VERULAM
SCHOOL

Behaviour Management Policy

September 2026

Behaviour management

At Verulam School, we expect our inclusive values of *Excellence, Character* and *Respect* to underpin all aspects of the behaviour of our students and staff. All members of the school must behave courteously towards each other, so the learning environment is positive. Unacceptable behaviour will never be tolerated, and every member of the school community is empowered to challenge anyone behaving in an antisocial manner. They can do this by using the robust, consistent and clear systems that are in place.

The core of our approach focuses upon our students accepting responsibility for their own behaviour and learning. We aim to support students in developing self-discipline based on mutual respect, clear boundaries and maintaining faith in a consistent system. Key to this expectation is the need for staff to develop the correct skills and attitude to manage behaviour effectively. A wide range of interventions are available to support this expectation. Our ethos is further supported through the work we do to develop an individual's character and our rewards agenda. We want our students to leave us with a set of qualifications they are proud of but with an approach to life that means they will continue to thrive as adults in the modern world.

A summary of this policy is published and displayed in all classrooms, and it will be regularly discussed in assemblies and parent meetings. It is a key part of the home – school agreement and it will also feature as a part of the induction for new staff. Our students know what is expected of them and the consequences of failing to reach this expectation.

This policy has been produced in consideration of the documents below.

- Ofsted Framework
- Ofsted schools' use of exclusions
- The Equality Act 2010
- Education Act 2002
- Exclusion from maintained schools, academies and student referral units in England
- Statutory guidance for those with legal responsibilities in relation to exclusion DfE 2017
- Behaviour and discipline in schools - Advice for headteachers and school staff – DfE – January 2016
- Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies
- Use of reasonable force - Advice for headteachers, school staff and governing bodies
- School attendance DfE
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Sexual violence and sexual harassment between children in schools and colleges

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Sections of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- The legal and policy framework for contextualised safeguarding approaches
- Home Office guidance for preventing youth violence and gang behaviour
- UKCCIS Sexting in schools and colleges

This policy aims to:

- provide a consistent approach to behaviour management and fulfil the Governors' responsibility towards all staff and students
- promote a high standard of behaviour
- define what we consider to be unacceptable behaviour, including bullying and harmful sexual behaviour
- promote good relationships, so that people can work together with the common purpose of helping everyone to learn, and be inspired to do their very best
- develop self-discipline, respect and acceptance of responsibility for actions
- outline how pupils are expected to behave both inside of school and in the local community
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions

Key Principles

- Increasing student engagement in lessons is central to our aim. We want to have students as active participants in lessons.
- The form tutor is central to the pastoral system. The pastoral system is focused upon student welfare and support, not punishment
- Subject staff/HoDs are responsible for appropriate punitive action as well as the "repair and rebuild" process to help students return to learning in each curriculum area. We expect a "*Child before the behaviour*" approach to be applied in all areas
- HoYs are responsible for punitive action as well as the "repair and rebuild" process if incidents occur outside of lesson time (including outside of school). This reflects a school's power to discipline beyond the school gates
- MyChildAtSchool (MCAS) is the key tool of communication between staff and parents/carers. It actively promotes students' personal organisation and effective home/school partnership
- All behaviour support systems aim to minimise confrontation between staff and students. Therefore, all systems must have clarity and be implemented with consistency
- The reporting and recording system is seamless and triggers the appropriate documentation and contact with parents. There is a Pastoral Support Assistant (PSA) attached to key stage to ensure consistency
- All systems are simple, accessible and manageable
- Team Around the Child (TAC) meets every fortnight to discuss complex cases and every student who has reached a Level 4 on the behaviour continuum or above. Once at Level 4, a student will be allocated a Key Worker. This can be any member of staff who will keep regular contact with the student and ensure their voice is always heard. Our Inclusion Team forms this panel and every meeting has a pre-release agenda; meeting minutes document any action points. Students discussed at this panel have a detailed student profile which is regularly updated to record events, interventions and actions. The aim of this panel is to quickly identify those who require early help of statutory intervention
- Our Student Wellbeing Manager sits on all TAC meetings and is also part of the Safeguarding Team. Safeguarding information can be shared with the DSL as required and in a timely fashion.

- This policy does not stand alone; it is designed to be read and implemented alongside our Inclusion Policy. Together, they form a holistic framework that champions positive behaviour, ensuring that expectations and consequences are adapted to meet the diverse needs of all individuals while actively removing barriers to participation and success.

Our policy is based on the premise that:

- Each student is an active learner and makes a positive contribution to each lesson.
- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent / carer has the right to be informed about their child's behaviour, so they have the opportunity to work in partnership
- Parents / carers are expected to support the school
- Success is celebrated

Code of Conduct

The *Verulam Code of Conduct* aims to promote the key issues of respect and self-discipline. This Code gives clear guidance with regard to the school's high expectations of their behaviour both inside and outside the school. The Code of Conduct is displayed in each classroom and is referred to regularly by all staff.

Roles and Responsibilities

The role of the Governing Body

- The Governing Body is charged with a duty to set the framework for the School's Pupil Behaviour & Discipline Policy. In drawing up this statement of general principles, the Governing Body consults with the Headteacher, staff, parent(s)/carer(s) and students. It will ensure that this policy is communicated to students and parent(s)/carer(s), is non-discriminatory and that expectations are clear. Governors will receive information about the number and nature of exclusions. Governors will observe behaviour as part of link and other visits.
- Governors will provide challenge and review in line with the local guidance for those with legal responsibilities in relation to exclusions.
- The resulting policy will be subject to annual review.

Role of the Headteacher

- To ensure the highest standards of behaviour are enforced and maintained.
- To actively promote positive behaviour for learning.
- To praise and reward students and conversely apply sanctions as appropriate.
- To ensure staff model exemplary behaviour and are positive role models for the students.

Role of the Deputy Headteacher (Standards)

- To devise, implement and review the behavioural policies and practice.
- To ensure the highest standards of behaviour through praise and reward and sanctions as appropriate.
- To oversee all behavioural incidents and monitor inclusion provisions.
- To liaise with external agencies as appropriate.
- To provide CPD as appropriate.
- To support and develop the pastoral team to ensure the team is effective and consistent in delivering positive behaviour for learning.
- To support and work with parents to support students.

Both Deputy Headteachers are responsible for the pastoral development of the students in their allocated Key Stage, this includes rewards and sanctions. They are expected to uphold the high standards in the school and to role model the behaviour expected. The Director of Sixth Form is similarly responsible for pastoral development of students in Key Stage 5. Key Stage 5 students, whilst expected to uphold the schools values of excellence, character and respect are sanctioned and rewarded using a bespoke behaviour and reward ladder.

Role of the SENDco

- To promote positive behaviour for learning across the school.
- To ensure that all students with SEND are effectively developed and supported.
- To ensure appropriate CPD for staff to help address the needs of SEND students to develop positive behaviour for learning.
- To liaise with outside agencies and associated professionals as appropriate.
- To ensure effective communication with parents/carers and school staff.
- To provide teaching staff with CPD and strategies to support learning with the specific SEND students they teach.
- To celebrate success in assemblies.

