

Excel Learning Trust

Behaviour Policy (Secondary)

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1. AIMS OF THIS POLICY

- 1.1 To help to enable all pupils to achieve **excellence every day** by:
- Ensuring that all pupils are safe, happy, behave well and are able to learn in disruption-free classrooms.
 - Ensuring that there is a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn.

2. OBJECTIVES OF THIS POLICY

- 2.1 This policy will:
- Provide a consistent approach to behaviour management
 - Provide a clear understanding of the behaviour process for pupils, parents, teachers and governors;
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination
 - Outline how pupils are expected to behave
 - Outline our system of rewards and sanctions

3. LEGISLATIVE AND STATUTORY REFERENCES

- 3.1 Our behaviour policy is developed in accordance with the relevant legislative and statutory requirements to ensure compliance and best practice. The following references provide the legal framework and guidance for our policy:

Department for Education (DfE) Guidance

- Behaviour in Schools: The DfE provides comprehensive guidance on developing and implementing a behaviour policy. This includes advice on promoting good behaviour, managing behaviour, and responding to incidents of misconduct. The guidance applies to all maintained schools, academies, free schools, non-maintained special schools, and independent schools.
- School Exclusions: The DfE also offers guidance on school suspensions and permanent exclusions, outlining the procedures and considerations for excluding pupils.
- Mobile Phones in Schools: Specific guidance on the use of mobile phones in schools, including searching, screening, and confiscation.
- Use of Reasonable Force: Guidance on the use of reasonable force by school staff to manage pupil behaviour.
- SEND Code of Practice: The Special Educational Needs and Disability (SEND) Code of Practice provides guidance on supporting pupils with SEND in behaviour management.

Legal Considerations

- Education and Inspections Act 2006: This Act requires certain schools to have a behaviour policy in place. The policy must be published to all school staff, parents, and pupils.

- Keeping Children Safe in Education: This statutory guidance sets out the legal duties relating to safeguarding and promoting the welfare of children.
- Preventing Bullying: Guidance on preventing and responding to bullying, including cyberbullying, to ensure a safe and supportive environment for all pupils.
- Education Act 1996: This Act provides the legal framework for school discipline and the powers of school staff to maintain good order and discipline.

3.2 By adhering to these legislative and statutory references, we ensure that our behaviour policy is aligned with national standards and best practices, promoting a safe and positive learning environment for all pupils.

4. LINKS TO OTHER POLICIES

- 4.1 This policy should be read in conjunction with the following Excel Learning Trust policies.
- Physical restraint and use of reasonable force
 - Child protection and safeguarding
 - Anti-bullying

5. SAFE AND INCLUSIVE SCHOOL ENVIRONMENT

5.1 We are dedicated to creating a supportive and secure environment where every pupil feels safe and valued. We have a zero-tolerance policy towards any form of bullying, discrimination, sexual harassment, sexual abuse, and sexual violence—both online and offline.

5.2 Our Commitment

1. Safe Environment: We strive to create a school atmosphere where pupils can learn and grow without fear of harm. Our policies and procedures are designed to protect pupils from any form of mistreatment.
2. Zero Tolerance: Bullying, discrimination, sexual harassment, sexual abuse, and sexual violence are not accepted under any circumstances. We are committed to addressing these issues promptly and effectively.
3. Responsive Actions: When incidents occur, we act quickly and consistently to ensure the safety and well-being of all pupils. This includes thorough investigations and appropriate interventions.
4. Support Systems: We provide support for victims and those affected by such incidents, ensuring they have access to the necessary resources and assistance.
5. Education and Awareness: We educate our pupils, staff, and community about the importance of respect and inclusion, and the impact of harmful behaviours. Regular training and awareness programs are part of our proactive approach.

5.3 By fostering a culture of respect and safety, we aim to ensure that every pupil can thrive in a positive and inclusive learning environment.

6. PRAISE AND RECOGNITION

- 6.1 We believe that positive reinforcement is a key component in promoting good behaviour and academic achievement. Recognising and celebrating pupils' accomplishments fosters a supportive and encouraging school environment. Our praise and recognition approach aims to motivate pupils, boost their self-esteem, and reinforce the values and behaviours we strive to instill.

6.2 Types of Praise

Examples of praise used include, but are not limited to:

1. Verbal Praise: Teachers and staff members regularly provide positive verbal feedback to pupils, acknowledging their efforts, progress, and achievements. This can be done privately or publicly, during lessons, assemblies, or school events.
2. Classcharts Praise: Positive comments are recorded on Classcharts.
3. Excellence Every Day Awards: Opportunities are provided for pupils to acknowledge and celebrate each other's achievements, fostering a sense of community and mutual respect.
4. Public Recognition: Achievements are celebrated in assemblies, newsletters, and on school displays to recognise and share pupils' successes with the wider school community.

6.3 Recognition

Each school will tailor their approach to recognition for their community, their cohort and to complement their culture and expectations. Some examples of recognition may include:

1. Classcharts: pupils demonstrating positive behaviour, effort, and academic achievements can lead to various rewards and recognition.
2. Certificates and Awards: Certificates and awards are presented to pupils for outstanding achievements in academics, behaviour, attendance, and extracurricular activities.
3. Privileges: pupils may be granted special privileges, such as refreshments with the Principal, or participating in special school events or activities.
4. Letters/Postcards: Letters of commendation or postcards are sent home to inform parents and guardians of their child's achievements and positive behaviour.
5. Celebratory Events: pupils who consistently demonstrate positive behaviour and academic effort may be invited to participate in celebratory events, such as end-of-term activities, trips, or special assemblies.

