned areas
- Not clearing your area in the canteen
- Hitting or kicking school property

If a student does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 30 minute after school detention on the same day. This will be logged on classcharts.

#### **4.5 Focus Week**

At the start of every half-term there may be a 'Focus Week'. These also may occur in response to the needs of our school in order to promote a sense of belonging and community. The topics will vary depending on the needs of the school and current emerging issues. An example week might focus on uniform or student equipment.

The focus will be communicated in advance to parents and students. The week will focus positively on students' engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students and all staff will be responsible for the issuing of merits/sanctions at this time. Wherever possible tutors will support and prepare student in advance and daily (during the week) as part of the daily noticeboards to enable students to meet expectations.

Any student who does not meet expectations during this week may incur a 1 hour after school same day detention instead of the usual sanction laid out in this policy. Students who consistently fail to meet expectations over this week may also be placed in lesson removal to support them to make the right choices.

#### **4.6 Punctuality and lateness**

Punctuality is a key skill for any student to develop in life and we aim to support students to appreciate the importance of good punctuality. Students who arrive in school after their allotted start time without sufficient cause will be issued with a 30-minute same day late detention after school and parents/carers notified via Classcharts. Failure to attend this detention will result in spending a period of time in the lighthouse/harbour.

#### **4.7 Multiple referrals**

Multiple referrals to the Lighthouse are carefully monitored and patterns of behaviours are looked for. Where referrals to the Lighthouse are not successful, parents will be contacted in the first instance to discuss what could be causing this persistent disruptive behaviour. At this point a triage system is enacted where students may receive reasonable adjustments; a referral to SEN may take place at this stage; an EHAT or referral to social care may take place.

Where initial meetings are unsuccessful, the school will attempt to work proactively with parents to explore further reasonable adjustments that could occur in an effort to diagnose any mitigating circumstances for repeated failures to meet the school's expectations.

#### **4.8 Deliberate use of fire alarm**

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school it also has a disproportionate impact on the most vulnerable students. Many students will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to permanently exclude any student who is deemed to have triggered the alarm deliberately or with malicious intent.

Included under this section is behaviour that may reasonably be assumed to risk setting off a fire alarm. This includes, but is not limited to: smoking/vaping in toilets; directing aerosols towards sensors; tampering with any sensors/alarms.

#### **4.9 Uniform**

At All Saints, we believe that the correct uniform engenders a sense of belonging and pride. The purpose of a consistent uniform is to allow our students to feel comfortable and equal: where there is inconsistency in uniform, such as wearing trainers, students naturally make comparisons. Where students feel that they cannot 'keep up appearances' there is an increased risk of absence.

Due to our commitment to social justice, school must be a place where such considerations are mitigated against as much as possible. Therefore, we must have high expectations in relation to uniform, equipment and items prohibited under our uniform policy. We also hope that this prevents students from making undue and expensive requests around items for school. No parent should feel the pressure to supply expensive cosmetic enhancements or expensive clothing.

Where a student does not have correct uniform, school will offer to provide the item that is missing. Refusal to accept the alternative may be viewed as defiance and the student may be placed in the Lighthouse until the issue is rectified. We will always seek to work with families, however it is important that families rectify any uniform infringements in a timely manner. We explicitly ban expensive cosmetics such as eye lash extensions, nail work, make up, due to the unnecessary financial pressure it places onto our families.

Repeatedly failing to meet our uniform expectations may result in sanctions being applied. If a student is rude when asked about uniform/equipment a sanction may be applied for this behaviour.

---

### *5.0 Bullying and Discrimination*

---

Please also see ANTI-BULLYING POLICY on our website.

At All Saints our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of love and respect where difference is valued. We aim to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community. We are proud of our Enter Details of External Anti-Bullying award

To establish an ethos where students set a good example to others and to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it, we have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences. It is not simply unkindness between students; in this circumstance the behaviour policy will still apply, but this will not necessarily be logged as bullying.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision- making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;

- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: red card, Lesson removal, suspension exclusion and for repeated breaches, permanent exclusion.