Role of Heads of Year

- To promote positive behaviour for learning across the year group and school.
- To use praise, reward and sanction as appropriate. This will involve supporting the VLR.
- To celebrate success in assemblies and address contextualised themes.
- To develop positive relationships with students and parents/carers.
- To liaise with the SENDco and Wellbeing Manager to ensure all student needs are addressed.
- To liaise with outside agencies as appropriate.
- To provide CPD to year teams as appropriate and effectively support the Pastoral Support Assistants.
- To lead assemblies/activities for their year group which enforce positive behaviour for learning and address emerging themes.

The wider roles and responsibilities of the Heads of Year is in their Roles and Responsibilities document

Role of Heads of Department

- To promote positive behaviour for learning across the school and especially in their department area.
- To be confident in enforcing the behaviour policy and use the appropriate sanctions in line with the policy.
- To be positive role models who uphold the principles of this policy by supporting staff.
- To use praise, reward and sanction as appropriate.
- To develop positive relationships with students and parents/carers.
- To create a positive climate for learning where all students feel safe and valued.
- To ensure their department delivers lessons that are well prepared and that students are provided with appropriate activities.

Role of all staff

- To be confident in enforcing the behaviour policy and use the appropriate sanctions and rewards in line with the policy.
- To clearly and explicitly communicate any warnings or sanctions to students.
- To be consistent in implementing all expectations (students and staff) and in applying rewards and sanctions.
- To deliver lessons that are well prepared and that students are provided with appropriate activities.
- To ensure that the physical well-being and safety of students is protected.
- To be a good role model, particularly in terms of punctuality to school and lessons, attendance and dress.
- To treat students with courtesy and respect.
- To praise good work and behaviour whenever possible.
- To promote positive behaviour for learning through positive reinforcement and rewards. This will create a positive climate for learning.
- To inform parents/carers and Heads of Department / Heads of Year (if appropriate) of any behavioural concerns as per the Behaviour Ladder communication expectations.
- To record, on Bromcom, any phone calls to parents/carers.
- To carry out restorative practice with students when appropriate.
- To carry out safeguarding duties effectively.

Role of students

- To positively engage with learning and try to make progress.
- To demonstrate positive behaviour inside/outside of lessons and on the journey to and from school.
- To act as excellent ambassadors for the school.
- Older students are to be positive role models for younger students.
- To follow the school rules.
- To positively engage with the student Code of Conduct.
- To take opportunities and fulfil their own potential with the support of staff and their parents/carers.

Role of parents/carers
- To be familiar with and support our Behaviour Policy.
- To communicate immediately with the school if they have any concerns.
- To reinforce positive behaviour for learning with their children.
- To ensure that their children adhere to our school rules.
- To share in their child's success and be a part of school celebrations.
- To encourage excellent attendance and a strong work ethic.

This policy has three parts:
Section A – Procedures and key information
Section B – Praise and reward
Section C – Sanctions and consequences

Section A – Procedures and key information

All students understand their role in school. This is clearly explained in both the code of conduct and home – school agreement.

1: Negative Events

Any negative issues must be recorded using the whole school system Bromcom.

Reminder – to add an event you must do the following things:
1 – Select a student;
2 – Click action;
3 – Click behaviour event.

You will then be asked to select an event:
See List of Events document later in this policy
Whilst an entry is not a punishment in itself, it does formalise proceedings.

Staff should remember that:
- The negative event is not a system to refer problems to others (except for out of class situations). It is a means of circulating information. Where help is required, personal contact must be made, with either the HoD, 'oncall' or, in more serious cases where a period of exclusion may be appropriate, with a member of SLT via the SLT CallOut system.
- Staff should ensure that they follow the key protocols of the system. This includes:
  - ensuring that any incidents of a racist, homophobic, transphobic, misogynistic or sexual nature are recorded on CPOMS
  - Staff are reminded that SLT must also be informed if a member of staff has been hurt or a reasonable force has been used.

2: Truancy & lateness to lessons

Excellent punctuality is expected of all students; arriving at school and lessons on time ensures a smooth start to learning and prevents disruption to the rest of the class.

Sanctions for late to lessons will be issued under the following guidelines:

Late to lesson: less than 5 minutes after lesson start	No sanction
Late to lesson: between 5 - 15 minutes	E2: Late to lesson
Late to lesson: more than 15 minutes (with no reason)	E6: Truancy

Truancy and leaving school without permission is not acceptable. If students leave the site without permission and they do not arrive straight home, the police may be contacted.

The following sanctions may also be applied at the discretion of the Headteacher:

- removal from extra-curricular activities;
- removal from trips / visits;
- removal from representing school at sporting activities;
- removal from School Council/Student Voice representation;
- removal of Sixth-Form Induction

3: Whole-school agreed routines

In order to ensure consistent standards of behaviour across the school, we have agreed a number of routines that all staff are expected to follow:

Entry and exit from classrooms

- Students should not enter a classroom without a member of staff being present.
- HoYs are responsible for the behaviour of students queuing up outside the building or in communal areas during social time. They are also responsible for behaviour beyond the school gates
- Teachers should make sure they are on time to lessons and stand at the door, when seeing in groups. The greeting sets the tone of the lesson. Lateness should be followed up by the classroom teacher
- Teachers should tell the students where to sit as they enter as reflected in the Bromcom seating plan
- Teachers should ensure that students re-enter the classroom if they're not happy with the way they enter the room initially

Coats should not be worn in class, equipment and books should be on student desks, bags must be on the floor, with students working on a 'Do now' starter or Retrieval activity whilst the teacher takes the register. The register is key every lesson to ensure students are accounted for. This must be completed within the first 5 minutes of the lesson using Bromcom.

- Before dismissing a group, teachers must ensure that students are standing behind their desks in silence, dressed in perfect uniform and ensure that all chairs are under desks, and the rows are tidy.
- Teachers should check the corridor to ensure it is clear. This will avoid congestion and overcrowding
- Teachers should dismiss students row by row, standing in the doorway.
- Students must leave the classroom in a tidy state. Any worksheets or other paper left on the floor or on desks may be considered as littering at the discretion of the teacher. Teachers should take pride in their classrooms and expect students to do the same.
- HoDs/HoFs are responsible for the behaviour standards in their areas. They must model the behaviour that is expected and ensure the standards are high.
- HoDs/HoF must support the teachers in their department with behaviour management.
- *Behaviour is everyone's responsibility in this school.*

Corridor/stair movement
All staff have a responsibility, to model, teach and demand the following of our students:

- Walk on the left in a direct fashion following the school one-way system, without blocking the way.
- Walk quietly, calmly and with purpose taking care not to damage the walls and notice-boards.
- Walk without pushing any other student.
- Refrain from eating or drinking inside the building.
- Ensure their uniform is worn correctly at all times.
- Follow the one-way system

Monitoring 'hot-spots'
SLT, HoY, HoD, HoF and Pastoral Support Assistants have a responsibility to assist in the smooth movement of students in identified difficult areas.
Out of class

- No students should be allowed out of class to go to the toilet *unless* the teacher is convinced it is a genuine case or the student has a toilet pass or medical emergency.
- Students must be supervised during lesson time. Allowing them to leave the class or the teacher leaving the class, could result in a significant safeguarding issue. Teachers are responsible for the students in their care.
- Students with a time out card may use it in accordance with the conditions of their specific card.

