

### AIMS

- To maintain good order in a positive atmosphere which is conducive to learning.
- To place a high value on encouraging honesty, trust, fairness, self-discipline, respect for property, politeness, respect and concern for others in order to give a clear, consistent, vision of what constitutes acceptable behaviour.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

### LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## **DEFINITIONS**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs and other psychoactive substances
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **ROLES AND RESPONSIBILITIES**

### **The Governing Board**

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

## **PUPIL CODE OF CONDUCT**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## **THE USE OF REWARDS**

We recognise that the vast majority of pupils respond well to praise and recognition of their efforts and achievements. It is important that all staff seek opportunities, wherever possible, to recognise good behaviour, work, effort and contributions to the life of the school.

The pupils' achievements are recognised by such methods as:

- the writing of comments on work submitted.
- Submitting a positive behaviour comment on SIMS/ issuing merits
- the awarding of grades for work submitted.
- the compilation of progress reports.
- the displaying of pupils' work around the school.
- the use of good work as an example to other pupils.
- verbal congratulation and encouragement.
- inviting a colleague into a class to view work in progress.
- the reading of names and/or presentation of certificates and highlighting successes in assembly.
- the performance of musical or dramatic pieces or presentation of a project in assembly.

In addition, there are ways of recognising particular achievements and contributions:

**Merits** are awarded for work or contributions to school life of a high standard. This will be rewarded on the school MIS (SIMS) and will also be noted in the school planner. Merits may be given for:

- a piece of homework or class work which is awarded full or high marks
- sustained contributions to class discussion over a week's work
- a piece of work which shows excellent effort or commitment but which may not be awarded full marks
- a good contribution to an assembly or similar performance
- recognition of a helpful act to the school community.

A member of staff who wishes to award a Merit will indicate this on the piece of work and add an event on to SIMS. A Merit sticker will also be issued to stick in the planner. Merit stickers have the name of the subject on them. Merit stickers are also available for the Senior Leadership Team, Tutors and Heads of House to issue for particular contributions to the wider life of the school. Any member of staff can also record a merit for contribution to school life using SIMS.

SLT and the pastoral team will monitor SIMS rewards at the end of each week. All staff will receive a copy of this weekly report.

When 20 merits have been awarded pupils should show their planner to their Form Tutor and then take it to their Head of House. They will be given a Head of House's merit sticker for their planner and a commendation certificate.

With 40 merits, they will be awarded a certificate which they will be able to claim from their Head of House who will also write to their parents.

With 60 merits they will gain a certificate, awarded by the Headteacher who will write to their parents and arrange to have their name published in the newsletter.

With 80 merits they gain a certificate from the Headteacher who, in addition to the above, passes their name to the Chairman of Governors.

With 100 merits a pupil will be presented with a Chairman of Governors' Commendation Certificate.

Pupils achieving more than 120 merits will be awarded a special pen.

### **Commendations**

Teachers will be asked to award commendations to pupils in each of their teaching groups who have:

- sustained a high standard of work
- sustained a high level of consistent effort
- made considerable effort to meet targets.

Tutors will also be asked to commend any pupils who have made a particularly positive contribution to the life of the school.

Commendations may be awarded at any time using *Events*. Certificates will be printed at the end of each term. As a guide, teachers should aim to award around 5 commendations per term per class.

**The following rewards are also available to all girls in the school.**

### **Prizes**

These are awarded annually for Attainment and Contribution to School Life. There are also special awards for exceptional GCSE and 'A' level results.

## Attendance Certificates

These are awarded to girls who have 100% attendance in an academic year.

## MISBEHAVIOUR OF PUPILS

In upholding discipline both within and out of the classroom the emphasis should be on reward and praise for good work and behaviour. Clear guidelines of expectations of pupils are to be found in the Code of Conduct. **All members of staff have a responsibility to uphold these.**

There will be occasions however when pupils do not respond to such encouragement, or step outside the guidelines given. Where such incidences occur, whether within the classroom or out of it, the member of staff observing it should attempt to deal with the matter immediately him or herself. If support is necessary staff should be in no doubt that support will be provided, by Heads of Department, Heads of House or the Senior Leadership Team (SLT).

**Disciplinary problems outside the classroom will be dealt with through the Heads of House whilst those in the classroom will be dealt with by Heads of Department.**

**Subject teachers** are responsible in the first instance for ensuring good discipline in their classroom, that effective learning is taking place and that class work and homework are completed on time and to a suitable standard. Staff must be assured that they will receive full support in this from HoDs, HoHs and SLT.

Where work is not completed on time, staff should insist that the work is completed as soon as possible, for example by going to the library or other room designated by the member of staff at lunchtime to catch up missing work.

