

Behaviour Policy

Name of Unit/Premises/Centre/School	The Toynbee School
Date of Policy Issue	Summer 2026
Date of Policy Review	Summer 2027
Name of Responsible Manager	Deputy Headteacher
Governors' Sub-Committee	Welfare & Guidance
Statutory/Non-statutory	Statutory
Published to Website (Internal/External)	External

1. Ethos and Policy Statement

- 1.1 The Government grants schools the powers they need to provide a safe, structured and respectful environment in which teachers can teach and pupils can learn. The objective of the Toynbee School Behaviour Policy is to develop a culture of mutual 'Respect', built on shared beliefs, values and strong relationships between all stakeholders. The policy details the routines and expectations that are essential to enable pupils to learn, teachers to teach, and all members of the community to remain safe. Furthermore, the policy outlines how pupils can learn, be successful, develop their character and achieve their personal best.
- 1.2 Toynbee School believes that positive pupil behaviour is achieved by:
 - 1.2.1 Developing in all pupils a sense of self discipline and acceptance of personal responsibility for their own actions
 - 1.2.2 Teachers developing positive relationships with pupils through the explicit teaching and encouragement of positive behaviour
 - 1.2.3 Teachers recognising and celebrating positive behaviour and addressing behaviour that does not meet the **Toynbee Expectations (Appendix A)**.
 - 1.2.4 Using a clear Code of Conduct (**The Toynbee Expectations - Appendix A**), which is familiar to everyone, with rules that are fair and easily understood, and the consequences of positive and negative behaviour clear and transparent.
 - 1.2.5 Fostering an ethos of mutual respect and providing a safe environment where all pupils relate well to other members of the school community, allowing effective learning to take place.
 - 1.2.6 Teaching pupils to become responsible citizens who aspire to be successful.
 - 1.2.7 The school, parents and pupils working in partnership to ensure all children are able to achieve their 'Personal Best'

2. Legislation, statutory requirements and statutory guidance

- 2.1 This policy is based on the following legislation and advice from the Department for Education (DFE)

[Behaviour in Schools - Advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education, September 2026](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026](#)

[Mobile phones in schools - February 2026](#)

[Restrictive interventions, including use of reasonable force, in schools 2026](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Roles and Responsibilities

3.1 The Governing Board is responsible for:

- 3.1.1 In conjunction with the Senior Leadership Team, ensuring that the Toynbee Behaviour Policy promotes the desired behaviours expected at Toynbee School, as outlined in the Ethos and Policy statement (Section 1)
- 3.1.2 Monitoring the effectiveness of the Behaviour Policy (through the Welfare and Guidance Sub-Committee), ensuring the policy is reviewed and approved on an annual basis.
- 3.1.3 Ensuring the Behaviour Policy is communicated to all parents and pupils, is non-discriminatory and is clear in its expectations.
- 3.1.4 Supporting the school in maintaining high standards of behaviour from pupils.

3.2 The Headteacher and Senior Leadership Team are responsible for:

- 3.2.1 Reviewing and updating the Behaviour policy on an annual basis, in conjunction with the Welfare and Guidance Sub-Committee.
- 3.2.2 The implementation and day-to-day management and review of the Behaviour Policy
- 3.2.3 Ensuring that the policy is implemented consistently by staff with all groups of pupils, and regular reviews of behaviour incidents.
- 3.2.4 Providing all staff with clear guidance (**A Culture of Respect and Belonging; Guiding Principles for Staff (Appendix B)**) regarding the school's behavioural culture, expectations and routines, including how best to support all pupils to meet the **Toynbee Expectations (Appendix A)**.
- 3.2.5 Ensuring the policy works alongside the Child Protection and Safeguarding policies, providing pupils with recognition for their achievements, sanctions for poor behaviour and support when appropriate.
- 3.2.6 Offering appropriate training in developing positive relationships with all pupils, de-escalation strategies, the application of restorative practice, and the impact of special educational needs and disabilities (SEND) and mental health needs on pupils' behaviour, so all staff can fulfil their duties set out in this policy.
- 3.2.7 Providing all parents with clear guidance (**A Culture of Respect and Belonging; Guiding Principles for Parents (Appendix C)**) regarding the school's behavioural culture, expectations and routines, including how best to support their child to meet the **Toynbee Expectations (Appendix A)**.

