

Behaviour and Relationships Policy

Updates to the behaviour and relationships policy

Reviewed:	March 2026
Reviewed by (SLT Lead):	Deputy Headteacher - Behaviour, Attendance and Culture
Approved by:	Local Governing Body
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1. Purpose, aims and principles

Gosford Hill School is committed to creating an environment where exemplary behaviour and conduct is fundamental to the school and our pupils being at the heart of the community because they receive an excellent educational experience and are equipped to become resilient, lifelong learners.

In order to support this vision, this policy aims to:

- Outline the expectations for pupils, staff, parents, carers and other members of our community contribute towards building and sustaining a culture of exceptionally good behaviour.
- Provide a consistent approach for managing instances of positive and poor behaviour.
- Outline how students are expected to behave and the systems of rewards and sanctions used to implement this policy.

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

- [Behaviour and discipline in schools](#)
- [Suspensions and permanent exclusions](#)
- [Searching, screening and confiscation at schools](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Schedule 1 of the Education Regulations 2014](#)

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

The structures, systems and routines for behaviour at Gosford Hill School are built upon the following principles:

- Everyone has the right to an education and deserves this right.
- Good behaviour is a curriculum - we must teach students how to behave, not just tell them.
- Certainty is more important than the severity of a sanction.
- We are what we repeatedly do - excellence is a habit so consistency is crucial.
- Students need to know that they belong and that adults believe in them.
- Success is the greatest motivator.
- The intervention to prevent repeat behaviour is as important, if not more important, than the sanction.
- High expectations matter for all - reasonable adjustments support individuals, not lower standards.

2. Definitions and expectations

The image below highlights key definitions of our school values and our three school expectations; that pupils are **Responsible**, **Respectful** and **Resilient** (our RRR expectations).



High Expectations at Gosford Hill School



We are ready to demonstrate our values by:

Wearing our uniform correctly  because we are proud to belong at GHS.	Keeping mobile phones off and away in bags  because we avoid distraction.	Being fully equipped for learning  because we maximise learning time.
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Responsible Do the right thing	Hands off  There is never a need or time for physical contact.	Thoughtful movement  Move quietly and with purpose for the starts of lessons.	Right place, right time  Be in the right place at the right time.	First time, every time  Follow instructions without answering back.
	Warm greetings  Say "good morning / afternoon" with warmth.	Manners matter  Say "please and thank you" when appropriate.	Respect all opinions  Accept the views of others and disagree respectfully.	Kind words and actions  Avoid inappropriate actions or language and report concerns.
	Believe in ourselves  Be ambitious and display a "can-do" attitude.	Embrace challenge  Improve ourselves by seeking and acting on feedback.	Bounce back  Move forward from setbacks and learn from errors.	Celebrate success  Praise ourselves and others when things go well.

This poster is displayed around the school in classrooms and social spaces, acting as a constant reminder of the expectations of everyone within our school community.

3. Systems, sanctions and interventions

Gosford Hill School pupils are rewarded for demonstrating our three school values, and will be sanctioned when they behave in ways that contradict these. Students will be taught how to demonstrate our values and how to avoid contradicting these throughout our assembly programmes, student development time and through the work of pastoral leaders including form tutors.

Praise and rewards

Pupils are encouraged to demonstrate our school values. When they do, they will be rewarded by teachers using four key methods.

Method of praise	What this looks like	Cumulative praise leads to
Thank you slips	Issued for demonstrating the positive manners and behaviours that we expect of all citizens in a	Entry into weekly tutor led prize draws.

	respectful society. This might include actions such as holding doors open, picking up litter, supporting peers or engaging warmly with others.	
Achievement and enrichment points	Staff award achievement points on Bromcom for demonstrating the school values. Enrichment points are awarded for attendance at extracurricular activities.	Points are combined to create a cumulative point scale. Students are recognised and celebrated when they meet Bronze, Silver and Gold thresholds.
Perfect week recognition	Students are notified each time they demonstrate a perfect week at school because they attend every day and lesson on time and are not involved in any poor behaviour.	Written recognition by HOPs/AHOPs. Entry to the termly year group prize draws.
Above and beyond nominations	Staff nominate students for actions which go above and beyond demonstrating the school values.	Written recognition by the HT/DHT. Entry to the weekly draw for 'Hot Chocolate with the Headteacher'.

