



TARBIYYAH SECONDARY SCHOOL

مدرسة التربية الثانوية الإسلامية

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BEHAVIOUR POLICY

Expectations, merits and the C1–C5 Consequence System

ACADEMIC YEAR 2026 – 2027

Policy name	Behaviour Policy 2026–2027
Applies to	All staff, parents and guardians, and pupils of Tarbiyyah Secondary School for Boys
Approved by	Haneef Sandhar
Position	Headteacher
Updated by	S. Ahmed, Deputy Headteacher
Agreed with	The Chair of Trustees
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Status	This is the source document for the C1–C5 Consequence System and the Merit System. Where another school policy describes either, this policy governs.
Availability	Published on the school website, issued to all staff and parents, and displayed in every classroom in summary form

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1. Purpose and Scope

Tarbiyyah Secondary School for Boys seeks to be a well-ordered, safe and supportive independent school in which every boy can achieve his best. A common code of conduct operates throughout the school, recognising the right of all to learn without being distracted by others.

This policy applies to all members of staff, to parents and guardians, and to all pupils — in school, on school trips and visits, and when travelling to and from school.

Behaviour difficulties are closely linked to a pupil's failure to access education and make progress. The reasons are various: social groupings, an underlying condition such as a mental health difficulty, a major upheaval at home, or a special educational need that has not been properly met. A behaviour policy that treats every incident as a matter of will, rather than asking what lies behind it, will not improve behaviour.

2. Our Aims and the RECIPE Values

Positive means are used first, always, to encourage and foster good behaviour. Our expectations stem from the school's RECIPE values.

Value	What it asks of a pupil
Resilience	To keep going when work is hard, and to recover well from a setback or a sanction.
Eemaan	To let faith shape conduct when no one is watching, not only when someone is.

Value	What it asks of a pupil
Contentment	To be settled in himself and generous towards others.
Integrity	To be honest about what he has done, including when it costs him.
Progress	To be measured against his own starting point, not against another boy.
Excellence	To do ordinary things to a high standard, consistently.

Objectives

- A common set of procedures and standards adopted throughout the school by staff and pupils alike, set out in this policy, the Student & Parent Handbook and the Staff Handbook.
- Clear guidance to pupils and parents on the standards expected and how they can support the school. Parents are informed immediately of all serious cases of unacceptable behaviour.
- Clear staged procedures for staff, from dealing with an incident at source through to referral to the Headteacher — with support from senior colleagues where a matter is complex.
- Specialist support for pupils whose behaviour arises from an underlying need, including referral to outside agencies where the school cannot meet that need itself.
- A varied system of rewards, and good behaviour treated as the norm rather than as something exceptional.
- Behavioural expectations and the consequences for breaching them displayed throughout the school.

3. Legal Framework

Source	Relevance
The Education (Independent School Standards) Regulations 2014	Require the school to have and implement a written behaviour policy, to maintain a record of sanctions for serious misbehaviour, and to safeguard and promote the welfare of pupils.
Education and Inspections Act 2006	Gives staff the statutory power to discipline pupils, to impose detention, and to use reasonable force. Section 93A now also carries recording and reporting duties on the use of force.
Keeping Children Safe in Education	Behaviour can be a sign of a safeguarding concern. The 2026 edition, in force from 1 September, gives new prominence to child-on-child abuse, harmful sexual behaviour, misogyny and serious violence.
Equality Act 2010	Requires reasonable adjustments for disabled pupils in the application of this policy. See section 14.
Searching, screening and confiscation: advice for schools (DfE)	Followed by this school as best practice. See section 16.
Restrictive interventions, including use of reasonable force, in schools (DfE)	In force from 1 April 2026, replacing the 2013 guidance. See section 17 and the Restrictive Interventions Policy.
Children's Wellbeing and Schools Act 2026	Received Royal Assent on 29 April 2026, with staged commencement.