Note: as with any aspect of the school, we cannot discuss with parents the consequences for children involved in bullying other than their own.

### **5.1 Sexual harassment and online sexual abuse**

All Saints takes all reports of sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

The school aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our 'age and stage' appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking into account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a students' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.
- The deliberate creation and/or distribution of deep fake AI images involving any member of the school community.

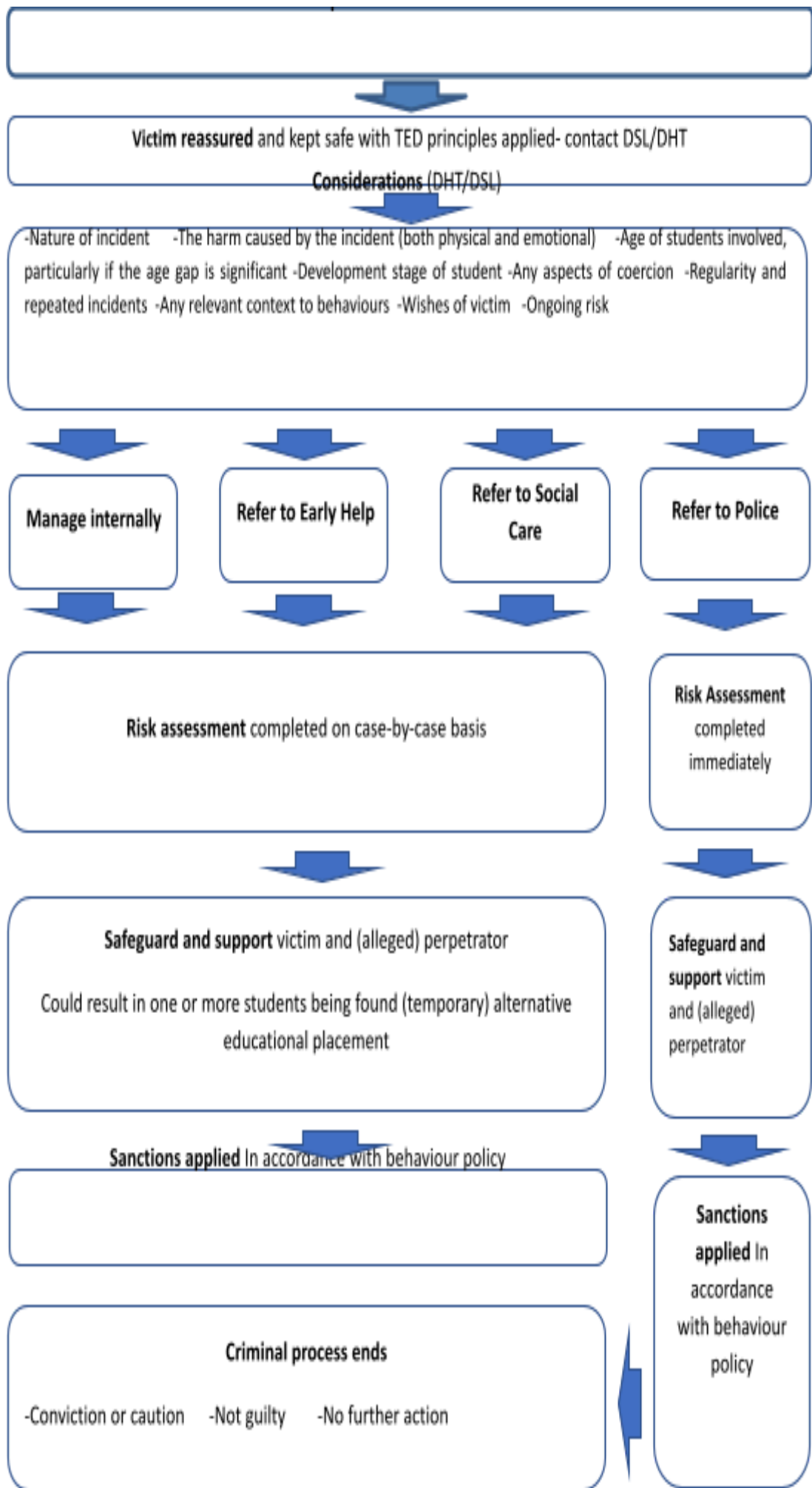
Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

