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BEHAVIOUR POLICY		



FREDERICK GENT SCHOOL

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STATEMENT OF INTENT

Frederick Gent School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting positive behaviour.

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining negative behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our students to enable early intervention.
- A shared approach which involves students in the implementation of the Frederick Gent School policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.
- Promoting the use of restorative practices in supporting positive behaviour.

1. KEY ROLES AND RESPONSIBILITIES

- 1.1. The Governing Body has overall responsibility for the implementation of this Behaviour Policy and the procedures of Frederick Gent School.
- 1.2. The Governing Body has overall responsibility for ensuring that this Behaviour Policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation. In accordance with The Equality Act 2010.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The Headteacher and Governing Body has responsibility for ensuring the implementation of this Behaviour Policy complies with their statutory duties in relation to SEN. This includes having regard to the SEND Code of Practice.
- 1.5. The Assistant Headteacher (Pastoral), in collaboration with the Headteacher, will be responsible for the day-to-day implementation and management of this Behaviour Policy and the procedures of Frederick Gent School.
- 1.6. The school will work positively with external agencies. It will seek appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. The SENCO will oversee the deployment of Outside Agencies such as Education Psychology Service.
- 1.7. All staff will be responsible for following the policy and for ensuring students do so as well. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.8. All staff will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.

- 1.9. Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of school.
- 1.10. Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.11. Students are responsible for their own behaviour both inside school and out in the wider community.
- 1.12. Students are responsible for their social and learning environment and agree to report all undesirable behaviour to a member of staff.

2. DEFINITIONS

2.1. Frederick Gent School defines “positive behaviour” as: behaviour which allows the school to run in an ordered and positive manner including, but not limited to:

- Regular attendance.
- Good punctuality.
- Displaying a positive attitude to learning.
- Bringing the correct equipment every day.
- Making a positive contribution to both the curriculum and extra-curricular activities.
- Being appropriately dressed at all times.
- Engaging in positive relationships at all times.

2.2. Frederick Gent School defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Persistent disruptive behaviour –when a child is consistently and repeatedly uncooperative and prevents themselves and other children in class from working. A disruptive child also manages to grab a teacher's attention and prevent the teacher from giving the other children attention.
- Bullying – a type of harassment which involves persistent criticism, personal abuse or actions which humiliate, intimidate, frighten or demean the individual.

- Cyberbullying – the use of electronic communication to bully a person, typically by persistently sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs (including new psychoactive substances formally referred to as ‘legal-highs’), alcohol or tobacco.
- Arriving at or being in school under the influence of drugs or alcohol.
- Possession of banned items.
- Truancy.
- Smoking.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Swearing.
- Fighting.
- Any other illegal behaviour.

2.3. Frederick Gent School defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to:

- Lateness.
- Low level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at school without homework.
- Disruption on public transport.
- Use of mobile phones without permission. □ Graffiti.

2.4. “Low level unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

3. TRAINING OF STAFF

3.1. At Frederick Gent School, we recognise that early intervention can prevent inappropriate behaviour. As such, teachers will receive training in identifying potentially at-risk students and techniques to deal with challenging behaviour.

3.2. All staff will receive training on this Behaviour Policy as part of their new starter induction.

3.3. Staff will receive regular and ongoing training as part of their development.

4. STUDENT EXPECTATIONS

4.1. Students will be expected to follow the school Code of Conduct, which requires students to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to school to their individual lessons on time and fully prepared.
- Follow all reasonable instructions given by the teacher.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested. □ Report unacceptable behaviour.
- Show respect for the school environment.
- Participate fully in all lessons and activities.
- Wear appropriate uniform as stated in the uniform guide.

5. SMOKING AND DRUG POLICY

- 5.1. In accordance with Part 1 of the Health Act 2006, Frederick Gent School is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 5.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.
- 5.3. Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 5.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.
- 5.5. Students and staff are required to follow the Frederick Gent School's Anti-Drugs Policy.