4. Roles and Responsibilities

Who	Responsibility
All staff	Encourage good behaviour and apply the system of rewards and sanctions consistently. Most incidents are dealt with at source by the member of staff concerned. Consistency at all times is expected — a rule applied by some staff and not others is not a rule.
Subject teachers	Deal with incidents in their own lessons in the first instance, and contact parents where appropriate. They are kept informed of developments relating to a pupil they teach.
Form tutors	Monitor the behaviour of their form daily, provide colleagues with relevant background, and suggest strategies. They check planners and discuss merits and consequences with pupils.
Pastoral and behavioural lead	Support teachers with classroom discipline through observation and shared practice. May withdraw a pupil from a teaching group, advise on approach, or interview pupils. Monitors sanctions issued.
Behavioural support	Responsible for the welfare of pupils across year groups. Monitors behaviour reaching serious proportions across several subjects, supports staff with incidents, and co-ordinates the school's response once parents are involved.
Deputy Headteacher	Oversees the operation of this policy, reviews behaviour data at least half-termly by year group, SEND status, disability and ethnicity, and acts on any disproportionality.
Headteacher	Overall responsibility for standards of behaviour. Only the Headteacher may make the final decision to exclude a pupil.
Trustees	Ensure the school publishes and operates a behaviour policy, and act as an appeal body in cases of dispute over exclusion.
Parents and guardians	Ensure they and their sons are aware of this policy, and support the school in applying it.
Pupils	Learn the code of conduct and apply it in their dealings with staff, other pupils and adults, including on all trips and visits.

What staff will not do

- Ask a pupil to stand against a wall, door or window.
- Shout at close quarters at a pupil, or use any form of reprimand indicating aggression or the threat of it.
- Escalate a situation that could be calmed. Pupils should be allowed to climb down, and then asked to explain their behaviour.
- Impose a sanction that is not in this policy, or apply a collective punishment to a class.

5. The School Day and When Sanctions Are Served

Sanctions have to fit the day they are served in. The 2026–27 timings are as follows.

Time	Monday to Thursday
8:20 am	Pupils on site

Time	Monday to Thursday
8:30 – 8:50 am	Morning form time and registration. A pupil arriving after 8:30 is marked late.
8:50 am – 1:10 pm	Periods 1 to 5, with morning break 10:30 – 10:40
1:10 – 2:10 pm	Lunch
2:10 – 2:20 pm	Afternoon form time and registration
2:20 – 4:00 pm	Periods 6 and 7
4:00 pm	End of the school day
Friday	The school day ends at 12:00 pm for Jumu'ah

Sanction	When it is served
C2 detention	At lunchtime, 1:10 – 2:10 pm. Morning break is ten minutes, so C2 detentions are not served at break.
C3 detention, 45 minutes	After school on the day it is received, ending at 4:45 pm.
C3 detention, 60 minutes	After school on the day it is received, ending at 5:00 pm.
C3 issued on a Friday	Served on the following Monday, with parents notified on the Friday.
C4 additional detention	After school, on the day it is received or the next day with notice.
C5 isolation	For the whole school day, in the Reflection Room, supervised throughout.

Two protections that apply to every detention

A pupil is never kept from food, drink, the toilet, medication or prayer in order to serve a detention.

Before an after-school detention is issued, staff check that the pupil can get home safely and that his transport allows it. Where a pupil travels by arranged or specialist transport, the detention is served on another day with notice to parents.

6. Recording — the School Behaviour System

Everything is logged on the school's internal behaviour system

All merits and all consequences are recorded on the school's internal behaviour system. Nothing is kept only on paper, only in an informal message, or only in a teacher's head.

- Teaching and non-teaching staff record merits and consequences directly on the system, using their own login.
- A consequence is recorded the same day it is issued. A merit is recorded at the time it is awarded, so the pupil hears about it immediately.
- The record includes the pupil, the date and lesson, the code issued, a brief factual note of what happened, and any adjustment applied under section 14.

- Where a detention is issued, the system generates the parental notification. Staff do not need to contact parents separately for a routine C3.
- The system is the single source of truth for escalation. Thresholds — three C2s in a week, three C3s in a half term, three C4s in a half term — are counted from it, not from memory.
- Serious incidents are additionally entered in the Behaviour Log, and safeguarding concerns are recorded on the safeguarding system and reported to the DSL. The two are separate records and both are made.
- The Deputy Headteacher reviews the data at least half-termly.