All Saints will follow the following process when incidents are reported:





All Saints recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

All Saints will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

All Saints will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Host school Lesson removal;
- suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases we will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, All Saints will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

### 6.1 Universal Provision

All Saints is proud to provide multiple layers of support through its behaviour policy. In the first instance our Universal Provision is able to support positive behaviours throughout the academy. The vast majority of our behaviour points are for positive behaviours and where students do find themselves in receipt of a C3, or a suspension, these behaviours are not routinely repeated.

Our aim is to ensure students are in classrooms as much as possible and our behaviour policy is designed to place students who can change their behaviours back into lessons as quickly as possible.

In class, our escalation procedure offers students multiple opportunities to correct behaviour before our most severe sanctions (suspension and alternative education placements) are used:

- Students are issued with a C1 in class that is to 'remind' them that their behaviour is negatively affecting others' education.
- Following this a C2 may be given if behaviour is repeated to encourage students to 'reflect' on their behaviour.
- If necessary, a C3 will be issued and a student is 'referred' to the Lighthouse for the remainder of that lesson in the first instance and a 30 minute detention is put on.
- Should a student return to lessons and again reach a C3, they will be referred to the Lighthouse for the remainder of the day. At this point they have received 5 chances to change their behaviours.
- Within the Lighthouse the C-system is employed: a student, reaching a C3 in the Lighthouse is referred to a bespoke room, the Harbour. 98% of our students have never been in the Harbour.
- In the Harbour every effort is made for students to reflect on their actions and make the correct choices. Each lesson the C-system is reset. If a student is close to failing in the Harbour, we endeavor to contact home and hold a pre-suspension phone call. Where successful, the consequence may be altered.
- If a student persistently fails to follow the behaviour expectations laid out and therefore has disturbed the learning of others at least 9 times, a suspension or alternative education placement may result.

Please note, a student may skip steps of this escalation process if their behaviour is of a serious nature and/or takes place outside of the classroom.

## 6.2 Graduated Response

Reasonable adjustments are routinely made to the policy above where students are in receipt of SEN; suspected as having a SEN; are receiving pastoral care for issues outside of school; where students have a medical illness.

Where students consistently breach the expectations above, our pastoral team will work with them to identify potential causes. This may result in reasonable adjustment or interventions. As we employ a significant range of adjustments and interventions, some of which are child specific, we will not list the options available in this policy, but will discuss on a case-by-case basis with parents.

---

## *7.0 Suspension & Alternative Education Placement*

---

### 7.1 Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

All suspended students will be given some work to complete and may be expected to write a letter apologising for their actions leading to the exclusion. As part of their reintegration students may be expected to spend some in lesson removal.

A reintegration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in lesson removal until the reintegration meeting can be held.

## 7.2 Alternative Education Placement (Host School)

In an effort to avoid escalating to a suspension, All Saints will endeavour to offer an Alternative Education Placement at another local school where we feel this is appropriate. This adds an additional level of consequence to behaviour and also ensures trained staff are available to support the student during their time away from school.

We expect all students to adhere to the host school's rules and procedures. Failure to do so may terminate the AEP and result in an escalation to a suspension. Where necessary, we will support with transport to AEP placements.

Longer term placements at host schools are also included within this behaviour policy. These are completed in consultation with parents and aim at providing a different environment where habitual behaviours are less likely to occur. Students are expected to comply with host school expectations whilst on placement there.

Circumstances that could result in a student spending time at a host School include, but are not limited to, the following breaches of the behaviour policy:

- unsuccessful lesson removal
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour;
- inappropriate use of computers, the internet, images or social media; and
- fighting.

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent statutory guidance.

---

## 8.0 Permanent Exclusion (PEX)

---

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy;
- and**

- b. where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

---

### *9.0 Consistent Expectations*

---

Consistency is hard to achieve in any organisation. We recognise that it is key when creating an outstanding learning environment. Students are more likely to feel a sense of belonging if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform (see above). Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations an alternative will be offered (if possible), refusal to accept the alternative may be viewed as defiance and the student may be placed in Lesson removal until the issue is rectified.