Routines for Sixth Form Students

The routines outlined above are also applicable to Sixth Form students with the following adaptations:

- All students *must* wear their lanyard at all times. Students who arrive at school without their lanyard containing their smartcard photo ID will be sent home to retrieve it. This is vital for safeguarding, since sixth form students often have the appearance of adults and only their photo ID is sufficient to prove that they are enrolled students at the school. Students may be charged for lost smart cards/lanyards.
- Mobile phones may be used in the sixth form centre only. They must be used in accordance with the school Acceptable Use policy at all times.
- Headphones, including earbud types, must not be worn outside the sixth form centre and not in lessons unless requested by the teacher.

KS5 BEHAVIOUR LADDER

	Event Level	Event on Bromcom	Consequence(s) & Action
	Sixth Form Event 2 Who? All staff	SFE2 Failure to complete set work SFE2 Lack of effort	Consequence: • 15 min (minimum) detention with the class teacher during break / lunch / after school (at teachers discretion) • Issuing member of staff to record details on Bromcom 2 negative points
	Sixth Form Basics Who? All staff	SFEBasics Failure to attend school on time SFEBasics Failure to adhere to the SF dress code (including lanyard requirements) *Issued if the student does not have a valid excuse*	Consequence: • 30 min centralised lunchtime detention on the same day and loss of Sixth Form lunchtime privilege for that day. • Issuing member of staff to record details on Bromcom 3 negative points
	Sixth Form Event 3 Who? All staff	SFE3 Casual use of derogatory language SFE3 Defiance / rudeness to staff SFE3 Out of bounds SFE3 Physical behaviour SFE3 Failure to attend SFE2 detention SFE3 Failure to attend SFBasics detention	Consequence: • 45 min centralised afterschool detention (Mon/Wed/Thurs) • Issuing member of staff to record details on Bromcom 3 negative points
	Sixth Form Event 4 Who? Teaching staff HoD aware & involved	SFE4 Unable to remain in lesson due to lack of readiness or behaviour not conducive to learning (e.g. lack of equipment, preparation or unacceptable behaviour)	Consequence: • 45 min centralised afterschool detention (Mon/Wed/Thurs) • Issuing member of staff to record details on Bromcom • Issuing member of staff / HoD to call home and log phone call on Bromcom under 'communication' 4 negative points
	Sixth Form Event 5 Who? All staff Director of Sith Form aware	SFE5 Misconduct at social time or lesson transition	Consequence: • Loss of Sixth Form lunchtime privilege for the next available lunchtime • Director of Sixth Form to co-ordinate, call home and log phone call on Bromcom under 'communication' 5 negative points
	Sixth Form Event 6 Who? Director of Sixth Form / SFSS / HoD	SFE6 Failure to attend SFE3 detention SFE6 HOY / HOD misconduct SFE6 Truancy from lesson SFE6 Poor behaviour during study	Consequence: • 1 hour centralised afterschool detention (Mon/Wed/Thurs) • Director of Sixth Form / HoD to record details on Bromcom • Director of Sixth Form / HoD to call home and log phone call on Bromcom under 'communication' 10 negative points

Please note: this list is not exhaustive.

The E7 - E11 section of the whole school ladder is applicable to all Sixth Form students.

VERULAM SCHOOL

4: Mobile phone policy

Verulam is a 'mobile-free zone'. Students must not use or show their mobile phones at any point during the school day, whilst they are in the school building or grounds. Similarly, smart glasses and other wearable smart technology are not permitted. However, smartwatches may be worn, but they must only be used as standard watches to tell the time.

- If a student brings a mobile phone on site, they will be required to have a school-issued protective pouch from our chosen vendor, Hush pouches.
- Hush pouches will be purchased by the school and issued to students. It is a student's responsibility to look after their pouch and bring it to school every day.
- Students will be required to secure their phone inside a Hush pouch upon entrance to either the Brampton Road or Jennings Road entrance gates. The Hush pouch is required to be locked and the signal blocking element will ensure that the phone cannot be used during the day. Note that we operate a 'Gate to Gate' policy and not a 'Bell to Bell' policy, therefore phones should be in pouches from the point of entering the school site until after the bell has rung at the end of the school day and the student is exiting. It is not acceptable to only put the phone in a pouch just before form time.
- Students will then carry the Hush pouch in their blazer or securely in their school bag or locker
- Students will be able to unlock their phone pouch and extract their phone ONLY at the end of the school day and as they are exiting the school. A number of unlocking stations will be available at each exit. Students will also need to keep phones in pouches during after school activities such as clubs, training/fixtures or detentions.
- The only exceptions to this are
    - Students who require their phone for medical purposes e.g. blood sugar monitoring for diabetic students
    - Paying with contactless payment at the canteen when no other mechanism is possible (phones will be unlocked by duty staff who will supervise relocking the pouch after payment)
    - Emergencies at the discretion of senior staff
    - Specific learning requirements under the direction of a teacher (e.g. Media Studies, Art for photography)
    - Trip leaders will advise on the policy on mobile phones specific to their trip
- Students who come to school without a pouch will be issued with a spare at the Verulam Learning Room that will have to be returned at the end of the day. If a student loses their pouch, they will need to purchase a replacement via the school at a cost of £12 for 2026/27. Pouches cannot be purchased from a third party.
- Sanctions will be considerably increased. If a student is found in possession of an unlocked phone, it will be confiscated for seven calendar days (or until the nearest end of term break if closer.) If a student has deliberately tried to circumvent the system (e.g. putting a 'burner' phone or calculator in the pouch), there will be an additional sanction for defiance.

5: Anti-bullying statement

At Verulam School, we believe that all students and staff have a right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying of any kind is unacceptable here; it is wrong and will not be tolerated. Students must say something if they see something.

We have several ways for students to report concerning behaviour or incidents of bullying:

- via the SHARP system
- via their form tutor or named adult
- via a member of the Pastoral Team

Section B – Praise and reward

All members of the school community will do things that deserve to be praised. We understand the need for balance in any system and our structures make sure positive behaviour, mindset and homework are also acknowledged. This makes it possible for every student to experience positive feedback and it reflects our core values of Excellence, Character, Respect.

Section B – Praise and reward

1: House Point System

Any member of staff can award a pupil with House Points using the H1 or H2 indicator.

