BELPER SCHOOL and Sixth Form Centre

Behaviour & Relationships Policy

Governing Body

Name:	Full Governors
Date approved:	October 2026

Be Belper - Behaviour Policy

Including Mobile Phones, Anti-Bullying and Student Conduct

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1. Be Belper - Every Classroom. Every Student. Every Day.

At Belper School, we believe that excellent behaviour is built upon positive relationships, mutual respect and consistently high expectations.

Our behaviour culture is centred on creating calm, safe and predictable classrooms where every student can learn successfully and every member of staff can teach without disruption.

Everything we do is underpinned by our values.

We encourage every member of our community to:

- Be Curious
- Be Respectful
- Be Resilient
- Be Confident

Above all, we encourage everyone to:

Be the Best Version of Yourself

Being Belper means:

- greeting one another positively;
- arriving on time, equipped and ready to learn;
- following reasonable instructions the first time they are given;
- respecting everyone;
- protecting everyone's right to learn;
- taking responsibility for our choices;
- representing Belper School positively within our local community and beyond.

These expectations apply throughout the school day, on educational visits, whilst travelling to and from school and whenever students can reasonably be identified as members of the Belper School community.

At Belper School, staff will treat every student with dignity, kindness and respect. In return, we expect students to demonstrate these same qualities towards one another, towards staff and towards members of the wider community.

Our behaviour system is built on the belief that behaviour can be taught, improved and recognised. Through consistent routines, positive relationships and a graduated approach to support and accountability, we aim to ensure that every classroom is calm, every student is supported and every day is an opportunity to succeed.

Every Classroom. Every Student. Every Day.

2. Introduction and Policy Aims

At Belper School, we believe that positive behaviour is fundamental to academic success, personal development and wellbeing. Every student has the right to learn in a calm, safe and purposeful environment, and every member of staff has the right to teach without disruption.

This Behaviour Policy sets out the expectations, responsibilities and procedures that enable us to create a culture where all members of the school community feel safe, respected and valued. It reflects our commitment to high expectations, positive relationships and consistency, ensuring that every student is supported to succeed.

We recognise that behaviour is learned and that, with the right support, guidance and intervention, all students can develop the self-discipline, resilience and responsibility needed to become successful learners and positive members of society.

Our approach is underpinned by the Be Belper values and by a graduated behaviour response that combines support, intervention and appropriate consequences. We believe that positive relationships, clear routines and consistency provide the strongest foundation for improving behaviour and enabling every student to achieve their full potential.

This policy applies to all students when they are:

- on the school site;
- travelling to and from school;
- participating in educational visits or extra-curricular activities;
- representing the school at external events; and
- where behaviour outside school has an impact on the safety, wellbeing or reputation of Belper School.

Policy Aims

This policy aims to:

- create calm, safe, predictable and purposeful learning environments where all students can achieve their best;
- promote a culture of kindness, dignity, respect and mutual responsibility;
- ensure every student understands the behaviour expected of them;
- develop students who are curious, respectful, resilient and confident learners;
- support students to understand the impact of their choices and take responsibility for their behaviour;
- ensure behaviour is managed consistently, fairly and proportionately across the school;
- provide a graduated response that combines support, intervention and appropriate consequences;
- protect every student's right to learn and every member of staff's right to teach;
- work in partnership with parents, carers and external agencies to secure the best outcomes for students;
- fulfil the school's statutory duties in relation to safeguarding, equality and inclusion; and
- prepare students to become responsible citizens who contribute positively to their communities.

3. Legislative Framework

This policy acknowledges the school's legal duties under the Equality Act 2010, including its responsibilities in relation to safeguarding and supporting students with Special Educational Needs and Disabilities (SEND).

This policy is informed by and should be read alongside:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, September 2022)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, July 2026)
- Keeping Children Safe in Education (current statutory guidance)
- Derby and Derbyshire Safeguarding Children Partnership (DDSCP) Child-on-Child Abuse Strategy

4. Roles and Responsibilities

Positive behaviour is everyone's responsibility. Creating a safe, respectful and successful school requires a partnership between students, staff, parents, governors and external agencies where appropriate.

The Governing Body

The Governing Body is responsible for:

- approving and reviewing this policy;
- monitoring its effectiveness;
- supporting the Headteacher in promoting high standards of behaviour;
- fulfilling its statutory responsibilities regarding suspension and permanent exclusion.