6. REWARDING POSITIVE BEHAVIOUR

- 6.1. Staff will reward individual positive behaviour through praise and positive feedback, Achievement points, Golden and Platinum tickets, emails/ postcards home and certificates and awards in celebration assemblies and whole school presentation events.
- 6.2. School events, e.g. the school Prom, are by invitation. Therefore, only students consistently displaying positive behaviour will receive an invitation to such events **7.**

UNACCEPTABLE BEHAVIOUR

- 7.1. Unacceptable behaviour will not be tolerated at the school.

Breaking any of the rules laid out in the school Code of Conduct will lead to sanctions and disciplinary action.

8. SANCTIONS

8.1. Where students display aggressive and/or threatening behaviour, or illegal activity is discovered, Frederick Gent School will not hesitate to contact the police.

8.2. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

8.3. In response to incidents of inappropriate behaviour, the following will be taken:

- In the first instance, the teacher will tell the student to stop the behaviour.
- If the student does not stop immediately, the teacher will give a second warning and use a range of behaviour management techniques. Initially, where possible, the student will be moved seats with in the classroom and given a 10-minute detention.
- If the student continues to behave inappropriately, the teacher will give a final warning and they will be issued with a sanction.
- Sanctions will be dependent on the seriousness of the misdemeanour. Sanctions will be as follows: a brunch/lunch detention, after school detention, removal to another teacher's/ Curriculum Leader's classroom. If a student is removed from the classroom they will be given a 30-minute detention.
- If the student continues the behaviour following the final warning and other sanctions, the teacher will contact the Focus Room to request support through Behaviour Call. A behaviour call resulting in the removal of a student will result in the student being given a 1-hour afterschool detention.
- **If a student's initial behaviour is of serious nature the school reserves the right to escalate the sanctions as appropriate and implement sanctions without warnings if there are sufficient grounds to do so.**
- If a student has behaved in an unacceptable manner, their parent/carer/guardian will be contacted to advise them of the behaviour and sanction. This will be dependent on the seriousness of the behaviour. In the first instance the contact will be made by the classroom teacher, for more serious offences, the Curriculum Leader (CL) or Achievement Leader Support Assistant/ Achievement Leader. Contact will also be dependent on the seriousness of the behaviour ranging from: text messages, emails, phone calls home, to meetings in school.
- Following a sanction, further misbehaviour will be considered cumulatively and may lead to a more serious sanction.
- Following any action taken, staff will record all information on the school's Behaviour Management System.

8.4. At Frederick Gent School, we do not take serious unacceptable behaviour breaches lightly. We will not hesitate to act in the best interest of the students within the school.

8.4.1. Following an allegation of serious unacceptable behaviour, the student will be placed in isolation in the Focus Room whilst an investigation takes place.

8.4.2. Those involved will be interviewed, evidence gathered and statements taken, where appropriate, to support the investigation.

8.4.3. When establishing the facts in relation to an exclusion decision the head teacher will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true,

8.4.4.

If, following an investigation, the allegation is found. 'on the balance of probabilities' it is more likely than not that a fact is true; the Achievement Leaders/Senior Leadership Team have a number of disciplinary options that they may use, which can be found in the appendices.

9. BEHAVIOUR CALL

9.1 Behaviour Call is used to both reward good, positive behaviour and to provide support for staff when a range of behaviour management techniques have failed to have a positive outcome.

9.2 A Middle Leader or member of the Senior Leadership Team is 'on duty' for each period during the school week to walk the site to conduct visits and drop-ins to lessons.

9.3 Staff on Behaviour Call can reward students who are working exceptionally well, contributing positively or displaying exceptional effort with Golden and Platinum tickets.

9.4 The Behaviour Call duty member of staff will also respond to requests from members of staff to support them with a student's behaviour. The student's behaviour will be assessed and where necessary, further action will be taken, which may include, but will not be limited to; removing the student to work in the Focus Room.

