

Southend High School for Boys



Promoting Positive Behaviour Policy

Approved December 2025
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Southend High School for Boys Governing Body

Statement of Behaviour Principles

The Governing Body at Southend High School for Boys is proud to serve a community where determination to succeed, respect for self and others, care for the environment and positive ethos are so clearly demonstrated and embodied in every aspect of school life.

Governors recognise that it is important for all members of the community to work together to ensure the school is the best it can be. The school works hard to achieve an environment in which:

- everyone cares for each other in surroundings that are calm and ordered;
- effective teaching and learning can take place;
- students are supported in the development of personal skills and qualities, alongside the acquisition of knowledge, which will enable them to achieve their full potential;
- students are encouraged to be independent reflective empathetic thinkers and are helped to take responsibility for their actions;
- the community operates on the basis of, and exhibits, the fundamental tenets of mutual respect, courtesy and tolerance.

Governors recognise the critical role played by positive behaviour management in securing such an environment and have identified and adopted the following behaviour principles as the basis for the school's Behaviour Policy:

- Good behaviour is essential to allow all students to achieve their potential.
- All students have the right to access learning free from the disruption of others.
- All students understand that they have the right to feel safe, valued and respected.
- The school fosters a culture of inclusion, equal opportunities and respect for all members of the community.
- There is an emphasis on the importance of self-discipline and self-esteem.
- There is a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. These rewards and sanctions must be applied consistently and fairly.
- Individual students' behaviour should be monitored and their parents or carers should be kept informed.
- Violence or threatening behaviour will not be tolerated in any circumstances.

Governors understand their legal obligations in respect of safeguarding and promoting the welfare of children as set out in:

- section 175 of the Education Act 2002
- section 88 of the Education and Inspections Act 2006
- section 149 of the Equality Act 2010.

1. Aims

This policy sets out the school's aim to provide a disciplined and ordered community in which children, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe; and where every member of the school can feel valued and respected.

In particular, this policy aims to:

- provide a consistent and developmental approach to behaviour management that is applied equally to all pupils;
- provide a progressive pathway to independence and self-regulation;
- define what the school considers to be unacceptable behaviour, including bullying and discrimination;
- outline how pupils are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline the school's system of rewards and sanctions; and
- help us consider what extra support might be offered to groups of pupils at higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

2. Legislation and statutory requirements

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

- [Behaviour in and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on:

- the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of [The Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

This policy complies with the school's Funding Agreement and Articles of Association.

3. Definitions

Misbehaviour examples are:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform;
- incorrect equipment;
- use of mobile phones
- chewing gum or eating food in class without permission.

Serious misbehaviour examples are:

- repeated breaches of the school rules;
- misbehaviour at any time, including outside of school, that could have serious repercussions for the orderly running of the school and/or poses a threat to themselves, another pupil, member of staff or member of the public and/or could adversely affect the reputation of the school;
- physical violence towards another pupil;
- any form of bullying including any abusive comments towards or about another individual (note also that pupils should report any such abuse which they come across or are aware of);
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments;
 - sexual jokes or taunting;
 - physical behaviour such as interfering with clothes;
 - online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- vandalism;
- theft;
- selling/trading on the school site, on school trips or travelling to or from school;
- use of mobile phone to take pictures, recordings or videos of other students/staff (includes upskirting);
- fighting;
- smoking of any substance;
- racist, sexist, homophobic or any other discriminatory behaviour;
- serious rudeness to, or aggression or violence towards, a member of staff or online abuse of a member of staff;
- tampering with fire or other safety systems; and
- possession of any prohibited items. Examples of prohibited items include:
 - knives or weapons;
 - alcohol;

- illegal drugs (substances which produce “legal highs” which have a similar effect to illegal drugs will be treated in the same way for disciplinary purposes);
- stolen items;
- tobacco, cigarette papers, e-cigarettes/vapes;
- fireworks or any incendiary devices including matches and lighters;
- pornographic material; and
- any article a staff member 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 pupil).