The House Points are linked to form groups and houses and the boys compete throughout the year in KS3/KS4 to accumulate HPs for their House. Students can achieve personal certificates, prizes and rewards, depending upon the number of HPs they achieve. This is recorded centrally on Bromcom, and Form Tutors & Heads of Year also keep a track.

Parents/carers can see if their child has been awarded HPs via the *My Child at School* app and via positive communication from support staff, teaching staff, their FT and their HOY.

2: The Blue Stag

V	Voice & Vision
E	Enterprise & Aspiration
R	Resilience
U	Understanding & Respect
L	Love of Learning
A	Accountability & Responsibility
M	Makes a difference & Leaves a legacy

If students demonstrate a learning behaviour that reflects a VERULAM category, they will be issued a Letter of Recognition (LOR). If students obtain LORs in all seven categories in an academic year, they will be classed as a 'Blue Stag' pupil. This is available to all year groups.

HOYs review this positive data on a weekly basis and use it in assemblies to create a success drive culture.

When a pupil receives an LOR, they will be automatically awarded 10HPs, receive a letter from the Headteacher and be recognised in assembly. LORs and ultimately, the receipt of the Blue Stag contribute to House challenges and the overall HP total for the term / year.

3: Reward Activities & Trips

Summary of rewards (not an exhaustive list)

- Reward activities & trips
- Reward celebrations linked to report data
- Weekly assemblies to celebrate success
- Regular use of words of encouragement and praise
- Encouragement via prompt and positive marking of work
- Displaying student work in classrooms and corridors
- Postcards/letters/LORs home
- The Blue Stag
- Certificates home
- Positive phone calls home
- Annual celebration events

Termly House Point totals are looked at alongside unauthorised attendance and any negative behaviour events. Depending on the reward trip put in place (via consultation with the school council) students will need to be in the top 15-20 students of the year group to be invited to the termly reward trip.

Reasonable adjustments are made for qualifying students who are unable to meet all qualifying criteria due to a protected characteristic. Authorised absences are taken into account when determining attendance, therefore students will not be disadvantaged if they are absent for medical appointments, representing the school or other similar reasons.

Section C – Sanctions and consequences

Sanctions and consequences provide reinforcement that certain behaviour is unacceptable / inappropriate and reassurance to those impacted. This helps students to develop a sense of right and wrong. Whilst important, they should be applied sparingly and consistently with context. We have a student before behaviour approach to behaviour management because we always consider the students' circumstances. Every young person is unique.

1: Pastoral Team

The role of the Pastoral Team in relation to behaviour is to provide support for students who regularly break the Code of Conduct. Heads of Year and tutors have the role of monitoring student behaviour and using the various support systems to try to modify behaviour. This is supported by the work of the Pastoral Support Assistants (PSA) attached to each key stage. The school's catalogue of provision (outside agencies) and Team Around the Child (TAC) meetings are central to this. The Pastoral Team forms a 'Team Around the Child' (TAC) to ensure students are supported so they can concentrate upon their academic studies and the development of our values of Excellence, Character and Respect.

The underpinning principle is that wherever sanction is necessary, the following should be considered:

- Will the punishment improve behaviour or is a more suitable alternative available?
- Has everything possible been done to avoid the punishment of whole groups for an individual's misconduct? Seeking out those who deserve to be punished rather than punishing the whole group- the students and their parents will respect this.
- Ringleaders should be identified, but teachers will avoid making individuals scapegoats for a group's activities
- The extent to which the sanction will change the behaviour will be considered
- Student records need to be checked to establish the situation with interventions and a consideration of whether they had enough time to work or whether the student has had enough support to manage their behaviour
- Rapid movement up the Behaviour Escalation Continuum must be avoided. Students should always be raised as TAC meetings if their behaviour is showing signs of a significant downward trend

2: Facilities

To support our inclusion agenda, we have four very distinct facilities:

The Inclusion Hub

The Inclusion Hub is located in the House at the front of the school. The ground floor features a large teaching room for SEND interventions and courses such as Read, Write, Inc, Lego Therapy, Study Coaching and some 1-2-1 , as well as a bespoke garden for students to use.

Student Services

This is not a place where students can or will serve sanctions, or go to avoid sanctions, but this welcoming facility, staffed by our specialist Student Wellbeing Manager, is a place to support students during times of need. Without this intervention, poor behaviour may be a likely eventuality. Students' time in Student Services is monitored closely with clear communication lines between the VLR and the SEND Department. Our Student Wellbeing Manager triages and coordinates our Outside Agencies (Counsellors and Mentors) involvement with students as well as managing their own caseload of students. Our Wellbeing Manager attends all Together Around the Child (TAC) meetings to inform and recommend appropriate support.

The Verulam Learning Room (VLR)

Students complete their internal isolation in the VLR with a dedicated team of behaviour specialists. The VLR is located in room 27. This is a self-contained provision on the first floor of the main building. The room itself is well equipped and there is an opportunity for reflection. Adjoining the VLR is the office of the DHT (Behaviour and Standards). The VLR is also used to isolate students where required during an investigation.

The above means that we have a good insight into the student and the catalysts for the behaviour. We seek first to understand before demanding to be understood. However, the Headteacher has an overarching responsibility for the safety of all students and staff. It may be required to remove students from class or suspend students in cases involving violence or other threats to students or staff while circumstances are investigated.

Note that statutory guidance for the management of behaviour in schools states that schools apply the civil standard of proof, i.e. 'on the balance of probabilities', which means it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt.' As per the home/school agreement, we ask that parents support the school in judgements made and upholding the school code of conduct, explaining to their child why a sanction has been applied. Being responsible for the consequences of actions is a crucial life lesson for students during their time at school. Pastoral staff liaise with the SENDCo to ensure that pupils with an identified SEND are given due consideration and we strive to continue to support their needs. There may be occasions when it is considered in the best interest of the pupil to spend some of their internal isolation in The Hub.

Parents/carers have the right to question why a sanction has been applied (usually via the Head of Year or escalating to one of the Deputy Headteachers) and have further recourse via the Trust complaints policy that can be found on the school website. However, we ask that parents avoid repeated challenges to low-level sanctions as this consumes time that could otherwise be spent by the Head of Year on pastoral care.

3: Behaviour categories

The behaviour ladder in its entirety is visible in Pastoral offices and with the staff who issue higher level sanctions. A truncated version (below) is displayed in classrooms to ensure consistency and improve students' understanding and awareness of our behaviour ladder.