7. BEHAVIOUR/CULTURE CURRICULUM

- 7.1 Our Behaviour/Culture Curriculum is designed to support pupils in becoming responsible citizens who contribute positively to society. This curriculum is a comprehensive framework that guides the teaching and reinforcement of appropriate behaviours and social skills throughout the school.

7.2 Overview of the Behaviour/Culture Curriculum

Our Behaviour/Culture Curriculum aims to:

- Promote positive behaviour and attitudes among pupils.
- Teach essential social and emotional skills that support pupils' overall development.
- Encourage respect, empathy, and understanding within the school community.
- Prepare pupils to handle various social situations and challenges both in and out of school.

7.3 Key Components

1. *Explicit Teaching of Behavioural Expectations:* Clear and consistent expectations for behaviour are taught to all pupils. These expectations are reinforced through regular lessons, activities, and assemblies.
2. *Social and Emotional Learning:* Our curriculum includes programs that focus on developing skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
3. *Positive Reinforcement and Recognition:* We use positive reinforcement to acknowledge and reward pupils who demonstrate exemplary behaviour. This includes verbal praise, certificates, Classcharts, and other rewards as outlined in our Praise and Rewards section.
4. *Restorative Practices:* Restorative practices are integrated into the curriculum to help pupils understand the impact of their behaviour on others and to promote accountability and conflict resolution.
5. *Character Education:* pupils are taught values such as respect, responsibility, kindness, and integrity through dedicated character education lessons and activities.
6. *Role Models and Mentorship:* Staff members and peer mentors serve as positive role models, demonstrating and reinforcing appropriate behaviours. Mentorship programs provide additional support and guidance for pupils who may need it.
7. *Parental and Community Involvement:* We actively involve parents and the community in our Behaviour Curriculum to ensure a consistent and supportive approach to behaviour management.

7.4 Behaviour/Culture Curriculum Plan

The detailed Behaviour/Culture Curriculum Plan provides an in-depth plan for specific lessons, activities, and strategies we use to teach and reinforce positive behaviour. This document is a separate resource that complements our Behaviour Policy and outlines the implementation of the curriculum across all year groups.

By following our Behaviour/Culture Curriculum, we aim to create a positive school culture where pupils feel valued, respected, and equipped with the skills they need to succeed both academically and socially.

8. EXPECTATIONS

8.1 Mobile Phones (including smart watches)

We recognise the importance of mobile phones for communication and safety. However, to maintain a focused and respectful learning environment, we have established the following rules regarding mobile phone use:

Rules for Mobile Phone Use

1. *Blue Line Rule:* Once pupils cross the blue line at the gate, they may not use their mobile phones, and their mobile phones must not be visible.
2. *Silent Mode:* Phones must be switched to silent mode or turned off upon entering the school premises before the blue line. This ensures that lessons and other school activities are not disrupted by phone notifications or calls.
3. *Storage:* During lessons, mobile phones should be stored securely in pupils' bags or lockers and not on their person. This helps to minimise distractions and maintain a productive learning environment.
4. *Emergencies:* In case of an emergency, pupils may ask a member of staff for permission to use the school landline. Staff members will provide guidance and support as needed.

Consequences for Non-Compliance:

- If a pupil is found using their mobile phone, or if they are found with a mobile phone in their possession beyond the blue line or during lessons, the phone will be confiscated and will be returned at the end of the school day.
- Refusal to hand over a mobile phone in these circumstances will be viewed as not following a reasonable request and may result in a suspension from school.

8.2 Uniform

We believe that wearing the correct uniform fosters a sense of pride, unity, and discipline among our pupils. To maintain a consistent and professional appearance, we have established the following rules regarding uniform compliance:

Rules for Uniform

1. *Blue Line Rule:* Once pupils cross the blue line at the gate, they must be in full and correct uniform. This ensures that all pupils present themselves appropriately from the moment they enter the school premises.
2. *Uniform Standards:* Pupils are expected to adhere to the school's uniform standards (Appendix 2) at all times. This includes wearing the correct clothing, footwear, and accessories as outlined in the school's uniform policy.

3. *Uniform Checks:* Staff members will conduct regular uniform checks, including at the school gate. Any discrepancies or uniform infringements will be addressed promptly.

Consequences for Non-Compliance:

- If a pupil is found not adhering to the uniform policy upon crossing the blue line, they may be sent home from the school gate to correct minor uniform infringements. Pupils are expected to return to school promptly in the correct uniform.
- In some instances, pupils will be requested to change into the correct uniform for example, borrowing a tie or the correct shoes.
- Refusal to wear the correct uniform will be viewed as not following a reasonable request and may result in being placed in Reflection or a suspension from school.

8.3 Jewellery Rules

We maintain a jewellery policy to ensure the safety and well-being of all pupils and to promote a focused and respectful learning environment. The following section outlines our rules regarding the wearing of jewellery:

Rules for Jewellery

1. *Watches:* Pupils are permitted to wear a standard watch. This allows pupils to keep track of time while ensuring that their appearance remains neat and in line with the school's dress code. Please note that smart watches are not permitted and are subject to the 'Rules for Mobile Phones' section of this policy.
2. *Studs:* Pupils are permitted to wear a single pair of studs (one per ear), which must not be larger than the earlobe.
3. *No Other Jewellery:* No other items of jewellery are permitted. This includes, but is not limited to, large earrings, nose studs, bracelets, necklaces, rings, and other piercings.
4. *Blue Line Rule:* Once pupils cross the blue line at the gate, they must adhere to the jewellery policy. This means no non-permitted jewellery should be visible beyond the blue line.

Consequences for Wearing Jewellery

- *First occasion:* The pupil will be asked to remove the jewellery immediately. The item will be confiscated and returned at the end of the school day.
- *Repeated occasions:* If a pupil is found wearing jewellery repeatedly, the item will be confiscated and must be collected by a parent or guardian

Further violations may result in additional sanctions, such as detention or time in the Reflection Room depending on the severity and frequency of the offense.