Every student is expected to report, without delay, any incident which compromises the safety of others or, for example, knowledge of any other individual being in possession of any of the above prohibited items. This can be in person to a trusted adult, by email or through the ‘tellus’ email address tellus@shsb.org.uk.

The provisions of section 7.3 of this policy refers to off-site behaviour and how this will be dealt with.

4. Bullying

The school defines bullying as persistent and intentional behaviour that targets another individual or group, either physically or emotionally. This behaviour can leave the victim feeling defenceless, fearful or isolated. It may be overt and intimidatory, but it can also be subtle and hidden. It may occur directly, or through cyber-technology. This can also include peer-on-peer abuse.

Three common characteristics of bullying behaviour are:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying can include:

- **Physical:** pushing and shoving, kicking, tripping up, hitting, pinching, any form of violence, threats, taking belongings.
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional:** tormenting, name calling, threatening ridicule, spreading nasty stories, humiliation, exclusion from groups or activities.
- **Racial:** racial taunts, graffiti, gestures, exclusion from groups or activities.
- **Sexual:** unwanted physical contact, abusive comments, ‘homophobic’ taunting.
- **Cyber:** involving any of the above via social media, e-mail, chat rooms, text/voice messaging, doctoring of picture or video and AI generated images of staff/students.

Bullying behaviour can also often be rooted in prejudice and discrimination due to difference or perceived difference. A prejudice-related incident is defined as any incident that is perceived to be prejudice-related by the victims or any other person. Whilst it is recognised that not all incidents will be intentionally harmful or have a direct target, the school is committed to challenging all forms of discrimination.

Details of the school's approach to preventing and addressing all forms of bullying are set out in the Anti-Bullying Policy.

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the Statement of Behaviour Principles; in conjunction with the Headteacher, Governors will monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing the policy and ensuring staff have training in effective strategies to implement it.

The Headteacher will ensure that the school environment is one that encourages positive behaviour and that staff are equipped to deal effectively with pupils where reminders may be needed. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all.

The Headteacher will ensure that the policy works alongside the Safeguarding Policy to offer pupils additional support where necessary. The Headteacher will monitor the impact of this policy on different groups of pupils, ensuring that changes and adaptations are made as necessary.

5.3 Staff

Staff are responsible for:

- implementing the policy consistently;
- interacting with pupils in a manner that fosters self-worth, belonging and self-regulation;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils; and
- reporting and recording behaviour incidents.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents/carers

Parents/carers are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour; and
- discuss any behavioural concerns with the relevant form tutor or year leader promptly.

6. Pupil Code of Conduct

The School Rules and Code of Conduct are published annually in the school diary. Pupils are expected to:

- behave in an orderly and self-regulated manner;
- show respect to members of school staff, visitors to the school and each other;
- in class, make it possible for all pupils to learn;
- move in an orderly and safe manner around the school site;
- treat the school buildings and school property with respect;
- wear the correct uniform at all times;
- accept sanctions when given; and
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. Rewards

7.1 Use of Rewards

The school seeks to acknowledge, reward and value achievement, success, progress, effort, positive behaviour and positive attitude. The school also recognises that appropriate praise and rewards actively promote positive behaviour.

Additional guidance for teaching staff on the use of rewards is provided to them in a separate document.

Staff are encouraged to:

- use the policy consistently and fairly;
- provide opportunities for promoting and developing self-regulation;
- seek opportunity to reward and praise positive behaviour;
- encourage students who are demonstrating improved attitude and behaviour;
- aim to award around 3 merit marks in each lesson; and
- aim to award approximately one House Credit in every lesson.

7.2 List of Rewards

Positive behaviour will be rewarded with:

- verbal praise;
- House Credits;
- letter, emails, postcards or phone calls home to parents;
- end of term certificates and awards;
- awards given at Prizegiving; and
- year, half or full colours.

