



Student Behaviour and Discipline Policy

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Statement of intent

The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life including our own personal behaviours.

“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”.

(Colossians 3:15-16)

Our Values:

- **BEING** just and compassionate
- **DEVELOPING** confidence and resilience in our students
- **SHOWING** respect for every person
- **CREATING** a community where we accept responsibility for ourselves and for others
- **BEING** honest and developing a culture of self-belief and value

Staff should demonstrate their own adherence to our underlying values by the way they promote good behaviour and in their responses to students. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that students complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of students
- keep children safe - see Safeguarding Policy

The school is committed to:

- Children having a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of the school, it is expected that all **staff and students are courteous and respectful at all times.**
- Recognitions and awards are more effective than punishment in motivating students. Good behaviour and achievement must be recognised – see the Recognising and Rewarding Good Behaviour section.
- Challenging and disciplining misbehaviour.
- Discipline should be constructive in nature and staff attitudes must be consistent.

- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all students and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Students with behavioural issues will be supported through the pastoral system
- The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Needs and/or Disabilities.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

Legal Framework and Guidance:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2013) Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2022) 'Suspension & Permanent Exclusion Guidance'

Associated Policies and/or reference documents

- Safeguarding and Child Protection Policy
- Anti-Harassment and Bullying Policy
- SEND Policy
- Uniform Policy
- Acceptable Use Policy
- On-line Safety Policy
- Physical Intervention Policy
- Emotional Health & Well-being Policy
- Home School Agreement

Roles and responsibilities

The Local Governing Committee is responsible for:

- Approving and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- Promoting a whole-school culture of good behaviour
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Communicating this policy to staff, parents and students at regular intervals.
- Ensuring that staff have adequate training including at induction.
- Reporting to the Local Governing Committee on the implementation of this policy, including its effectiveness.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Modelling positive behaviour and positive relationships, demonstrating good habits.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents.
- Keeping the relevant staff including the Headteacher, SENCO and Pastoral Support Lead up-to-date with any changes in behaviour.
- As authorised by the Headteacher, sanctioning students who display poor levels of behaviour.
- The Pastoral Team will support staff, monitor behaviour and liaise with parents.
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Students are responsible for:

- Adhering to behaviour standards and expectations.
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with relevant staff promptly.
- Be aware of the Home School Agreement.
- Support staff to ensure a consistent approach.

Definitions

Whilst not an exhaustive list, for the purpose of this policy, the school defines '**unacceptable behaviour**' as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens or demeans the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy and running away from school
- Defiance e.g. refusing to comply with instructions and/or disciplinary sanctions
- Theft and vandalism
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive /disobedient behaviour
- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

Sexual abuse and discrimination

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Safeguarding Children / Child Protection Policy.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The School will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well-being.

Student conduct and behaviour expectations

The school has an established set of clear, comprehensive and enforceable rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all students, then explaining the task clearly so all students understand what they are supposed to be doing.

The Headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support students to understand and follow classroom rules and routines. Teachers inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and

routines to help students understand why they are needed, and will model rules and routines to ensure students understand them. Teachers also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

As a minimum, students are expected to:

- Comply with all school rules and expectations
- Conduct themselves around the school in a safe, sensible and respectful manner
- Arrive at lessons on time and enter the room quietly
- Come to lessons properly equipped
- Treat others, their work and equipment with respect
- Take their planners to all lessons
- Follow teachers' instructions
- Refrain from being argumentative or defiant
- Take off coats, non-uniform items of clothing or jewellery
- Only leave a lesson with the teacher's permission
- Produce their very best class and homework
- Have respect for the school environment.

STUDENT

BEHAVIOUR & EXPECTATIONS

PREP

YOU should be prepared for learning every day. You should have the following equipment:

- Pencil case containing black pens, pencil, ruler, pencil sharpener, eraser, coloured pencils, glue stick as well as a scientific calculator and school planner. If you do not have a planner, your Tutor will give you a temporary planner.
- Your planner needs to be signed by your parent/carer and Tutor every week ready for Tuesday Pastoral.
CONSEQUENCE – your Tutor will contact home if your planner is not signed/used correctly
Persistent refusal to have planner signed will result in an after school detention with your Assistant Head of Year.