7. The Merit System

The Merit System encourages, rewards and promotes exemplary work and good behaviour, and recognises pupils who contribute positively in ways that might otherwise go unnoticed.

Code	Awarded for	Examples
M1	Work that exceeds the teacher's expectations in relation to the pupil's own ability or attitude	Consistently hitting personal targets; work completed diligently within the time given.
M2	Excellent endeavour and contribution to the whole-school ethos, stretching his own capabilities	A stand-out presentation; a pronounced improvement in academic performance.
M3	Exceptional attitude, kindness or endeavour extending beyond the classroom, for the school or the community	Setting up a charitable cause; helping others of his own accord.

- Criteria are displayed in every classroom, so that pupils know what they are working towards and staff apply them consistently.
- When a merit is awarded, the pupil is told directly and immediately, and the reason given.
- Teachers may award at least one class merit per pupil per week. There is no limit on how many pupils in a class may receive one.
- Non-teaching staff award merits on the same basis, using their own login.
- Merits may be awarded at any point in the year.
- Merits are awarded against the pupil's own starting point and capability. A boy who has improved markedly from a low base has exceeded expectations just as surely as a boy producing the strongest work in the class.

8. Awards, Excellence Certificates and House Points

Merit awards

Pupils receive a certificate or badge based on their accumulated merits, presented at the Merit Assembly held at the end of each half term. The number of Bronze, Silver, Gold and Platinum recipients increases through the year as merits accumulate. Merit totals accumulate across the academic year and do not reset. Only the counts of sanctions used for escalation (C2, C3 and C4) are reset each half term.

Award	Merits	
Bronze badge	75	
Silver certificate	150	
Gold certificate	300	Also earns a free educational trip.
Platinum badge	400	

Excellence Award certificates

Awarded each half term for contributions beyond the classroom. Each carries 10 merit points.

- Excellence Award for Most Improved Progress
- Excellence Award for Attendance and Punctuality — authorised medical and disability-related absence is discounted, so no pupil is excluded from this award because of a health condition.
- Excellence Award for Kindness

Celebrating success

- Merit totals are shared with parents once per term, and success is celebrated in assemblies.
- Pupils on track take part in a reward event at the end of each half term — a mixture of in-house activities and visits. Pupils are told in advance what the reward will be, as an incentive.
- Reward events are accessible to every pupil. Where an activity cannot be made accessible, an equivalent alternative of comparable value is provided.

House points

A pupil earns one house point for his house for every 10 merits achieved in a week.

9. The Consequence System

The Consequence System is made up of five codes: C1, C2, C3, C4 and C5. Each denotes a response to a behaviour, and the codes escalate with the severity of the pupil's actions.

Code	What it is	Escalation
C1	An initial verbal warning or discussion by a member of staff when a school rule is broken.	Repeated in the same lesson leads to C2.
C2	A second verbal warning and discussion by the class teacher, and a 15-minute lunchtime detention at the teacher's convenience.	Three C2s in a week leads to a Pastoral Support meeting and an automatic C3 detention.
C3	An after-school detention — 45 minutes for homework, punctuality or uniform; 60 minutes for behaviour.	Three C3s in a half term leads to internal isolation and a meeting with parents.
C4	Immediate removal from the lesson to work independently, and an additional detention.	Three C4s in a half term leads to external suspension and a meeting with parents.
C5	A major incident. Internal isolation or suspension for the whole school day or longer, with parental contact, Headteacher or behavioural support involvement, a walk-and-talk, and an entry in the Behaviour Log.	Three C5s in a year may lead to permanent exclusion.

A C1 or C2 remains on the board for the whole day. A pupil may move from C1 to C3 within a single lesson where the behaviour warrants it.

When a C5 is issued

Circumstance	Response
Accumulation	Three behavioural C3 detentions in a half term.
A first C5	A one-day fixed term exclusion or isolation.
An immediate C5	Where the incident involves physical abuse or serious verbal abuse, a fixed term exclusion is issued and the number of days is decided by the Senior Leadership Team.
A repeat C5	A two-day withdrawal from class.
A third C5 in a year	Consideration of permanent exclusion, following a meeting with parents and the Senior Leadership Team.