In addition, pupils may be rewarded in the following ways:

- Verbal praise from teachers
- Letters, emails or phone calls home to parents/carers
- Celebration assemblies
- Invitation to reward events
- Vouchers or money off school enrichment activities

Poor behaviour

When pupils behave in a way that contradicts the school values they:

- Fail to meet a minimum standard or basic school expectation
- Make a choice to engage in poor behaviour, despite teacher intervention and warnings
- Are involved in an incident which is potentially extreme and could be classed as a serious breach of the school behaviour policy

The table below outlines examples of poor behaviour which students may demonstrate and the likely sanctions for this. The school's management system (Bromcom) is set up to show these incidents in different colours for ease of use by staff, students and parents/carers. These colours match with the colour of the 'category of behaviour' column below.

Category of behaviour	What this looks like (examples)	Likely sanction(s)
Standards	• Littering • Failure to follow one way systems or being out of bounds • Inappropriate language (not directed at others)	Automatic lunchtime detention. Confiscation of mobile phone / prohibited item.
Persistent standards (Two incidents of each)	Persistent (two incidents per term): • Lateness to school or lessons • Lack of equipment (including PE kit)	Automatic lunchtime detention.

standard per term)	- Breaches of the uniform policy - Failure to hand in homework	
Choices	Making poor choices despite warnings from staff, such as: - Disrupting the learning of others - Talking over others or talking during periods of silent solo - Not following staff instructions - Not respecting others or their opinions - Not respecting the school environment - Unnecessary movement in the classroom - Not completing all work to the best of their ability	Parking into another classroom. Lunchtime detention. Restricted access following poor choices outside of lessons.
Incidents	Potentially serious or extreme breaches of the school's behaviour policy, such as: - Theft, damage or vandalism - Possession of banned items - Fighting or physical assault - Verbal abuse towards others - Extremist behaviours or bullying behaviours - Persistent disruptive behaviour - Failure to attend or successfully complete sanctions - Bringing the school into disrepute	Internal suspension. External fixed term suspension. Persistent, or extreme behaviour in this category could lead to permanent exclusion.

Whilst the table above outlines some examples of poor behaviour, and likely sanctions, the list is not exhaustive. Incidents of behaviour that are not included in this list will be reviewed at the 'daily decision meeting' between Phase Leaders and the Deputy Headteacher to determine an appropriate sanction and necessary follow-up actions. **[See Appendix 1 for the operational sanctions and thresholds document, used operationally by leaders to determine appropriate sanctions].**

Sanctions

Where it is necessary to impose a sanction, the school will use a range of sanctions. For consistency, the operation of sanctions is coordinated by pastoral leaders within the school. The table below sets out details about the sanctions that are used at Gosford Hill School.

Type of sanction	What this looks like	Further guidance
Parking	Where a student has not responded to warnings and continues to disrupt learning in a classroom they will be sent to 'parking'. Students must wait for a member of staff to collect them from their lesson. The member of staff will escort them to another lesson.	Students must comply with instructions from the staff from Student Support and not disturb other lessons on route. A student who is removed from their parking room is likely to be issued with an internal suspension.
Restricted access	Students who demonstrate poor behaviour during lesson transition, break or lunchtime may be required to stay in identified areas of the school site.	This is designed to prevent further incidents of poor behaviour, including separating identified students from each