	Event Level	Event on Bromcom	Consequence(s) & Action
	Event 2 Who? All staff	E2 Off-task behaviour / disruption to learning E2 Home learning - not completed E2 Lack of effort E2 Lack of equipment (including device) E2 Late to lesson E2 Uniform / appearance not acceptable	**Consequence:** • **15 min** (minimum) detention with the class teacher / form tutor during break or lunch • Issuing member of staff to record details on Bromcom 2 negative points
	Event Basics Who? All staff	EBasics Failure to attend school on time EBasics Failure to attend school fully equipped EBasics Failure to attend school with full uniform *Issued if the student does not have a valid excuse*	**Consequence:** • **30 min** centralised lunchtime detention **on the same day** • Issuing member of staff to record details on Bromcom 3 negative points
	Event 3 Who? All staff	E3 Casual use of derogatory language E3 Defiance / rudeness to staff E3 Failure to attend E2 detention E3 Failure to attend EBasics detention E3 Out of bounds E3 Physical behaviour E3 Persistent breach of E2 events	**Consequence:** • **45 min** centralised afterschool detention (Mon/Wed/Thurs) • Issuing member of staff to record details on Bromcom 3 negative points
	Event 4 Who? Teaching staff HoD aware & involved	E4 Student removed to buddy	**Consequence:** • **45 min** centralised afterschool detention (Mon/Wed/Thurs) • Issuing member of staff to record details on Bromcom • Issuing member of staff / HoD to **call home and log phone call on Bromcom under 'communication'** 4 negative points
	Event 5 Who? All staff HoY & VLR Manager aware	E5 Misconduct at social time or lesson transition	**Consequence:** • Loss of **break & lunch** in VLR the following day • VLR Manager to co-ordinate. • HoY / HoD to **call home and log phone call on Bromcom under 'communication'** 5 negative points
	Event 6 Who? HoY / HoD	E6 Failure to attend E3 detention E6 Poor behaviour in E3 detention E6 HOY / HOD misconduct E6 Poor behaviour during a cover / supply lesson E6 Truancy from lesson E6 Bullying incident* E6 Bringing the school into disrepute* * *individual case specific - severity determines E6/E7/E8*	**Consequence:** • **1 hour** centralised afterschool detention (Mon/Wed/Thurs) • HoY / HoD to record details on Bromcom • HoY / HoD to **call home and log phone call on Bromcom under 'communication'** 10 negative points

BEHAVIOUR LADDER

Please note that as a formal warning is not stated as part of the ladder, it is expected that students are explicitly warned prior to being issued an E2 / E3 / E4 to allow them the opportunity to self-regulate their behaviour and / or attitude.

	Event Level	Event on Bromcom	Consequence(s) & Action
	Event 2 Who? All staff	E2 Off-task behaviour / disruption to learning E2 Home learning - not completed E2 Lack of effort E2 Lack of equipment (including device) E2 Late to lesson E2 Uniform / appearance not acceptable	**Consequence:** • **15 min** (minimum) detention with the class teacher / form tutor during break or lunch • Issuing member of staff to record details on Bromcom 2 negative points
	Event Basics Who? All staff	EBasics Failure to attend school on time EBasics Failure to attend school fully equipped EBasics Failure to attend school with full uniform *Issued if the student does not have a valid excuse*	**Consequence:** • **30 min** centralised lunchtime detention **on the same day** • Issuing member of staff to record details on Bromcom 3 negative points
	Event 3 Who? All staff	E3 Casual use of derogatory language E3 Defiance / rudeness to staff E3 Failure to attend E2 detention E3 Failure to attend EBasics detention E3 Out of bounds E3 Physical behaviour E3 Persistent breach of E2 events	**Consequence:** • **45 min** centralised afterschool detention (Mon/Wed/Thurs) • Issuing member of staff to record details on Bromcom 3 negative points
	Event 4 Who? Teaching staff HoD aware & involved	E4 Student removed to buddy	**Consequence:** • **45 min** centralised afterschool detention (Mon/Wed/Thurs) • Issuing member of staff to record details on Bromcom • Issuing member of staff / HoD to **call home and log phone call on Bromcom under 'communication'** 4 negative points
	Event 5 Who? All staff HoY & VLR Manager aware	E5 Misconduct at social time or lesson transition	**Consequence:** • Loss of **break & lunch** in VLR the following day • VLR Manager to co-ordinate. • HoY / HoD to **call home and log phone call on Bromcom under 'communication'** 5 negative points
	Event 6 Who? HoY / HoD	E6 Failure to attend E3 detention E6 Poor behaviour in E3 detention E6 HOY / HOD misconduct E6 Poor behaviour during a cover / supply lesson E6 Truancy from lesson E6 Bullying incident* E6 Bringing the school into disrepute* * *individual case specific - severity determines E6/E7/E8*	**Consequence:** • **1 hour** centralised afterschool detention (Mon/Wed/Thurs) • HoY / HoD to record details on Bromcom • HoY / HoD to **call home and log phone call on Bromcom under 'communication'** 10 negative points
	Event 7 Who? HoY / HoD	E7 Gross rudeness to staff E7 Failure to attend E6 detention E7 Inappropriate use of technology E7 Poor behaviour during E6 detention E7 Truancy from school * E7 HOY / HOD serious misconduct E7 Direct use of derogatory language E7 Bullying incident * E7 Bringing the school into disrepute* * *individual case specific - severity determines E6/E7/E8*	**Consequence:** • **1.5 hour** Friday centralised afterschool detention (15:15-16:45) • HoY / HoD / VLR Manager to record details on Bromcom • HoY / HoD / VLR Manager to **call home and log phone call on Bromcom under 'communication'** 15 negative points
	Event 8 Who? HoY / HoD Deputy Head for Key Stage aware	E8 Gross rudeness to staff E8 Poor behaviour in buddy E8 Refusal to go to buddy E8 Poor behaviour during E7 detention E8 Failure to attend E7 detention E8 Bullying incident * E8 Bringing the school into disrepute * *individual case specific - severity determines E6/E7/E8*	**Consequence:** • **2 hour** Saturday morning centralised detention (09:00-11:00) in full school uniform (ran monthly) • HoY / HoD / VLR Manager to record details on Bromcom • HoY / HoD / VLR Manager to **call home and log phone call on Bromcom under 'communication'** 20 negative points
	Event 9 Who? HoY / SLT Deputy Head Standards approved **Event 10** Who? HoY / SLT Deputy Head Standards approved	E9/10 Assault or Fighting E9/10 Graffiti / Vandalism / Theft E9/10 Inappropriate use of technology E9/10 Inappropriate use of social media E9/10 Persistent bullying E9/10 Persistent disruptive behaviour E9/10 Reckless behaviour causing injury E9/10 Racist / Sexist / Homophobic / Mysogynistic E9/10 Smoking / Possession / Vaping E9/10 Swearing at / towards a member of staff E9/10 Bringing the school into disrepute *Severity determines E9 (internal) or E10 (external)*	**Event 9 Internal Suspension Consequence:** • Day(s) **internal suspension** centralised (VLR) • HoY to record details on Bromcom • HoY to **call home and log phone call on Bromcom under 'communication'** 30 negative points **Event 10 External Suspension Consequence:** • Day(s) **external suspension** • Issuing member of staff to record details on Bromcom • Issuing member of staff to **call home and log phone call on Bromcom under 'communication'** 50 negative points
	Event 11 **Permanent Exclusion** Who? Headteacher	E11 Possession / distribution of drug(s) E11 Possession of an offensive weapon E11 Possession of a replica / imitation weapon E11 Violence towards staff E11 Persistent disruptive behaviour	**Sanctioned only by the Headteacher**

Reasonable Adjustments

Reasonable adjustments are changes or supports put in place to ensure that all students, particularly those with disabilities or additional needs, are treated fairly and have equal access to education. The purpose of these adjustments is to promote inclusion, equity, and positive behaviour, rather than enforcing a "one-size-fits-all" approach. All staff are required by law to make reasonable adjustments for students with Special Educational Needs and Disabilities as per the SEND Code of Practice.

