





# St Bede's

Catholic School  
& Sixth Form College

## BEHAVIOUR FOR LEARNING POLICY

2023 – 2024

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Mrs C Hammill, Headteacher	
Mrs M Gray, Chair of Local Governing Committee	
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## Introduction

**The Governors of St. Bede' Catholic School and Sixth Form College wish to maintain the highest standards of civilised behaviour in the school. In achieving this, the Governors seek the support of parents and carers for the Headteacher and staff.**

This policy has been developed to take into consideration our Catholic ethos as well as local and national policy and guidance.

The school's policy for behaviour and discipline in general, seeks to promote behaviour based on mutual respect between all members of the school community and Governors ask that parents and carers support the Headteacher and staff to achieve this.

## Intention

1. To have the highest expectations of student behaviour in order to ensure all learners, including the most disadvantaged students and students with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment.
2. To ensure all students develop excellent learning habits that they need to be successful in school and life.
3. Realise and celebrate the potential of all students through promoting independence, high self-esteem and enabling students to reach their full potential.
4. Have a zero- tolerance approach to bullying or harassment including online; racism; homophobia; sexual abuse or harassment and any form of discriminatory behaviour. We work hard to create a positive and safe learning environment where students are respectful towards one another, staff and all in our community.
5. To create a culture focused on attaining excellence in which students are enabled to become mature, self-disciplined, industrious people who are able to accept responsibility for their own actions.
6. To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
7. To form an active partnership with parents and carers to support their child's learning.

These aims are supported by regular and appropriate in-service training, close parental and community links, student organisation which takes into account ethnic and cultural background, the boosting of students' self-esteem through positive reinforcement and enrichment activities and events or activities within school life aimed at pulling together the different life experiences of groups within the community.

This policy should be read in conjunction with the following school policies:

- Code of Behaviour and Conduct
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Policy
- PSHE Policy and RSHE Policy
- SEN and Code of Practice
- Uniform Policy
- Acceptable Use Policy
- Remote Learning Policy

The policy is underpinned by the following legislation and guidance:

- 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'

### **Behaviour Management for Learning**

- The Deputy Head Teacher (Pastoral) leads on Behaviour for Learning.
- Subject Leaders take responsibility for behaviour and supporting staff within their departments: subject specific rules, rewards, detentions, removal timetable.
- Teachers prepare well- planned lessons with a focus on teaching which meets the needs of the individual. Learning starts immediately and there is a clear focus on **Respect and Routines**.
- Teachers are expected to take ownership of their classrooms to create a calm, orderly and engaging learning environment.
- Teachers support behaviour by being highly visible at lesson changeover and by being prompt and vigilant in their duty areas.
- Senior Leaders and Middle Leaders support behaviour by being present at social time and by carrying out SLT (Senior Leadership Team) Tours throughout the school day.

### **Communication**

- The school day starts with registration when form tutors promote high expectations and consistency and carry out checks on uniform, planners, equipment and attendance.
- Bulletins are sent out weekly to staff, parents and students with important news and reminders and to ensure consistency of expectations across stakeholders.
- Weekly assemblies to reinforce and promote our values and expectations.

### **Praise and rewards**

Class teachers and form tutors can award Positive points in recognition of positive behaviour or excellence. Rewards are also available, in the form of 'department awards' for significant achievement and/or effort in relation to the individual student's previous norms. Certificates and department commendation postcards are sent home for effort and outstanding work. We celebrate student achievement and excellent attitudes through the weekly student bulletin, social media and our weekly families' newsletter.

At the end of the term, achievement assemblies recognise work done well by awarding certificates and prizes. In addition to these rewards, any student's significant achievements and/or efforts may be rewarded by the work in question being put on display.

In class, teachers use verbal and written feedback and have a focus on positive relationships.

The member of SLT on the Tours Rota can be invited into a lesson to celebrate the individual achievements of students.

### **Behaviour Points: Positives and Negatives**

From September 2023 we are moving to a new information system within school and our Trust called Arbor.

Positive behaviour points are recorded on Arbor for positive performance, improvement and excellence.

Parents can see their child's achievement point record on the parent App.

Negative behaviour points are recorded for behaviours such as issues with: classwork, homework, disruption, lack of equipment, conduct in and out of the classroom, defiance, failure to attend detention, chewing gum, use of mobile phone, punctuality, uniform.

Reports go to parents on a termly basis and include a behaviour summary.