8. Sanctions

8.1 Use of Sanctions

The vast majority of students behave exceptionally well at the school, receiving very few sanctions throughout their school career. When sanctions are necessary, staff are encouraged to:

- use the policy consistently and fairly;
- interact with pupils in a manner that fosters self-worth, belonging and self-regulation;
- admonish the behaviour and not the person;
- avoid early escalation to severe sanctions, reserving them for serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- take account of personal circumstance, for example a student who has not completed a homework due to a family crisis; and
- encourage students to reflect on the effects of their misbehaviour on others.

Additional guidance for teaching staff on the use of sanctions is provided to them in a separate document.

8.2 List of Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- a verbal reprimand;
- sending the pupil to stand outside of the classroom for a period of time;
- expecting work to be completed at home, break or lunchtime;
- detention at lunchtime with a Year Leader (Daily Detention);
- detention after school with a Year Leader;
- detention on Friday for an hour after school with the Deputy Headteacher (School Detention);
- punctuality check card;
- attendance for part or all of a non-pupil day;
- community service;
- referring a student to a senior member of staff for reprimand or to apply the appropriate sanction;
- contact with parents;
- use of close monitoring;
- withdrawal from lessons;
- gating (in the Sixth Form);
- removal from school trips, team events and competitions;
- supervised removal from lessons;
- PSP (Pastoral Support Plan);
- suspension;
- managed move; and
- permanent exclusion.

Any student removed from lessons is expected to complete the same work as they would otherwise be doing in class. Pupils who do not complete a detention will be issued with a further, more serious punishment (eg teacher sanction < Daily Detention < School Detention.)

In accordance with the DfE regulations, the school will inform parents of any after school detention issued, giving a minimum of 24 hours' notice. It should be noted that the school does not seek the permission of parents: the notice is merely to inform them of the action.

8.3 Misbehaviour off-site

Sanctions may be applied when a pupil has misbehaved off-site. This refers to misbehaviour when the pupil is:

- taking part in a school-organised or school-related activity (e.g. school trip);
- travelling to or from school;
- wearing school uniform; or
- in any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

8.4 Malicious allegations

Where a pupil makes an allegation against a member of staff, which is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. The school will also consider the pastoral needs of the staff concerned, together with that of any pupils accused of misconduct.

8.5 Zero tolerance approach to child-on-child abuse

The school recognises that children are capable of abusing their peers. This is referred to as child-on-child abuse. The school will ensure that all incidents are met with an appropriate response and that concerns are never ignored. It will never be passed off as 'banter' or 'part of growing up'. All victims will be listened to, concerns taken seriously and offered appropriate support.

Southend High School for Boys recognises that child-on-child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying;
- physical abuse which can include hitting, kicking, shaking, biting, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- 'upskirting' or 'downblousing' which typically involves taking a picture under a person's clothing without them knowing;
- nude or semi-nude image sharing; and
- initiation/hazing type rituals.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how small they feel it might be. This can be in person to a trusted adult, or through tellus@shsb.org.uk. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. In addition, support will be provided for pupils raising a concern.

Sanctions for child-on-child abuse may include, but are not limited to:

- removal from lessons;
- suspension;
- managed move; and
- permanent exclusion.

The school has procedures in place to respond to a pupil's safety or wellbeing. Further information can be found in the Child Protection Policy and Anti-bullying Policy.

Where a pupil makes an allegation of child-on-child abuse which is proven to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

The school will consider the pastoral needs of all victims, together with those of any pupils accused of misconduct.

9. Behaviour Management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- create and maintain a stimulating environment that encourages pupil engagement and motivation;
- display the SHSB behaviour poster in classrooms;
- develop a positive relationships with pupils, which may include:
 - greeting pupils in the corridor in the morning/ at the start of lessons;
 - establishing clear routines;
 - communicating expectations of behaviour;
 - highlighting and promoting good behaviour;
 - valuing the contribution of every individual – avoiding sarcasm or belittling correctives;
 - concluding the day positively and starting the next day afresh;
 - ensure that low-level disruption does not go unchecked;
 - use positive reinforcement.