The Headteacher will:

- promote a culture of high expectations and mutual respect;
- ensure this policy is implemented consistently and fairly;
- support staff in maintaining calm and purposeful learning environments;
- ensure appropriate support is available for students experiencing behavioural difficulties;
- make decisions regarding suspension and permanent exclusion in accordance with statutory guidance.

All staff are expected to:

- build positive, professional relationships with students;
- treat every student with dignity, kindness and respect;
- model the behaviour expected of students;
- establish calm, safe and predictable learning environments;
- apply this policy consistently and fairly;
- recognise and celebrate positive behaviour;
- challenge inappropriate behaviour promptly and professionally;
- make reasonable adjustments for students with identified needs;
- work collaboratively with colleagues, parents and external agencies to support positive outcomes.

Students are expected to:

- demonstrate the Be Belper values;
- attend school regularly and punctually;
- arrive equipped and ready to learn;
- follow reasonable instructions from staff;
- contribute positively to lessons;
- respect the rights of others to learn;
- treat everyone with dignity and respect;
- take responsibility for their actions;
- engage positively with support provided by the school;
- represent Belper School positively within the wider community

Parents and carers play a vital role in supporting positive behaviour.

We ask parents and carers to:

- support the school's values and expectations;
- promote excellent attendance and punctuality;
- work in partnership with the school where concerns arise;
- attend meetings where requested;
- support their child in reflecting on their behaviour;
- reinforce the importance of respectful behaviour both in and out of school.

5. The Graduated Behaviour Response

At Belper School we recognise that behaviour is a form of communication and that some students require additional support to successfully meet our expectations.

Our Behaviour Policy is underpinned by a graduated response. We work collectively with students, parents and carers, school staff and external agencies, where appropriate, to identify barriers to success and provide bespoke interventions that support students to improve their behaviour, engagement and Attitude to Learning.

Interventions are personalised and reviewed regularly. Students may move between stages according to individual need or the seriousness of an incident.

Wave 1 – Universal Provision

Every student benefits from:

- high-quality teaching;
- clear routines and expectations;
- positive relationships;
- recognition and praise;
- Attitude to Learning monitoring;
- restorative conversations;
- consistent application of the Be Belper Behaviour System.

Wave 2 – Targeted Support

Where concerns begin to emerge, interventions may include:

- Faculty Report;
- Green Report;
- Yellow Report;
- Reflection Room;
- parental meetings;
- identification of need;
- mentoring;
- pastoral support;
- restorative work.

Wave 3 – Intensive Support

Where behaviour continues to fall below expectations despite targeted intervention, support may include:

- Orange Report;
- Behaviour Support Plan;
- one-to-one mentoring;
- enhanced pastoral support;
- Off-site Direction;
- suspension where there has been a serious or persistent breach of this Behaviour Policy.

Wave 4 – Specialist Intervention

For the small number of students requiring the highest level of intervention, support may include:

- Red Report;
- Headteacher meetings;
- Governor meetings;
- multi-agency planning;
- alternative provision;
- permanent exclusion where the statutory threshold is met.

There may be other forms of support that could be offered.

6. Attitude to Learning (AtL)

At Belper School, we believe that positive attitudes to learning are fundamental to academic success, personal development and future achievement.

One of the ways we measure our success in achieving our school aims is through students' Attitude to Learning (AtL). AtL grades provide a consistent measure of a student's engagement, effort and commitment to learning. They reflect how well students demonstrate the Be Belper values and classroom expectations, rather than their academic attainment alone.

The more inclusive our provision, the more likely students are to engage meaningfully with their learning. By creating calm, predictable and purposeful classrooms, we enable all students to participate positively and achieve their potential.

To ensure Attitude to Learning grades are meaningful and consistent, teachers assess students against the Be Belper Classroom Expectations. These expectations are directly linked to our school aims and provide a common language for students, staff and parents when discussing learning behaviours and engagement.



CRITERIA	GRADE
Students have met all five of the expectations in **every lesson.**	EXEMPLARY
Students have met all five of the expectations in **most lessons.**	GOOD
Students have met **some** of the expectations in most lessons, or all five of them **occasionally.**	INCONSISTENT
Students have **often failed** to meet some of the expectations in lessons.	NOTICE TO IMPROVE

Attitude to Learning grades are used to celebrate positive engagement, identify students requiring additional support and inform discussions with students and parents.

Where concerns emerge through Attitude to Learning data, appropriate support and intervention will be implemented through the school's graduated behaviour response.

Behaviour incidents and Attitude to Learning grades serve different purposes. Whilst behaviour incidents record specific events, Attitude to Learning reflects a student's overall approach to learning over time.