## **Managing Disruptive Behaviour and Sanctions**

All staff are expected to employ:

- High expectations
- Positive relationships
- Consistent application of the school Behaviour Policy and the staged response
- High expectations regarding uniform and equipment
- Effective classroom management
- Targeted interventions
- Praise and rewards
- Sanctions

Low level teacher strategies include:

- Staged behaviour process
- Verbal and non verbal cues
- Movement of seats
- Loss of break or lunch time
- Department after-school detentions
- Internal department support e.g. with Subject Leader
- Department removal timetable

Additional whole school strategies include:

- Intervention meetings with students
- Use of restorative practice
- Student-parent meetings
- Lunchtime and after school detentions
- Behaviour support including a mentor, or a Pastoral Support Plan
- SENDCo assessment and support plan
- Monitoring reports: Staged Traffic Light report card system
- SLT on call
- Internal suspension
- Fixed term suspension
- The involvement of external agencies

### **Students with SEND needs**

Where a student is identified as having SEND needs or where there is the possibility of underlying or emerging needs the school will make reasonable adjustment to ensure that the needs of the individual are met.

SEND strategies to support behaviour include:

1. Behaviour Policy specifically considers the needs of SEND students, students where there is a possibility of unidentified SEND need and students where there may be an emerging SEND need. School will ensure that those needs will be taken into account and reasonable adjustments made to ensure the individual needs of the student are met.
2. Individual 'Pupil Passports': individual overview of each student and their needs and the strategies teachers must use to support access to learning and positive behaviour.
3. A dedicated supported safe space in school for students with SEND (such as students with sensory needs who may use it if they are experiencing sensory overload) or Mental Health

Wellbeing needs. Our SEND base has a dedicated manager and students access this space in an agreed format to minimise disruption to learning. Specialist SEND and mental health wellbeing support is available alongside a focus on completing work provided by the student's teachers

4. Whole school staff training has been delivered regarding the specific needs of students and strategies for supporting them.
5. We use a centralised shared information folder which holds our SEND student support plans and is regularly updated with advice from external agencies and student/parent voice to include strategies to manage behaviour for learning in the classroom. The SEND department shared drive is also updated with ways to manage specific students' needs at social times for SLT and staff on duty, alongside specialist resources which support positive behaviour for learning for students with SEND.
6. The SENDCo may have a target in a student's SEND support plan to support their behaviour in lessons with identified provision that school provides to support with achieving the target.

## **Mental Health Wellbeing**

As a school we recognise that students with disruptive behaviours may be exhibiting these behaviours as a result of a social, emotional or mental health need. A lot of the support needed within the school is for students with emotional/behavioural difficulties, some of whom may or may not have an EHCP (Educational Health Care Plan). Pastoral Leaders, SENDCo and support staff offer individual support to students who experience emotional/behavioural difficulties and their teachers, sometimes within the classroom; sometimes the student is withdrawn for this support.

The school ethos supports the premise that the establishment of a good teacher/student relationship is central to working effectively with all students, especially those who experience emotional/behavioural difficulties. Teaching which exhibits adaptation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and students. Emotional and behavioural difficulties take many forms:

- A student may become withdrawn and unable to make friends,
- A student may be unable to concentrate on classwork or homework,
- A student may become disruptive and/or aggressive in a class.

In such cases the causes of the emotional/behavioural difficulties should be determined and strategies may well be needed to build or rebuild the teacher/student relationship. Counselling (non-directive) may be offered to encourage the student to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The school and pastoral team in particular believe in the importance of working together with the student, parents and any outside agencies. This encourages mutual respect and fosters self-responsibility in the student. The use of Behaviourist Psychological Approaches often leads to short term improvements which in turn improve the teacher-student relationship and greater self-motivation.

Close liaison with all concerned individuals and agencies, e.g. Parents, form tutors, Key Stage Staff, The SENDCo, Social Services, etc. may assist effective modification of the student's behaviour.

## **The Code of Behaviour and Conduct**

All students are expected to actively adhere to the Code of Behaviour and Conduct and our staff are expected to promote and model the high expectations we hold for attitude and behaviour. All students will have a copy of the Code of Behaviour and Conduct in their student planners and it is this Code that is referred to in the Staged Behaviour System.

