



at Bedale High School

Clear Expectations – Structured Support – Successful Reintegration

**Parent and Carer
Information Booklet
2025/26**



What is the Reset Provision?

Reset is a specialist provision at Bedale High School designed to operate as an internal sanction and an alternative to a fixed-term suspension. It is used at the point where a student's behaviour has reached a level of seriousness that would normally result in a fixed term suspension being issued.

A placement in Reset is a formal sanction, but it is also a carefully designed opportunity. Rather than being sent home and missing directly delivered education, students remain in school, continue learning, and are supported intensively to address the behaviours that led to the placement.

Reset ensures that students:

- Remain part of the school community
- Continue their education without disruption
- Are closely supervised and supported by experienced staff
- Are given time and space to reflect, reset expectations, and prepare for a positive return to lessons

Importantly, a placement in Reset does not constitute a suspension or an exclusion. Students remain on roll, are marked present for attendance purposes (where they attend), and receive full-time supervised education at Bedale High School throughout their placement.

Reset exists to protect learning, reduce time spent out of school, and give students the best possible chance to make positive changes following serious behaviour incidents.

How does Reset fit within the wider Positive Behaviour system?

Reset is fully embedded within the school's Positive Behaviour system and sanctions framework. It is not a separate or informal arrangement. Full details can be found within the Positive Behaviour policy, available on our website.

Placements are issued at the discretion of the Headteacher or Deputy Headteacher and are used only when behaviour has reached suspension level. This may be due to a single serious incident or a pattern of behaviour that has escalated despite earlier interventions and sanctions.

Reset is an alternative to suspension, not a replacement for it. This means that:

- Suspension remains an option where Reset is determined not to be appropriate
- High standards and clear consequences are maintained
- Reset is not a 'softer option', but a structured and purposeful response

Where a student does not meet expectations while in Reset, or where behaviour remains unacceptable, a fixed-term suspension may still be issued by the Headteacher in line with the Positive Behaviour policy.



How long will students spend in Reset?

Reset placements will not typically exceed five days. The length of placement reflects the seriousness of the behaviour, the circumstances of the incident, and the needs of the individual student.

The number of days allocated is carefully considered and must be completed in full. For example, if a student is allocated two days in Reset, both days must be attended. If a student does not attend Reset on an allocated day, that day will be rolled over and completed at a later point.

This approach ensures fairness, consistency, and clarity, and reinforces that Reset is a formal sanction with clear expectations.

What are the timings of the school day, transport, and access arrangements?

The Reset school day mirrors the main school day and runs from 8.35am until 3.05pm. This ensures that students maintain a familiar routine and that learning time is protected.

Because Reset operates within the normal school day:

- Existing transport arrangements are not affected
- Students follow a full school day rather than a reduced timetable
- There is no option for students to be sent home part way through the day except through official means e.g. suspension or illness.

Students must enter and leave via the designated Reset entrance and must not access Reset through the main school entrance. This supports calm transitions, clear boundaries, and appropriate supervision. Staff are present to support students on arrival and departure.

The structure of the school day for students attending Reset is shown below:

8.35 – 9.10	9.10 – 10.00	10.00 – 10.10	10.10 – 11.00	11.00 – 11.10	11.10 – 12.00	12.00 – 12.30	12.30 – 1.20	1.20 – 1.30	1.30 – 2.20	2.20 – 2.30	2.30 – 3.05
Form	Period 1	Break	Period 2	Break	Period 3	Lunch	Period 4	Break	Period 5	Break	Reflect

What are the uniform and equipment expectations?

Expectations around uniform and equipment in Reset are exactly the same as in the main school. This reinforces consistency and prepares students for a smooth return to lessons.

Students are expected to:



- Wear full, correct school uniform
- Bring all required equipment each day
- Arrive ready to learn and engage positively

As Physical Education is included daily within the Reset timetable, students must bring full PE kit every day while attending Reset.

Meeting these expectations supports routine, structure, and readiness for learning, and helps students practise meeting expectations consistently.

Will students follow their normal school timetable / be taught by their normal teachers?

No. Students will follow a bespoke and carefully considered timetable that meets the needs of both Key Stage 3 and Key Stage 4 learners. Lessons will be taught by a variety of teachers across the day, including Senior Leaders.

What curriculum will be followed by students?

Reset is a teaching provision and learning remains a central focus throughout the placement.

Depending on the day(s) that students attend Reset, they will access a variety of different lessons. Lessons that take place during a typical week in Reset include English, Literacy Development, Mathematics, Science, Geography, History, PSHCE, Religious Education and Physical Education. This ensures continuity of learning and prevents students from falling behind academically.

Lessons are delivered by experienced teachers and senior leaders who are familiar with the school's expectations and curriculum. Work is appropriately differentiated to meet the needs of students from different year groups and starting points.

In line with the Positive Behaviour system, students continue to be recognised and rewarded for positive learning behaviours. Students can earn Positive Behaviour stamps for effort, engagement and contribution in lessons, exactly as they would in mainstream classes. This reinforces that positive choices are always valued and acknowledged.