If a student who is named on the SEND register requires a high level sanction, this should always be processed in collaboration and consultation with the SENCo.

Key Purposes of Reasonable Adjustments:

Promote Fairness and Equality
Students have different needs and challenges. Reasonable adjustments help ensure that discipline and expectations are fair and take into account individual circumstances, such as a disability or special educational need.

Remove Barriers to Learning and Participation
By adapting the behaviour policy for certain students (e.g. those with ADHD, autism, or mental health difficulties), we reduce barriers that could prevent them from engaging in education and social development.

Support Positive Behaviour
Some students may struggle to meet standard expectations due to underlying needs. Adjustments, such as using calm spaces, visual prompts, or specific intervention plans, can help those students manage their behaviour more effectively.

Promote Wellbeing and Safeguarding
Reasonable adjustments often help prevent escalation of behavioural issues and reduce the risk of exclusion, which can negatively impact a student's mental health and long-term outcomes.

Examples of Reasonable Adjustments:

- Allowing extra time to calm down before addressing behaviour.
- Using non-verbal cues instead of verbal correction.
- Offering a safe space or exit card for emotional regulation.
- Differentiating expectations for behaviour based on known needs.
- Working with the SENDCo or members of the Pastoral team to develop individual behaviour plans.

Reasonable adjustments allow us to better meet the diverse needs of our students while maintaining a safe and respectful learning environment.

Behaviour outside of school and beyond the school gates

Students who breach the school's Behaviour Policy or the Student Code of Conduct whilst off site but in school uniform or on school business such as trips and journeys, sports fixtures or on a work experience placement, will be dealt with in the same manner as if the incident had taken place in school. This includes behaviour in the immediate vicinity of the school or on journeys to and from school. We will work in partnership with local businesses, residents and the police to help ensure that our local community is a safe and harmonious place. We will support the identification of our students in the local area and will act to support the eradication of anti-social behaviour in the community. We take our contextual safeguarding responsibility very seriously and we will work with the Police and other appropriate agencies to keep our students safe.

Searching, screening, and confiscation

Prohibited items

Students should not bring in prohibited items into school. Prohibited items are:

- Mobile phones
- 'Smart' glasses
- Knives and weapons
- Imitation weapons
- Alcohol/drugs/legal highs
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers/lighters/matches
- Fireworks
- Pornographic images
- Hooded tops
- E-cigarettes/vapes and vaping liquids
- Chewing gum
- Toy guns/water pistols
- Laser pens

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, where they have reasonable grounds for suspecting that the student may have a prohibited item. This is in line with the guidance provided by the Department for Education "Searching, Screening and Confiscation 2022".

School staff can search pupils with their consent for any item. Under circumstances identified in the guidance above, staff may sanction for non-compliance with a search request or may use "reasonable force" if they consider that conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

If staff are informed or suspect that a child may have a "prohibited item" in their possession, they must inform SLT immediately via the on-call email or radio system.

Process:

- Students will be collected and spoken to by a senior member of staff who will always have another colleague with them.
- The student will be taken to a safe space, usually a Senior Leader's office where they will be informed of the concern raised that they might have something on them that they shouldn't have and asked if this is true.
- They will be asked for consent to be searched.
- Students are required to empty the items from their bag and pass the bag to one of the members of the adults present.
- They will be asked to empty the contents of any pockets in their trousers, blazer or jacket and to pass their blazer and jacket to one of the adults.

- Parents will be informed of the search having taken place and this will be logged. If they refuse, their parents will be called to carry out the search on our behalf (unless it is considered that there is an immediate risk where reasonable force guidance above may be used.)

Parents, Carers and Key Adults

Parents/carers have a responsibility, with students, for fostering responsible behaviour. A key fundamental which parents/carers can do to support the school is to send their child to school each day on time, equipped and ready to learn. Parents/carers are expected to respect the school's behaviour policy and the disciplinary authority of school staff as outlined in the Home School Partnership policy and referenced during Standards and Expectations Evenings at the start of the school year. Students' form tutors are the first point of contact for parents/carers via the admin email address.

Early identification of potential difficulties is considered vital in changing behaviour patterns and parents/carers are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Parents/carers are encouraged to monitor and use the digital systems provided by the school which provide parents/carers with information about their child's progress at school. This includes access to a child's timetable, attendance, behaviour, homework and more. We use two systems for this:

• Bromcom's MyChildAtSchool – Which provides access to students behaviour record, timetable, academic reports and examination timetables
• Google Guardian Summaries – Which is able to provide parents/carers with email summaries about home learning tasks students have been set on either a daily or weekly basis.

Unacceptable standards of behaviour from parents/carers or members of the public

The Ambition Education Trust expects parents/carers and members of the general public to treat school staff with the same respect they would expect to receive from them. We expect polite and respectful conversations at all times. Examples of unacceptable standards of behaviour from parents/carers either in person or via telephone calls or e-mail include:

• shouting or aggressive behaviour
• threatening or abusive language involving swearing or offensive remarks
• making malicious allegations
• derogatory remarks or behaviours
• wilful damage to Trust property
• excessive noise
• abuse of staff or malicious allegations against the school via social media

We reserve the right to block an individual's email address or restrict the recipients of a sender's emails if their contents are deemed to be persistently aggressive or offensive.
Parents/carers or members of the public will be barred from the school premises by the Headteacher if their behaviour is unreasonable, and they can be prosecuted if they violate the ban.

The Police
It will be for the Headteacher or a Deputy to decide whether the police should be involved in any given incident. However, parents/carers will be informed immediately if a decision is taken to contact the Police.

In addition, we work to a "CHILD FIRST" principle which means we challenge the *adultification* (a practice where those in authority are less proactive and more punitive of certain children) by the police. We will *never* leave a child alone with the police or allow them to be taken to the Police station without a suitable adult to accompany them. The school follows the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practice for Police interviews to take place at school *only* in the presence of parents or guardians.

If parents/carers cannot be contacted the interview will take place with the Headteacher or a Deputy. We will *always* challenge the Police to ensure the safeguarding, rights to privacy and Human Rights are not breached.

When to call the Police:

- Once a prima facie case has been established, school led interviews and investigations should stop and the Police should be called.
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews MUST stop. Offences where the Police may be called include theft, harassment (bullying), assault, damage, drugs and offensive weapons.