Circumstance	Response
Parental intervention	To prevent a further C5, the school may ask a parent to attend school with their son for a number of lessons, decided by behavioural support. Feedback is given and next steps agreed.

Each day of isolation includes a walk-and-talk with a school mentor, giving the pupil the opportunity to explain his actions, before he returns to class.

10. Detentions

- A detention is issued only after sufficient reminders have been given and the pupil has continued regardless.
- A C3 for homework, punctuality or uniform is 45 minutes and is served on the day it is received.
- A C3 for behaviour is 60 minutes and is served on the day it is received.
- Where a pupil receives a further behavioural detention in the same week, the second is served the following day after school.
- A third detention for the same offence triggers the Three Strikes procedure in section 11.
- If a pupil deliberately fails to attend a detention, it is doubled the following day. If he continues to miss it, he receives a C4 and parents are contacted.
- Parents are notified of every after-school detention through the school's behaviour system.
- All detentions are recorded on the behaviour system and retained as part of the school's record-keeping under the Independent School Standards.

11. The Three Strikes Procedure

The school operates a three-strike procedure with the aim of minimising sanctions rather than accumulating them. Where a sanction other than lateness is repeated three times within a half term, the third occasion is logged as a Concern and parents are asked to come in with their son to discuss the reasons and agree strategies.

- Lateness has its own escalation, set out in the Attendance and Punctuality Policy.
- Where a pupil receives three C4s, the matter escalates to external suspension and a meeting with parents.
- Where a pupil has received three fixed term exclusions, his future at the school is considered following a meeting of the Senior Leadership Team with the Trustees.
- The school may on occasion ask a parent to sit in a lesson alongside their son. Where school and home are visibly working together, improvement is markedly faster, and the school has found this effective.

12. Isolation, Suspension and Permanent Exclusion

Where a pupil's conduct is categorised as extreme or severe, parents may be called in and the pupil placed in isolation or a fixed term exclusion pending the outcome of an investigation. Where a pupil persists and shows no sign of improvement, the school may decide to permanently exclude him.

- Only the Headteacher may make the final decision to exclude.
- Parents may ask the Proprietor Board to review a decision to permanently exclude. The review is carried out by Trustees who were not involved in the decision, and parents are told the outcome in writing within 15 school days of their request.
- Permanent exclusion is used only in extreme cases, and only after discussion with mentors, the Senior Leadership Team and the Proprietor.

- Following a fixed term exclusion, a meeting is held with parents before the pupil returns, and he is placed on report for two weeks to monitor his behaviour.
- Before any decision to isolate, suspend or permanently exclude, the school considers and records whether the pupil is or may be disabled, whether the behaviour arose from that disability, and whether agreed adjustments were in place and being applied. See section 14.
- Where a pupil is placed in the Reflection Room, he is supervised throughout and is not prevented from leaving. See section 17 on the treatment of seclusion under the current guidance.

Grounds for a fixed term exclusion

These include, but are not limited to: repeated refusal to obey school rules; swearing or cursing; serious disruption of other pupils' learning; serious or repeated bullying; repeated racial or sexual harassment; attacks on other pupils resulting in little or no injury; possession of banned substances on school premises or trips; vandalism of school property; mockery and belittlement of staff; and theft.

Grounds for permanent exclusion

These include, but are not limited to: persistent behaviour of the type listed above; attacks on pupils resulting in injury; physical attacks or threats against staff, regardless of severity; serious criminal damage to school property; possession, promotion or supply of banned substances on school premises or on a trip; refusal to accept staff authority or use of abusive language towards staff, including material posted in paper or electronic form; spreading material among pupils that is corrupting, including material of a sexual nature or material likely to cause harm; and sexual attacks, which involve the police.

13. Reports

- A pupil may be placed on report for reasons relating to behaviour or support. The Senior Leadership Team or pastoral team decides the duration and sets targets.
- Parents are invited into school or contacted to discuss the matter.
- The report is handed to a member of the SLT or pastoral team at the end of each day to sign, then taken home for parents to sign.
- A pupil returning from a fixed term exclusion is placed on report by default for two weeks.
- Where a pupil does not meet his targets, the SLT decides what follows. This may include a detention for missed targets, isolation, or a meeting with the Headteacher.
- Targets are set at a level the pupil can actually reach. A report a boy cannot succeed on teaches him that the system is arbitrary.