9.2 Removal from Lessons

A pupil may be required to leave the classroom, once other behaviour strategies have been attempted, unless the behaviour is extreme and warrants immediate removal. IF necessary, a member of SLT will be called to remove pupils from the classroom

Removal may be used to:

- restore order if the pupil is being unreasonably disruptive; and
- allow the disruptive pupil to continue their learning in a managed environment.

The school will consider an alternative approach for pupils who are frequently removed from lessons, such as:

- working in the Pastoral Hub under supervision;
- working with a named member of senior staff;
- a planned reintegration timetable including some subject lessons alongside some time spent working away from lessons;
- creation of a Pastoral Support Plan (PSP);
- referral to external agencies.

9.3 Restrictive Interventions

In some situations, the school recognises that staff may need to use reasonable force, or other restrictive interventions, to prevent pupils from committing an offence, injuring themselves or others, damaging property, or causing serious disruption.

Key definitions:

Restrictive intervention: Any action that prevents or limits a pupil's movement. This includes both physical and non-physical approaches.

Seclusion: Preventing a pupil from leaving a space. Seclusion is only used as a safety measure and is not used as a disciplinary sanction.

Restraint: Non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Non-physical restraint: Restricting a pupil's movement without direct physical contact (for example, blocking a doorway or removing an item required for mobility)

Reasonable force: Physical contact used to prevent a pupil from injuring themselves or others, committing an offence, damaging property or causing serious disruption.

Significant incident: Any incident where the use of force goes beyond normal day-to-day physical contact and requires formal recording and reporting.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions.

For example:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, supporting an unwell student when guiding them to the Medical room, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument

- to demonstrate exercises or techniques during PE lessons or sports coaching

Incidents of restraint must:

- **always be used as a last resort;**
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that seeks to maintain the dignity and safety of all concerned;
- **always** be recorded on CPOMs, reported to a Deputy Headteacher and notified, in writing as soon as practicable and normally on the same day, to parents.

The use of force must never:

- be used as a punishment;
- restrict a pupil's airway, breathing or circulation;
- involve pressure to the neck, torso or abdomen;
- deliberately place a pupil on the ground; or
- continue once the immediate risk of harm has passed.

Any significant incident involving the use of reasonable force, seclusion or restraint, including restraint without direct physical contact, must be recorded in writing as soon as practicable and normally on the same day. Records will include key details such as those involved, time, location and duration, the reason the intervention was necessary, the type of intervention used, and any injuries or support provided. To assist with this, the MS Form: *'Restrictive Intervention Incident Report'*, is available for staff to use.

Following any incident involving restraint or seclusion, the school will ensure appropriate post-incident support for pupils and staff. This may include medical checks, reflective debriefs and restorative conversations aimed at understanding what happened, repairing relationships and reducing the likelihood of recurrence. Guidance and training is offered to staff who are most likely to be involved in incidents where restrictive intervention may be required.

9.4 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. Such items will **not** be returned to the pupil and may be handed over to the Police. The school will also confiscate any item which is harmful or detrimental to school discipline. Such items will be returned to a pupil or their parent after discussion with Senior Leaders.

All searching and screening of pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, the school's approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school recognises the varied needs of pupils with SEND, and the ways in which their behaviour may need to be managed. Where necessary, guidance regarding the behaviour management of individual pupils is shared with staff.

The SENDCO may be asked to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs which are not currently being met.

Where necessary, support and advice will be sought from an educational psychologist, specialist teachers, medical practitioners and/or others, to identify or support specific needs.

Where acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that pupil. The school will work with parents to create the plan and review it on a regular basis. For pupils with SEND or additional vulnerabilities, Support Plans will be reviewed following any significant incident involving restraint or seclusion, to consider triggers, the effectiveness of de-escalation strategies and any reasonable adjustments required.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

9.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The school will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the guidance within the Child Protection Policy.