What are the daily structures and expectations?

Reset operates with clear routines and predictable structures to support consistency and success.

Because students may begin their placement at different points during the week, daily form time takes place in Reset. During form time, staff explicitly recap:

- Reset rules and routines



- Behaviour expectations within Reset
- Key expectations from the wider Positive Behaviour Policy

This ensures that all students have a clear understanding of expectations, regardless of when they start their placement.

In addition, one session each day focuses specifically on behaviour and reintegration. These sessions support students to:

- Understand what meeting expectations looks like in lessons
- Practise strategies for managing behaviour and emotions
- Reflect on choices and consequences
- Prepare for a successful return to mainstream lessons

This daily focus on re-teaching expectations is a core strength of the Reset provision.

What support and reflection will take place?

Reset is intentionally staffed by the school's most experienced professionals to ensure students receive high-quality support.

Students are supported by Senior Leaders, pastoral staff, SEND professionals and a dedicated Teaching Assistant. This ensures that behaviour, wellbeing and learning are all addressed together.

Support and reflection focus on:

- Understanding the behaviour that led to the Reset placement
- Exploring triggers and patterns of behaviour
- Reinforcing expectations and boundaries
- Developing practical strategies for success
- Building confidence, self-regulation and resilience

This personalised support is one of the key reasons Reset is an effective alternative to suspension.

What if my child has SEND or additional needs?

Where a student has SEND, SEMH needs, an EHCP or a support plan, all reasonable adjustments continue while they attend Reset.

SEND staff are involved in planning and supporting students during their placement. Expectations remain high for all students, but support is tailored to individual needs to ensure students are able to engage positively and succeed.



What happens at break and lunch?

Break and lunch times are spent within the Reset provision to ensure structure, supervision and consistency.

Students have access to the full school menu at both break and lunch and will place an order during form time on a morning. Food is accessed in line with normal school arrangements, paid for via ParentPay, and eaten within the Reset provision.

Reset includes a designated social space where students are able to interact appropriately with other peers attending Reset. These social times are supervised and structured, allowing students to practise positive social behaviours in a calm environment.

Behaviour during break and lunch contributes to the overall success of the Reset placement and is managed in line with expectations.

What are the behaviour management processes in Reset?

Clean Slate

All students are issued with a Clean Slate on entry to Reset. Negative comments from the main school do not transfer, giving students a fresh opportunity to demonstrate positive behaviour.

Positive behaviour continues to be recognised throughout the placement and students can earn Positive Behaviour stamps for effort, engagement and contribution.

Negative Comments (outside lesson time only)

Negative comments may be issued only outside of lesson time. This may include lateness to Reset, incorrect uniform, missing equipment, or behaviour during social times.

Negative comments are not issued during lessons. If a student accrues twelve negative comments during their Reset placement, a Fixed Term Suspension will be issued.

Lesson Behaviour – The Reset Strike System

Behaviour during lessons is managed through a clear strike system:

- Phase 1: Verbal Warning
- Phase 2: First Strike
- Phase 3: Second Strike
- Phase 4: Third Strike – removal to the Removal Room for the remainder of the lesson period



- Phase 5: Failed Removal Room – Fixed Term Suspension

Strikes are issued verbally, recorded by staff, and reset at the end of each lesson period.

What happens if my child engages positively in Reset?

Positive engagement is carefully noted by staff and shared as part of the reintegration process. Successes in Reset are used to inform future support and help students return to lessons with confidence.

Reset is designed to support learning from mistakes and encourage positive change, rather than label students based on past behaviour.

What does reintegration following Reset look like?

Because Reset is used for suspension-level behaviour, it is followed by a structured reintegration process.

After completing Reset, students complete two days in Isolation, known as 'Return from Reset'. This ensures consistency with students returning from suspension and reinforces expectations before rejoining mainstream lessons.

If a student is unsuccessful during reintegration, further sanctions may be applied in line with the Positive Behaviour Policy. There is no guarantee, however, that this would include a further placement at Reset.

What is expected of parents and carers?

Parents and carers play an important role in supporting the success of Reset.

Families are asked to:

- Support punctual attendance
- Ensure uniform and equipment expectations are met
- Discuss expectations and behaviour at home
- Work in partnership with the school

This collaboration helps students make positive changes and succeed when they return to lessons.



Who should I contact if I have questions or concerns?

If you have any questions or concerns about Reset, you should contact Mrs Morris, Assistant Headteacher for Behaviour via admin@bedalehighschool.org.uk.

A final message to parents and carers

Reset is a serious sanction, but it is also a powerful opportunity. It allows students to remain in education, receive enhanced support, and avoid the negative impact of suspension.

Our aim is to support students to reset expectations, learn from mistakes, and return to lessons ready to succeed, while maintaining the high standards that keep Bedale High School calm, safe and purposeful.