8.4 Make-Up

We believe that maintaining a neat and professional appearance is important for creating a focused and respectful learning environment. The following section outlines our rules regarding the use of make-up:

Rules for Make-Up

1. *Discreet Make-Up Only:* Pupils are permitted to wear make-up as long as it is discreet. This means that make-up, including eye lashes, should be subtle and natural-looking, enhancing the pupil's appearance without being overly noticeable or distracting.

False or coloured nails are not permitted.

2. *Blue Line Rule:* Once pupils cross the blue line at the gate, they must adhere to the make-up policy. This means no visible, non-discreet make-up should be worn beyond the blue line.
3. *Principal's Discretion:* The decision as to what constitutes discreet make-up rests with the Principal. Pupils may be asked to adjust or remove make-up if it is deemed inappropriate or excessive.

Consequences for Non-Compliance

- *First occasion:* The pupil will be asked to adjust or remove the make-up immediately to meet the school's standards.
- *Repeated occasions:* If a pupil repeatedly fails to comply with the make-up policy, further disciplinary actions may be taken. This may include detention, time in the Reflection Room, or other appropriate measures.

8.5 Expectations and School Culture

Each school has its own unique set of expectations, in line with its culture. 'Our School Way' can be found in Appendix 1.

We believe that establishing clear and consistent expectations and 'norms' is essential for creating a positive culture and productive school environment. **Our School Way** is designed to support pupils in their school journey, academic achievement, personal development and overall school experience.

9. SANCTIONS

- 9.1 Our primary goal is to cultivate an environment where all pupils feel safe, respected, and supported.
- 9.2 The sanctions outlined in our behaviour policy are designed with the following principles in mind:
1. *Consistency and Fairness:* Implementing a structured and predictable approach to behaviour management ensures that all pupils understand the consequences of their actions. By applying the same standards to everyone, we promote a sense of fairness and equality within the school community.
 2. *Promoting Positive Behaviour:* The use of staged warnings and incremental sanctions encourages pupils to reflect on their behaviour and make positive changes. This approach provides multiple opportunities for pupils to correct their actions before more serious consequences are applied.
 3. *Supporting Learning and Well-Being:* Disruptive behaviour in the classroom can significantly impact the learning experience for all pupils. Our policy aims to minimise disruptions, allowing teachers to deliver high-quality instruction and pupils to engage fully in their education.
 4. *Encouraging Responsibility and Accountability:* By clearly outlining the consequences of inappropriate behaviour, we encourage pupils to take responsibility for their actions. This fosters a culture of accountability, where pupils learn to understand the impact of their behaviour on themselves and others.
 5. *Providing Opportunities for Reflection and Growth:* The use of the shadow room/safety net, and reflection room are designed to give pupils the space and time to reflect on their behaviour. These interventions are not simply punitive but provide opportunities for personal growth and development.
 6. *Addressing Serious Misconduct:* In cases of serious misconduct, our policy provides clear and decisive actions to protect the safety and well-being of the entire school community. By addressing serious incidents promptly and appropriately, we maintain a secure environment conducive to learning.
 7. *Promoting a Positive School Culture:* A well-managed behaviour policy contributes to a positive school culture where respect, responsibility, and positive relationships are valued. This, in turn, supports the overall development and success of our pupils.
- 9.3 Our behaviour sanctions are aligned with our commitment to fostering a respectful and supportive school environment. By implementing these sanctions, we aim to

guide pupils towards making better choices and developing the social and emotional skills necessary for their future success.

- 9.4 It is expected that if a pupil is issued with a sanction, they complete it. This is about pupils being responsible for their own behaviour, actions and learning.
- 9.5 If a pupil fails to complete a sanction then further support and/or sanctions will be issued at the discretion of senior leaders or Progress Leaders. This usually means moving to the next stage of the policy.

9.6 Level 1: Falling short of Our School Way during a lesson

First Warning: A verbal warning will be given to the pupil, highlighting the inappropriate behaviour and the expectation for improvement.

Second Warning: A second verbal warning will be issued if the behaviour persists. The teacher will remind the pupil of the consequences of continued misbehaviour.

Third Warning: A final verbal warning will be given, indicating that further misconduct will result in removal from the classroom.

9.7 Level 2: Shadow Room/Safety Net (Falling short of Our School Way during a lesson)

Removal to Shadow Room/Safety Net: If the pupil continues to misbehave after three warnings, they will be removed from the classroom and sent to the shadow room/safety net for the remainder of the lesson. The pupil will be required to reflect on their behaviour and complete any missed work.

9.8 Level 3: Detention

Detention: Continued misbehaviour in the classroom or failure to comply with the expectations in the shadow room/safety net will result in a detention. Detentions will be held at the end of the school day.

In some instances, and at the discretion of senior leaders or Progress Leaders, the school may place a pupil directly into detention. Examples of these behaviours include, but are not limited to:

- Serious disruption at any time.
- Defiance or refusal to follow instructions from adults.
- Inappropriate or disrespectful language towards staff or peers.
- Disruptive behaviour that impacts the learning environment.
- Failure to comply with the school's uniform, jewellery or make-up policies.
- Repeated tardiness (to lessons or to school) or truancy without a valid reason.

9.9 Level 4: Reflection Room

Reflection Room: If a pupil fails to attend or comply with the detention(s) issued at level 3, they will usually be placed in the reflection room for a designated period. During this time, they will complete academic work and participate in activities designed to promote positive behaviour and reflection.