10. FOCUS ROOM

10.1 The Focus Room is a staffed and resourced area where students can work in a calm and controlled environment, away from other students, with restricted social time. The Focus Room is open from 8.30am to 3.00pm.

10.2 Students may be required to work in the Focus Room for a variety of reasons which may include but are not limited to:

- Repeatedly failing to follow instructions.
- Posing a risk to the safety or welfare of students or staff.
- During an investigation of a serious event.
- Following behaviour that will result in a fixed term or permanent exclusion.
- Following an unsuccessful outcome from a Behaviour Call request.
- Lewd behaviour.
- Uncooperative/defiant behaviour.

- Swearing/inappropriate language (not directed) to staff.
 - Arguing/challenging authority of staff.
 - Inappropriate use of school resources.
 - Fighting/assault.
- 10.3 Students can be directed to work in the Focus Room by the Senior Leadership Team, Achievement Leaders or staff on behaviour call. Time spent in Focus Room will be dependent on the severity of the incident.
- 10.4 Students working in the Focus Room will be supervised by a member of staff who may work with them using restorative and other behaviour management techniques.
- 10.5 The length of time that a student may spend in the Focus Room is dependent on the reason for being there and is at the discretion of the member of staff who requests them to be there.
- 10.6 Whilst in the Focus Room students are expected to complete the work which they are provided with to continue their learning.
- 10.7 There are a small number of occasions, in agreement with parents, where students will be isolated at another school. The sanction would be put in place in response to a serious breach of the school's behaviour policy, ensuring the pupil understands how serious their conduct has been.

11. RESTORATIVE PRACTICE

- 11.1 Frederick Gent School is fully committed to the principles of restorative practice and will use this to respond to behaviour issues. The school expects all members of staff to uphold the principles and support the processes.
- 11.2 A request for restorative work can be made by staff. A member of staff will be assigned to facilitate this process. Achievement Leaders will monitor the outcomes of the process for any students involved and intervene if further support is required.

12. DETENTIONS

- 12.1 Detentions can be issued by all staff as a sanction in response to any unacceptable behaviour. The time and length of detention will vary in accordance with the seriousness of the behaviour.
- 12.2 All detentions given will be recorded by the member of staff setting the detention on a detention slip which is given to the student.
- 12.3 Brunch time detentions should be used in response to low level inappropriate behaviour. These should be no longer than 15 minutes in length. There is no need for 24 hours prior notice.

- 12.4 Lunchtime detentions should be used in response to low level disruptive behaviour but should take into consideration the student's requirements to eat.
- 12.5 After school detentions should be used in response to persistent low level disruptive behaviour or more serious poor behaviour. After school detentions should also be used for failure to complete homework set. After school detentions will last for 30 minutes in the first instance but may rise to longer where necessary. All after school detentions should be communicated to parents/carers through a letter, email, phone call or text message. Staff must attempt to give parents/carers at least 24 hours notice of an intended after school detention. Frederick Gent School has the right to keep students in after school detention with or without the permission of parents/carers.
- 12.6 Failure to attend a detention is a serious breach of the school's expectations and will result in the following further sanctions:
- Failure to attend a brunch/lunchtime detention – a 30 minute after school detention will follow. Classroom teacher/form tutor setting the detention will contact parent/carer to inform of the behaviour. Contact will be attempted by: letter, email, text message, telephone call, where appropriate.
 - Failure to attend a 30 minute after school detention – a 60 minute after school detention will follow. Curriculum Leader/Achievement Leader will contact parent/carer to inform of the behaviour. Contact will be attempted by telephone and supported by text message where necessary.
 - Failure to attend a 60 minute after school detention – a 75 minute, whole school, after school detention with the Senior Leadership Team will follow. Parents/carers will be informed of this via letter.

13. ITEMS BANNED FROM SCHOOL PREMISES

The following categories of items (including but not limited to) are banned from the school premises:

13.1 Fire lighting equipment:

- Matches, lighters, etc.