10. Pupil Transition

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teachers. In addition, staff members discuss transition at tutor meetings at the beginning of the year. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

Training on behaviour management forms part of continuing professional development. Our staff are provided with training on managing behaviour (including proper use of restraint for selected staff) through staff training sessions, the Teaching and Learning bulletins and newsletters. In addition, all new staff receive support and guidance as part of their induction to school.

12. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher every two years, or more frequently, if needed, to address findings from the regular monitoring of pupil behaviour, rewards, sanctions and stakeholder feedback. At each review, the policy will be approved by the Headteacher (the Board of Governors will approve the Behaviour Principles).

13. Links with Other Policies

This policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Allegations against adults
- Anti-bullying strategy
- CCTV policy

- Sanctions and Rewards guidance

Appendix 1

Promoting Positive Behaviour

In Lessons

At the start:

- Teachers to be ready in the corridor to greet students as they arrive.
- Teachers to check uniform on entry (ties worn appropriately, shirts tucked in and top buttons fastened, no hoodies...).
- (Years 7-11) Students stand behind chairs ready to receive an instruction from the teacher.
- Students to get Student Organiser, GNB, pencil case and books out for the lesson as soon as they arrive at their place.
- There is a starter task ready for the students to complete at the teacher's instruction.
- Students wait to be given permission to remove blazers.
- Students are silent whilst the register is taken.

During the lesson:

- One Voice rule is the expectation, unless the teacher has given explicit instruction for group discussion.
- Students should raise their hand to speak.
- Teachers will be explicit about how they expect students to answer – hands up or no hands (cold calling).
- Students should remain in their seat unless given permission to move.
- All students should behave in a way that supports the learning of others in the classroom.
- Phone Policy rules – no phone use, this includes lesson breaks.
- TROGS (Time and task; resources; outcomes; grouping and a stop signal) for task setting and count down from 3 to indicate end of an activity – consistent markers for transition.

End of the lesson:

- Teachers should aim to complete the lesson with around 5 minutes to spare at the end.
- During this time, teachers hand out rewards unless they have already been awarded in the course of the lesson.
- Teachers should ensure that homework instructions are clear and remind students what is expected of them.
- At the teacher's instruction, students should stand behind their chairs in silence.
- Teachers will check the uniform is smart. Coats may be worn if students want to put them on.
- From classroom doorway, teachers dismiss students in small groups, ensuring calm release into corridor

Rewards and Sanctions

Rewards

Teachers should give at least 2 House Credits in every lesson.

House Credits linked to Year Colour award for Conduct.

Promote the policy of 'catch them being good' ... **positive noticing** is a key mechanism for celebrating students choosing to do the right thing, and encouraging those who do not.

These can be initially recorded in the Student Organiser, but **MUST** be recorded on SIMS.

Emails, postcards and individual recognition is encouraged.

All teachers to make use of the end of term awards system.

Sanctions

Should be discussed with the student before awarding. An alert from SIMS should not be the indicator of a sanction.

All sanctions should include the reason they are awarded. In principle, these should be recorded in the Student Organiser, but **MUST** be recorded on SIMS.

All sanctions should be completed at the next available opportunity. If CS or DD is set in the morning, it should be completed that lunchtime. If set in the afternoon, it should be completed the next day. The **ONLY** exception to this is if the students in participating in a competition, and failure to participate would have a detrimental impact upon the whole team. This will need to be agreed with the teacher setting the sanction **AND** the activity leader. It is the responsibility of the teacher setting the sanction to check that it has been completed.

CS and DD must not be set for failure to complete homework on time or a low test score.

Removal from lesson is a last resort – see staged approach. It is not the sanction/punishment – should always be flowed up with a discussion and a sanction.

SD should only be set after consultation with the Head of Year/ DoKS.

Escalation

If a student fails to complete a sanction and you wish to escalate, ensure that you have closed the initial sanction and record a new one, with the reason stated, to ensure a student does not have multiple outstanding sanctions for the same offence.

Appendix 2

Challenging Negative Behaviour

As adolescents develop on their journey toward independence and self-awareness, it is natural for them to test boundaries and push limits. As teachers, it is useful to recognise this behaviour as such, rather than as a personal challenge to authority.