In some instances, and at the discretion of senior leaders or progress leaders, the school reserves the right to place a pupil directly into the Reflection Room. Examples of these behaviours include, but are not limited to:

- Persistent defiance or refusal to follow instructions from adults.
- Acts of bullying or intimidation, including physical, verbal, or cyberbullying.
- Vandalism or deliberate damage to school property.
- Disruptive behaviour that significantly impacts the learning environment.
- Inappropriate or disrespectful language towards staff or peers.
- Theft or possession of stolen property.
- Engaging in unsafe or reckless behaviour that endangers oneself or others.
- Repeated breaches of the school's mobile phone, uniform, jewellery or make-up policies.
- Any behaviour that poses a risk to the safety and well-being of the school community.
- In some circumstances, where it is deemed appropriate, pupils may be placed in the Reflection Room whilst an incident is being investigated.

9.10 Level 5: Suspension

Suspension: Only the Principal or senior leader deputising for the Principal may suspend a pupil. If a pupil fails to meet the expectations of the reflection room or continues to display inappropriate behaviour, they may be suspended from school. The duration of the suspension will depend on the severity and frequency of the behaviour.

The Principal may suspend a pupil from school for a fixed period of time for poor behaviour. Examples of these behaviours include, but are not limited to:

- Persistent defiance or refusal to follow instructions from adults.
- Acts of bullying or intimidation, including physical, verbal, or cyberbullying.
- Vandalism or deliberate damage to school property.
- Physical violence or aggression towards other pupils, staff, or visitors.
- Inappropriate or disrespectful language towards staff or peers.
- Theft or possession of stolen property.
- Possession of prohibited items, such as weapons, illegal drugs, or alcohol.
- Engaging in unsafe or reckless behaviour that endangers oneself or others.
- Repeated breaches of the school's mobile phone, uniform, or jewellery policies.
- Any behaviour that poses a significant risk to the safety and well-being of the school community.

- Malicious allegations made with the intent to harm or disrupt.

9.11 Level 6: Serious misconduct leading to permanent exclusion

The decision to exclude a pupil permanently should only be taken: **in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.**

This policy is in line with the guidance provided in "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024."

Permanent exclusion is the most severe disciplinary action. It is a last resort, and is used only in cases of serious misconduct. The following behaviours may result in a pupil being permanently excluded from school:

- Persistent defiance or refusal to follow instructions from adults, despite multiple interventions.
- Acts of severe bullying or intimidation, including physical, verbal, or cyberbullying, causing significant harm to others.
- Vandalism or deliberate damage to school property, resulting in substantial costs or safety hazards.
- Physical violence or aggression towards other pupils, staff, or visitors, causing serious injury.
- Repeated or serious incidents of inappropriate or disrespectful language towards staff or peers.
- Theft or possession of stolen property, especially if involving significant value or repeated incidents.
- Possession, use, or distribution of prohibited items, such as weapons, illegal drugs, or alcohol.
- Engaging in extremely unsafe or reckless behaviour that endangers oneself or others.
- Repeated and serious breaches of the school's mobile phone, uniform, or jewellery policies, despite multiple warnings and interventions.
- Any behaviour that poses an ongoing and significant risk to the safety and well-being of the school community, including deliberate activation of the fire alarm.
- Malicious allegations made with the intent to seriously harm or disrupt, causing substantial impact.

This is not an exhaustive list and the Principal may issue a permanent exclusion for misconduct of similar severity to the above examples. For example, for an offence

which is not listed but is, in the opinion of the Principal, so serious that it will have detrimental effect on the discipline and well-being of the school community.

9.12 Offensive Weapons and Serious Incidents Leading to Permanent Exclusion

The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school.

Other types of offensive weapons include, but are not limited to, lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual.

9.13 Serious Incidents Resulting in Permanent Exclusion

The following would be considered serious incidents which may result in the permanent exclusion of a pupil:

- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to, or outlined in our behaviour system.

When a pupil is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the school is located. The Clerk to the Local Governing Board will liaise with parents/carers and convene a Behaviour Committee to review the Permanent Exclusion on or before the 15th day of the exclusion.

10. PARTIAL TIMETABLES

- 10.1 We recognise that in certain circumstances, a partial timetable may be necessary to support a pupil's individual needs. Partial timetables are carefully considered and implemented to ensure that the pupil's educational and welfare needs are met.
- 10.2 The following guidelines outline our approach to partial timetables:

Guidelines for Partial Timetables

1. Purpose and Justification:

- Partial timetables may be used to support pupils with specific needs, including those related to special educational needs and disabilities (SEND), medical conditions, or significant behavioural challenges.
- The decision to implement a partial timetable will be based on a thorough assessment of the pupil's needs, in consultation with parents or guardians, and relevant professionals.

2. Authorisation:

- All partial timetables must be authorised by the Trust Director of SEND and Safeguarding. This ensures that the decision is made with the highest level of oversight and in the best interest of the pupil.

3. Implementation:

- The partial timetable will be designed to provide a balance between academic learning and other support measures. This may include time for therapeutic interventions, medical appointments, or additional pastoral support.
- The timetable will be regularly reviewed and adjusted as needed to ensure that it continues to meet the pupil's needs and supports their progress towards a full timetable.

4. Monitoring and Review:

- The pupil's progress and well-being will be closely monitored throughout the duration of the partial timetable. Regular meetings will be held with parents or guardians, and relevant professionals, to review the effectiveness of the arrangement.
- Clear targets and goals will be set to support the pupil's transition back to a full timetable as soon as it is appropriate and feasible.

5. Parental Involvement:

- Parents or guardians will be fully involved in the decision-making process and will be kept informed of their child's progress and any changes to the timetable.

11. SEARCHING, SCREENING AND CONFISCATION

11.1 We are committed to ensuring the safety and well-being of all our pupils and staff. The following section outlines our procedures for searching, screening, and confiscation, in accordance with relevant legislation and statutory guidance.

