



# **Sir James Smith's School**

**CONNECTED CREATIVE COMMITTED**

## **Behaviour Procedure**

**September 2025**

## **Contents**

- 1 - In-class behaviour
- 2 - Out of lesson behaviour & detentions
- 3 - Uniform and equipment
- 4 - Serious behaviour warranting suspension or permanent exclusion
- 5 - Use of reasonable force
- 6 - Mobile phones
- 7 – Reset
- 8 - Reflection
- 9 - Behaviour outside the school premises
- 10 -Wilful damage

## **Linked policies**

- Behaviour Policy

The Sir James Smith's School behaviour procedure aims to set out how we develop and maintain good behaviour and discipline in and out of school through clarity of expectations, simplicity of systems, investment in routines, and highly effective communication leading to positive working relationships. This document aims to provide clear guidance to parents/carers, staff, students and other stakeholders about the expectations of the school with regard to behaviour management and the methods used to maintain and promote an effective learning environment both within lessons and around the school.

At Sir James Smith's School, we seek to use restorative approaches wherever possible to address concerns. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

**We are committed:**

- to challenge unacceptable behaviour if it occurs.
- to have a firm, fair and consistent approach to managing behaviour across the school.
- to have a shared understanding of sanctions and their application across the school.

Unacceptable behaviour will not be tolerated – it is a denial of the right of students to learn and teachers to teach. Consistency of approach and a collective responsibility for managing behaviour is likely to lead to even higher standards.

**Behaviour Expectations**

Students will show they are ready to learn by adhering to 5 clear classroom expectations:

1. Be ready to learn and enter in an orderly manner – *silently*, sitting in seating plan, books open, equipment out ready, engaging *immediately* with the 'Ten Zone' starter activity, *independently*.
2. Be positive. Attempt all tasks set to the best of student's ability.
3. Follow adult instructions first time - including seating arrangements.
4. Respect each other and listen well.
5. Be proud, stay on task, work hard.

## 1 In-class behaviour

### 1.1

All staff and students are expected to follow an attention routine: *3, 2, 1, Eyes on me*, to ensure that students are: Focused on the teacher, and paying attention to the teachers' instructions, facing the front and sitting upright. Paying attention means no talking, no calling out, no shouting out, no whispering, no murmuring, no turning around, no fiddling with pens, rulers or equipment.

### 1.2.

Students arrive at classes on time in the correct uniform and with the correct equipment.

### 1.3.

Teachers arrive at the classroom on time and with their lesson and resources planned and ready, with a 'Ten Zone' starter activity ready for students to engage with immediately.

### 1.4.

Where students do not follow the attention routine, where they disrupt the teaching or learning, or where other school rules are broken in lessons, students receive a named, written **warning**.

### 1.5.

Where school rules are broken again, students are **removed** to Reset.

### 1.6.

Serious one-off incidents are dealt with outside the '**Warn, Remove**' process.

## 2 - Out of lesson behaviour & detentions

### 2.1.

Students are expected to walk calmly and sensibly around the school. Arrive calmly, leave calmly and be considerate.

2.2.

Staff are expected to be positioned in corridors at all lesson changeovers.

2.3.

Students should not lay their hands on, push or shove each other.

2.4. Students not walking sensibly around the school receive a social time detention.

2.5. Detention takes place during social time and after school, break time detentions are for 15mins in E2. Students must arrive within the first 5 minutes of break.

2.6. After school detentions are issued when students fail to attend social time detentions

2.7. If students fail to attend after school detentions, they are internally suspended on the next school day.

2.8. All detentions are recorded on Class-charts

### **3 - Uniform and equipment**

3.1

The school publishes a full list of expected equipment and uniform on our website.

[Sir James Smith's School - Uniform  
Uniform Policy September 2025.docx](#)

3.2

Uniform and equipment is checked and corrected by tutors every morning during tutorial/morning welcome.

3.3.

Students without the expected uniform worn correctly and/ or equipment are supported as follows:

Before school: Uniform issues are challenged/resolved at the school gate on entry

(1) If resolved immediately students enter school

(2) If unresolved students are escorted to Reset and issues are resolved using clothing/  
equipment held by the school.

- (3) If unresolvable: students are held in Reset, parents are contacted and asked to support.
- (4) After tutorial: social time detentions are issued for all incidents of non-compliance.

#### 3.4.

For students who do not comply with uniform and/ or equipment expectations, the following will happen:

- (1) Students refuse to comply: students are placed in reflection for the rest of the day
- (2) Inform tutor via class-charts
- (3) Contact home via class-charts

#### **4 - Serious behaviour warranting suspension**

4.1. Some serious behaviour breaches are dealt with by suspension. These include:

**Discriminatory Behaviour or Language** - ALL instances, including use of racist, homophobic, biphobic, transphobic, misogynistic, or ableist language, is met with a zero tolerance response and will receive a suspension and possible exclusion. This includes what some might suggest is casual derogatory language for example 'that's so gay' 'it's gay' etc. This list is not exhaustive.

**Truantiing** from the school either off-site/on-site will result in an internal suspension. If this is a repeated occurrence then external suspension will be considered.