		other.
Lunchtime detention	Lunchtime detentions are scheduled for the next available school day. Parents/carers will be informed on the previous afternoon. Lunchtime detentions will last for 20 minutes each day. Students are encouraged to bring a packed lunch to school with them. Students will be able to access toilet facilities during their lunch break.	An alternative sanction may be used for students who have dimensions scheduled for several days. Failure to attend or successfully complete a detention will lead to an internal suspension on the same day.
After-school detentions	Where a student fails to attend or successfully complete a lunchtime detention they will be expected to complete an after-school detention on the same day. Parents/carers will be contacted at the end of lunchtime detentions to inform them of the after-school detention scheduled for that day. In addition, leaders may set an after-school detention in response to behaviours that contradict our school values. Planned, after-school detentions for this will be arranged for the next school day. Parents/carers will be informed on the previous afternoon.	Failure to comply with the expectations around lunchtime detention is likely to lead to an internal suspension.
Reset (Internal suspension) for involvement in an incident of poor behaviour	Internal suspension within the school, in Reset. Internal suspensions usually last for one day but may be longer depending on the severity of the incident.	Failure to comply with the expectations around internal suspension is likely to lead to an external fixed term suspension.
Fixed term suspension	Fixed term suspensions are those which are to be completed by the student away from the school site. Parents/carers have the legal responsibility of ensuring that students are supervised during school hours during this time, and work is set for students to complete before a reintegration meeting. A reintegration meeting will be held following every fixed term suspension with targets set for a successful return to full time education.	The governing board must convene a meeting to consider the suspensions of any student who is suspended for more than 15 days in a single term.
Permanent exclusion	Permanent exclusion is a sanction reserved for the most extreme individual incidents of behaviour, or persistent disruptive behaviour which does not reduce despite the interventions and actions of the school to support the student	The governing board must convene a panel meeting to review the permanent exclusion within 15 school days of receiving notice of the

	in making positive choices. The school is responsible for providing education for the first five school days following the permanent exclusion before this responsibility passes to the local authority.	suspension or permanent exclusion.
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The table above outlines the main sanctions used at Gosford Hill School. In some circumstances, it may be deemed appropriate in agreement with parents/carers that an alternative sanction is necessary. For example, an act of community service may be appropriate in a case of damage to the school environment. Incidents and sanctions are reviewed at the 'daily decision meeting' between Phase Leaders and the Deputy Headteacher to determine an appropriate sanction and necessary follow-up actions.

At Gosford Hill School we use our 'Persistent Disruptive Behaviour Ladder' to show our approach to repeated internal and external suspensions. Please see a detailed overview of this approach in Appendix 2 at the end of this policy. Where a student moves up 15 steps on the Persistent Disruptive Behaviour Ladder, the Headteacher will make the decision to permanently exclude the student from the school for persistent disruptive behaviour. Whilst our Persistent Disruptive Behaviour Ladder is designed to support students, it does not remove the decision making of the Headteacher to permanently exclude a student for a significant, one-off behaviour incident.

Student support

The school will work to support students to make good choices, use reasonable adjustments to remove barriers for students with particular needs, and intervene following serious or persistent behaviour to reduce the chances of repetition.

The methods of supporting students are wide and varied, depending on the need of the student and their individual circumstances. A graduated approach method will be applied, where the length and intensity of intervention increases following persistent behaviour or for more extreme incidents. Interventions may include (but are not limited to):

- Restorative conversations
- Daily check ins from lead adults
- Student mentor or peer active listening support
- Round robins sharing strategies for staff
- Positive or target based reports
- Timetable / curriculum adaptations
- SENCo referrals
- Family voice
- Home visits
- Early help assessments
- Anger management referrals
- Child and adolescent mental health services (CAMHS) referrals
- External advice such as educational psychologists
- Alternative provision
- Support from external agencies

4. Roles, responsibilities and leadership

This policy is approved by the Governing Board of Gosford Hill School. This board is responsible for monitoring the effectiveness and holding the Headteacher to account for its implementation. Beyond this board, the responsibilities of individuals and groups are outlined below:

Person or people	Roles and responsibilities
The Headteacher (delegated to the Deputy Headteacher responsible for behaviour, attendance and culture)	• Reviewing and approving this policy. • Ensuring that the school environment encourages positive behaviour. • Supporting staff to deal effectively with poor behaviour, including through regular training and continual professional development. • Monitoring how staff implement this policy to ensure that rewards and sanctions are applied consistently.
The Designated Senior Leader with responsibility for behaviour	• Strategic leadership of the implementation, monitoring and evaluation of this policy. • Ensuring the school environment encourages positive behaviour. • Supporting staff to deal effectively with poor behaviour, including through regular training and continual professional development. • Monitoring how staff implement this policy to ensure that rewards and sanctions are applied consistently. • Leading the daily operation of this policy and the key staff who implement it. • Working with all stakeholders to promote the use of this policy, and share successes of positive or improved behaviour as appropriate.
School staff	• Implementing the policy consistently. • Modelling positive behaviour. • Providing a personalised approach to specific needs of individual students. • Recording incidents of positive or poor behaviour. • Demonstrating unconditional positive regard for students following incidents of poor behaviour. • Where necessary, communicating with home about incidents via email/phone. • Using their toolkits to encourage and promote positive behaviour. • Celebrating and rewarding positive progress.
Subject leaders	• Monitoring behaviour within their subject. • Supporting classroom teachers with actions such as: ◦ Arranging restorative meetings between teachers and students. ◦ Managing subject reports where behaviour is isolated to individual subjects. • Supporting the training and development of classroom teachers to effectively promote positive and handle poor behaviour.
Phase leaders (Head of Phase or Assistant Head of Phase)	• Monitoring behaviour within their phase and identifying appropriate whole cohort or individual actions and interventions. • Supporting individuals with actions such as: ◦ Managing positive or targetted reports for students where behaviour is across multiple subjects or areas. ◦ Acting as lead adult for students who meet thresholds for individual support or behaviour plans. ◦ Holding parent meetings to prevent poor behaviour, following incidents, or to reintegrate students following external suspensions. ◦ Managing the graduated approach to behaviour to support students.
Form tutors	• With the support of their Head or Assistant Head of Phase, act as the lead adult

	for students within their form group for all students who require universal support. This includes: ○ Delivering student development time and PSHE activities to deliberately teach students how to behave positively and how they demonstrate our values. ○ Act as the first point of contact for parents/carers who have queries about pastoral care. ○ Monitoring behaviour patterns to identify potential early indicators of persistent poor behaviour and recognise consistently good behaviour.
Parents / carers	● Support their child in adhering to the student code of conduct. ● Inform the school of changes in their child's personal circumstances that may affect their behaviour. ● Discuss behavioural concerns with the school promptly.
Students	● Follow the school's code of conduct and demonstrate our values of Responsible, Respectful and Resilient.

5. Safeguarding and significant incidents

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

The school will not tolerate incidents of child-on-child abuse, including incidents of sexual harassment and/or violence. These incidents will always be met with a suitable response and will never be ignored. Students are encouraged to report anything that makes them feel uncomfortable, regardless of how 'small' they feel it might be.

The school's response to serious incidents will be proportionate, considered, supportive and decided on a case-by-case basis.

The school will employ a thorough investigation process and make decisions about sanctions and interventions based on the civil standard of proof on the 'balance of probability'. This means that the school will consider whether the facts available are more than likely to be true.

Decisions will always be taken in the best interest of the individual student and the risk to them and others within the school community.

Where appropriate, the school will make referrals to external agencies such as children's social care or the police.

6. Bullying

Bullying is defined as the repeated and persistent hurtful behaviour which makes other people feel uncomfortable or threatened, whether this behaviour is intended or not.

Bullying is different from issues in friendships. Students who have fallen out with friends will be offered support from adults within school.

Bullying can take many forms:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice based and discriminatory	Including, but not limited to racial, faith-based, gendered (sexist), homophobic, biphobic, transphobic, disability-based Taunts, gestures, graffiti or physical abuse focussed on a protected characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social media, messaging or gaming sites

School staff, students and the wider community are expected to look for the potential signs that someone is being bullied, and take responsibility in a culture where we report concerns.

Our school's approach to identifying the signs of bullying, procedures for managing reports of bullying and the way in which we promote an inclusive culture can be found in our Anti-Bullying Policy.

7. Off-site behaviour

The school will consider application of sanctions for students where a student is involved in poor behaviour off-site whilst representing the school. This might include taking part in a school trip, travelling to or from school, wearing uniform or when they are acting in any other way that identifies them as a student of our school.

Sanctions may also be considered where a student is involved in poor behaviour if the behaviour:

- Could have repercussions for the safe and orderly running of the school.
- Poses a threat to a member of the school community or public.
- Could adversely affect the reputation of the school.

8. Malicious allegations

If a student makes an allegation against a member of staff or student, which is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where an allegation is deemed to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the relevant safeguarding leaders) will consider whether the student who made the allegation is in need of support, or whether the allegation may have been a form of raising a concern. In these cases, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of the member of staff or student being accused of misconduct.