11.2 Searching

1. *Authority to Search:* School staff have the authority to search pupils for prohibited items if there are reasonable grounds for suspecting that a pupil possesses such items.

2. *Prohibited Items:* Prohibited items include, but are not limited to:

- Weapons or dangerous items
- Illegal drugs or substances
- Alcohol
- Stolen property
- Tobacco and vaping products
- Fireworks
- Pornographic material
- Any item that could cause harm or disruption

3. *Conducting Searches:* Searches will be conducted in a respectful and non-intrusive manner, with due regard for the dignity and privacy of the pupil. The extent of the search will be proportionate to the suspected risk.
4. *Parental Notification:* Parents will be informed if their child has been searched and the outcome of the process.

11.3 Screening

1. *Screening Process:* To maintain a safe school environment, we may use screening methods such as metal detectors or other non-intrusive devices. All pupils may be required to undergo screening as a condition of entry to the school premises.
2. *Random Screening:* Random screening may be conducted periodically to ensure compliance with school policies and to deter the possession of prohibited items.
3. *Parental Notification:* Parents will be informed if their child has been selected for screening and the outcome of the process.

11.4 Confiscation

1. *Confiscation of Prohibited Items:* If a prohibited item is found during a search or screening, it will be confiscated by the staff member. Confiscated items will be stored securely and may be handed over to the police or disposed of, depending on the nature of the item.
2. *Return of Confiscated Items:* Items that are not illegal or dangerous may be returned to the pupil or their parents at the end of the school day or at an appropriate time, as determined by the school.
3. *Record Keeping:* A record of all searches, screenings, and confiscations will be maintained, including details of the pupil involved, the reason for the search, the items found, and any actions taken.

12. **DISCRETION**

- 12.1 No behaviour policy can cover every possible scenario. Therefore, the Principal reserves the right to use their discretion, in alignment with this policy, to assist pupils in making better choices and learning valuable lessons to achieve their full potential.
- 12.2 By allowing for discretion, we ensure that each pupil receives fair and tailored support, promoting a positive and respectful school environment.

13. **REASONABLE ADJUSTMENTS**

- 13.1 We are committed to ensuring that every pupil can meet our high expectations. To this end, we make reasonable adjustments for pupils, including those with special

educational needs and/or disabilities, who may find it challenging to meet these expectations due to their specific needs.

- 13.2 Reasonable adjustments are not about lowering our standards. Instead, they involve providing additional support to help these pupils achieve the same high standards that we set for all our pupils. Our goal is to ensure that every pupil has the opportunity to succeed and reach their full potential.
- 13.3 The SENDCO or Trust Director of SEND and Safeguarding is able to provide advice where needed to senior leaders responsible for making reasonable adjustments. The final decision, where relevant, as to whether adjustments should be made and what is considered reasonable rests with the Principal.

14. PHYSICAL RESTRAINT AND REASONABLE FORCE

- 14.1 We are committed to ensuring the safety and well-being of all pupils and staff. All school staff have a legal power to use reasonable force. Reasonable force and physical restraint is used only as a last resort and in situations where it is necessary to prevent harm to the pupil themselves, other pupils, staff, or property. The following guidelines outline our approach to the use of physical restraint:

14.2 Guidelines for Physical Restraint

1. When to Use Physical Restraint:

- Physical restraint may be used when a pupil's behaviour poses a significant risk of harm to themselves or others, or when there is a risk of serious damage to property.
- Restraint is employed only when other de-escalation strategies have been attempted and proven ineffective.

2. Who Can Use Physical Restraint:

- It is intended that, except in extraordinary circumstances where safety is compromised, only trained staff members who have received appropriate training in the use of physical restraint are authorised to restrain pupils. This ensures that restraint is applied safely and effectively.
- Staff members must follow the approved techniques and guidelines provided during their training.

3. Procedure for Physical Restraint:

- Staff members should use the minimum amount of force necessary to manage the situation and for the shortest duration possible.
- Restraint should be carried out with sensitivity, respect, and a focus on de-escalation.
- The pupil's safety and dignity must be maintained at all times during the restraint.

4. Post-Restraint Actions:

- Once the situation is under control, the restraint should be released immediately.
- The pupil should be monitored for any signs of distress or injury, and appropriate medical attention should be provided if necessary.
- The incident should be recorded on the school's CPOMS (child protection online monitoring system) and linked to the Team Teach hold option. Details of the reasons for the restraint, the methods used, and the duration of the restraint should be recorded.

5. Reporting and Review:

- Parents or guardians will be informed of the incident as soon as possible.
- The incident will be reviewed by the school's leadership team to ensure that the use of restraint was appropriate and to identify any additional support needed for the pupil involved.
- Staff involved in the restraint will receive support and debriefing to address any emotional impact.

6. Training and Professional Development:

- Staff members authorised to use physical restraint will receive regular training and updates on safe restraint techniques, de-escalation strategies, and relevant legal and policy frameworks.
- Training will also include understanding the signs of distress and how to respond appropriately to ensure the well-being of all pupils.

15. MALICIOUS ALLEGATIONS

- 15.1 We take all allegations seriously and ensure that they are investigated thoroughly and fairly. However, it is important to address the issue of malicious allegations, where false claims are made with the intent to cause harm or disrupt the school environment.
- 15.2 The following guidelines outline our approach to dealing with malicious allegations:

Considering Malicious Allegations

1. Definition:

- A malicious allegation is a false statement made with the intention to deceive or cause harm to another individual, including pupils, staff, or any member of the school community.