7. The Be Belper Behaviour System

The Be Belper Behaviour System provides a consistent framework for promoting positive behaviour and responding when behaviour falls below the school's expectations.

The system is designed to:

- promote calm, purposeful classrooms;
- protect every student's right to learn;
- support every teacher's right to teach;
- encourage students to make positive choices;
- provide consistency across the school;
- support students to reflect, improve and succeed.

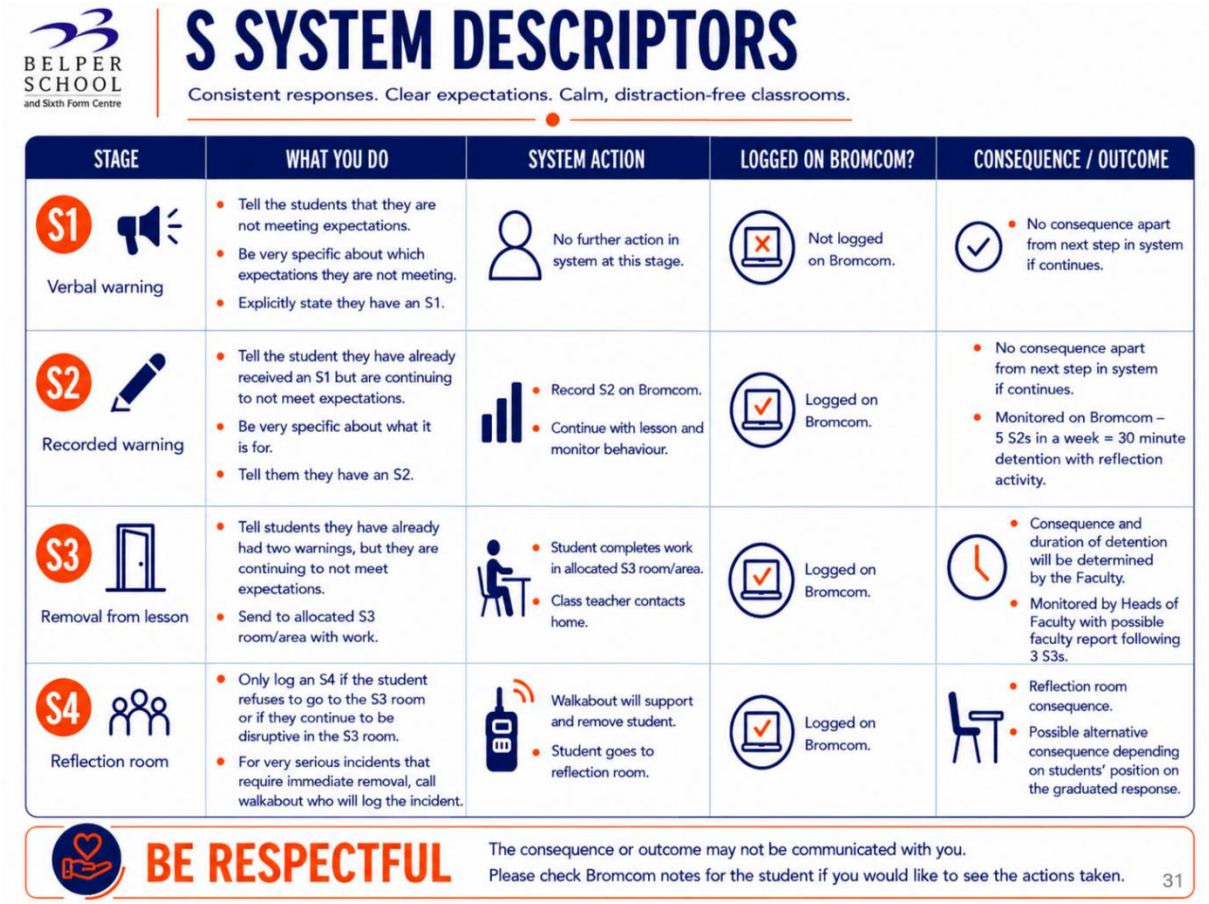
Where appropriate, staff will use positive strategies before issuing a consequence. These may include:

- non-verbal reminders;
- proximity;
- positive praise;
- redirection;
- reminding students of expectations;
- providing an opportunity for students to self-correct.

Where behaviour continues to disrupt learning, staff will apply the Be Belper Behaviour System consistently.

Headteacher's Note

The vast majority of students at Belper School consistently meet our expectations every day. The Be Belper Behaviour System exists to support those occasions when behaviour falls below these expectations and to ensure that all students can learn in a calm, safe and purposeful environment.