14. Reasonable Adjustments and SEND

The Consequence System applies to every pupil. It is applied with adjustments where a pupil's disability or special educational need requires it. This is not a lowering of the standard — it is what makes the standard fair.

Three questions before issuing a consequence

1. Is this behaviour connected to a disability or health condition — known or suspected?
2. Has an adjustment already been agreed for this pupil, and am I applying it?
3. Is this sanction a proportionate response for this pupil?

If the answer to the first is or may be yes, consult the SENDCo or a member of SLT before escalating beyond C2.

- Adjustments at each level of the Consequence System are set out in the Disability Equality and Accessibility Policy, which forms part of this policy in its application to disabled pupils.

- Removal from a lesson may itself be a reasonable adjustment where a pupil needs to regulate. Where it is, it is recorded as a planned exit and not as a C4.
- The SENDCo is informed of every C4 issued to a pupil with a known or suspected disability, and reviews his adjustments before a second C4 in the same half term.
- No pupil moves to C5 without SENDCo involvement and a recorded consideration of whether the behaviour arose from disability.
- Individual behaviour plans are written for the school's more vulnerable pupils and agreed with parents.
- Where a consequence is adjusted, both the behaviour and the adjustment are recorded on the behaviour system. An unrecorded adjustment protects nobody.
- Behaviour data is analysed by SEND status, disability and ethnicity at least half-termly, and any disproportionality is investigated and acted on.

15. Behaviour and Safeguarding

Behaviour can be a symptom of something else. A sudden change in a boy's conduct is a reason to ask what has happened to him, not only to sanction what he has done.

Where behaviour involves	The response
A marked, unexplained change in a pupil's conduct	Sanction as appropriate, and tell the DSL. The change matters more than the incident.
Child-on-child abuse, sexual harassment or harmful sexual behaviour	Safeguarding route as well as the Consequence System. Both the alleged perpetrator and the victim are safeguarding concerns.
Nude or semi-nude images	A safeguarding response is required in every case, whether or not the sharing was consensual. Never view, forward or copy the image.
A weapon, or the threat of one	Reported to the DSL immediately, with a risk assessment and safety plan. Police where there is a risk to anyone.
Prejudice-related conduct, including misogyny	Recorded as a prejudice-related incident, reported to the Headteacher and monitored for patterns. See the Equal Opportunities Policy.
Content brought in from online	Consider whether the pupil is repeating something he does not understand, or directing it at someone. The first is educational and a safeguarding matter; the second is also a behaviour matter. See the No Platform for Extremism Policy.

A pupil is never sanctioned for making a disclosure, for reporting a concern about another pupil, or for asking a difficult question.

16. Searching, Screening and Confiscation

Searching with consent

- Staff may search a pupil, with his consent, for any item. Formal written consent is not required — it is enough to ask a pupil to turn out his pockets, or to look in his bag or locker, and for him to agree.
- Where a pupil refuses, staff may apply a sanction under this policy and contact parents. Force is not used.

Searching without consent

The Headteacher, and staff authorised by the Headteacher, have a statutory power to search a pupil or his possessions without consent where they have reasonable grounds to suspect he has a prohibited item.

Category	Items
Prohibited items — the statutory list	Knives or weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers, e-cigarettes and vapes; fireworks; pornographic images; and any article the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property.
Items banned by school rules	Including smart phones, smartwatches and other smart devices. These may be searched for only because the school has identified them in its rules as items that may be searched for. Reasonable force may NOT be used to search for an item banned only by school rules.