UNIFORM CHECK

If **YOU** are not wearing the correct uniform:

- You will receive a negative point on ClassCharts
- You will write a note in your planner with a deadline set to resolve the issue (e.g. no tie - needed the following day; incorrect shoes/trousers – you may need until the weekend to resolve the matter)
CONSEQUENCE – If your uniform issues are not resolved by the deadline, your Tutor will contact your parent/carer and the Assistant Head of Year, who will arrange a telephone meeting to sort out the issue. If your uniform is not corrected and you continue to wear the incorrect uniform you will have an afterschool detention/isolation.

MOBILE PHONES

YOU are **NOT** allowed to have mobile phones on school site. If you have to bring your mobile phone to school, it must be switched off and kept in the bottom of your bag or locker.

CONSEQUENCE – If you are found by a member of staff with your phone out on school site, it will be confiscated and you can collect it at the end of the day. An after school detention will be issued. If you are found to have your phone out on school site regularly you will be given a 2 hour after-school detention with a member of the Leadership Team.

READY FOR LESSONS

- **YOU** are expected to arrive at lessons on time.
- You are expected to have the correct equipment for each lesson – it is really important for both your learning and health and safety that you have everything you need for each lesson.
- When you arrive for lessons, you should line up sensibly and enter the classroom when invited nd then stand behind your chair.
- You should not be asking to go to the toilet immediately after break or lunchtime. You should not be late to your lesson because you were at the toilet. In exceptional circumstances, if you have to leave the lesson to use the toilet, you will write a note in your planner.
- You are not to be allowed to leave lessons to use resources/computers unsupervised in another room/part of the school.
- You are expected to have a positive attitude to learning and not disrupt the learning of others in your class.
CONSEQUENCE – If you disrupt learning, depending on the level of disruption, you will receive a detention (break/lunch/after school). In extreme cases, poor behaviour will result in isolation/fixed term exclusion.

HOMEWORK

- The first time you fail to hand homework in on time, a warning will be issued by your class teacher and it will be logged on ClassCharts with an expectation it is brought in by the new agreed deadline.
CONSEQUENCE – If you fail to hand homework in for a second time, it will be logged on ClassCharts. Your subject teacher will contact home and a detention will be issued. Consistent failure to complete homework will mean that you have to attend your year groups allocated after school Homework Club for half a term. You will still be expected to complete the homework.

Expected behaviour at break and lunchtime:

Students should conduct themselves in an orderly fashion in corridors and in the dining room. Coats/hoodies should not be worn indoors. Where possible, students should walk on the right and line up quietly at the beginning of lessons. Mobile phones must **not** be used on school site unless permission is given by a member of staff.

In good weather, students should go outside to the designated areas. Wet weather areas are assigned to each year group in times of inclement weather. Students should not run around or eat in these rooms. All food should be eaten in the dining hall before leaving to go outside to the designated area.

Students misbehaving during these times will have appropriate sanctions imposed.

Behaviour out of school premises

This school is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on school premises apply to off-site behaviour.

Therefore, we expect the following:

- Good behaviour on all transport (including public transport) to and from school during educational visits
- Good behaviour on the way to and from school. In the event of poor behaviour reported on school buses, the school, and in some cases the School /LA, has the right to withdraw travel passes
- Positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over students in order to protect the reputation of the school.

Incidents off-site

Under the Education and Inspections Act (2006), the school has the right to exercise discipline beyond the school premises. This includes misbehaviour:

- on activities arranged by the school such as work experience, educational and sporting events
- on the way to and from school (including on the buses)
- when wearing the school uniform in a public place or they are in any way identifiable as a student of the school
- which could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- which could adversely affect the reputation of the school

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the school will investigate the incident, communicate with parents and discipline students accordingly.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites)

Mobile phones must **not** be used on school site. If a student is seen using his/her phone on site, without direct permission from a member of staff, the phone will be confiscated and should be collected at the end of the school day. An after school detention will be issued as a consequence of using their mobile phone on school site. Regarding any suspicions relating to illegal content or sexual imagery, the phone will be confiscated and may be handed over to the police for investigation.

The use of defamatory or intimidating messages/images inside or outside of the school will not be tolerated. Disciplinary sanctions will be applied to perpetrators. As per our Use of Photographic and Video Images of Children Policy photography or filming will only take place with the permission of the Headteacher and under the supervision of a member of staff.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in the school

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the student who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a student might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent / carer of the student concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support.

Recognising and rewarding good behaviour

The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.

- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

‘Catching them being good’

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the school. Therefore, frequent use of encouraging language and gestures, both in lessons and around the school is to be encouraged so that positive behaviour is instantly recognised and positively rewarded.

Rewards for good behaviour will include, but are not limited:

- Congratulatory postcards home
- Personalised letters to parents/carers
- Celebration assemblies
- Special privileges (e.g. early lunch pass)
- Trips
- Weekly Stars of the Week
- High Five nominations, celebrated on the school’s social media forums and in the weekly parent/carer newsletter
- Awarding of half and full colours for sporting achievements
- Subject Awards for each year group
- A Level & GCSE Awards Evenings to celebrate success and overall contributions to school life
- Academic Progress Evenings with students and their parents/carers to celebrate excellent academic progress

Classcharts

Key Stage 3 and 4

To be effective, it is important that ClassCharts is used consistently and frequently as a tool to promote and recognise positive learning behaviours. It is a key communication tool between school and home.

Subject teachers can use ClassCharts to reward a wide range of positive attitudes to learning, eg. perseverance, answering questions, excellent work and progress, independent learning, reading in class.

On a weekly basis, the Pastoral Team will award ClassChart points for PREP to encourage

students' attendance, punctuality and readiness for learning.

Year Group Boards

Celebrations of academic progress and success, sporting achievements, contributions to the community and charitable work are all recognised on individual year group boards.

Sanctions and interventions

Systems and procedures

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

Sanctions are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guiltily
- never issue a sanction which is humiliating or degrading or involves corporal punishment

The school will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately in relation to the misbehaviour identified, the students' age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

- Verbal warning
- Withdrawal from classroom
- Cooling off period
- Behaviour/punctuality/Monitoring reports
- Multi agency assessments
- Withdrawal of access to the school IT system (e.g. if the student misuses it)
- Additional monitoring/ reporting
- Additional work
- Meetings with parents/carers
- Detentions
- Internal exclusion
- Fixed term Exclusions

- Confiscation of property
 - the School reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the School's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent for prohibited items including (not an exhaustive list):
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, caused personal injury or damage to property
 - Any item banned by school rules such as chewing gum, aerosol sprays, e-cigarettes, vapes, energy drinks.
 - Mobile phone or electronic device

Records of confiscated items will be kept and items will be stored safely and returned to the student and/or parent/carer as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items.

- **A variety of forms of detention (e.g. break and lunchtimes/after school following communication with parents/carers) and where this will not compromise a student's safety. It should be noted that parental consent is not required for detention.**
- The school is therefore able to issue detention as a sanction without first notifying the parents of the student, including for same-day detentions. Consideration will need to be given:
 - Whether the detention is likely to put the student at increased risk.
 - Whether the student has known caring responsibilities
 - Whether the detention timing conflicts with a medical appointment
 - Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the student is able to return home safely.
 - Whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter whether these transport arrangements are inconvenient for the parent.
- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**
- **Carrying out a community/useful task in the School**
- **Internal inclusion/isolation** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a student is on internal exclusion, it will be for a limited period only (as defined by the School) and appropriate work will be set.

The School will ensure that students are kept in isolation no longer than is necessary and that their time will be used constructively. Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.

- **A fixed period suspension** (note: students excluded from School for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement July 2022](#).**

Permanent exclusions will be considered for:

- Physical assault (against a student or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
- Verbal abuse/threatening behaviour (against a student or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
- Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
- Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
- Sexual misconduct including sexual abuse, sexual assault, sexual harassment
- Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
- Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
- Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
- Carrying an offensive weapon
- Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
- One-off serious incidents not covered by the categories above.

Preventative measures to school exclusion

Off-site direction

An off-site direction is when the school requires a student to attend another education setting to improve their behaviour where previous interventions or targeted support have not been successful in improving a student's behaviour. An off-site direction should be used to arrange

time-limited placements at an Alternative Provision (AP) or another mainstream school. During the off-site direction to another school, students must be dual registered.

Depending on the individual needs and circumstances of the student, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a student is in a mainstream school) upon review of the time-limited placement. The school will have regard to the following guidance when making an off-site direction: [Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies](#).

Managed moves

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a student's behaviour, then off-site direction (as described in 35 to 46) should be used. Managed moves should only occur when it is in the student's best interests.

Where a student has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the school is contemplating a managed move, we will contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will follow the statutory procedures for amending a plan.