S1 – Reminder

An S1 is a clear reminder that behaviour is falling below expectations.

The member of staff will:

- identify the behaviour causing concern;
- remind the student of the expected behaviour;
- provide an opportunity for the student to make a positive choice.

The purpose of an S1 is to support students in successfully returning to learning.

S1s are not recorded.

S2 – Recorded Warning

Where behaviour continues following an S1 reminder, an S2 will be issued.

An S2:

- is recorded on the school's behaviour management system;
- identifies repeated disruption or failure to meet expectations;
- enables behaviour patterns to be monitored over time.

Where a student receives five S2s within a 5 day period, they may receive a 1 hour afterschool detention.

S3 – Removal from Lesson

An S3 is issued where behaviour continues following an S2 or where behaviour significantly disrupts learning.

An S3 will result in:

- removal from the lesson;
- completion of learning in an alternative supervised location;
- recording on the school's behaviour management system;
- a faculty detention;
- communication with parents or carers by the teacher;
- a restorative conversation before returning to the lesson.

Removal from lessons protects the learning of others whilst giving students the opportunity to reflect and reset. The consequence and duration of detention will be determined by the Faculty. If a student receives 3 S3's in a subject they will possibly be put on Faculty report.

S4 – Reflection Room

An S4 is used where behaviour is serious or where students refuse to comply with an S3 removal.

Examples include:

- serious disruption to learning;
- defiance;
- refusal to follow reasonable instructions;
- refusal to work in the S3 room;
- behaviour that significantly impacts the safety or wellbeing of others.

Students will complete their learning within the Reflection Room under staff supervision.

Parents and carers will be informed.

Additional consequences may also be applied where appropriate.

Detentions

Detentions can be issued in and outside of school hours, parents being given at least 24 hours' notice if the student is issues an after school detention. Detentions issued through the Stepped system will take place the following day. These detentions are issued following disruption to learning in the classroom, within the school or local vicinity of the school.

An S3 detention duration will be decided by the Head of Faculty, an S4 detention will last for 1 hour.

Class teacher, tutor, head of year and faculty detentions are issued for, but not limited to, a lack of or poor homework, lack of effort in class, lateness to lessons, lateness to school, organisational issues. These detentions will be recorded on Bromcom for parents/carers to be able to see when their child is receiving a detention.

Detentions may also be issued for, but not limited to, inappropriate corridor conduct, inappropriate language and unwanted physical contact.

If the student does not attend a scheduled detention, it will be upscaled.

If the student does not attend the upscaled detention an R3 (3 hours in the Reflection Room) will commence the next school day, the detention will be reassigned.

Afterschool detentions can be rescheduled at the request of a parent/carer but they will not be cancelled.

Persistent none attendance of detentions is a breach of the Behaviour Policy and will result in a time in the Reflection room, an offsite direction or suspension.

Following this escalated consequence the detentions will be rescheduled.

8. Reflection Room – Reset, Reflect, Return

The Reflection Room provides students with a structured environment in which to reflect upon their behaviour, continue their learning and prepare for a successful return to lessons.

The purpose of the Reflection Room is educational. It enables students to:

- continue learning without disruption;
- reflect on the choices they have made;
- understand the impact of their behaviour on others;
- develop strategies to avoid similar incidents in the future;
- successfully reintegrate into mainstream lessons.

Students are expected to:

- arrive promptly;
- follow all instructions given by staff;
- complete all work set;
- engage respectfully throughout the day;
- complete any reflection activities requested.

The focus the Reflection room is to restore expectations and support the student in making a successful return to learning.

9. Defiance

Belper School expects all students to follow reasonable instructions given by members of staff.

Defiant behaviour undermines the calm, safe and purposeful environment that all members of the school community are entitled to experience.

Examples of defiance include:

- refusing to attend lessons;
- refusing to follow a reasonable instruction;
- refusing to attend or engage appropriately in a detention;
- refusing to comply with the expectations of the Reflection Room;
- leaving lessons without permission;
- truancy;
- persistent refusal to comply with school expectations.

Students displaying defiant behaviour will normally be directed to the Reflection Room.

Where defiance becomes persistent, further intervention may be required. This may include:

- Off-site Direction;
- suspension for persistent breaches of the Behaviour Policy.

The school will always seek to understand the reasons for a student's behaviour and provide appropriate support. However, persistent refusal to comply with reasonable expectations is likely to result in increasingly serious consequences in line with the school's graduated behaviour response.

10. Behaviour Beyond the School Gates

Students are ambassadors for Belper School and are expected to demonstrate the Be Belper values at all times.