2. Investigation:

- All allegations, whether malicious or not, will be investigated promptly and impartially. The investigation will be conducted in accordance with the school's safeguarding and disciplinary procedures.
- If an allegation is found to be malicious, appropriate actions will be taken to address the behaviour of the individual who made the false claim.

3. Consequences for Malicious Allegations:

- Pupils who make malicious allegations may face disciplinary actions, which can include detention, time in the Reflection Room, suspension or permanent exclusion, depending on the severity and impact of the allegation.

4. Support for Affected Individuals:

- Individuals who are falsely accused will be provided with appropriate support and guidance to help them recover from the impact of the malicious allegation. This may include counselling, mediation, or other forms of support.

5. Preventative Measures:

- Education and awareness programs will be conducted to inform pupils and staff about the seriousness of making false allegations and the potential consequences.
- The school will promote a culture of honesty, integrity, and accountability, encouraging individuals to report genuine concerns and incidents appropriately.

16. BEHAVIOUR BEYOND THE SCHOOL GATE

- 16.1 We expect our pupils to uphold the highest standards of behaviour both within and outside the school premises.
- 16.2 The behaviour of our pupils beyond the school gate is a reflection of our school community and values. Therefore, we have established the following rules to ensure that pupils demonstrate responsible and respectful behaviour in all settings:

Expectations for Behaviour Beyond the School Gate

- 1. Respect and Responsibility:** pupils are expected to conduct themselves with respect and responsibility in the wider community. This includes showing courtesy to others, adhering to laws and regulations, and being mindful of their actions and their impact on others.
- 2. Positive Representation:** pupils should represent the school positively at all times. This includes wearing the school uniform with pride, behaving in a manner that reflects the school's values, and being ambassadors of the school's ethos in public spaces.
- 3. Social Media Conduct:** pupils must use social media responsibly and respectfully. Any form of bullying, harassment, or inappropriate behaviour online will be addressed in accordance with this policy.
- 4. Travel and Public Transport:** When travelling to and from school, whether by public transport, walking, or cycling, pupils must behave in a safe and considerate

manner. This includes respecting transport staff, following traffic rules, and being aware of their own safety and that of others.

5. **School-Sponsored Activities:** Behaviour expectations extend to all school-sponsored activities, including trips, events, and extracurricular activities. Pupils are expected to follow the same standards of behaviour as they would on school premises.

16.3 Consequences for Misconduct Beyond the School Gate

1. **Investigation and Action:** Any incidents of misconduct beyond the school gate will be investigated thoroughly. Appropriate actions will be taken to address the behaviour, which may include the usual sanctions such as detentions, time in the Reflection Room, suspension or permanent exclusion. External agencies may also be utilised.
2. **Parental Involvement:** Parents and guardians will be informed of any incidents involving their child beyond the school gate. Collaboration with families is essential to address behaviour concerns and support positive behaviour.
3. **Support and Guidance:** pupils involved in misconduct will receive support and guidance to help them understand the impact of their actions and make better choices in the future. This may include counselling, mentorship, or participation in behaviour improvement programs.

17. USE OF ADDITIONAL PROVISION

- 17.1 We understand that each pupil has unique needs and may require additional support to reach their full potential. We are committed to providing a range of additional provisions to support our pupils' academic, social, emotional, and behavioural development.
- 17.2 The following guidelines outline the various types of additional provision available:

SEND Provision

Special Educational Needs and Disabilities (SEND) Support:

- We offer tailored support for pupils with SEND through individual plans, targeted interventions, and specialist resources.
- Our SEND team works closely with teachers, parents, and external professionals to ensure that pupils receive the necessary accommodations and support to succeed in their learning.

In-House Provision

Social, Emotional, and Mental Health (SEMH) Support:

- We provide in-house SEMH support for pupils who may be experiencing social, emotional, or mental health challenges.

- This includes access to counselling services, therapeutic interventions, and pastoral care to help pupils manage their emotions and behaviour effectively.

Referral to another Provision

External Referrals:

- In some cases, pupils may benefit from specialised support available through external provisions. This could include alternative education settings, specialist schools, or therapeutic programs.
- We work collaboratively with parents, external agencies, and professionals to arrange appropriate referrals and ensure a smooth transition for the pupil.

Managed Moves

Managed Moves:

- A managed move may be considered for pupils who require a fresh start in a new school environment. This process is carried out in consultation with the pupil, parents, and relevant professionals.
- Managed moves aim to support the pupil's educational and behavioural needs while providing an opportunity for a positive change in their school experience.

Other Additional Provision

Additional Support Measures:

- Each individual school may use other additional provision, depending on the resources available, to support a pupil's ability to reach their potential. This includes, but isn't limited to:
 - Small group work
 - Additional adult support
 - Support from external agencies and programmes
 - Specialised interventions and enrichment activities

18. STEP OUT SPACES

18.1 We recognise that pupils may sometimes become deregulated in their behaviour or feel angry about a situation they have encountered. In these moments, they may not be immediately able to listen and accept what an adult has to say. To balance the need for safety and compliance with staff instructions, we will use appropriate "Step Out Spaces" within the school.

18.2 Additionally, all staff are trained in an emotion coaching approach to support pupils effectively.

18.3 Guidelines for Step Out Spaces

1. Purpose:

- Step Out Spaces are areas where pupils can go to re-regulate their emotions and behaviour in a calm and supportive environment.

2. Use of Step Out Spaces:

- When a pupil is identified as being deregulated or experiencing anger, they will be asked to sit in a Step Out Space.
- The pupil will be given appropriate time to calm down and re-regulate before any further conversation or intervention takes place.

3. Emotion Coaching Approach:

- All staff members are trained in an emotion coaching approach, which focuses on helping pupils understand and manage their emotions. This approach includes recognising the pupil's feelings, validating their emotions, and guiding them towards appropriate behaviour.
- Staff members may use emotion coaching techniques while supervising pupils in the Step Out Space, providing support and guidance to help them re-regulate effectively.