Our responses, both verbal and non-verbal, play a key role in shaping how students behave. Every interaction becomes an opportunity to model appropriate conduct. By maintaining a calm, measured demeanour, we set a standard for how to respond to stressful or challenging situations.

Our **staged response system** is outlined below and further detailed provided overleaf, with practical examples. This structured approach is designed to help you foster a positive learning environment by reinforcing expectations, de-escalating potential conflicts, and addressing inappropriate behaviour in a fair and consistent manner. Each stage builds on the previous one, providing clarity on how to intervene effectively at different levels of disruption or defiance.

Additionally, included are several strategies from the '**Teaching Walkthrus**' series. Aligned with the staged response system, these methods provide actionable techniques to encourage positive behaviour and maintain a productive learning atmosphere.

Staged Response to Negative Behaviour

- 1 Informal behaviour 'check'
- 2 Clear verbal reminder, setting clear expectations. Collect Student Organiser
- 3 Ask the pupil to stand outside the room for a few minutes (no more than 5)

If the behaviour continues...

- 4 Issue Sanction
- 5 Sent out of lesson - to another room in the department, or Pastoral Hub

Stage:	Steps - in classroom and corridors	Example of Prompts	What we can do to support
1 – Informal behaviour check	<p>Reminder(s) of expectations. (to group or individual)</p> <p>Alongside clear recognition of good behaviour</p> <p>Non-verbal signal/gesture may be used.</p>	<p>"Thank you for... - remember that you need to...."</p> <p>"Thank you John, Joe, James.... - a reminder to everyone that we should be..."</p>	<p>Give time for the student to make the right choice</p> <p>Observe behaviour indicators - what might be the issue?</p>
2 - Clear verbal reminder, setting clear expectations. Ask to see student Organiser	<p>Warning: An opportunity to change behaviour</p>	<p>I've noticed that you are still... ..I know you can do better than that because..." (reminder of previous success)</p> <p><i>Check pupil has Organiser on their desk –</i> "I hope I don't have to write in it today..."</p>	<p>Give time for the student to make the right choice</p> <p>Observe behaviour indicators- what might be the issue?</p>
3 - Ask the pupil to stand outside the room for a few minutes	<p>Choice: change in behaviour or student must accept next steps.</p> <p>Collect Student Organiser</p>	<p>One-to-one conversation:</p> <p>"You are in control of what you do next. If you now [<i>confirm expectation</i>].... I will not need to write in your Organiser. If you continue to..., ...you will receive [<i>appropriate sanction</i>]"</p> <p>"You have not changed your behaviour yet. You have a choice to change that now or there will be consequence"</p>	<p>Give time for the student to make the right choice</p> <p>Observe behaviour indicators- what might be the issue?</p>
4 - Issue sanction	<p>Sanction written in Student Organiser</p>	<p>"I have issued a [<i>sanction</i>], because...."</p> <p>"If you now [<i>expectation</i>], it will not escalate beyond this"</p>	<p>Write sanction in Student Organiser</p> <p>Add to Go4Schools</p> <p>Where appropriate: Teacher contacts home (call or e-mail)</p> <p>Conversation – after the lesson, discuss incident with pupil: confirm they understand where they 'went wrong'; reinforce your expectations for future lessons. Next lesson is a fresh start.</p>
5 – Sent out of lesson DD or SD will be issued. (Later, not at point of dismissal)	<p>This should apply when a student has failed to change behaviour after steps 1-4 and/or there is a serious breach of classroom expectations (impacting safety of the classroom).</p>	<p>"You have not changed your behaviour and preventing us from learning..."</p> <p>"This is putting yourself/others at risk..."</p> <p>"...go to [appropriate departmental or pastoral room]. We will come back to this when we have had time to reflect"</p>	<p>Notify HoD & Key Stage administrator – if pupil refuses to leave, request 'on-call' support</p> <p>Conversation – as above</p> <p>Where appropriate: Teacher contacts home (call or e-mail)</p>