Managed moves will only be offered as part of a planned intervention where appropriate initial intervention had been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move will be preceded by information sharing between with the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the student is provided with an effective integration strategy.

Reintegration The school will ensure that students are appropriately reintegrated following their removal from the classroom, time spent in a student support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, students, parents and, if relevant, other agencies. The school will consider what support is needed to help the student return to mainstream education and meet the expected standards of behaviour.

Searching, Screening and Confiscation

The School reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the College's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent for where it has reasonable grounds for suspecting that the student may have a prohibited item items including (not an exhaustive list):

- Knives and weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- E-cigarettes/vapes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, caused personal injury or damage to property
- Any item banned by college rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.
- Mobile phone or electronic device
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.

Any search of a student will comply with DfE advice: [Searching, Screening and Confiscation guidance July 2022](#). This advice provides advice on the use of strip searches on school premises by the police.

Records of confiscated items and searches for a prohibited item will be kept. All confiscated items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items. Records of searches will include:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and,
- what follow-up action was taken as a consequence of the search

Interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial Interventions to help get a student back on track include but are not limited to the following:

- Restorative approaches

- Welfare Referral
- Inclusion Room referral
- Named member of staff as point of contact
- LA Graduated responses (e.g. reduced/personalised timetable)
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one mentoring sessions (e.g. with Tutor, Welfare team)
- Multi-agency working (e.g. Early Help/EWEL)
- Engaging with parents

Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Removal from the classroom

The school may decide to remove students from the classroom for a limited period, at the instruction of a member of staff. The student will be moved to a resource room, Learning Support Room or to the Inclusion Room that are:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove students from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all students and restore stability following an unreasonably high level of disruption
- To enable disruptive students to be taken to a place where education can continue in a managed environment
- To allow the student to regain calm in a safe space

The school will ensure that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a student spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the student is not removed from the classroom for any longer than necessary.

The staff member in charge and supervising the student will decide what the student may and may not do during their time spent removed from the classroom. The Headteacher will request that the student's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a student who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the student return and meet the

expected standards of behaviour. Reintegration meetings will be held between the school, student and their parents, and other agencies if relevant, where necessary.

Students are permitted to eat during the allocated times of the school day and may use the toilet as required.

Recording

Incidents of a serious nature should be recorded in CPOMS with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see **Appendix 1**.

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

Teachers should maintain high standards at all times and should impose sanctions when students fail to adhere to these standards. When a student fails to meet the standards set out in school/departmental policies, the member of staff should inform the Head of Department outlining the problem and action taken by them. Heads of Department must accept responsibility for classroom standards in their departments and must monitor the classroom management of staff in their department. They should impose sanctions on referred students and if necessary liaise with the Head of Year /Leadership Link to ensure that behaviour monitoring and records are kept up to date.

Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

Classroom Environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.

- Ensuring the teacher can see students' faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Attitudes to Learning

Positive behaviour will be taught to all students as part of PREP and the PSHE curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Punctuality

Students who regularly arrive late for registration should be monitored. If a student continues to arrive late he/she should be referred to his/her Head of Year who should request a telephone call home/ referral to Early Help/ letter home to parents - see also Attendance Policy.

Dress code

Students must be challenged by all members of staff if they fail to comply with uniform regulations (including length of skirts/make-up/appropriate footwear/jewellery) and sanctions imposed on repeated offenders – see also Uniform Policy

Homework

Homework is compulsory; failure to hand in work on time without a reasonable explanation must result in a sanction being imposed by the class teacher. Failure to adhere to this sanction must result in a referral to the Head of Department.

Staff Training, Induction and Support

As part of their continuing professional development, teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed staff to the School will receive training at the point of induction. In addition, nominated staff may access specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

Student Support & Dealing with Underlying Issues

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Preventative measures for students with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator (SENDCO - Lucy Kreczak) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Behaviour will always be considered in relation to a student's SEND. Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Time-out cards where necessary and use of the Learning Support Room, where appropriate

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Use of reasonable force

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance and the Physical Interventions Policy. The school will ensure that staff have safe handling training that complies with this guidance.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Physical restraint cannot be used:

- as a punishment – it is always unlawful to use force as a punishment.
- to enforce the school's own rules.
- to search for prohibited items, such as weapons and knives, drugs etc unless there is good reason to assume the student is carrying such items.
- to prevent a student from leaving the classroom if they are not at risk by doing so.