Malicious accusations against staff
There may be occasions when students need to raise issues about the actions of a member of staff. There are clear and well communicated pathways in place for them to do this. Student voice is at the heart of school policy. However, where the allegations are malicious or fabricated, the school will consider the most appropriate course of action. This could result in a fixed term suspension or permanent exclusion, as well as referral to the police if appropriate.

Uniform

Students must always be in full school uniform.
Students are always expected to be in full school uniform. Uniform must be worn correctly at all times on the way to and from school and when representing the school off site.

Tutors will ask students to remove any items which do not constitute part of the Verulam School uniform. If this is not corrected immediately or cannot be addressed in form time, such as if the student has no school shoes, they should be sent to the HOY. When non-uniform items are worn, they may be confiscated, and parents/carers may be asked to collect them from school.

Where the correct uniform or footwear is not worn, students will be required to wear the correct uniform on loan from Student Services for that day or they will be placed in the VLR.

If a student is injured and cannot wear shoes, parents *must* provide medical evidence directly to their Head of Year and the linked Deputy Headteacher who will then issue a Medical Exemption card to the student, who will be permitted to wear alternative, plain black footwear until they are healed.

If a student attends school missing a piece of uniform with no acceptable reason communicated by a parent/carer they will serve a same day lunchtime sanction.

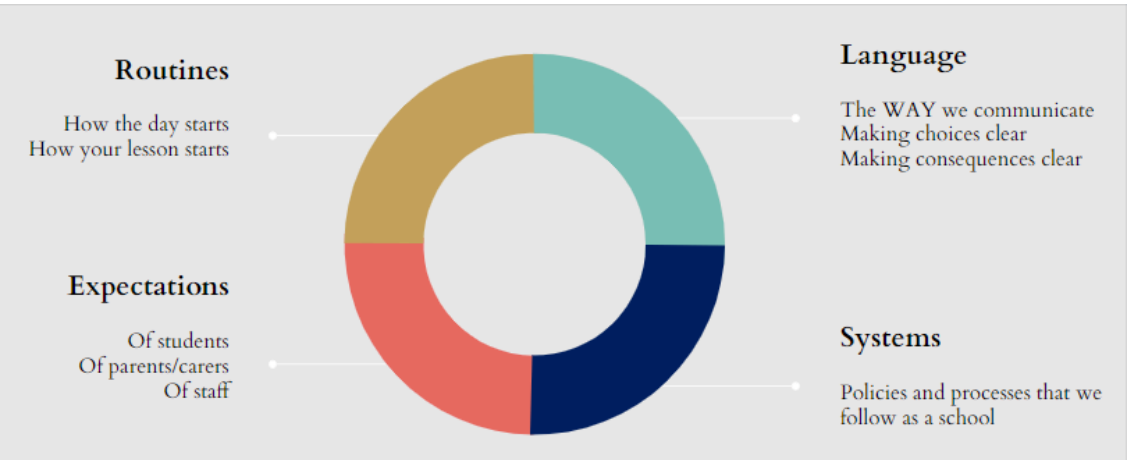
Students are only permitted to wear one silver or gold stud earring in each ear. Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the Head of Year. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Any uniform breeches will be recorded in line with our behaviour and consequence ladder. These will be logged by the FT / HOY / Pastoral Support Assistant who will contact the parents to inform parents / carers to find out the reason.

If a student arrives at a lesson with incorrect uniform (for example shirt not tucked in), they will be given an E1 warning and given an opportunity to rectify. If there are further occasions and staff instructions have not been followed, they may be issued with an E2 (department / teacher detention). This will be logged and set by the class teacher.

4: Classroom Management

Behaviour and Standards: The Verulam Way are underpinned by four principles:



When addressing behaviour and making the decision to sanction, we use the "Three-Term Contingency". This helps to put behaviour in context by identifying the environmental events that surround it.



- Antecedent
- Behaviour
- Consequence

Staff are encouraged to seek to understand the reasons for behaviour (the antecedent), to reinforce desired behaviour by default as this is more successful than punishing problem behaviour. To use the behaviour ladder and Event / Consequence system to support Behaviour management but not as the sole means to addressing challenging behaviour.

5: On Call

The 'on call' system should be used when the behaviour / attitude of a student has reached a level whereby it is not possible for teaching & learning to continue whilst they remain in the classroom. This should be a significant event where the student has become abusive or the safety of students or staff is threatened. It is not appropriate to use 'on call' if a lower level sanction or a short corridor timeout would support the student to continue learning. Other sanctions and behaviour for learning techniques should have been attempted before 'on call', unless there is a serious and sudden incident.

In this situation a staff member should email for 'on call'. The responding member of staff will attempt, first, to reintegrate the student back into the lesson with a set of clear expectations and success criteria. If it is not possible to reintegrate the student, then the responding 'on call' member of staff will remove the student to the buddy room. Staff should bear in mind that there is a single 'on call' duty person who may be dealing with multiple call-outs so immediate response may not be possible. If there is an urgent situation, sending a trusted student to the Reception or pastoral / SLT member's office may be advised to get an immediate response.

The follow-up for this is clearly stated in the behaviour ladder, where a phone call to parents / carers must be made and recorded by the HOD/HOF or the teacher. The conversation should be solution-focussed to allow both the student and the teacher to be successful in subsequent lessons.

6: Report system

This reporting system operates as a strict, sequential ladder of accountability. Once a student triggers the criteria for Level 1, they enter a structured tracking pathway. Failure to meet the required behavioural or academic standards at any stage means the student will always automatically progress to the next level of escalation.

Level 1: Form Tutor (FT) Report
Behavior indicators (Es) are reviewed on a weekly basis.
Trigger for FT Report: A student receives Es in two or more subject areas on two or more occasions.

Subject Report Alternative: If a student receives Es within only one subject area, they will be placed on a targeted Subject Report managed by that specific department.

Next Step: If the student fails to improve or successfully complete their time on FT Report, they will automatically move onto Level 2.

Level 2: Pastoral Support Assistant (PSA) Report
Trigger via Escalation: Failure to successfully complete the Level 1 FT Report (Depending on the circumstances, the school may require a student to complete a second week of FT Report before escalating).

Direct Trigger: Persistent misbehavior specifically during social times (e.g., break and lunchtimes).

Next Step: Failure to meet the standards of the PSA Report results in automatic progression to Level 3.

Level 3: Head of Year (HOY) Report
Trigger via Escalation: Failure to successfully complete either the FT Report or the PSA Report.

Direct Trigger: Following a first suspension, a student will automatically be placed on a mandatory one-week HOY Report immediately upon their return to school.

Next Step: Failure to correct behaviour while on HOY Report results in immediate escalation to Level 4.

Level 4: Senior Leadership Team (SLT) Report
Trigger via Escalation: Failure to successfully complete the Level 3 HOY Report.

Direct Trigger: Following a second suspension, a student will automatically be placed on a mandatory one-week SLT Report immediately upon their return to school.

Next Step: If behaviour does not drastically improve during the SLT Report, the student moves to the final stage of school-based intervention: Level 5.