4. Staff Support:

- Staff members will, where appropriate, provide support and supervision while the pupil is in the Step Out Space, ensuring that the environment remains safe and conducive to re-regulation.
- Positive reminders of school expectations and additional support will be offered as needed.

5. Reintegration:

- Once the pupil has re-regulated, a follow-up conversation will take place to address the situation and provide guidance on how to manage similar situations in the future.
- The aim is to support the pupil's emotional well-being and help them develop effective coping strategies.

19. OFF-SITE DIRECTION

19.1 We are committed to providing a supportive and inclusive learning environment for all pupils. In certain circumstances, directing a pupil to be educated off-site may be necessary to address specific educational, behavioural, or welfare needs.

19.2 The following guidelines outline our approach to off-site direction:

Guidelines for Off-Site Direction

1. Purpose:

- Off-site direction is used to provide alternative educational arrangements for pupils who may benefit from a different learning environment. This can include pupils with significant behavioural challenges, those in need of specialised support, or those who require a fresh start.

2. Decision-Making Process:

- The decision to direct a pupil to be educated off-site will be made in consultation with the pupil, parents/carers, relevant professionals, and the Director of SEND and Safeguarding. This ensures that the decision is made with the highest level of oversight and in the best interest of the pupil.
- All decisions must be made in line with the scheme of delegation and the relevant DfE guidance, ensuring a consistent and transparent approach.
- Factors considered in the decision-making process include the pupil's academic needs, behavioural history, and overall well-being.

3. Monitoring and Review:

- The pupil's progress and well-being will be closely monitored while they are educated off-site. Regular reviews will be conducted to assess the effectiveness of the provision and to ensure that the pupil's needs are being met.
- Clear targets and goals will be set to support the pupil's reintegration to the school when appropriate.

4. Reintegration:

- When the pupil is ready to return to the school, a reintegration strategy meeting will be held with the pupil and parents/carers to plan the transition. The aim is to ensure a smooth and successful reintegration.

20. REINTEGRATION MEETINGS

20.1 We prioritise the successful reintegration of pupils who have been suspended or directed to be educated off-site.

20.2 Upon their return to school, both the pupil and their parents/carers will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- Offer the pupil a fresh start.
- Help them understand the impact of their behaviour on themselves and others.
- Teach them how to meet the high expectations of behaviour in line with the school culture.
- Foster a renewed sense of belonging within the school community.
- Build engagement with learning.

20.3 Process

1. Purpose and Support:

- School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours.
- Previous behaviour is not seen as an obstacle to future success.

2. *Implementation of Support Pathways:*

- Following a reintegration meeting, it is likely that one or more of the support pathways will be put into place immediately to support the pupil's transition back to school.

3. *Parental Engagement:*

- Should a parent/carer not be able to attend, then a member of staff will call to rearrange the meeting or conduct the meeting with the pupil.
- We encourage parents/carers to engage in reintegration meetings as suspension is a serious sanction and parental support is crucial for the pupil's successful reintegration.

20.4 The form used during Reintegration Meetings is in Appendix 3.

21. **DUE REGARD FOR THE PUBLIC SECTOR EQUALITY DUTY AND THE EQUALITY ACT 2010**

21.1 We are committed to fostering an inclusive and equitable learning environment for all pupils, staff, and members of our school community. We uphold the principles of the Public Sector Equality Duty (PSED) and the Equality Act 2010 to ensure that our policies, practices, and actions promote equality and prevent discrimination.

21.2 Public Sector Equality Duty (PSED)

Under the PSED, we have a legal obligation to:

- **Eliminate Unlawful Discrimination:** We actively work to eliminate any form of unlawful discrimination, harassment, and victimisation within our school community.
- **Advance Equality of Opportunity:** We strive to remove or minimise disadvantages, meet the diverse needs of individuals, and encourage participation in all aspects of school life, particularly for those who share protected characteristics.
- **Foster Good Relations:** We promote understanding, respect, and positive relationships between different groups. This includes tackling prejudice and promoting understanding.

21.3 Equality Act 2010

The Equality Act 2010 protects individuals from discrimination based on the following protected characteristics:

- Age
- Disability

- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

21.4 Commitment to Equality and Inclusion

To ensure compliance with the PSED and the Equality Act 2010, we are committed to:

- *Policy Review and Development:* Regularly reviewing and updating our policies to ensure they reflect our commitment to equality and inclusion.
- *Training and Awareness:* Providing training and raising awareness among staff and pupils about their rights and responsibilities under the Equality Act 2010 and the PSED.
- *Inclusive Practices:* Implementing inclusive practices that accommodate the diverse needs of our school community. This includes making reasonable adjustments for individuals with disabilities and ensuring equal access to educational opportunities and resources.
- *Monitoring and Evaluation:* Monitoring the impact of our policies and practices on different groups to identify and address any inequalities. We use data and feedback to inform our decision-making and drive continuous improvement.

22. COMPLAINTS REGARDING THE USE OF THIS POLICY

- 22.1 Complaints related to any aspect of this policy should be addressed in accordance with our Complaints Procedure. Copies of the procedure are available on the school's website or can be obtained from the school reception.
- 22.2 In cases where a suspension or permanent exclusion is issued to a pupil, parents have the right to make representations about the suspension or permanent exclusion in line with the legal framework governing the suspension or permanent exclusion. Details regarding this process will be provided in all letters for suspension or permanent exclusion.

GLOSSARY OF TERMS

Behaviour Beyond the School Gate:

- Expectations and consequences for pupil behaviour outside of the school premises, including travel, public transport, and social media conduct.