Investigations

The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see **Appendix 2 and 3**.

Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Head of Year will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a student's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with students, a phone call with parents/carers, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

PASTORAL TUTORS	Are responsible for good behaviour, checking planners, monitoring attendance and punctuality and imposing sanctions when appropriate. Student concerns should be discussed and passed on to the Assistant Head of Year and Head of Year.
HEADS OF YEAR	Are responsible for monitoring the behaviour and academic progress of their year group. They will work with their Assistant Head of Year and Leadership Link to support staff and parents/carers with students who are causing concern.
CLASSROOM TEACHERS	Are responsible for promoting good behaviour, encouraging academic achievement and applying sanctions when appropriate. Student concerns should be discussed with the Head of Department.
HEADS OF DEPARTMENT	Are responsible for monitoring classroom behaviour and achievement and applying sanctions when appropriate. When needed they should liaise with parents and carers to ensure all students make appropriate progress. If extra support is required with individual students they should liaise with their Leadership Link for support.
LEADERSHIP LINKS	Support the Head of Year or Head of Department and should have an accurate overview of the behaviour and progress of students in their linked year group and/or department(s). They are responsible for updating the Leadership Team on any student concerns/actions required.
HEADTEACHER	The Headteacher will decide on any action required to individuals/groups of students who cause serious or constant disruption. Fixed term suspensions will be reported termly to Governors. Permanent exclusion will necessitate the involvement of Governors as per Dfe guidance.

Monitoring/Report Forms

Report cards are designed to monitor the attitude, behaviour and general ability of a student to conform to all standards expected in both academic and pastoral areas.

Departmental Reports

A Head of Department should place a student on departmental report if they have been referred twice or more within a two-week period and the report should operate for a minimum of one week. Students must receive satisfactory reports for all lessons during the period of the report; failure to do so may result in:

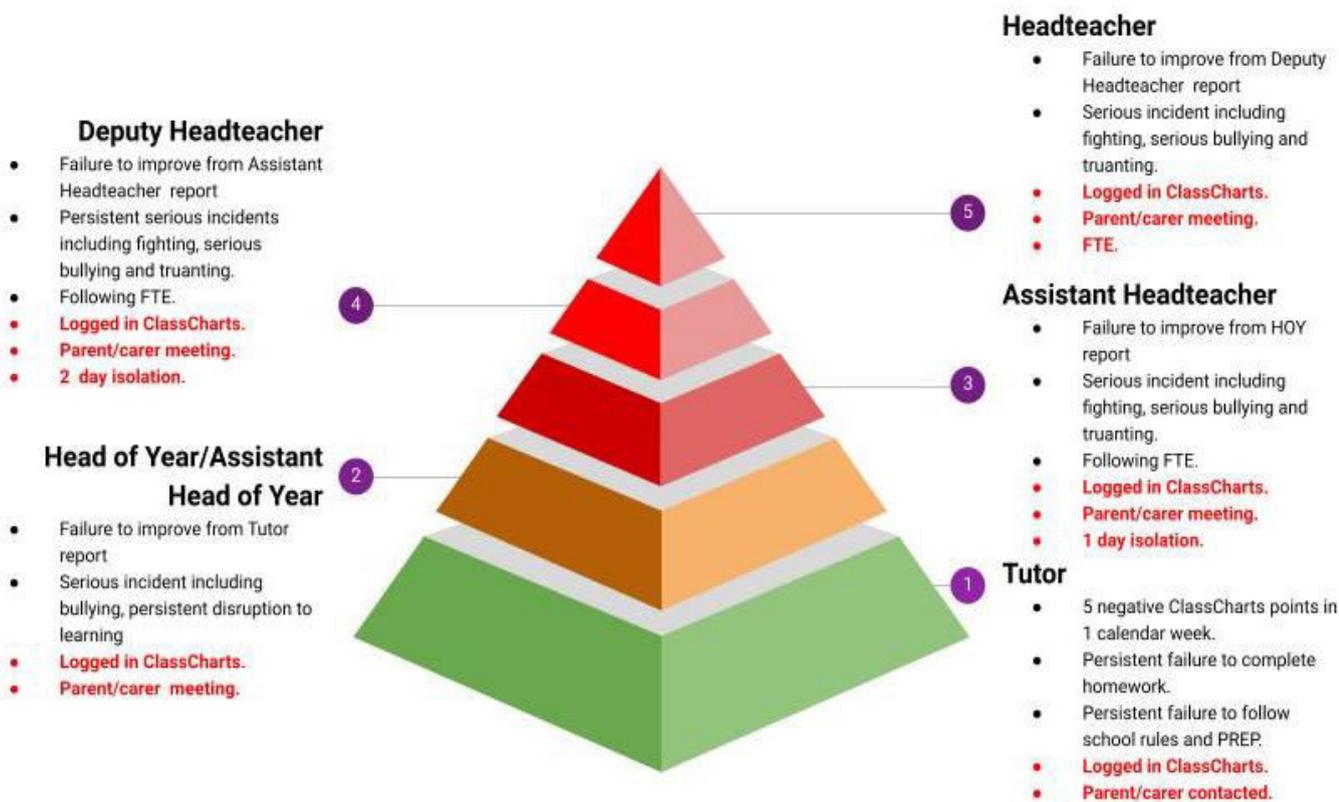
- Further sanctions being imposed and/or
- Involvement of parent(s)/carer(s)