13.2 Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

- Any form of 'new psychoactive substances (formally known as legal highs)'

13.3 Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

13.4 Other items:

- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray
- Items causing a disruption to learning, for example, spinners and laser pens
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the student).

In addition to the guidance above any item brought into the school with the intention of the item being sold or passed on to other students which, in the head teachers opinion will cause disruption to the school or be detrimental to school practice may be confiscated.

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice to Head teachers, staff and Governing bodies'.

14. SEARCHING

14.1. Staff members may use common law to search students, with their consent, for any item.

14.2. Staff members may ask any student to turn out their pockets.

14.3. Staff members may search any student's bag or locker.

14.4. Under Part 2, Section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, legal (including new psychoactive substances formally referred to as 'legal-highs')/illegal drugs, and alcohol, without the consent

of the student, provided that they have reasonable grounds for suspecting that the student is in possession of a prohibited item.

- 14.5. Searches will be conducted by an appropriate member of staff, with another member of staff as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 14.6. Staff members may instruct a student to remove outer clothing, including hats, scarves, footwear and coats.
- 14.7. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 14.8 Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs, 'new psychoactive substances (formally known as legal highs)' or tobacco products. The Education Act 1997 clarified the position about the use of physical force by teachers, and others authorised by the Headteacher, to control or restrain students. The clarification was made by adding a section (Section 550A) to the Education Act 1996.

This new section came into force on 1st September 1998 and applies to all schools. It restates principles derived from common law and statute that have, in the past, been misunderstood. Where necessary reasonable force can be used to control or restrain students. Physical contact with students may also be appropriate and necessary in other circumstances.
- 14.9. Any staff member may refuse to conduct a search.
- 14.10. If the student refuses without reasonable grounds then the child will be isolated and a meeting held with parents.

15. CONFISCATION

- 15.1 A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item or any item being used inappropriately. This includes any suspected, potentially harmful materials which cannot immediately be identified. In some cases, confiscated items will be returned to the student at the end of the school day. In other cases, parents/carers will be contacted to collect the item.
- 15.2 If necessary, the police will be called for the removal of the item/items.

16. OUTSIDE SCHOOL AND THE WIDER COMMUNITY

- 16.1 Following DfE guidelines as set down in 'Behaviour and discipline in schools – Guidance for governing bodies' the school may discipline students for noncriminal behaviour and bullying which occurs anywhere off school premises.
- 16.2 Frederick Gent School has developed a good reputation over the years and any unacceptable behaviour which could adversely affect the reputation of the school will result in school sanctions being applied.
- 16.3 Frederick Gent School expects all students to represent the school in a positive manner when not on the school site.
- 16.4 The school will take action, where appropriate, against any incidents of unacceptable behaviour outside of the school whilst students are wearing school uniform and are travelling to and from the school site.
- 16.5 Complaints from members of the public about bad behaviour by students at Frederick Gent School are taken very seriously and will be fully investigated.

17. CONTROLLED SUBSTANCES

- 17.1 Frederick Gent School has a strict policy on illegal drugs and new psychoactive substances (formally known as legal highs).
- 17.2 Following the identification and confiscation of a controlled substance/ new psychoactive substance (formally known as legal highs), the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 17.3 The staff member will store the sample in the school safe.
- 17.4 The incident will be reported to the police immediately. The school will request that the police will then collect it and deal with it in line with their agreed protocols.
- 17.5 Frederick Gent School will not hesitate to name the student from whom the substances were removed to the police.
- 17.6 A full incident report will be completed.
- 17.7 Any further measures will be undertaken in line with the school Safeguarding Policy.
Where controlled substances/new psychoactive substances (formally known as legal highs) are found on school trips away from the school premises, the parents/carers of the student, as well as local police, will be notified.

18. EXCLUSIONS

18.1 Exclusion is a disciplinary sanction to be used only by the Head Teacher or a member of the Senior Leadership Team where he or she is acting in the Head Teacher's absence.