How a search without consent is conducted

- The member of staff conducting the search must be the same sex as the pupil, and a witness — also a member of staff, and also the same sex — must be present.
- Reasonable grounds must exist. Staff might have heard other pupils discussing the item, or noticed behaviour suggesting the pupil is concealing something.
- A pupil may be required to remove outer clothing only — which includes hats, shoes, boots, gloves and scarves, but nothing worn next to the skin or immediately over underwear.
- Possessions means anything over which the pupil has or appears to have control, including desks, lockers and bags, and may be searched only in his presence and with another member of staff present — unless there is a risk of serious harm and it is not practicable to summon one.
- Searches without consent may be carried out on the school premises, or elsewhere where the member of staff has lawful charge of the pupil, such as on a school trip.
- The power applies whether or not the item is in fact found.
- Where a pupil has a disability, staff take account of communication needs, processing time, sensory impact and any medical device or dressing. Distress or non-compliance may be disability-related rather than defiance.
- Every search is recorded, together with the reason for it and any adjustment made.
- It is a condition of admission to the school that a pupil consents to his locker, bag and outer clothing being searched.

Screening

- The school may require pupils to undergo screening by a walk-through or hand-held metal detector, without suspicion and without consent. Any member of staff may screen.
- Screening without physical contact is not subject to the conditions that apply to searching without consent.

Items found

Item	What happens to it
Alcohol	Retained or disposed of. Not returned to the pupil.
Controlled drugs	Delivered to the police as soon as possible, or disposed of where there is good reason.

Item	What happens to it
Stolen items	Delivered to the police as soon as reasonably practicable, or returned to the owner where there is good reason.
Tobacco, cigarette papers, e-cigarettes and vapes	Retained or disposed of. Not returned to the pupil.
Weapons, or evidence of an offence	Passed to the police as soon as possible.
Smart phones and smart devices	Detained until the end of term and collected by a parent on the last day of term.
Medically necessary devices	Never confiscated. Where there is any doubt, the item is held securely and the office and parents contacted immediately.
Other items banned by school rules	Staff use professional judgement, taking all circumstances into account, to decide whether to return, retain or dispose of the item.

Electronic devices

Where a search finds an electronic device that is prohibited by school rules, or that staff reasonably suspect has been or is likely to be used to commit an offence or cause injury or damage, staff may examine data or files on it where there is good reason. Data may be deleted where there is good reason, unless the device is to be given to the police. Parental consent is not required.

Staff must never view, copy or forward an image they suspect may be an indecent image of a child. The device is secured and the Designated Safeguarding Lead informed immediately.

17. Use of Reasonable Force

- Reasonable force means using no more force than is needed. It ranges from guiding a pupil to safety by the arm to more serious intervention such as breaking up a fight.
- Force is a last resort. Planning positive and proactive behaviour support reduces both challenging behaviour and the need to use it.
- Reasonable force is never used as a punishment. Corporal punishment is unlawful in all schools, including independent schools.
- The school does not operate a no-contact policy, as that would leave staff unable to support and protect pupils.
- Individual behaviour plans are written for the school's more vulnerable pupils and agreed with parents. Where force may foreseeably be needed, the plan says so.
- When responding to an incident involving a pupil with SEN, a disability or a medical condition, staff consider the risks carefully.
- Every significant use of force must be recorded, and reported to parents as soon as reasonably practicable — ideally the same day.** This applies even where the intervention was pre-agreed in a behaviour plan.

18. Probationary Period for New Pupils

All new pupils are admitted on a half-termly probationary basis. This allows the school to assess a boy's ability to adapt to its academic and behavioural standards, and gives the pupil and his family an opportunity to decide whether the school is right for him.

- Progress is monitored closely by teachers and the pastoral team, with regular feedback to the pupil and his parents. Concerns are raised as they arise, not saved for the review.
- A formal review is held at the end of the half term.
- Where a pupil has a disability or special educational need, the SENDCo takes part in the review, which considers whether agreed adjustments were in place and being applied.
- Where the review concludes that the probation has not been successful, a meeting is arranged with parents to communicate the decision to withdraw the place for the following term. The remainder of the current term serves as notice, during which parents arrange an alternative placement.
- The decision and the reasons are confirmed in writing, and parents may make representations under the Complaints Policy.