9. Searching, screening, banned items and confiscation

The school may use searching, screening and confiscation powers appropriately in order to ensure that the school community and those within it remain safe at all times. Under common law, the school staff have the power to search for any prohibited, harmful or illegal items if a student agrees. Prohibited items are:

- Knives or weapons
- Alcohol or illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause injury to, or damage to the property of any person (including the student being searched)
- Any article specified in regulations including tobacco and associated paraphernalia, fireworks, pornographic images, vapes or e-cigarettes.

The school has the right to determine items as 'banned items' which may be harmful or detrimental to school discipline or safety. These include, but are not limited to mobile phones and aerosol cans.

Mobile phones must not be used at any time on the school site. We operate an 'off and away' policy from the moment that students enter the site until the moment they leave. Phones must therefore be switched off and stored in students' bags. If they are seen, the phone will be confiscated.

Students in the Sixth Form may use their mobile phone discreetly, and appropriately in designated areas of the Sixth Form Centre.

Searching

The Headteacher or a senior leader deputising for them in their absence has the power to search students without consent where they have reasonable grounds for suspecting that the student may have a prohibited item which could cause harm to others.

The procedure for searching is outlined below:

- Following a concern raised, two members of staff will convene to conduct a search, meeting the following criteria:
 - At least one should be a Senior Leader, Designated or Deputy Designated Safeguarding Lead.
 - At least one member of staff will be the same gender as the student being searched.
- Staff will explain the reason for the intended search to the student and seek their cooperation.
- The staff will ask the student to remove outer wear (bags, coats) and blazers. They will ask students to empty pockets and remove hats, shoes or scarves. The staff will never ask a student to remove clothing other than outer wear.
- The staff will make a record of the search through the school's safeguarding reporting system including:
 - The date, time and location of the search
 - The name of the student searched
 - The staff conducting the search
 - The reason for searching and suspicions that led to the search
 - What items, if any, were found
 - What follow-up action was taken as a consequence of the search

In the unlikely event that a student does not consent to a search they will be asked to remain supervised by staff and away from other students whilst parents/carers are contacted in order to keep the school community safe. Where a significant concern remains about the safety of the school community, the decision to seek support of external agencies including the police will be taken by the Headteacher or the senior leader deputising for them in their absence.

Screening

Screening is the use of non-contact techniques to identify potential weapons or drugs before entering the school site. This might include the use of walk-through or hand-held metal detectors, or sniffer dogs.

The school has the use of a hand-held metal detector, and will from time-to-time use this at entry points to the school. In addition, the school will work with external agencies and the local neighbourhood policing team to participate in any activities they deem appropriate to keep the school and local community safe.

Confiscation

Prohibited or banned items found as a result of a search will be confiscated. They will be retained until the end of the day when one of the following will happen:

- The item will be returned to the student directly.
- The item will be retained as it has been confiscated on numerous occasions or it is not appropriate to be handed back to the student directly (for example vapes or alcohol). These items will be returned to a parent/carers as necessary.
- The item will be destroyed or handed to the police where it has the potential to harm another or possession of the item would break the law (for example a weapon or drugs).

Electronic devices, including mobile phones must not be used to record images or audio, or share these on social media. Devices used for this purpose will be retained and may be handed to the police if it undermines the reputation of the school or could be deemed as breaking the law.

10. Reasonable force

On rare occasions, staff are lawfully permitted to use reasonable force to prevent students from committing an offence, or injuring themselves, or others. There is no definition of when it is reasonable to use force and every situation will be judged by the member of staff at that time. The degree of force will always be kept to a minimum to achieve the desired result.

Incidents that have included the use of reasonable force must be reported to the Headteacher immediately.

Appendix 1 - Sanctions and Thresholds - Operational Guidance

The tables below outline the behaviours that may be exhibited around school and the next steps and sanctions relating to these. Pastoral and Senior Leaders review behaviour events recorded daily.