**Refusal to attend lessons** will result in an internal suspension. If this is a repeated occurrence then external suspension will be considered.

**Walking away** from staff; ignoring or defying staff (unless it puts student safety at risk)

**Disrupting** Reset/Reflection persistently

**Bullying**

**Banned items** using, being in possession of or holding for others

**Swearing at or about a member of staff** (even if under breath)

**Fighting**

**Filming staff or students at school**

**Posting inappropriate social media content** even if out of school hours

**Refusal to submit a mobile phone** if used, seen or heard.

This list is not exhaustive but instead is used to detail the range of behaviours which could lead to suspension.

4.2 - Some serious behaviour breaches can be dealt with by means of permanent exclusion.

These include, but are not limited to:

**Fighting** which results in serious medical treatment, stamping, kicking in head, headbutting, striking when the other party is on the floor

**Bringing a weapon or weaponized item** onto the school site

**Repeated discriminatory behaviour or language**, including use of racist, homophobic, biphobic, transphobic, misogynistic, or ableist language, is met with a zero-tolerance response and receives an exclusion. This list is not exhaustive.

**Carrying or supplying drugs or alcohol** on the school site or being under the influence of

**Persistent bullying** either of an individual or group of students, or repeated incidents against a range of students.

**Sexual abuse or assault**

## 5 - Use of Reasonable Force

**5.1 The Law** - Under s. 93 Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force on and off school premises where the member of staff has lawful control, or is in charge, of the pupil concerned. The decision on whether or not to physically intervene is down to the professional judgment of the member of staff concerned and has to be judged on a case-by-case basis.

**5.2 Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

**5.3 Physical restraint** means to hold back physically or to bring a pupil under control in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but the law recognises that in extreme cases it may not always be possible to avoid injuring the pupil. The kinds of situation include:

- i. removing disruptive children from the classroom where they have refused to follow an instruction to leave;
- ii. preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- iii. preventing a pupil leaving the classroom to keep them safe
- iv. preventing a pupil from attacking a member of staff or another pupil
- v. restraining a pupil at risk of harming themselves through physical outbursts.

## **6 - Mobile Phones**

6.1 Mobile phones are not to be either seen or heard anywhere on the school site.

6.2 If students require a mobile phone to travel to and from school it must be on **silent or off in a school bag** when on school site.

6.3 Parents can contact their children by telephoning or emailing the school office for urgent messages.

6.4 Students can request to use the office phone to phone home in emergency situations and at the discretion of the school staff.

6.5 Students using their mobile phones, or if they are seen or heard, will have them confiscated until the end of the day, when the phone can be collected from the school office by a parent/carer.

6.6 In instances of repeated usage of a mobile phone on school premises, pupils will be required to hand their phone into the pastoral office every day.

6.7 For instances of students refusing to hand over their phone:

- (1) Suspension
- (2) Extended confiscation i.e. up to five school days

## **7 - Reset**

- 7.1 Students are sent to Reset and must arrive promptly to triage, **within four minutes**.
- 7.2 Students on arrival must wait silently for the behaviour manager to instruct them.
- 7.3. Students complete 2 lessons in Reset plus a break or lunch.
- 7.4 Arrangements for students to collect snacks/lunches from the canteen will be made.
- 7.5 Students repeatedly referred to Reset are monitored by the Key Stage Leaders/Year Team Leaders and meetings with parents are requested.

## **8 – Reflection**

- 8.1. If students fail to meet the expectations of the Reset room, they will be removed and placed in Reflection, for an additional 5 lessons.
- 8.2. Reflection is used to support students who have repeatedly failed to meet school expectations and is used as an internal suspension.

## **9 - Behaviour outside the school premises**

Students can be sanctioned for any behaviour that contravenes this policy, or at the headteacher's discretion, when they are outside the school grounds, especially if they are:

- taking part in any school-related or school-organised activity
- travelling to and from school
- wearing school uniform
- identifiable as a student at the school
- poses a threat to another person

OR

- could adversely affect the reputation of the school e.g school trips and visits

## **10 - Wilful Damage**

Students causing wilful damage will receive a sanction. This will either be time in the Reset Room or internal/external suspension. In addition, the following will happen:

- If the cost of repairing or damage costs over £50 the School will inform the police
- If the damage is extreme or repeated the damage may be logged as a crime

The parents/carers will be invoiced by the Finance team to cover the full cost of any repair.

## **11 – SEND**

At Sir James Smith’s School we wish to promote an ethos of inclusion for all students; we are keen to ensure that we do not discriminate - through application of the Behaviour Policy - against students whose apparent inappropriate behaviour may be a function of their SEN or disability.

Staff should be aware that blanket policies, such as policies that provide a fixed sanction for a particular offence- e.g. an automatic suspension for a student who swears at a teacher- might put the school at risk of discriminating against disabled students. Therefore, when intervening with apparent inappropriate behaviour, all staff must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions. All SEND students have SEND Pupil Profiles which detail those with significant behavioural difficulties and the school’s graduated response will see reasonable adjustments made on occasions where it is deemed fair. Students with SEND will have an enhanced triage at Reset Room.

A school’s culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil’s SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

***Reviewed By – Marc Cooper***  
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