The school's expectations for behaviour apply:

- on the school site;
- when travelling to and from school;
- during educational visits, residentials and work experience;
- at sporting fixtures and enrichment activities;
- where students can reasonably be identified as members of the Belper School community.

Students are expected to behave in a manner that reflects positively on themselves, their families and the school.

This includes:

- treating members of the public with courtesy and respect;
- behaving safely and responsibly on public and school transport;
- respecting local businesses and the wider community;
- using social media responsibly where it affects members of the school community.

Behaviour outside school may result in school action where it:

- affects the safety or wellbeing of another student or member of staff;
- could adversely affect the orderly running of the school;
- brings, or is likely to bring, Belper School into disrepute.

Examples may include:

- abusive or threatening behaviour towards members of the public;
- anti-social behaviour;
- bullying or intimidation;
- unsafe behaviour whilst travelling to and from school;
- misuse of social media;
- criminal or discriminatory behaviour.

Consequences for putting the school in disrepute may include Reflection Room, suspension or, in the most serious cases, permanent exclusion.

11. Mobile Phones and Electronic Devices

Belper School recognises that mobile phones are an everyday part of modern life. However, they also have the potential to distract from learning, compromise safeguarding and negatively impact the wellbeing of others.

To support calm, distraction-free classrooms, students are expected to ensure that mobile phones, smart watches and other personal electronic devices are switched off and locked in their locker throughout the school day unless a member of staff has given permission for educational purposes or exceptional circumstances.

Students must not:

- use mobile phones or smart watches during lessons or social times;
- photograph, film or record another member of the school community without their consent;
- access or share inappropriate material;
- use electronic devices to bully, intimidate, harass or threaten others.

Where a student breaches these expectations, staff may confiscate the device.

Persistent refusal to hand over a mobile phone, or refusal to comply with a reasonable request from a member of staff, will be treated as defiance and is likely to result in placement in the Reflection Room.

Serious misuse of mobile phones, including incidents involving safeguarding, bullying or the sharing of inappropriate images, may result in suspension and referral to external agencies where appropriate.

Exceptions for special circumstances and for sixth-form students.

There are occasions when a student can have a mobile device on their person during the school day

- Students who require access to a mobile phone based on personal medical conditions, for example, students with diabetes who use their phones to monitor their blood sugar
- Sixth-form students

Sixth-form students are allowed access to their mobile phones during the school day, to reflect their increased independence and responsibility, but must not compromise our policy on the use of mobile phones for other students.

Consequences

If a student fails to switch off their mobile phone and secure it in their locker, the device will be confiscated and the student will receive a 30-minute after-school detention. On this first occasion, the student may collect their phone at the end of the school day.

If the same incident occurs a second time, the student will receive a 60-minute after-school detention and the mobile phone will again be confiscated. In this instance, a parent or carer must attend the school during office hours to collect the device at their earliest convenience. If a parent or carer is unable to collect the phone promptly, it will be stored securely by the school until it can be collected. The student will not be permitted to retrieve the confiscated device themselves.

Schools are permitted to confiscate phones from students under sections 91 and 94 of the Education and Inspections Act 2006)

Headteachers can confiscate mobile phones and similar devices for the length of time they deem proportionate, according to the DfE's guidance on mobile phones in schools)

The school recognises that certain behaviours involving mobile phones may constitute criminal conduct. The school treats such matters with the utmost seriousness and will involve the police or other relevant agencies where appropriate.

Such conduct includes, but is not limited to:

- The consensual or non-consensual sharing of nude or semi-nude images or videos ("sexting")
- Upskirting
- Threats of violence or assault
- Abusive calls, emails, text messages or social media posts directed at an individual on the basis of their ethnicity, religious beliefs or sexual orientation

Loss, theft or damage

Students bringing mobile phones to school must ensure that the phones are appropriately stored securely in the lockers provided when not in school.

Students must secure their mobile phones as much as possible, including using passwords or pin codes to protect access to the phone's functions. Staff must also secure their personal phones, as well as any work phone provided to them. Failure by staff to do so could result in data breaches.

The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

Confiscated phones will be stored in the school office in a secure location.

Lost phones should be returned to the school office. The school will then attempt to contact the owner.

12. Searching, Screening and Confiscation

Belper School has a statutory duty to safeguard the welfare of all members of the school community. Where there are reasonable grounds to suspect that a student is in possession of a prohibited or banned item, the school reserves the right to search the student and/or their possessions in accordance with current statutory guidance.