3.3 All Toynbee School staff are responsible for:

- 3.3.1 Ensuring that all elements of the Behaviour Policy and associated processes and procedures are followed, and consistently and fairly applied at all times.
- 3.3.2 Creating and contributing towards the whole school culture of 'Respect', through following **A Culture of Respect and Belonging; Guiding Principles for Staff (Appendix B)**

- 3.3.3 Addressing and - where appropriate - reporting all incidents where pupils have not met the Toynbee Expectations, **Toynbee Expectations (Appendix A)** and any incidents relating to safeguarding, via the appropriate channels as soon as is practically possible.
- 3.3.4 Teachers are responsible for managing classroom behaviour and will follow the **Classroom Behaviour Stages (Appendix D)** and the **Managing Classroom Behaviour (Appendix E)**.
- 3.3.5 All staff are responsible for managing pupil outside of lessons, including breaktime and lunchtime and will follow the **School Wide Behaviour Stages (Appendix F)** and the **Managing Behaviour outside of the classroom (Appendix G)**
- 3.4 All Toynbee Pupils are responsible for:
 - 3.4.1 Taking responsibility for their behaviour, aspiring to achieve their 'Personal Best'.
 - 3.4.2 Following the Pupil Code of Conduct (Section 4) and the **Toynbee Expectations (Appendix A)** at all times.
 - 3.4.3 Creating and contributing towards the whole school culture of 'Respect', including participating in restorative meetings with all staff to solve any problems that may arise.
- 3.5 Parents will be expected and encouraged to:
 - 3.5.1 Support their child in following the Toynbee Behaviour Policy, in line with **A Culture of Respect and Belonging; Guiding Principles for Parents (Appendix C)**
 - 3.5.2 Work in partnership with the school to maintain high standards of pupil behaviour.
 - 3.5.3 Inform the school of any change in circumstances which may affect their child's behaviour or wellbeing.
- 4. **The Pupil Code of Conduct**
 - 4.1 **The Toynbee Expectations (Appendix A)** will be taught to all pupils, and all pupils will be expected to learn and adhere to these.
 - 4.2 All pupils will be taught and expected to follow the **Classroom Behaviour Stages (Appendix D)**.
 - 4.3 In line with **The Toynbee Expectations (Appendix A)** and the **Classroom Behaviour Stages (Appendix D)**, the school will teach and expect all pupils to:
 - 4.3.1 Always be respectful and aspire to achieve their 'Personal Best'
 - 4.3.2 Follow and adhere to all aspects of the Pupil Code of Conduct and the **Toynbee Expectations (Appendix A)**
 - 4.3.3 Attend school on time, and be punctual to all lessons, including registration.
 - 4.3.4 Arrive to school prepared and fully equipped each day.
 - 4.3.5 Wear the correct school uniform and act as ambassadors for themselves and the school.
 - 4.3.6 Use respectful language and always tell the truth.
 - 4.3.7 Follow the requests and instructions of all staff, completing all reasonable tasks assigned to them in relation to their education.
 - 4.3.8 Listen to, and respect peers, teachers and all members of the school community.
 - 4.3.9 Not disrupt the learning of other pupils, including learning taking place in other classrooms.
 - 4.3.10 Not engage in any form of bullying, including but not limited to physical, prejudicial, cyber-related, sexualised or discriminatory bullying. (See Anti Bullying Policy)
 - 4.3.11 Ensure there are no incidents of excessive or aggressive physical contact or intimidatory behaviour.
 - 4.3.12 Ensure there are no incidents of sexual violence, sexual harassment, harmful sexual behaviour, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content. Toynbee School has a zero-tolerance approach in accordance with [Keeping Children Safe in Education, September 2025, Department for Education](#)
 - 4.3.13 Only bring Mobile Phones and Watches to school that are not able to access the internet. These phones must be stored in bags (not blazers or pockets) and not be seen, switched on or used on the school premises at any time, unless directed by a member of staff.
 - 4.3.14 Not bring into school, be in possession of, under the influence of, or supply any prohibited items. The prohibited items are defined as:

- Smart phones, smart watches or any device that can be used to access the internet (unless a pupil requires access to a device for medical reasons, which has been agreed with the school as part of an Individual Healthcare Plan)
 - knives or weapons
 - alcohol
 - illegal drugs
 - psychoactive drugs
 - any stolen items
 - tobacco, vapes, lighters, cigarette papers or any smoking paraphernalia
 - any items related to the preparation or consumption of nicotine, drugs or alcohol
 - fireworks
 - pornographic images
 - any items that are likely to be used to: commit an offence, cause personal injury to, or damage to the property of, any person.
 - any other items as defined as such from time to time or as outlined in the Substance Misuse and Drugs Policy or by [Searching, screening and confiscation: advice for schools, July 2022, Department for Education](#)
- 4.3.15 Act in a safe manner at all times, ensuring the safety of members of the school community is not put at risk.
- 4.3.16 Take pride in the school site, keeping it free from litter, graffiti and damage.
- 4.3.17 Maintain the school's good reputation at all times, including not making any negative comments, images or videos about other pupils, members of staff or the school in general (in line with the [Online Safety Policy](#)), including using any device to create, record, send, share or upload any content relating to the school, staff or pupils.

5. The Management of Behaviour

- 5.1 Staff will maintain fair and consistent discipline strategies and sanctions in accordance with the guidelines set out in this Policy, in **Section 149 of the Equality Act 2010** and the **Department for Education, Behaviour in Schools Document (February 2024)**.

[Equality Act 2010, Section 149](#)

[Behaviour in Schools, February 2024, Department for Education](#)

6. Rewarding and Recognising Positive Behaviour

- 6.1 Toynbee School understands that recognising and celebrating positive attitudes to learning is an effective strategy for motivating pupils and promoting an atmosphere of mutual respect. The school is committed to promoting and celebrating good behaviour through a range of strategies. The strategies below are not an exhaustive list:
- 6.1.1 Verbal and written praise
 - 6.1.2 Telephone calls, emails and letters/postcards home
 - 6.1.3 Recognising pupils' achievements and positive attitudes to learning through the awarding of Proud Points (PPs)
 - 6.1.4 Subject, Guidance Manager, and Headteacher recognition certificates
 - 6.1.5 'Subject Stars' and other similar awards published in the Newsletter
 - 6.1.6 Headteacher's Newsletter
 - 6.1.7 Celebration events and recognition in assemblies for those pupils who continue to display good behaviour, attitude and attendance
 - 6.1.8 Model Pupil and Pupil 'Shout Out' Awards
 - 6.1.9 Attendance Awards
 - 6.1.10 Annual Awards Events and Celebration Trips