## **Student Code of Behaviour and Conduct**

All students are expected to actively adhere to the Code of Behaviour and Conduct and our staff are expected to promote and model the high expectations we hold for attitude and behaviour. The 'Code of Behaviour and Conduct' is based upon: Respect and Routines for Learning.

All members of the school community should be **READY** to learn:

- Be on time for school, and for every lesson.
- Always wear your full uniform correctly.
- Have your planner with you at all times, out and open on the current week in every lesson.
- Bring the right equipment to lessons – books, folders, pens, pencils, ruler and planner, in a school bag.
- Do not chew, eat or drink during a lesson.
- Do not disrupt the learning of others.
- Go to the toilet during breaks rather than during the lesson.
- Mobile phones/ ear pods are switched off and out of sight, at all times.
- Do not leave the lesson at any time without the teacher's permission.

All members of the school community should be **RESPECTFUL** to one another:

- Staff address students by name; students address staff by title and surname or Miss/Sir.
- At the start/end of form/lesson time students are expected to stand behind their chairs and respond to a greeting from the teacher: Good morning/ Good afternoon.
- Students must be respectful to everyone in the school community and to all people they meet outside school, including the journey to and from school – particularly on buses and school trips
- Students must respond to any reasonable request made by a member of staff immediately, positively and without question.
- If an adult enters the classroom students are expected to stand and respond to a greeting.

All members of the school community should behave in a **SAFE** manner at all times:

- Movement inside and outside the school buildings should always be quiet and orderly. Students must keep to the left at all times.
- Students must not enter classrooms without permission.
- Litter must be put into the bins provided.
- Follow the schools ICT policy for use of computers, TEAMS and other ICT equipment.
- Under no circumstances must pupils bring alcohol, tobacco, drugs, Vapes or any banned items into school.
- Do not punch, kick, hit, spit, etc. at anyone.
- Do not join in any 'name calling' or any form of behaviour that causes harassment, bullying or abuse towards any other member of the community.
- Do not exclude others from your discussions/activities.
- Behaviour beyond the school gates: on scholars' buses; when wearing school uniform and when representing our school should always be in line with our Behaviour Policy.

## **Behaviour for Learning Policy**

We have a clear and detailed Behaviour for Learning Policy that is shared with all students, staff and families. Our expectation is that all students adhere to this policy.

## **Uniform Policy**

We have a clear and detailed Uniform Policy that is shared with all students, staff and families. Our expectation is that all students adhere to this policy.

### **Staged Behaviour System**

Where students do not conform to our learning habits of excellence the following Staged Behaviour System will be used:

Stage	Who is responsible?	Action?
1	Teacher	Any student who fails to meet our expectations will receive a Negative. The Negative must be placed in Arbor by the classroom teacher and in the student's planner. The student must write out (handwritten) a Code of Behaviour and Conduct (½ code for SEND students identified by SENDCo) for the next day/lesson and hand it to the teacher who gave the Negative.
2	Teacher	If the student fails to complete the Code, then the student is to be given a detention.
3	Teacher supported by Subject Leader or Pastoral Leader	If the student fails to complete the detention then they will have an after-school detention which is a Subject Leader/ Year Leader detention where the code was given. After-school detentions are 30 minutes and parents have 24 hr notice via Student Planner.
4	Senior Leadership Team	If the student fails to complete the Subject Leader/ Year Leader detention: The student now has a 60 minute detention with a member of the SLT on a Friday evening in the dining hall. Parents have 24 hr notice via Student Planner. <i>Any outstanding homework or Codes must be completed.</i>
5	Senior Leadership Team	If the student fails to complete the SLT detention: The student will face an escalated sanction which may be an internal or external fixed term suspension and will complete the outstanding detention at the end of suspension.

**Sixth-Form:** Please see Appendix One which outlines the Staged Behaviour System for Sixth-Form students.

### **Staged Behaviour Report Traffic Light System**

Where a student collects multiple Negatives in one week, the Year Leader will then interview that student to discover the reasons for their behaviour. Where a student continues to behave in a negative manner, the Year Leader may decide to contact the parents, give detention, or place the student in internal exclusion (Emmaus Room). Lunchtime detentions 'Groundings' are also held. Detentions are also held after school if necessary. The Year Leader may decide that the student needs to be put on report, in which case the student will be required to carry a 'Report Card' to each lesson so that the teacher can comment on behaviour, attitude to work etc.