Searches may be undertaken where there are reasonable grounds to suspect that a student is in possession of items including, but not limited to:

- knives or offensive weapons;
- illegal drugs or suspected controlled substances;
- alcohol;
- stolen items;
- tobacco products, vapes or vaping paraphernalia;
- fireworks or other prohibited items;
- pornographic images;
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Where there are reasonable grounds to suspect that a mobile phone or other electronic device contains evidence of a safeguarding concern, criminal offence, inappropriate images or material that may cause harm to another person, authorised members of staff may examine the content of the device where there is a lawful and justifiable reason to do so, in accordance with the Department for Education's *Searching, Screening and Confiscation* guidance.

Any prohibited items found during a search will be dealt with appropriately and may be confiscated, retained, disposed of or handed to the Police where required. Parents or carers will normally be informed where a search has taken place and appropriate follow-up action will be taken in accordance with this policy.

13. Bullying

Belper School is committed to providing a safe, inclusive and respectful environment where everyone feels valued and able to learn.

Bullying is behaviour that is deliberately repeated over time and intended to hurt another person physically or emotionally.

Bullying can take many forms, including:

- physical bullying;
- verbal bullying;
- emotional bullying;
- social exclusion;
- cyberbullying;
- prejudice-related bullying, including racist, sexist, homophobic, biphobic, transphobic and disability-related bullying.

All reports of bullying will be taken seriously.

Students are encouraged to report bullying to any member of staff. Parents and carers should contact the school if they believe their child is experiencing bullying.

The school will:

- investigate all reported incidents promptly;
- support the student experiencing bullying;
- work with those responsible to change behaviours;
- communicate with parents and carers where appropriate;
- record and monitor incidents;
- apply appropriate consequences.

Where appropriate, restorative approaches, education and targeted interventions will be used alongside consequences to reduce the likelihood of repeated behaviour.

Bullying is a serious breach of the school's expectations and may result in Reflection Room, suspension or, in exceptional circumstances, permanent exclusion.

14. Behaviour Support, SEND and Reasonable Adjustments

Belper School is committed to ensuring that all students are supported to achieve success.

The school recognises that behaviour may, at times, be influenced by a student's Special Educational Needs and Disabilities (SEND), communication needs, social, emotional or mental health needs, safeguarding concerns or other individual circumstances.

The behaviour policy applies to all students, in accordance with the Equality Act 2010 and the SEND Code of Practice, the school will make reasonable adjustments where appropriate to enable students to meet the school's behaviour expectations.

Support may include:

- pastoral mentoring;
- one-to-one intervention;
- adapted classroom strategies;
- Reflection Room support;
- external agency involvement;

Behaviour expectations apply to all students. However, support will always be personalised according to individual need and behaviour decisions will take account of:

- safeguarding;
- SEND;
- disability;
- individual circumstances;
- previous interventions.

Where appropriate, staff will work closely with parents, carers and external agencies to ensure that behaviour support is coordinated and effective.

15. Safeguarding

Belper School recognises that behaviour and safeguarding are closely linked.

Changes in behaviour may indicate that a student requires additional support or protection.

All staff have a responsibility to report safeguarding concerns immediately in accordance with the school's Safeguarding and Child Protection procedures.

Behaviour concerns will always be considered alongside wider contextual information, including:

- attendance;
- peer relationships;
- mental health;
- online activity;
- exploitation;
- domestic abuse;
- child-on-child abuse;
- criminal or sexual exploitation.

Where safeguarding concerns are identified, the welfare of the child will always remain paramount.

Behaviour interventions and safeguarding support will often run alongside one another to ensure students receive the right support at the right time.

16. Suspension

Belper School is committed to supporting every student to achieve success. Suspension is a serious consequence and will only be used where it is lawful, reasonable, proportionate and necessary.

The Headteacher has the statutory authority to suspend a student where:

- there has been a serious breach of this Behaviour and Relationships Policy;
- allowing the student to remain in school would seriously harm the education or welfare of the student or others; or
- there have been persistent breaches of the school's behaviour expectations despite appropriate support and intervention.

Before making a decision, the Headteacher will consider:

- the individual circumstances of the incident;
- any Special Educational Needs and Disabilities (SEND);
- safeguarding considerations;
- whether reasonable adjustments have been made where appropriate;
- previous behaviour and interventions;
- whether suspension is a proportionate response.

Suspension may be considered for behaviour including, but not limited to:

- serious violence or assault;
- threatening or abusive behaviour;
- persistent defiance;
- serious bullying or discriminatory behaviour;
- possession of prohibited or illegal items;
- drug or alcohol related incidents;
- serious misuse of technology;
- malicious activation of the fire alarm;
- behaviour that places others at significant risk.