7. The Management of Classroom Behaviour

- 7.1 It is everyone's responsibility to ensure that classrooms are respectful places where teachers can teach, pupils can learn, and everyone feels safe. **The Toynbee Expectations (Appendix A)** will be displayed in all classrooms and certain corridors and noticeboards. **The Toynbee Expectations (Appendix A)** will be explained to all pupils in lessons, tutor times and assemblies.
- 7.2 **The Classroom Behaviour Stages (Appendix D)** works on the principle that it is the classroom teacher who must take primary responsibility for his/her classroom management. Teachers will employ behaviour management techniques focused on building positive relationships, maximising pupil learning and minimising disruption. Through regular training teachers will be provided with clear guidance regarding the school's behavioural culture, expectations and routines, including how best to support all pupils to meet the **Toynbee Expectations (A Culture of Respect and Belonging; Guiding Principles for Staff (Appendix B))**. Teachers will be expected to follow the **Managing Classroom Behaviour (Appendix E)** to ensure that effective learning can take place and reduce the possibility of potential issues escalating.
- 7.3 Where pupils' behaviour falls below the standard expected outlined in **The Toynbee Expectations (Appendix A)**, teachers are expected to consistently apply the **Classroom Behaviour Stages (Appendix D)**. Teachers should familiarise themselves with this process following the stages in a consistent manner. Teachers should ensure they are aware of any SEN or Pastoral needs familiarising themselves with the Pupil Information Plan (Pupil Passports) for pupils in their classes and any additional information shared with staff, applying appropriate strategies as required.
- 7.4 In the event of a pupil failing to engage with a Restorative Conversation, the incident will either be escalated to the next step on the **Managing Classroom Behaviour (Appendix E)** or the pupil will be supervised in the Reset Room so that a Restorative Conversation can take place. The Senior Leadership Team will make the decision for a pupil to work in the Reset Room.
- 7.5 Staff will record all relevant behavioural incidents and meetings on the school's management information system (Arbor). The Head of Department, Guidance Manager and Senior Leadership Team will monitor Arbor for behavioural trends and patterns to assist with planning pupil intervention strategies.
- 7.6 In the event of extreme or persistent poor classroom behaviour (for example, but not limited to, the verbal or physical abuse of staff/aggressive behaviour/refusal to carry out a reasonable request), the teacher will call for a Guidance Manager or a member of the Senior Leadership Team via the 'On Call' Protocol to assist and de-escalate the situation. The Guidance Manager or a member of the Senior Leadership Team will then investigate the incident, inform parents and if appropriate, a reasonable and proportionate sanction will be applied. During the investigation of an incident, it may be appropriate to ask pupils and staff to write their account of what they believed to have happened. This is a neutral act and undertaken to help the school to ascertain what happened.
8. **Management of School Wide Behaviour:**
 - 8.1 In the event of an incident outside of the classroom whereby a pupil fails to adhere to **The Toynbee Expectations (Appendix A)** and the Pupil Code of Conduct (as outlined in this Policy under Section 4), all staff will be expected to address the matter as detailed in the **School Wide Behaviour Stages (Appendix F)** and the **Managing Behaviour outside of the classroom (Appendix G)**
 - 8.2 Depending on the severity of the incident, the Guidance Manager or a member of the Senior Leadership Team will investigate the incident, inform parents as soon as is reasonably practical and where appropriate, apply a reasonable and proportionate sanction taking into consideration any appropriate contextual information and in line with the steps outlined in the document titled **Managing Behaviour outside of the classroom (Appendix G)**.
 - 8.3 During the investigation of an incident, it may be appropriate to ask staff and/or pupils to write their account of what they believed to have happened. This is a neutral act and undertaken to help the school to ascertain what happened.

- 8.2 In all cases of serious misconduct, (including behaviour outside of school premises as outlined in the [Behaviour in schools, February 2024, Department for Education](#)), the school will consider whether the Police, Children Services or the Local Authority should be notified of the incident and whether any subsequent appropriate disciplinary action should be taken by the school in line with the Behaviour Policy. The Police and Parents/Carers will always be informed where a pupil's behaviour is criminal or poses a serious threat to peers, staff or members of the public.
9. **Management of cases of child-on-child abuse, sexual harassment and sexual violence:**
- 9.1 The school will ensure that all incidents of child-on-child abuse, sexual harassment and/or violence are always addressed and followed up in line with school policies and in conjunction with external agencies where appropriate. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be to their Tutor, Guidance Manager, any member of staff or via the [I Need to Talk](#) section of the Toynbee website.
- 9.2 All staff are required to report all matters of child-on-child abuse, sexual harassment and sexual violence to the Toynbee Safeguarding Form or to safeguardingteam@toynbee.hants.sch.uk. The matter will then be followed up by the DSL in line with our safeguarding policies and procedures, outlined in the Safeguarding and Child Protection Policy. The matter may be dealt with internally, referred to Children's Services and/or the Police.
10. **The Application of Disciplinary Sanctions:**
- 10.1 The School understands that the use of sanctions must be reasonable, proportionate and take into consideration any appropriate contextual information in line with the [Behaviour in schools, February 2024, Department for Education](#) p17
- Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil*
- 10.2 Staff and pupils are made aware of sanctions used by the school through this Policy (available on the Toynbee School website via <https://www.toynbee.hants.sch.uk/policies>), via the **Classroom Behaviour Stages (Appendix D)** on display in classrooms and through assemblies and other relevant channels. The school has the following range of disciplinary sanctions that may be implemented by staff. (It should be noted that the sanctions below are not necessarily incremental, for example a first offence could lead to any of the sanctions listed below)
- 10.2.1 A 'Final Reminder'
 - 10.2.2 Requesting that the pupil moves to another seat in the class
 - 10.2.3 Temporary move to another class or office (for example working in 'another room' or a member of staff's office)
 - 10.2.4 Teacher Restorative Conversation (R1)
 - 10.2.5 Teacher & Guidance Manager Restorative Conversation (R2)
 - 10.2.6 Teacher & Head of Department Restorative Conversation (R3)
 - 10.2.7 Senior Leader Restorative Conversation (R4)
 - 10.2.8 Senior Leader Review Meeting (SRM)
 - 10.2.9 Guidance Manager Restorative Conversations (RG 1-4)
 - 10.2.10 Temporary/Permanent change of class, tutor group or subject
 - 10.2.11 Strategies outlined on the Pupil Passport or Risk Assessment, superseding the Classroom Behaviour Stages
 - 10.2.12 Contact or meetings with Parents
 - 10.2.13 Confiscation of prohibited items, including Smart phones/watches.
 - 10.2.14 Removal from School events, sports fixtures or off-site visits
 - 10.2.15 Removal of privileges, for example Prefect status or House Captain
 - 10.2.16 Removal from Break or Lunchtime
 - 10.2.17 Reset Room