Report cards operate on a staged traffic light system: green, yellow and red with accompanying sanctions increasing. Green report is for monitoring and incurs no sanctions. Yellow report includes daily lunchtime detentions. Red report is the most serious report card and students on red report will complete daily detentions and after-school detentions. Students on Red report will report directly to a Senior Leader. Form teachers also monitor report cards daily and the Year Leader checks the report at the end of the day. Parents should also sign the report on a daily basis. Report cards are kept for students who have previously misbehaved.

If a student continues to persistently breach the school's Behaviour Policy they may be placed on Headteacher's Report whereby they will be individually monitored by the Deputy Headteacher Pastoral who will report to the Headteacher. If a student continues to persistently misbehave and repeatedly breach school rules and/r has a serious one-off behaviour incident and/or is involved in a behaviour incident that puts at risk the health and safety



of any student (including themselves) or member of staff this may result in permanent exclusion.

### External Suspensions

Where a student has had an external suspension they will automatically return to school on Red report and work with their Year Leader to move down the staged report system until they are no longer on report, this will usually look like: two weeks on red report; two weeks on yellow report; two weeks on green report and then move to no report.

**Crucially:** the report system allows for the tutor, classroom teachers and Year Leader/Senior Leader to record praise comments on a daily basis to support students with re-engaging with their learning and the school community as well as serving as a deterrent to prevent future misbehaviour.

Report Stage	Sanctions	Student reports to
Green	None	Assistant Year Leader
Yellow	Daily lunchtime detentions	Year Leader
Red	Daily lunchtime and after-school detentions	Senior Leader
Headteacher's Report	Daily lunchtime and after-school detentions	Deputy Headteacher Pastoral/Headteacher

### Additional Information

#### Uniform

The school has used the Department for Education non-statutory guidance on school uniform and recognises that 'uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone... and encourages schools to have a very clear position about appearance such as hair colour, style and length and the wearing of jewellery and make-up'.

If a student is in breach of the Uniform Policy then they will either be given some temporary uniform to wear, sent home to change or will be in internal isolation until their uniform is correct. We do this to ensure that students take pride in their appearance and there is a sense of fairness: we have the same high expectations of all students.

Please see our Uniform Policy for further information.

#### Mobile Phones

Mobile phones are not permitted in the school for students in Years 7-11. If a student wishes to carry a phone to and from school for safety reasons, it must be switched off and safely stored in a bag/blazer during the school day. We cannot accept any responsibility for lost, stolen or damaged phones (or any other items).

*If a student is seen using their mobile phone it will be confiscated by a member of staff and placed in the school safe. The student will be issued with a sanction following the Staged Behaviour System. The mobile phone will be held securely in the school safe ready for collection at the end of the school day- the mobile phone can then be collected by the student at the end of the day. However, if a student is repeatedly using their mobile phone then the phone will be confiscated and a parent/carer **must** collect it.*

Mobile phones are permitted in the Sixth-Form Sir Tom Cowie building in the hub/study areas for students in Years 12 and 13 only. Outside of these areas and across the main school students in Years 12 and 13 must adhere to the expectation that mobile phones must be switched off/on silent and kept out of sight at all times including lessons.

Mobile phones can be searched by senior members of staff if this is thought to be appropriate following DfE guidance.

### **Anti-Bullying**

At St. Bede's, in line with our Catholic ethos, we believe that all of our students have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

Examples of unacceptable behaviour towards others include:

- Physical (including sexual assault)
- Verbal abuse (name calling) by teasing or making offensive remarks
- Cyber bullying: use of it by an individual or individuals in a way intended to upset or exploit others.
- Emotional torment: excluding from social groups or by spreading rumours.
- Theft or the deliberate destruction of property.
- Any deliberate displays of intolerance on the grounds of difference e.g. race, sexuality, appearance, gender etc.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes or any reference to Special Educational Needs and/or disability.

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide.

Proven instances of bullying will be taken very seriously.

Please see our Anti-Bullying policy for further information.

## Sexual Abuse or Harassment

At St. Bede's we have a zero-tolerance approach to any form of peer-on –peer sexual abuse or violence or harassment or discrimination. Staff actively uphold this zero-tolerance stance by following the SCAR approach which we are introducing from September 2023:

**STOP:** stop when you notice.

**CHALLENGE:** challenge the comment or behaviour.

**ADDRESS:** let the child or young person know that it is not appropriate or acceptable.

**REPORT:** all incidents should be reported to the Designated Safeguarding Lead particularly low level or first offences; it helps to build a picture. Any incidents or actions taken will be done so in line with the school's safeguarding policy.