**Concerns should be recorded via SIMS** as a means of communication to inform the Form Tutor and Head of House of any incident or problem within a subject. The Form Tutor should monitor the situation and take appropriate action in liaison with the subject teacher, and the appropriate HoD and HoH. Parents will have access to this too.

School Detention will take place every Wednesday night and will be supervised by HoDs, HoHs and SLT on a rota basis. **Only these members of staff can put girls into School Detention.** This emphasises the seriousness of the detention and the fact that the previous sanctions need to be applied in the first instance by either subject teachers, Form Tutors, HoDs and HoHs. Detentions should be recorded in the detention file at Reception by the HoD/HoH/SLT issuing the detention and a standard letter completed which will be posted home for parents to sign and returned to the Deputy Headteacher (who coordinates detentions).

Pupils should know that their actions have consequences and that they must take responsibility for their actions.

Given below are guidelines for the type of sanctions which may be imposed in particular circumstances. **It is important that there be an escalation in sanctions.** In the event of any extreme situation staff may bypass Heads of Department and Heads of House and seek the support of the School Leadership Team or Headteacher. **Every effort should be made, however, to avoid jumping the disciplinary chain.** The relevant Head of House/Department should be informed that day of any action taken.

**In all cases information may be recorded via SIMS. It is good practice to also email or telephone parents.**

Please see Appendix 1 for a table showing how we will handle different kinds of poor behaviour.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- Sanctions will be applied, using the schools behaviour incident checklist Stage 2 or 3 as appropriate. (appendix 1)

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- If the victim and perpetrator are in the same class, the perpetrator will be moved while the investigation takes place.
- Both the victim and perpetrator will be safeguarded against victimisation from others.

## **OFF-SITE BEHAVIOUR**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

## **MALICIOUS ALLEGATIONS**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been deliberately invented or malicious, the Headteacher will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to **our safeguarding policy (Annex 4)** for more information on responding to allegations of abuse.

The Headteacher will also consider the welfare of the member of staff accused of misconduct.

## **PHYSICAL RESTRAINT**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

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 (**see also Appendix 2**).

## **CONFISCATION**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **PUPIL SUPPORT**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, 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.

## THE USE OF SECLUSION

Removal from lessons may be used as a sanction when necessary. In these circumstances pupils will work with a senior member of staff on work set by subject teachers. Seclusion may also include break and lunchtimes.

## THE USE OF FIXED TERM (SUSPENSION) AND PERMANENT EXCLUSION

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training).

## Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils

Only the Headteacher, or Acting Headteacher, can exclude a pupil from school. A permanent exclusion will be taken only as a last resort.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN).

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

### **Roles and Responsibilities**

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

### **Informing The Governing Board and Local Authority**

The Headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Headteacher will notify the governing board and LA once a term.

### **The Governing Board**

Responsibilities regarding exclusions is delegated to the Governors' Disciplinary Committee. The Disciplinary Committee has a duty to consider the reinstatement of an excluded pupil (see section 6). Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

### **The Local Authority**

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

### **Considering the reinstatement of a pupil**

The Disciplinary Committee will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination.

If requested to do so by parents, The Disciplinary Committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination The Disciplinary Committee will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Disciplinary Committee will consider the exclusion and decide whether or not to reinstate the pupil.

The Disciplinary Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date.

In reaching a decision, the Disciplinary Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Disciplinary Committee will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Disciplinary Committee decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
  - The date by which an application for an independent review must be made
  - The name and address to whom an application for a review should be submitted

- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the school to appoint an SEN expert to attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

### **An Independent Review**

If parents apply for an independent review, the school will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Disciplinary Committee of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the Headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years.

A person may not serve as a member of a review panel if they:

- Are a member/director of the governing board of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the school or the governing board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover).

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed).

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

## **School Registers**

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

## **Returning from a Fixed Term Exclusion**

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal isolation

The following policies should also be read in conjunction with this policy:

Anti-Bullying

Drugs

Special Educational Needs and Disabilities

Safeguarding and child protection

Reviewed            September 2021

Next review        September 2023



# Behaviour Incidents

Academic and pastoral issues (positive and negative) must be recorded using SIMS.

N.B. Parents can access and view this information at any time via Parent Portal.