- 10.2.18 Referral to the on-site pupil support unit – ‘The Hub’ or ‘The Lodge’
- 10.2.19 Direction off site for education to another school or alternative provision, to help improve behaviour
- 10.2.20 Suspension
- 10.2.21 Referral to Alternative Provision (off-site)
- 10.2.22 Governors Disciplinary Panel
- 10.2.23 Permanent Exclusion

- 10.3 Parents/Carers will be given at least 24 hours’ notice of Restorative Conversations that are scheduled to take place outside of school hours unless parental approval can be gained by telephone earlier (e.g. on the same day). Parents/Carers will be informed of all serious sanctions as soon as is reasonably practical. A reintegration or readmission meeting with pupils, parents and staff will always be sought following a serious sanction.
- 10.4 Where behavioural issues give cause to suggest that a pupil is suffering or is likely to suffer significant harm, the School's Safeguarding and Child Protection procedures will be followed.

11. Suspension and Permanent Exclusion:

- 11.1 The school operates within the principles of fairness and natural justice. Where appropriate, the school will liaise with the Local Authority Inclusions Officer to ensure that due process has been followed. The school will follow DfE and Local Authority guidance on Suspensions as detailed below:

[Suspension and Permanent Exclusion from maintained schools, August 2024, Department for Education](#)

12. Searching, Screening and Confiscation:

- 12.1 This policy should be read in conjunction with the Toynbee Substance Misuse and Drugs Education Policy.
- 12.2 The School follows DFE guidance as detailed below:

[Searching, Screening and Confiscation, July 2022, Department for Education](#)

This guidance authorises staff to search pupils, without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are defined in the DFE Guidance (Page 17-20) and under section 4.2.13 of this policy.

- 12.3 Staff will follow the procedures for Searching Pupils as outlined in Appendix I – Staff Protocol for conducting a search of Pupils and Appendix J – Pupil Search Consent Form

13. The use of Mobile Phones in school

- 13.1 The school will follow the [DFE: Mobile phones in schools - February 2026](#) guidance. This will be communicated at least annually to pupils, parents and staff.
- 13.2 Pupils are only permitted to bring Mobile Phones and Watches to school that are not able to access the internet. These phones must be stored in bags (not blazers or pockets) and not be seen, switched on or used on the school premises at any time, unless directed a member of staff.
- 13.3 Smart phones, smart watches or any device that can be used to access the internet are prohibited items (unless a pupil requires access to a device for medical reasons, which has been agreed with the school as part of an Individual Healthcare Plan).
- 13.4 Staff will be expected to consistently enforce this policy by reporting pupils that are seen using their mobile phones to the Pastoral Team.