Standards

	Standards that fit in this category	Staff actions to record the behaviour	Likely sanction and next steps
Automatic C1s (Standards)	- Missing correct equipment for learning - Homework not completed on time - Lateness to lesson - Missing PE kit	Pull up students, making sure that students know they have not got something right in this area - Record the C1 on Bromcom	Automatic lunchtime detention for any two of the same standard in a term. 3+ lunchtime detentions in one day will be escalated to an automatic after-school detention.
Automatic C2s (Standards)	- Inappropriate language (undirected) - Littering of the school environment - Out of bounds / not following one-way - Incorrect uniform [<i>without a slip</i>]	Pull up students, making sure that students know they have not got something right in this area - Record the C2 on Bromcom	Automatic lunchtime detention. 2+ after-school detentions in one day will be escalated to a day's time in Reset.

Behaviours

	Behaviours that fit in this category	Staff actions to record the behaviour	Likely sanction and next steps
C1s (Behaviours)	- Not respecting the environment - Disrupting the learning of others - Unnecessary movement in the classroom - Not respecting others or their opinions - Not following staff instructions - Talking over others - Not completing work to the best of ability	Pull up students, making sure that students know they have not got something right in this area - As long as the behaviour stops here, record the C1 on Bromcom - do not record a C1 if you subsequently issue a C2 in the lesson - No comments are necessary on Bromcom	No directly linked sanction. Teachers, Form Tutors and Leaders may use these to monitor patterns in students behaviour and identify trends for further development and focus.
C2s (Behaviours)	- Removal from the classroom Behaviours which do not demonstrate our school values of: - Responsible - Respectful - Resilient	Pull up students, making sure that students know they have not got something right in this area - Record the C2 on Bromcom - If removing a student from a lesson, ensure you notify duty via the behaviour for learning form	Automatic after-school detention. 2+ after-school detentions in one day will be escalated to a day's time in Reset. Used to monitor patterns and trends future focus.

Incidents

Where appropriate, staff will apply a similar approach to classroom behaviours where possible, promoting and explicitly outlining the expectations, warning students that they are behaving in a way that contracts our values and sanctioning if the behaviour is not corrected.

	Behaviours that fit in this category	Staff actions to record the behaviour	Likely sanction and next steps
Incidents requiring decision making	• Fighting or physical assault • Possession of banned items • Persistent disruptive behaviour • Bullying behaviours • Failure to attend or complete a detention • Extremist behaviour • Refusal to comply • Bringing the school into disrepute • Theft, damage or vandalism • Verbal abuse towards staff	• Pull up students, making sure that students know they have not got something right in this area • Record the Incident on Bromcom, including as much detail as possible • Where appropriate, also provide further information to the relevant Head of Year • If a student or member of staff is in immediate danger, ensure that you inform duty via the behaviour for learning form	These incidents will often require investigation by the Head of Year. They are incidents most likely to lead to after-school detentions, internal or fixed term suspensions.
Incidents leading to an automatic sanction	• Refusal to hand in mobile phone or associated device • Refusal to complete an after-school detention • Persistent refusal to comply with staff instruction • Verbal abuse towards staff • Persistent truancy • Failure to successfully complete Reset	• Pull up students, making sure that students know they have not got something right in this area • Record the Incident on Bromcom, including as much detail as possible • Where appropriate, also provide further information to the relevant Head of Year • If a student or member of staff is in immediate danger, ensure that you inform duty via the behaviour for learning form	These incidents will always lead to an automatic sanction, at a minimum level of Reset or Fixed Term Suspension. The school has a default and automatic approach to persistent refusal to comply following truancy and failure to successfully complete Reset which will lead to an automatic fixed term suspension.

Appendix 2 - Persistent Disruptive Behaviour Ladder

Our Behaviour Ladder is designed to outline the support and challenge that is available for a student involved in repeated internal or external suspensions.