Level 5: Pastoral Support Plan (PSP)
Trigger via Escalation: Failure to successfully complete the Level 4 SLT Report, or continued severe behavioural concerns.

What is a PSP?
A Pastoral Support Plan (PSP) is a formal, intensive and time-bound intervention program. It is put in place for students who are regular targets of school sanctions, failing to respond to standard school reports, or who are at serious risk of permanent exclusion.

Unlike a standard daily report card, a PSP is a collaborative, multi-agency strategy. It involves a

formal meeting with the student, parents or carers, school leadership and often external support services (such as alternative providers, counselors, or social care). The PSP outlines specific, measurable behavioural goals, details the precise support the school will provide and sets clear consequences if the plan is breached. Its primary aim is to identify underlying barriers to learning and provide a final safety net to help the student successfully remain in mainstream education.

Off-Site Direction to Improve Behaviour

In alignment with Department for Education (DfE) statutory guidance, the school may utilise an Off-Site Direction to arrange a time-limited placement for a student at another educational setting, such as another mainstream school or an Alternative Provision (AP). This is a supportive, preventative intervention designed solely to improve a student's future behavior and re-engage them with their education; it is never used as a sanction or punishment for past misconduct. Off-site direction will only be initiated where in-school interventions and pastoral support strategies have been exhausted or are deemed inappropriate. This could also take the form of online provision.

The school will provide parents/carers with formal written notice at least two school days before the placement begins, detailing the objectives, location, and reporting requirements. Placements are kept under frequent, regular review with the active involvement of parents/carers, the student, and the host provider to ensure clear progress is being made toward a successful reintegration back into our mainstream environment

Source & Compliance Link
To view the official, statutory framework that governs this policy, you can access the DfE guidelines here:

School suspensions and permanent exclusions - LINK

7: The detention system

	Event 2: 20-minute break / lunchtime Scheduled by the issuing member of staff
	Event Basics: Same day 30-minute lunchtime sanction *Students escorted by P4 teacher / P4 department lesson* Daily as needed
	Event 3: 45-minutes after school *Students escorted by P5 teacher / P5 department lesson* Mondays, Wednesdays and Thursdays
	Event 5: Loss of break & lunch Daily as needed
	Event 6: 1 hour afterschool Mondays, Wednesdays and Thursdays
	Event 7: 1.5 hours after school Fridays
	Event 8: Saturday Detention (2 hours)

	Monthly

E2 is the only detention that is not centralised

Readmission Meeting format for External Suspensions

- Ensure that the SENDco is present for all readmission meetings involving SEND students.
- Speak to the parents/carers first and ask the child to wait outside the meeting room.
- After discussion with the parents/carers, call the student in and ask how they have reflected on the incident.
- Outline the interventions to be put in place to support them.
- The Readmission Meeting form should then be signed and agreed by all parties.
- The parents / carers keep a copy and one is placed with the suspension paperwork in the student's file.

Internal isolations

- All internal isolations will be based in the VLR.
- Students will complete independent work from Google Classroom and appropriate school/ coursework provided by their teachers.
- The SENDco/Learning Support Assistants will take a lead role in providing work for isolated students who appear on the SEND register
- Any student who does not abide by the isolation rules will complete further isolation time. Students' behaviour whilst in isolation will be monitored by VLR staff.
- Students will be escorted to lunch by the VLR staff and supervised at lunchtime in the VLR.
- Students can only go into the VLR if they are isolated.
- Students will not be admitted into the VLR unless they have been escorted there by a member of staff.

Fixed term suspensions (up to 45 days per academic year)

- The Headteacher makes the decision (or Deputy Headteacher if the Head is not on site)
- Students are suspended by the Headteacher for serious breaches of the Code of Conduct (as explained above).
- Telephone contact is made with the parents/carers immediately.
- A letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Local Authority.
- Teaching staff must provide work for the student. This is coordinated by the Head of Year/PSA/VLR.
- Following the exclusion, the parents and student must attend a formal reintegration meeting.
- Verulam will follow at all times the guidance issued by the DfE.
- The Local Authority will provide an alternative placement from day six of the exclusion.

Permanent exclusion

- The Headteacher makes the decision.
- A letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Body and the Local Authority.
- Teaching staff must provide work for the excluded student for the first five days of exclusion. From day six the Local Authority will provide an alternative placement until any appeals have been heard and a final decision is reached.
- A Governing Body hearing will be convened to deliberate upon the exclusion; the parents/carers, student and the school will be expected to attend. A Local Authority representative or CoG will chair the meeting.
- The Headteacher, supported by relevant staff will present the case for a permanent exclusion. The parents/carers and student will be able to make representations to the school and Governing Body
- The Governors can either uphold the permanent exclusion or reinstate the student.
- If the Governors uphold the decision to permanently exclude, the parents/carers do have the right to appeal to an Independent Review Panel.
  The panel can:
  - uphold the permanent exclusion

- recommend that the Governing Body reconsiders their decision
- quash the decision and direct that the Governing Body considers the exclusion again

- If a student is reinstated, the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of reintegration will be agreed to ensure that all involved do their best to achieve a successful return to school.

School suspensions guidance: LINK

9: Behaviour contracts

There may be occasions when the school will draw up a behaviour contract which must be agreed and signed by both parent and student prior to returning after suspensions. If the terms of this contract are broken, this will lead to the student's further, and possibly permanent, exclusion.

10: Police involvement

If an act of misbehaving seems likely to constitute a violation of the criminal law, the Headteacher may decide on the evidence available to involve the Police. The police and the courts may make decisions based on somewhat different criteria than that of the school.

IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE INDEPENDENT OF EACH OTHER

11: Outside agencies

The school works positively with outside agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the full range of external support available.

Formal statement of intent

Inclusion statement

This statement represents Verulam School's response to the moral imperative of inclusion.

Our school is one in which the learning and teaching, achievements, attitudes and wellbeing of every young person matters. Our values of Excellence, Character, Respect" are at the heart of every decision made. Effective inclusion is demonstrated by the ethos of the school and by the school's willingness to offer new opportunities to students who may have experienced previous difficulties. Teachers continually monitor and evaluate the progress that each student makes. Students are identified who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. Practical steps are taken – in the classroom and beyond – to meet students' needs effectively and to promote tolerance and understanding in a diverse society.

All of the school's policies underpin the principle of inclusion and should be read in relation to the foregoing statement.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures to ensure the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents/carers. The outcome of the review will be communicated to all those involved, as appropriate. Any updates will be published via the school website.

Key requirements and legal duties

This policy responds to the requirements of the Education Act, 2011 and the Education and Inspections Act, 2006. This includes that all schools must have a behaviour policy which must be

available to all parents and prospective parents. Verulam acknowledges its legal duty under the Equalities Act 2010 and in respect of students with SEND.

Training

The Governing Body will ensure that appropriate high-quality training for all staff on all aspects of behaviour management is provided to support the implementation of the policy.