Student Incidents	Scale of Escalation	Actions taken/ Sanctions	Follow up
<p><b>Low Level Behaviour</b></p> <ul style="list-style-type: none"> <li>• Late for lessons / roll call</li> <li>• No planner</li> <li>• Planner not signed</li> <li>• Lack of school equipment</li> <li>• Disrupting the learning of others</li> <li>• Refusing to follow instructions</li> <li>• Defiance- one off resolved</li> <li>• Unacceptable language</li> <li>• Incomplete homework/ no homework</li> <li>• Homework poor standard</li> <li>• Missing classwork</li> <li>• Work not caught up</li> <li>• Coursework deadline</li> <li>• In danger of missing coursework deadline</li> <li>• Dishonesty</li> <li>• Swearing near staff</li> <li>• Uniform/ make up/ jewellery/ hair styles/ shoes (one off resolved)</li> <li>• Chewing gum</li> <li>• Littering</li> <li>• Form room tidiness</li> <li>• Other minor infringements</li> </ul>	<p><b>Stage 1</b></p> <p><b>Low Level Behaviour</b></p> <p><u>Action by:</u></p> <ul style="list-style-type: none"> <li>• <b>Subject teacher</b> (if during lesson)</li> <li>• <b>Form tutor</b> (if during tutor time)</li> <li>• <b>Staff member</b> (‘on the spot’)</li> </ul>	<ul style="list-style-type: none"> <li>• Send student to reception for replacement uniform item / removal of make-up, nail varnish</li> <li>• Phone call/ email to parents</li> <li>• Add to daily uniform detention list</li> <li>• Confiscate mobile phone, take to reception</li> <li>• Subject teacher/tutor detention – break or lunchtime</li> <li>• Community service within department</li> </ul>	<ul style="list-style-type: none"> <li>• For detentions – HOD/HOH to complete detention form at reception to be sent home</li> <li>• Record detentions on SIMS</li> <li>• Record comments on SIMS and My Concern if appropriate</li> <li>• Continued conversation with parents</li> </ul>

Student Incidents	Scale of Escalation	Actions taken/ Sanctions	Follow up
<p><b>Medium Level Behaviour</b></p> <ul style="list-style-type: none"> <li>• Persistent disruptive behaviour/Persistent failure to complete homework</li> <li>• Persistent failure to submit work of a satisfactory quality</li> <li>• Persistent failure to meet deadlines</li> <li>• Leaving the room without permission</li> <li>• Persistent lateness</li> <li>• Missed class teacher/HOD detention</li> <li>• Persistent incorrect uniform</li> <li>• Rudeness and being offensive</li> <li>• Truancy (on site)</li> <li>• Walking off on staff</li> <li>• Swearing at a student</li> <li>• Damage to school property</li> <li>• Bullying- one off</li> <li>• Encouraging fighting</li> <li>• Inappropriate use of Social Media (first offence)</li> <li>• Smoking</li> <li>• Being in the company of smokers</li> <li>• Other</li> <li>• Some incidents of sexual harassment</li> </ul>	<p><b>Stage 2</b></p> <p><b>Medium Level Behaviour</b></p> <p><u>Action by:</u></p> <ul style="list-style-type: none"> <li>• <b>Subject teacher</b></li> <li>• <b>Form tutor</b></li> <li>• <b>Staff member</b></li> </ul> <p style="text-align: center;"><b>REFER TO</b></p>  <ul style="list-style-type: none"> <li>• <b>Head of department</b></li> <li>• <b>Head of house</b></li> </ul> <p><b>Referrals to HOD/ HOH</b></p> <ul style="list-style-type: none"> <li>• Department detentions</li> <li>• School detentions</li> <li>• Phone calls home to parents</li> <li>• Emails/Letters home to parents</li> <li>• Seclusion</li> <li>• Fixed time exclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from lesson to work with HOD</li> <li>• Impose departmental detention - lunchtime or after school</li> <li>• Impose HOH detention - lunchtime or after school</li> <li>• Impose community service</li> <li>• Internal suspension until problem resolved</li> <li>• Behaviour Support Plan to be started- discussed with parents and actioned.</li> <li>• <b>Fixed term exclusion</b> (HOD/HOH To discuss with headteacher /SLT link, only used in exceptional circumstances at discretion of Headteacher)</li> </ul>	<ul style="list-style-type: none"> <li>• For detentions – HOD/HOH to complete detention form at reception, to be sent home</li> <li>• Reception record detention on Sims</li> <li>• Student placed on subject report / behaviour contract</li> <li>• Parents to be contacted by phone / email</li> <li>• Students and teachers involved to work together to resolve issues before next lesson where possible</li> <li>• Record incident and action taken on Sims</li> <li>• Inform Tutor/HOD/HOH by email</li> <li>• HOD or Headteacher to contact parents and other relevant outside agencies</li> <li>• Student placed on relevant subject report / behaviour contract.</li> <li>• Parent/school meeting arranged</li> <li>• Student and teachers involved to work together to resolve issues before student returns to lesson</li> </ul>