The school will always seek to work in partnership with parents and carers before, during and following any suspension.

17. Reintegration Following Suspension

Belper School believes that every student deserves the opportunity to make a positive and successful return following a suspension.

A reintegration meeting will normally take place before the student returns to school.

The purpose of the meeting is to:

- rebuild positive relationships;
- reflect upon the incident;
- identify any underlying factors contributing to the behaviour;
- agree strategies to prevent recurrence;
- ensure appropriate support is in place.

The meeting will normally include:

- the student;
- parents or carers;
- the Head of Year;
- a senior member of staff;
- other staff or professionals where appropriate.

Where appropriate, students may return with additional support including:

- Faculty, Green, Yellow, Orange or Red Reports;
- pastoral intervention;
- one-to-one support;
- reasonable adjustments;

Successful reintegration relies upon a strong partnership between the student, parents or carers and the school. By working together, we aim to ensure every student is supported to make a positive return to learning.

18. Off-site Direction

Belper School recognises that a student may benefit from attending an alternative educational setting for a temporary period whilst remaining on roll at Belper School.

An **off-site direction** is a behaviour intervention designed to improve behaviour, engagement and educational outcomes. It is intended to prevent further escalation and support a student's successful return to Belper School. It forms part of the school's graduated behaviour response where previous interventions have not secured sustained improvement.

An Off-site Direction may be considered where:

- interventions have not secured sustained improvement in behaviour;
- there has been a persistent pattern of behaviour that places the student at risk of suspension or permanent exclusion;
- additional specialist support or a different educational environment is required;
- a student's behaviour is preventing them or others from accessing education successfully;
- it is considered to be in the best interests of both the student and the wider school community.

The headteacher may determine that an off-site direction is the most appropriate next step to support the student in remaining within mainstream education.

Throughout an off-site direction, the student remains on roll at Belper School. The school retains responsibility for the student's education, attendance, safeguarding and welfare and will work closely with the alternative provider to monitor progress.

In accordance with statutory guidance, parents or carers (or the student if aged 18 or over, and the local authority where appropriate) will receive written notification of the Off-site Direction no later than two school days before the placement begins, unless exceptional circumstances apply.

The written notification will include:

- the reasons for, and objectives of, the placement;
- the name and address of the alternative provider;
- the person the student should report to on arrival;
- the start date and duration of the placement;
- the times of attendance required;

The Headteacher reserves the right to review or end an off-site direction where circumstances change or where continuation of the placement is no longer appropriate.

An off-site direction is intended to provide students with the opportunity to reflect upon their behaviour, engage positively with learning in an alternative setting and develop the skills, attitudes and behaviours necessary for a successful return to Belper School.

It is the parents and carers responsibility to take their child to the offsite direction school. The offsite direction will commence from the first day the student attends and the full duration must be completed prior to the students return to Belper school.

19. Reintegration Following an Off-site Direction

Before returning to Belper School, a reintegration meeting will take place involving the student, parents or carers and relevant school staff.

The purpose of the meeting is to:

- review progress made during the placement;
- identify any remaining barriers;
- review expectations;
- establish clear communication between home and school.

Support following reintegration may include:

- pastoral support;
- Behaviour Reports;
- external agency involvement.

Belper School believes that successful reintegration is achieved through partnership. By working collaboratively with students, families and professionals, we aim to provide every student with the opportunity to succeed.

20. Managed Moves

In exceptional circumstances, a Managed Move may be considered where it is in the best interests of the student.

A Managed Move is a voluntary agreement between schools, parents or carers and the student to transfer permanently to another mainstream school.

Managed Moves will only be considered:

- after appropriate support and intervention has been implemented;
- where all parties agree;
- where it is considered to be in the student's best educational interests.

Managed Moves will not be used as an alternative to Permanent Exclusion where the legal threshold for exclusion has been met.

The school will work closely with all stakeholders to ensure a successful transition where a Managed Move is agreed.

The School Admissions Code must be followed for managed moves

The guidance clarifies that managed moves must comply with the School Admissions Code (unless the student has an education, health and care (EHC) plan). This means that:

Managed moves cannot bypass normal admissions rules. The admission authority must apply its published oversubscription criteria. A student cannot jump ahead of others on a waiting list unless they meet the criteria more closely

21. Off-Rolling

Belper School is committed to ensuring that all decisions relating to student placement, suspension, off-site direction, managed moves and permanent exclusion are made in the best interests of the student and in accordance with statutory guidance.