Pastoral/Behavioural Report

A pastoral tutor should place a student on behavioural report if:

- the students has received 5 negative points on ClassCharts.
- an incident warrants it (see Head of Year for confirmation of action)
- Parents/carers have requested it

All comments must be satisfactory before a student is taken off report. An unsatisfactory comment must result in the period of the report being extended and the monitoring report escalated as shown below.



Inclusion

**“The heart of the discerning acquires knowledge, for the ears of the wise seek it out”.
(Proverbs 18:15)**

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops students to become resilient, confident and independent.

Some of our students find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

Learning Support and Inclusion Rooms

Inclusion

“Forgiveness says you are given another chance to make a new beginning” - Desmond Tutu

This is a short-term provision which aims to provide continued teaching and support provision which is tailored to the needs of students who need help in improving their behaviour, attendance or attitude to learning. It is used:

- for students who have been internally excluded and referred by the Head of Year
- when a potentially explosive situation needs to be diffused and resolved
- for restorative purposes and the teaching/affirming of virtues linked to our concept of character education

Referrals:

There is a transparent referral system for students who are internally excluded. An internal exclusion has to be authorised by Louise Wilkinson, Assistant Headteacher (Behaviour Lead) or Gavin McIntyre, Deputy Headteacher, on the recommendation of the Head of Year. The reasons for the referral should be made clear to the students and parents/carers.

Whilst in the Inclusion Room, students will be required to complete set work provided by teachers.

Students who misbehave whilst in the Inclusion Room or who refuse to go there may be issued with a fixed term suspension and a meeting with parents/carers will be arranged.

Structure:

Students will follow their normal school timetable and teaching staff will provide students with work to complete.

Environment:

The Inclusion Room is a separate room, located in a quiet area of the school. The room may operate different start/finish/lunch and break times compared to the rest of the school. The Pastoral and Progress Support Officer will work alongside students and staff to tackle the

breakdown in behaviour, support the student with their learning and completion of work and support reintegration back into the mainstream curriculum.

Numbers in the room will be no more than 5 students to ensure each child has a quiet space to work in. Staff have access to an internal telephone. Appropriate resources, such as pens, pencils, rulers, calculators are made available. A variety of literacy, numeracy and problem-solving exercises will be made available for students to carry out if they have finished their work or while waiting for it to arrive. Students will have appropriate access to toilets and drinking water. Students will go onto a Head of Year report after they have been in the Inclusion Room so behaviour and attitude to learning can continue to be monitored. If deemed appropriate, a further action plan will be decided upon and monitored by the Head of Year and appropriate Leadership Link. For students who are persistently removed from classrooms to work in the Inclusion Room, Pastoral Support Plans will be created in conjunction with the school, parent/carer and student to support the child, provide realistic targets and to set a timescale for improvement.

Planned intervention occurs as 1:1 support or in small groups and is in place of some mainstream lessons. The purpose can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support students at risk of exclusion.

In all circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate students into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school's Behaviour Policy.

Internal exclusion, the Inclusion and Learning Support Rooms form part of our whole school approach to promoting positive behaviour and may serve a number of different purposes, including:

- To accommodate students who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a suspension
- Time to reflect and move forward

Internal exclusion should not become a:

- Provision for long-term respite care
- dumping ground for students who may need specific support
- 'Badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- Fast track to permanent exclusion

Data on the use and referral to these support rooms is routinely collected.