Student Incidents	Scale of Escalation	Actions taken	Follow up
<p><b>High Level Behaviour</b></p> <ul style="list-style-type: none"> <li>• Persistent disruption to learning</li> <li>• Persistent truancy</li> <li>• Truancy (offsite)</li> <li>• Uniform refusal to change and persistent</li> <li>• Sexual harrasment</li> <li>• Repeated failure to attend detentions(x3)</li> <li>• Swearing at a member of staff</li> <li>• Threatening/abusive towards a member of staff</li> <li>• Threatening/abusive towards a student</li> <li>• Behaviour considered to be dangerous</li> <li>• Risking the safety of themselves/others</li> <li>• Assault against a student/staff member/other adult including sexual assault</li> <li>• Fighting</li> <li>• Persistent bullying</li> <li>• Racist incident</li> <li>• Bringing the school's name into disrepute</li> <li>• Persistent misuse of social media</li> <li>• Theft</li> <li>• Possession of an offensive weapon in school</li> <li>• Using alcohol (in school or on a school trip)</li> <li>• Encouraging others to use alcohol</li> <li>• Using drugs in school</li> <li>• Dealing in drugs in school (including no money changing hands)</li> </ul>	<p><b>Stage 3</b></p> <p><b>High Level Behaviour</b></p> <p><u>Action by:</u></p> <ul style="list-style-type: none"> <li>• Subject teacher</li> <li>• Form tutor</li> <li>• Staff member</li> </ul>  <ul style="list-style-type: none"> <li>• Head of department</li> <li>• Head of house</li> </ul>  <ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• Headteacher</li> </ul>	<p>Only used in exceptional circumstances at discretion of Headteacher:</p> <ul style="list-style-type: none"> <li>• <b>Fixed term exclusion</b></li> <li>• <b>Permanent exclusion</b></li> <li>• <b>Possible police involvement</b></li> </ul>	<ul style="list-style-type: none"> <li>• All information recorded on SIMS</li> <li>• SLT to contact parents and other relevant outside agencies by phone, email or letter as appropriate</li> <li>• Parent/school meeting arranged</li> </ul>

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## **RISK ASSESSMENTS AND THE USE OF PHYSICAL INTERVENTION TO CONTROL OR RESTRAIN A PUPIL**

### Risk Assessments

A comprehensive Risk Assessment for a pupil of concern, will be carried out following the guidelines as proposed by the Local Authority (Safeguarding Risk Management Form for Schools and Education Settings August 09). The risk assessment will be used if the identified pupil has:-

- presented with challenging or dangerous behaviour of a Child Protection or Safeguarding nature
- been victim of an incident of Child Protection/Safeguarding concern including bullying and this process will afford them protection
- made repeated, apparently unfounded allegations against staff and/or other pupils
- made threats of self-harm.

The Risk Assessment is a confidential document and will be distributed on a 'need to know basis' but the school will ensure that relevant members of staff have a copy. The school will also ensure that the Parent/Guardian of the pupil is involved, wherever appropriate, in its completion and has a copy. The aim of the assessment is to allow as full participation as possible by the pupil in school life, without prejudice or danger to other members of the community.

### Use of Physical Intervention

The level of risk and the probability of the need for **physical intervention** in this school is **extremely low** as evidenced by our records. The school will aim to create a calm, orderly and supportive school climate to lessen the risk and threat of violence. Staff should not normally intervene without first summoning help and removing other pupils to a safe area.

Staff should manage any situation as effectively as possible by:

- Communicating calmly
- Use non-threatening verbal and body language to ensure the pupil can see a way out of the situation
- Take a pupil to a quiet room to calm down
- Warn the pupil that force may have to be used before using it, if possible.

Any member of staff should be aware that they **may use**, in relation to any pupil in the school, **such force as is reasonable in the circumstances** for the purpose of preventing a pupil from:

- Committing any offence.
- Causing personal injury to, or damage to the property of, any person (including the pupil herself).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at school or among any of its pupils whether that behaviour occurs during a teaching session, on school premises or elsewhere at a time when the member of staff has lawful charge of the pupil.

Physical intervention may be required either to **control pupils or to restrain them**.

**Control measures may include:**

- Standing between pupils
- Blocking a pupil's path
- Leading a pupil by arm/hand away
- Ushering a pupil away by placing a hand in centre of their back.

**Restraint** would be to physically prevent a pupil from continuing what they were doing (after they had been told to stop). Examples where physical intervention may be necessary are:

- To prevent a pupil attacking another pupil or member of staff.
- To prevent a pupil causing deliberate damage to property.
- To prevent a pupil causing injury/damage by misuse of dangerous materials/object.
- To prevent serious disruption of lesson/event/visit.

**Staff must report any incident involving physical intervention to the Headteacher** or other member of the SLT **on the same day** as the incident occurred so that parents can be advised and any actions that need to be taken by the Headteacher can be actioned. Full records of all incidents will be kept and monitored.