The school will not engage in off-rolling. Off-rolling is unlawful and occurs when a student is removed from the school roll, or encouraged to leave the school, primarily in the interests of the school rather than the needs of the student.

Belper School will not:

- encourage parents or carers to remove their child from the school roll to improve the school's outcomes or performance;
- encourage a student to move to another school unless this is through a properly agreed Managed Move or another lawful process that is demonstrably in the student's best interests;
- retain a student on roll while preventing them from attending school without a lawful suspension, off-site direction or permanent exclusion;
- use alternative provision or off-site direction as a means of unlawfully removing a student from mainstream education.

Any decision relating to a student's education will be lawful, transparent and centred on securing the best possible educational and welfare outcomes for the individual student.

22. Permanent Exclusion

Permanent Exclusion is the most serious consequence available to a Headteacher and will only be used where the legal threshold has been met.

A Permanent Exclusion may be considered where:

- there has been a serious breach of this Behaviour and Relationships Policy; and/or
- allowing the student to remain in school would seriously harm the education or welfare of the student or others.

Examples may include, but are not limited to:

- serious violence;
- possession or supply of illegal drugs;
- possession of offensive weapons;
- sexual violence;
- serious safeguarding concerns;
- repeated serious breaches of this policy despite extensive support and intervention.

All decisions regarding Permanent Exclusion will be made in accordance with current statutory guidance.

23. Monitoring and Review

The Headteacher is responsible for monitoring the implementation and effectiveness of this policy.

Behaviour data, Attitude to Learning information, suspensions, attendance, bullying incidents and other relevant information will be reviewed regularly to ensure that:

- behaviour expectations are applied consistently;
- students receive appropriate support;
- groups of students are not disproportionately affected;
- the policy continues to promote positive outcomes for all members of the school community.

The Governing Body will review this policy if required following changes to legislation or statutory guidance.

Be Belper

At Belper School, we believe that every student can learn, improve and succeed. By working together with students, families and the wider community, we will continue to create a school where expectations are high, relationships are positive and every member of our school is encouraged to Be Curious, Be Respectful, Be Resilient and Be Confident.

Above all, we encourage everyone to Be the Best Version of Yourself. Every Classroom. Every Student. Every Day.

24. Linked Policies

This policy should be read alongside:

- Child Protection Policy and Safeguarding Policy
- Attendance and Absence Policy
- SEND Policy
- Online Safety Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Equality Information and Objectives
- Staff Code of Conduct

Appendix A – Examples of Behaviour and Likely Consequences

This list shows the typical consequences applied for different types of behaviour.

When deciding upon an appropriate consequence, the school will consider the context of the incident together with any mitigating or aggravating factors. Where behaviour is repeated, the consequence will normally escalate in line with the school's graduated behaviour response.

This list is intended as guidance only and is not exhaustive.

Typical Consequence	**Examples of Behaviour**
Reflection Room	• Bullying of other students • Defiance of staff • Discriminatory language towards students with protected characteristics • Disruption to lessons • Dress code breach • Inappropriate IT use • Inappropriate language, including swearing • Repeated lateness to school • Online abuse of other students • Misuse of a mobile phone • Physical aggression towards another student • Possession or use of a vape • Sexually abusive language • Minor vandalism of school property • Verbal abuse of another student
Suspension	• Repeated or serious bullying of other students • Repeated or serious defiance of staff • Repeated or serious discriminatory language towards students with protected characteristics • Discriminatory aggressive behaviour towards students with protected characteristics • Repeated or serious disruption to lessons • Repeated or serious inappropriate IT use • Repeated or serious online abuse of other students • Possession of illegal items (see Permanent Exclusion section) • Misuse of a mobile phone causing actual or potential distress, harm or significant embarrassment • Physical aggression towards a member of staff (may result in Permanent Exclusion) • Repeated or serious physical aggression towards another student • Sexually abusive behaviour • Repeated or serious sexually abusive language • Theft from the school • Vandalism of school property • Repeated or serious verbal abuse of another student • Verbal, online abuse of, or threats towards staff

Appendix B – Misuse of the Fire Alarm

Deliberately setting off the fire alarm causes significant disruption to the school, can undermine the school's fire safety procedures, and will cause disruption to the whole school community and could cause trauma to individual students. This act is thoughtless and has a significant impact on lessons and learning.

As such, anyone caught deliberately setting off the fire alarm without good reason and without significant mitigating circumstances is likely to be permanently excluded from school.