All incidents will be reported to the Designated Safeguarding Lead in line with the School Safeguarding policy.

Please see our Safeguarding and Child Protection Policies.

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 wellbeing.

## **Leaving Site**

Once at school, students are not allowed to leave site unless collected/ organised by a parent or carer and other than in exceptional circumstances this must always be agreed with school in advance. Students must remain in their designated areas at all times.

## **Harmful substances/weapons**

Under no circumstances can students bring high energy/caffeine drinks; alcohol; tobacco/vaping or drugs onto the school premises. No items that can be used as a weapon are to be brought onto the school site.

## **Serious Incident**

When a more serious behaviour incident takes place the member of staff will log the incident on Arbor and alert the appropriate members of SLT/the pastoral team.

If the incident cannot be dealt with using the departmental sanctions, then the member of SLT on-call should be contacted.

For serious incidents the student will be instructed to work in isolation while investigations are carried out or for a suitable, fixed amount of time as a sanction for the incident. Parents will be informed.

If a fixed-term suspension is warranted, students will not be allowed back into school until a reintegration meeting has been held to discuss the reasons for the suspension and the expectations of the school following the return of the student.

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, damaging property and to maintain good order in the classroom.

Serious misbehaviours may include but are not restricted to:

For example, if any student;

- Peer on peer abuse
- Any behaviour which is discriminatory in nature (e.g. discriminates on the basis of disability, gender, race, religion, age, sexuality and/or marital status)
- Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
- Harassment-behaviour towards others which is unwanted, offensive and affects the dignity of the individual or groups of individuals including racist, sexist and homophobic or transphobic behaviour
- Is involved with bullying of another student including cyber-bullying; prejudice-based bullying and discriminatory bullying
- Uses ICT or audio/visual recordings in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy
- Sexually abuses or harasses another student
- Sexually abuses or harasses staff
- Makes false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
- Behave in a manner which could be construed as harassing, bullying intimidating staff in any way either in school or beyond the school gates including online
- Is involved with illegal drugs or alcohol or tobacco including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
- Smoking/Vaping -including the possession of any paraphernalia
- Possession of banned items (including but not limited to) knives or bladed articles and weapons, fireworks, firecrackers, high energy/caffeine, alcohol, illegal drugs, vapes, tobacco and cigarette papers, stolen items,

pornographic images, 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, or damage to property of any person.

- Truancy
- 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
- Swears at, or is personally insolent to a member of staff
- Defiant to staff
- Physically assaults another student or is physically aggressive to another student, including fighting, violent behaviour, wounding, obstruction and jostling)
- Physically assaults a member of staff or is physically aggressive towards a member of staff, including fighting, violent behaviour, wounding, obstruction and jostling)
- Persistent misbehaviour including repeated challenging behaviour, defiance, persistent breach of school rules, truancy internal/external
- Misbehaves in any way whilst on Red Report or whilst on Headteacher Report
- Is involved in activities which are prejudicial to the health and safety of member(s) of the school community
- One-off serious incidents not covered by the categories above

#### **Internal isolation/suspension**

- Time in isolation reflects the severity of the incident/ behaviour.
- Only senior pastoral staff or members of SLT can direct a student to internal isolation.
- Isolation is held in a designated area under the supervision of a teacher.
- If a child is in isolation they will lose social time with their peers.
- Parents are informed.
- Following the isolation period, the student will be issued with an appropriate level of monitoring report.
- A range of strategies and support will be put in place by the class teacher, head of department and pastoral team to prevent a reoccurrence of the incident.
- The SENDCo will be consulted where necessary.

#### **Suspension (External)**

- Punitive and also restorative with reintegration support.
- Headteacher decides the length of the suspension which may be reasonably adjusted taking into account SEND needs.
- Parents are informed verbally and in writing.
- Prior to the return to daily school life a reintegration meeting is held with parents led by the Senior Assistant Head Pastoral or the Deputy Headteacher (and SENDCo if appropriate). The Headteacher may attend the meeting depending upon the nature of the incident.
- Support is offered from the school and any concerns aired.
- Support offered may include a SENDCo assessment for a possible unidentified or emerging SENDCo need.
- The students will be placed on the appropriate level of monitoring report.

**Permanent exclusion** is only ever a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously damage the education or welfare of the student or others in the school; is a decision made by the Headteacher but must be sanctioned by governors.