Step	Outcome The outcome is the sanction applied following the behaviour at each step of the behaviour ladder.	Action Steps The action steps outline the actions that Pastoral and Senior Leaders will take following each step on the ladder. These will include opportunities to establish and review reasonable adjustments as part of SEND or behaviour profiles to address barriers and enable student success.
Step 15	Permanent Exclusion	- Headteacher decision is taken to permanently exclude following repeated persistent disruptive behaviour where a student has moved through all steps of the behaviour ladder (or in response to a single, one-off serious incident). - Work is provided by Gosford Hill School for the first 5 days. - A Governor's Disciplinary Committee will convene a hearing within 15 days of the date of the permanent exclusion.
Step 14	Fixed Term Suspension	- Headteacher Warning Letter (Step 12) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour - Pastoral Support Plan reviewed by the SLT Lead - Guest placement, managed move or alternative provision is considered
Step 13	Fixed Term Suspension	- Headteacher Warning Letter (Step 12) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour - Pastoral Support Plan reviewed by the SLT Lead - Guest placement, managed move or alternative provision is considered
Step 12	Fixed Term Suspension	- SLT Warning Letter (Step 12) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour - Pastoral Support Plan reviewed by the SLT Lead - Guest placement, managed move or alternative provision is considered
Step 11	Fixed Term Suspension	- SLT Warning Letter (Step 11) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour - Pastoral Support Plan reviewed by the SLT Lead - Guest placement, managed move or alternative provision is considered
Step 10	Fixed Term Suspension	- SLT Warning Letter (Step 10) - Opportunity for a Governors Disciplinary Committee to review suspensions - Reintegration Meeting with student and parent / carers, joined by the Headteacher - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour - Pastoral Support Plan reviewed by the SLT Lead - Discussion with Exclusions, Reintegration Officers at Oxfordshire County Council

Step 9	Fixed Term Suspension	- SLT Warning Letter (Step 9) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour - Pastoral Support Plan launched by the SLT Lead - Discussion with River Learning Trust Director of Inclusion
Step 8	Alternative School Based Suspension or Fixed Term Suspension	- HoY/SLT Warning Letter (Step 8) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour - Individual Behaviour Plan / Risk Assessment reviewed and shared with all staff
Step 7	Alternative School Based Suspension or Fixed Term Suspension	- HoY/SLT Warning Letter (Step 7) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour - Individual Behaviour Plan / Risk Assessment created and shared with all staff
Step 6	Alternative School Based Suspension or Fixed Term Suspension	- HoY/SLT Warning Letter (Step 6) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour
Step 5	Alternative School Based Suspension or Fixed Term Suspension	- HoY Warning Letter (Step 5) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour
Step 4	2 days RESET or Alternative School Based Suspension	- HoY Warning Letter (Step 4) - Reintegration Meeting with student and parent / carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour
Step 3	2 days RESET or Alternative School Based Suspension	- HoY Warning Letter (Step 3) - HoY Support Meeting with student or Reintegration Meeting with student and parent/carers - Review SEN Profile / Graduated Approach in liaison with AHT Inclusion / AHT Safeguarding / DHT Behaviour
Step 2	1 day RESET	- HoY Warning Letter (Step 2) - HoY Support Meeting with student - Opportunity for 1:1 pastoral reflection following the sanction (30 minutes)
Step 1	1 day RESET	- HoY Warning Letter (Step 1) - Opportunity for 1:1 pastoral reflection following the sanction (30 minutes)
Behaviours likely to result in a step on the Behaviour Ladder: - Fighting or physical assault - Possession of banned items - Persistent disruptive behaviour - Bullying behaviours - Failure to attend or complete a detention - Extremist behaviour - Bringing the school into disrepute - Theft, damage or vandalism Intentional and directed verbal abuse towards staff		

- Refusal to hand in mobile phone or associated device
- Refusal to complete an after school detention
- Persistent refusal to comply
- Persistent truancy (the sanction will always be a two-day fixed term suspension)
- Failure to successfully complete Reset (the sanction will always be a fixed term suspension)

Whilst consistency is always the aim in decision making, the final decision on whether an incident merits a step on the ladder lies at the discretion and decision making of the Headteacher.

Decisions to suspend a student are always made in conjunction with the Senior Leaders responsible for Inclusion and Safeguarding. Following consultation, examples of where the Headteacher may decide it is not appropriate to move up a sequential step on the ladder, or not apply a sanction in line with the ladder may include:

- Incidents involving students for whom there are critical safeguarding concerns where a fixed term suspension would potentially increase the risk posed in their circumstances.
- Students for whom a graduated approach to a SEND barrier requires further time to evaluate the impact.

At every step of the behaviour ladder, Pastoral and Senior Leaders will continue to review student behaviour and SEND profiles to ensure that appropriate reasonable adjustments are in place and that support is provided to enable student success. Reasonable adjustments are likely to, as per their necessity, appear different for individual students.