Blue Line Rule:

- A policy where pupils must adhere to specific behavioural or appearance standards, such as jewellery or make-up rules, once they cross a designated blue line at the school gate.

Confiscation:

- The act of taking away prohibited items from pupils, such as jewellery or mobile phones, which may be returned or disposed of depending on the nature of the item.

Discreet Make-Up:

- Subtle and natural-looking make-up that enhances appearance without being overly noticeable or distracting. The discretion of what constitutes discreet make-up rests with the Principal.

Emotion Coaching:

- An approach used by staff to help pupils understand and manage their emotions. It involves recognising the pupil's feelings, validating their emotions, and guiding them towards appropriate behaviour.

External Referrals:

- Referring pupils to specialised support services or programs outside of the school, such as alternative education settings, specialist schools, or therapeutic programs.

Internal Exclusion:

- A disciplinary measure where pupils are temporarily removed from regular classes and placed in a designated area within the school to work independently.

Managed Moves:

- The process of transferring a pupil to another school as a fresh start to address behavioural or educational challenges, carried out in consultation with the pupil, parents, and relevant professionals.

Partial Timetables:

- A tailored educational schedule for pupils who require a modified timetable due to specific needs. All partial timetables must be authorised by the Trust Director of SEND and Safeguarding.

Pastoral Team:

- A group of staff members responsible for supporting the social, emotional, and behavioural needs of pupils. They play a key role in managing incidents and providing additional support.

Physical Restraint:

- The use of physical intervention to prevent harm to the pupil, others, or property. Used only as a last resort by trained staff members following approved guidelines.

Public Sector Equality Duty (PSED):

- A legal obligation requiring public bodies to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations between different groups.

Reintegration Meetings:

- Meetings held with pupils and parents/carers after a suspension or off-site direction to plan the pupil's return to school. These meetings aim to offer a fresh start, address behaviour, and build engagement with learning.

Step Out Spaces:

- Appropriate areas within the school where pupils can go to re-regulate their emotions and behaviour in a calm and supportive environment. Staff may use an emotion coaching approach to support pupils in these spaces.

SEND Provision:

- Special Educational Needs and Disabilities (SEND) support, including individual education plans (IEPs), targeted interventions, and specialist resources to meet the needs of pupils with SEND.

Shadow Classroom:

- An alternative classroom where pupils are sent to work independently in silence if they continue to make poor choices in their regular class.

Suspension:

- A serious disciplinary measure where a pupil is temporarily excluded from school due to significant behavioural issues. Suspension is used to address and prevent further misconduct.

Trust Director of SEND and Safeguarding:

- A senior leader responsible for overseeing SEND provision and safeguarding practices across the trust. They authorise partial timetables and off-site directions.

Appendix 1 - OUR SCHOOL WAY - YORK HIGH SCHOOL



Appendix 2 - UNIFORM - YORK HIGH SCHOOL

All pupils are required to have a school bag/rucksack to carry their equipment, planner and pe kit. Other uniform that is required is listed as follows:

Pupils in Years 7-9

- York High School V neck blue jumper.
- Plain white shirt with collar and top button.
- York High School Tie (colour dependent upon Year Group).
- Plain black trousers or plain black knee length skirt (with black opaque tights).
- Plain black shoes or plain black trainers. No coloured markings, reflective material, metal or additional markings.

Pupils in Years 10 and 11

- York High School V neck black jumper.
- Plain white shirt with collar and top button.
- York High School Tie (colour dependent upon Year Group).
- Plain black trousers or plain black knee length skirt (with black opaque tights).
- Plain black shoes or plain black trainers. No coloured markings, reflective material, metal or additional markings.

School trousers must have a **front fastening clip and zip** to be classified as school trousers. Leggings, jeans and chino type trousers are not permitted.

PE Kit (compulsory for all pupils)

- Short Sleeved PE top with logo.
- Long sleeved PE top with logo.
- Plain black tracksuit bottoms or shorts.
- Trainers.

Appendix 3 - REINTEGRATION FORM

Readmission Record

Pupil Name:	Date of Meeting:	Year Group: ☐ Year 7 ☐ Year 8 ☐ Year 9 ☐ Year 10 ☐ Year 11	Identified SEN: ☐ Known SEN (K) ☐ EHCP (E) ☐ No SEN (N)
No. of Suspension Days Current Term:	No. of Suspension Days YTD:	☐ In Person ☐ Telephone ☐ Virtual	Parent/Carer Name:
☐ Reason for Suspension ☐ Physical assault against a Pupil ☐ Physical assault against an adult ☐ Verbal abuse/threatening behaviour towards a pupil ☐ Verbal abuse/threatening behaviour towards an adult ☐ Bullying ☐ Racist abuse ☐ Sexual misconduct ☐ Drug and alcohol related ☐ Damage ☐ Theft ☐ Persistent disruptive behaviour ☐ Use or threat of an offensive weapon or prohibited item ☐ Abuse against sexual orientation and gender identity ☐ Abuse relating to disability ☐ Inappropriate use of social media or online technology ☐ Wilful and repeated transgression of protective measures in place to protect public health			
Suspension Explained:			

Actions Agreed: What can the school, student and family do to improve the situation?

Intervention Agreed: What external agencies are already involved? Are any new referrals required?

Pupil Signature:

Parent/Carer Signature:

School Signature:

Reintegration Checklist	Y/N
Intervention Sheet updated and dated	
Family have Class Charts	
Student has Class Charts	
Discussed attendance (if necessary)	
Discussed Class Charts e.g % positives, sanctions, detentions, punctuality	
Made aware of 15 day (in one term). Governors suspension panel	
Made aware of the 45 day (in a year) suspension limit. Pex is highly likely at this point	