School must adhere to the statutory guidance from the Department for Education: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/School_suspensions_and_permanent_exclusions.pdf)

## **Preventative measures to school exclusion**

### **Off-site direction**

An off-site direction is when the school requires a pupil to attend another education setting to improve their behaviour where previous interventions or targeted support have not been successful in improving a pupil'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, pupils must be dual registered. Depending on the individual needs and circumstances of the pupil, 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 pupil 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 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/School_suspensions_and_permanent_exclusions.pdf)

### **Managed moves**

A managed move is used to initiate a process which leads to the transfer of a pupil 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 pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests. Where a pupil 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 pupil is provided with an effective integration strategy.

## **Reintegration**

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

## **External Agencies**

We work closely with families and a range of external agencies and organisations to best support our students with their behaviour. Examples include:

- Social Services
- Early Help: OnePoint
- The Police
- CAMHS
- CYPS
- Autism Social and Communication Team
- Behaviour Support e.g. specialist support from Clennell Education Solutions

## 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 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 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
- Vapes or materials used for vaping
- 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, energy/caffeine 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; cause personal injury to any person, including the pupil themselves; damage the property of any person, including the pupil themselves.

Any search of a student will comply with DfE advice: [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

This advice provides guidance 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 pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search

## Discipline beyond the school gates

The Headteacher will determine an appropriate legal response to the following:

Any unacceptable behaviour where the student is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform

- In some other way identifiable as a student at the school

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student, member of staff or member of the public
- Could adversely affect the reputation of the school.

The Headteacher and Leadership Team will consider each reported incident and deem a suitable or appropriate sanction where necessary. At that point a decision will also be made as to whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the student suffering or being likely to suffer significant harm. In that case the school staff will follow the Safeguarding Policy guidance.



Appendix One: Sixth Form Staged Behaviour System

**Sixth Form Staged Behaviour Referral**

Stage	Action	Review
<b>Stage 1</b>	<p>Conversation with <b>Form Tutor</b>.</p> <p><b>Form tutor</b> report put in place.</p> <p>Parents/carers informed by <b>Form Tutor</b> (recorded on Arbor).</p> <p>Monitor behaviour.</p>	Review after 2 weeks.
<b>Stage 2</b>	<p>If no improvement.</p> <p>Meeting with <b>Year Leader</b>.</p> <p><b>Year Leader</b> report put in place.</p> <p>Parents/carers informed by <b>Year Leader</b> (recorded on Arbor)</p> <p>Monitor behaviour.</p>	Review after 2 weeks.
<b>Stage 3</b>	<p>If no improvement.</p> <p>Meeting with <b>Director of Sixth Form Director</b>.</p> <p><b>Director of Sixth Form</b> report put in place.</p> <p>Parents/carer informed by <b>Director of Sixth Form</b>. (recorded on Arbor)</p> <p>Monitor behaviour.</p>	Review after 2 weeks.
<b>Stage 4</b>	<p>If no improvement.</p> <p>Formal meeting with <b>Director of Sixth Form, Year Leader</b>, student and Parents/carers.</p> <p>Minutes recorded and signed by all parties (recorded on Arbor)</p> <p>Monitor behaviour.</p>	Review after 4 weeks.

<p><b>Stage 5</b></p>	<p>If no improvement.</p> <p>Referral to <b>SLT (Deputy Headteacher)</b></p> <p>Formal meeting with <b>SLT</b>, student and Parents/carers.</p> <p>Minutes recorded and signed by all parties (recorded on Arbor)</p> <p>Monitor behaviour.</p>	<p>Review after 4 weeks.</p>
<p><b>Stage 6</b></p>	<p>If no improvement.</p> <p><b>Headteacher</b> agrees for a <b>Governor's contract</b> to be put in place.</p> <p>Minutes recorded and signed by all parties (recorded on Arbor)</p> <p>Monitor behaviour.</p>	<p>Review after 4 weeks.</p>
<p><b>Stage 7</b></p>	<p>If no improvement permanent exclusion may be considered.</p> <p>A decision to exclude a pupil permanently should only be taken:</p> <ul style="list-style-type: none"> <li>• in response to a serious breach or persistent breaches of the school's behaviour policy; and</li> <li>where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</li> </ul>	<p>N/A</p>

If involved in a serious incident the serious incident/ suspension protocol will be followed.