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops students to become resilient, confident and independent.

Some of our students find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success. This prepares them well for their next steps, be it post 16 education, an apprenticeship or a job with training.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

The ARC

The ARC offers additional support to students who are experiencing social and emotional difficulties on their journey through the School. These difficulties can be short or longer term and for a variety of reasons but may prevent students from fully accessing the opportunities the School has to offer. Staff in the ARC work closely with the Heads of Year, to provide a supportive environment where all students can achieve their personal goals. The advice and support made available is delivered in partnership with students, on the basis of equality and inclusivity. Support is offered in a variety of different forms and parental involvement is encouraged to ensure that a strong home/school relationship is developed and maintained.

Monitoring and Analysis

All referrals will be recorded and monitored on a regular basis. Information collected will include, for example, gender, ethnicity, SEN status and age of students referred, the length of time each student spends in the Isolation room. This data will help inform early intervention projects and school self-evaluation.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring & Review

This policy will be reviewed at least every 3 years. Regular reports on behaviour will be submitted within the Headteacher report to the Local Governing Committee and where necessary the policy will be reviewed at more frequent intervals.

Appendix 1 CPOMS Recordable Incidents

Reason	
Physical assault against student <i>including</i> Fighting Violent behaviour Wounding Obstruction and jostling	
Physical assault against an adult <i>including</i> Violent behaviour Wounding Obstruction and jostling	
Verbal abuse/threatening behaviour against a student <i>including</i> Threatening violence Aggressive behaviour Swearing Homophobic abuse and harassment Verbal intimidation Carrying an offensive weapon	
Verbal abuse/threatening behaviour against an adult <i>including</i> Threatening violence Aggressive behaviour Swearing Homophobic abuse and harassment Verbal intimidation Carrying an offensive weapon	
Bullying including <ul style="list-style-type: none">• Verbal• Physical• Cyber/Online bullying	<ul style="list-style-type: none">• Homophobic bullying• Racist bullying• Peer on Peer bullying

<p>Racist abuse <i>including</i></p> <p>Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti</p>
<p>Sexual misconduct <i>including</i></p> <p>Sexual abuse Sexual assault Sexual harassment</p>
<p>Sexual abuse Sexual assault Sexual harassment</p>
<p>Drug and alcohol related <i>including</i></p> <p>Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing</p>
<p>Damage <i>including</i></p> <p>To school or personal property belonging to any member of school community Vandalism Arson Graffiti</p>
<p>Theft <i>including</i></p> <p>Stealing school property Stealing personal property (student or adult) Stealing from local shops on a school outing Selling and dealing in stolen property</p>
<p>Persistent disruptive behaviour <i>including</i></p> <p>Challenging behaviour Disobedience/defiance Persistent violation of school rules</p>

Repeated truancy

Other - this category should be used sparingly

Serious incidents which are not covered by the categories above

Updated Exclusion Codes:

- Please note that as of 1 September 2020 the DFE have made some changes to the student attendance and exclusions regulations in response to COVID-19. Schools should report using the new codes immediately.
- There have been 5 new exclusion categories introduced to describe reasons for exclusion.
- These are as follows:
 - (PH) – to capture the ‘wilful and repeated transgression of protective measures to protect public health’.
 - (MT) to capture the inappropriate use of social media or technology
 - (DS) to capture abuse relating to a disability
 - (LG) – to capture abuse against sexual orientation or gender identity
 - (OW) – to capture the use or threat of use of an offensive weapon or prohibited item
- In addition to the new codes the previous code of (OT) – to capture “other” reasons has now been removed and should not be used.
- All other previous codes remain unchanged.
- Please note, where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)

- Intervention by Senior member of staff
- Meeting with Parents/Carers
- Detention/Internal exclusion
- Monitoring reports
- Fixed term suspension
- Permanent exclusion (following formal investigation)
- Police involvement

Appendix 2 – Record of Incident

Record of Incident

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Record of Incident

Incident details:

<u>Action taken:</u>	<u>Y/N</u>
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note/Inclusion referral)	

Details of Actions to move forward:

Role/Signed: _____ Date _____

Appendix 3 - Statement

Statement

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Statement of Incident

Signed: _____ Date _____