19. Monitoring and Review

- The Deputy Headteacher reviews behaviour data at least half-termly, by year group, by SEND and disability status and by ethnicity.
- Where a group is disproportionately represented in sanctions, the school investigates why and acts, rather than recording the figure and moving on.
- Merit data is reviewed alongside sanction data. A pupil who receives consequences and never merits is a pupil the system is not working for.
- Where a particular expectation generates a large number of sanctions, the school asks whether the expectation is right before asking why pupils are not meeting it.
- The Headteacher reports to the Trustees annually on behaviour, including sanctions, exclusions and any disproportionality.
- This policy is reviewed annually, or sooner if deemed necessary, and always alongside the Student & Parent Handbook so that the two never diverge.

A. Appendix A — Table of Consequences

Displayed in every classroom. Consequences shown are the range available; staff use judgement within it.

Expectation 1 — Punctuality, equipment and uniform

	Expectation	Consequence
1.1	Arrive at lessons promptly	C2, C3
1.2	Bring relevant books to school every day	C3
1.3	Line up quietly between classrooms	C2, C3
1.4	Remove all outdoor clothing before the start of the lesson	C3
1.5	Follow the school uniform rules	C3
1.6	Bring the required equipment to the lesson	C3

Expectation 2 — Respond appropriately

	Expectation	Consequence
2.1	Look at and listen to the teacher when they are talking	C1, C2, C3, C4
2.2	Follow all instructions first time	C1, C2, C3, C4
2.3	Ask questions appropriately	C1, C2, C3
2.4	Listen to the views of other pupils	C1, C2, C3, C4
2.5	Do not disrupt the learning of others	C1, C2, C3, C4

Expectation 3 — Work to the best of your ability

	Expectation	Consequence
3.1	Focus fully on tasks	C1, C2
3.2	Complete the work set	C1, C2, C3
3.3	Always complete your homework	C3

Expectation 4 — Respect people, belongings and the environment

	Expectation	Consequence
4.1	Speak using an appropriate volume	C1, C2, C3
4.2	Listen when others are talking and speak at the appropriate time	C1, C2, C3
4.3	Do not use offensive language	C3, C5
4.4	Put all litter in the bins provided	C1, C2, C3
4.5	Do not wilfully damage school property or the property of others	C3, C5
4.6	Do not cheat in examinations	C3, C5
4.7	Move around the school with due care	C1, C2, C3

	Expectation	Consequence
4.8	Do not bully or harass	C3, C5
4.9	Do not mock or belittle staff	C3, C5
4.10	Do not steal school or pupil belongings	C5

B. Appendix B — Merit and Award Thresholds

Merit thresholds are configured on the school's behaviour system to match this table and the Student & Parent Handbook.

Award	Merits required	Notes
Bronze badge	75	
Silver certificate	150	
Gold certificate	300	Also earns a free educational trip.
Platinum badge	400	
Excellence Award certificate	10 merits each	Most Improved Progress; Attendance and Punctuality; Kindness.
House point	1 per 10 merits in a week	

C. Appendix C — Related Policies

This policy should be read alongside:

- Student & Parent Handbook 2026–27
- Staff Handbook 2026–27 and the Staff Code of Conduct
- Restrictive Interventions and the Use of Reasonable Force Policy
- Disability Equality and Accessibility Policy, and the SEND Policy
- Child Protection and Safeguarding Policy, and the Low-Level Concerns procedure
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Uniform Policy
- Equal Opportunities Policy
- No Platform for Extremism Policy
- Marking and Feedback Policy, and the Homework Policy
- Complaints Policy and Procedure
- Health and Safety Policy
- Parent–School Agreement

D. Appendix D — Remote Learning Addendum

Where the school is delivering lessons remotely, the Consequence System applies as follows.

Code	Online
C1	A warning where a pupil does not follow an instruction or meet an expectation.
C2	Issued where the pupil continues. The incident is logged on the behaviour system.
C3	Logged, behavioural support informed, and an after-school detention issued.

- Registration follows the normal procedure. Where a pupil is absent from a lesson, the office contacts parents.
- Three absences from lessons, or three lates, prompt a call home and are logged.
- The Merit System operates as normal, and praise and positive affirmation are given throughout.

Behavioural expectations online: mute the microphone unless speaking; do not message others during teacher instruction; wear correct uniform; complete all work set; remain seated at a desk or table; leave the meeting at lunchtime; and have stationery and textbooks to hand.

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Updated by: S. Ahmed, Deputy Headteacher · August 2026

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