- 13.5 Staff should not use their own smart phone, smart watch or any device that can be used to access the internet for personal reasons in front of pupils during the school day.
- 13.6 Parents will be informed when their child has been reported for using their mobile phone.
- 13.7 The school will issue sanctions as outlined in section 10.2, when a pupil is in breach of this policy. Where a mobile phone is seen by a member of staff, staff will follow the process for Searching, Screening and Confiscation as outlined in section 11.0
14. **The Use of Restrictive Physical Intervention and Reasonable Force:**
- 14.1 The School follows the DFE guidance [DFE: Use of reasonable force and other restrictive interventions guidance, 2026](#). The school's policy on Restrictive Physical Intervention outlines the school's responsibilities and approach.
- 14.2 Staff must immediately report the use of restraint, physical intervention or reasonable force via the online Safeguarding Reporting Form.
15. **Malicious Allegations:**
- 15.1 Where a pupil is found to have made an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious (See the Pupil Code of Conduct), the school will consider the appropriate disciplinary action to be taken in accordance with this Policy. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.
- 15.2 Where a pupil makes an allegation of any nature, including sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 15.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's services may be appropriate.
- 15.4 The school will also consider the welfare of staff and pupils accused of misconduct, signposting to external agencies if appropriate.
16. **Responding to misbehaviour from pupils with Special Educational Needs or Disability (SEND)**
- 16.1 The school recognises that pupils' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, the school will consider them in relation to a pupil's SEND, although the school recognises that not every incident of misbehaviour will be connected to their SEND.
- 16.2 Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis and always in accordance with [Behaviour in schools, February 2024, Department for Education](#). Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices as outlined in the [Equality Act 2010](#).
- 16.3 When applying a sanction to a pupil with SEND following a breach of the Behaviour Policy, the school will assess if a sanction is reasonable, and if so, whether any reasonable adjustments need to be made to the sanction.
17. **Pupil Transition**
- 17.1 The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture. Pupil information is shared with staff by the Guidance Team and the SENCO to help facilitate this transition.

18. Strategies to Support Pupils who Demonstrate Continued Poor Behaviour:

- 18.1 The School recognises the need for all staff to educate and support pupils whose behaviour does not improve. The Deputy Headteacher (Safeguarding, Behaviour and Inclusion) will have overall responsibility for the oversight of supporting such pupils.
- 18.2 Strategies include (but not limited to):
 - 18.2.1 Tailored sessions focused on developing pupils' understanding and practice of appropriate social behaviour.
 - 18.2.2 Tutor, Head of Department, Guidance Manager and Senior Leadership Team Monitoring Report
 - 18.2.3 Review of a pupil's classes and curriculum
 - 18.2.4 Staff Mentoring and Pastoral support sessions
 - 18.2.5 Referrals to in-house interventions: including wellbeing strategies such as ELSA, Nurture, Anger Management and Anxiety support sessions
 - 18.2.6 Facilitating a 'Restorative Conversation' between staff and pupils, specifically following a suspension or serious incident.
 - 18.2.7 Implementation of Pupil Passports and Risk Assessments to encompass reasonable adjustments to support pupils.
 - 18.2.8 Engaging with and referring to External Agencies to access further curriculum, social and emotional support.
 - 18.2.9 Co-ordinating Education Planning Meetings and Team Around the Child Meetings.
 - 18.2.10 Preparing Pupil Documentation for presentation to relevant authorities and agencies.
 - 18.2.11 Ensuring records of pupils' positive and negative behaviour are maintained and monitored regularly to identify trends and patterns.
 - 18.2.12 Referral to the on-site pupil support unit 'The Hub' or 'The Lodge' to re-engage a pupil in their learning.
 - 18.2.13 Direction off site to another school or alternative provision to improve a pupil's behaviour.
 - 18.2.14 Arranging off site Alternative Provision Placements.
 - 18.2.15 The delivery of Pupil Case Conference Meetings.
 - 18.2.16 The delivery of Curriculum, Assemblies and Personal Development sessions reinforcing the school's expectations around pupil conduct and behaviour.

Appendices to this document are available on the school website: <https://www.toynbee.hants.sch.uk/our-school/policies/>

- Appendix A: The Toynbee Expectations
- Appendix B: A Culture of Respect and Belonging; Guiding Principles for Staff
- Appendix C: A Culture of Respect and Belonging; Guiding Principles for Parents
- Appendix D: The Classroom Behaviour Stages
- Appendix E: Managing Classroom Behaviour
- Appendix F: School Wide Behaviour Stages
- Appendix G: Managing Behaviour outside of the classroom
- Appendix H: Restorative Conversation Stages
- Appendix I: Staff Protocol for the Searching of Pupils
- Appendix J: Pupil Search Consent Form

This policy is linked to the following policies which can be found on our website:
<https://www.toynbee.hants.sch.uk/our-school/policies/>

- Anti- Bullying Policy
- Child Protection Policy
- Online Safety Policy
- Restrictive Physical Intervention Policy
- Safeguarding Policy
- Substance Misuse and Drugs Education Policy
- Suspensions and Permanent Exclusion Policy