---

## *10.0 Maintaining a Positive Learning Environment*

---

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems and trauma informed practice.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through nonverbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

---

## *11.0 Drugs*

---

The school will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

We take drug possession, use and supply extremely seriously. At present, the most significant risk to our students is around vaping illegal substances such as 'Spice' and 'THC'. All students are warned of the dangers of vaping such substances and that by borrowing, holding or possessing a vape puts them at risk of being in possession/under the influence of drugs on school site. As a consequence, a permanent exclusion may be considered in such cases.

We strongly encourage parents to avoid supplying children with vapes and share any knowledge of vaping, especially the vaping of banned substances, with school in a timely manner.

---

## *12.0 Alcohol*

---

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

---

## *13.0 Medication*

---

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

---

## *14.0 Smoking- including all forms of e-cigarette/vaping devices*

---

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

Please reread Section 11 above with respect to vaping and its relation to drugs.



---

## 15.0 Search and Confiscation

---

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue eg. Hair dye or false nails they may spend time in the lesson removal room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all eg. mobile phone and bag searches used to support this. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they may be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students

with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/vapes/fluid;
- fizzy drinks;
- energy drinks;
- hot water bottles;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

---

## 16.0 Use of reasonable force

---

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2025

### [Reasonable force](#)

#### 16.1 Schools can use reasonable force to:

All members of school staff have a legal power to use reasonable force in certain circumstances, these include:

- to prevent or stop a pupil from causing injury to themselves or others
- committing a criminal offence,
- damaging property,
- or doing something that prejudices discipline at the school, whether during a teaching session or otherwise.

Examples of the above could include but are not limited to:

- removing disruptive children from the classroom where they have refused to follow an instruction to do so;
- preventing a student behaving in a way that disrupts a school event or a school trip or visit;
- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a student from attacking a member of staff or another student, or to stop a fight; and
- restraining a student at risk of harming themselves through physical outbursts.

#### **Unacceptable use of force**

School staff must never use force on a pupil for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

---

### *17.0 Student conduct outside the school premises*

---

We aim to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as an All Saints' student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and

- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

### **17.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises**

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

### **17.2 Social Media**

Although we will support issues arising on social media relating to our students, and reserve the right to apply our behaviour policy in such cases, we strongly encourage all parents to take a proactive approach in monitoring social media. We offer the following advice:

- Parents should ask themselves whether a smart phone is appropriate for their child.
- Parents should check age restrictions on social media platforms and adhere to these. Parents should explore 'parental controls' with their phone/internet providers.

- Parents should regularly check their child's phone, including communications with others, web browser history, and interactions on apps. Where possible, parents should 'mirror' children's phones so that they can monitor usage 'live'.
- Parents should routinely speak to their children about social media usage, include the amount of time spent on devices.
- Where inappropriate, harmful, or hurtful behaviour occurs we suggest:
  - o Retain evidence and share with the school/police if appropriate.
  - o Block the contact and do not reply.
  - o Be especially vigilant of your child's social media use following any such incident.
- Parents should never reply to a child in a threatening or inappropriate manner via social media, nor should any post make reference (direct or indirect) to another child in a way that could be perceived as a threat.
- Where there is a continued issue related to social media and parents have not followed the advice above, All Saints' capacity to support in these issues will be significantly reduced.

---

### *18.0 Wilful and Accidental Damage*

---

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a measure of appropriate gravity should be imposed.

---

### *19.0 Behaviour of parents/carers*

---

We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times. We ask parents/carers/members of the public to follow the assumption that professionals are acting in 'good faith' at each point.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications

should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

---

## *20.0 Allegations against staff*

---

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the School's relevant policy and all complaints have the potential for consequences for the staff concerned.

---

### *20.1 Malicious/false allegations*

---

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases, it may be appropriate to administer a consequence as a tool for supporting students to understand the effects of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.



---

## *21.0 Complaints*

---

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**