'The Government supports head teachers in using exclusion as a sanction where it is warranted.' Exclusion from maintained schools, academies and pupil referral units in England – DfE September 2017

18.2 Frederick Gent School will always seek to find alternative sanctions to exclusion but also recognises that there will be occasions where exclusion is necessary.

18.3 The school will follow all guidance as set out in 2017 Department for Education guidance 'Exclusions from maintained schools, Academies and pupil referral units in England'.

18.4 The decision to exclude a pupil is serious and 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 in the school.

18.5 Frederick Gent School will consider Fixed Term Exclusions for the following reasons including but not limited to:

- Failure to follow instructions in the Focus Room
- Verbal abuse/swearing directed towards a member of staff
- Persistent disruptive behaviour
- Dangerous behaviour
- Bullying
- Racist abuse
- Vandalism
- Theft
- Deliberate misuse of school's Internet/online services or social media
- Alcohol related behaviour
- Prejudice related abuse including sexuality and gender issues
- Aggressive behaviour
- Inappropriate sexual behaviour e.g. language
- Pre-meditated assault of a student
- Wilful and repeated transgression of protective measures in place to protect public health.
- Sexual Harassment

18.6 Following a Fixed Term exclusion, a meeting will be arranged in school with parents/carers and the student. This meeting is to allow the student to be reintegrated back into the school and take steps needed to manage their future behaviour.

18.7 Following a Fixed term exclusion if any further evidence should come to light then further sanctions maybe considered and applied.

18.8 The decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence.

18.9 Frederick Gent School will consider Permanent Exclusion for the following reasons including but not limited to:

- Assault of a member of staff
- Arson
- Carrying and/or use of a weapon
- Persistent disruptive behaviour
- Illegal drug/new psychoactive substance (formally known as 'legal highs') related behaviour
- Behaviour that is considered a danger to the health and safety of staff and students
- Serious assault
- Repeated assault
- Repeated bullying/abuse
- Inappropriate sexual behaviour to another student including Sexual Harassment

19. ALTERNATIVE PROVISION

To avoid permanent exclusion, a small minority of students are educated in alternative provision. We work with a handful of local education providers who help us to ensure any students, unable to receive an education in our setting, are able to have access to a suitable education within a setting that meets their behavioural need.

20. MANAGED MOVE

We work together with other local schools to ensure that all pupils are given opportunities to have a fresh start at education, should interventions put in place here at Frederick Gent School not have worked.

The aim of this intervention is to avoid permanent exclusion and offer students a fresh start. A managed move will consist of a trial period at another local school, often between 6 and 12 weeks. If successful, the student would then transfer to their new place of education.

21. BEHAVIOUR REPORTS

21.1 The school will place a student on a progress sheet when there is a concern regarding their behaviour, conduct and/or attitude to learning.

21.2 In the first instance a student will go onto a progress sheet with their form tutor who will monitor this and escalate to a year group progress sheet monitored by their Achievement Leader if there are still concerns regarding a student’s behaviour. Students can also be escalated directly to a year report if the seriousness of their unacceptable behaviour warrants it.

21.3 Students are responsible for collecting a report daily each morning by 8.20am, getting it signed by staff each lesson and then getting it checked at lunchtime and at the end of the school day.

21.4 Students will be given a score by staff for each lesson ranging from 1 (Failed to meet expectations) to 4 (Worked above and beyond expectations) depending on conduct in lessons.

21.5 If a student’s is receiving scores of a 1 or 2, this falls below the expected standard for students and further behaviour management strategies may be put in place or further sanctions.

21.6 The length of time a student spends on a progress sheet depends on their performance whilst on a progress sheet and the seriousness of the incident which resulted in them being placed on report.

21.7 parents are expected to check a student’s progress sheet daily and sign it to confirm they have checked it and discussed any comments from staff with their child.

22. LEGISLATION

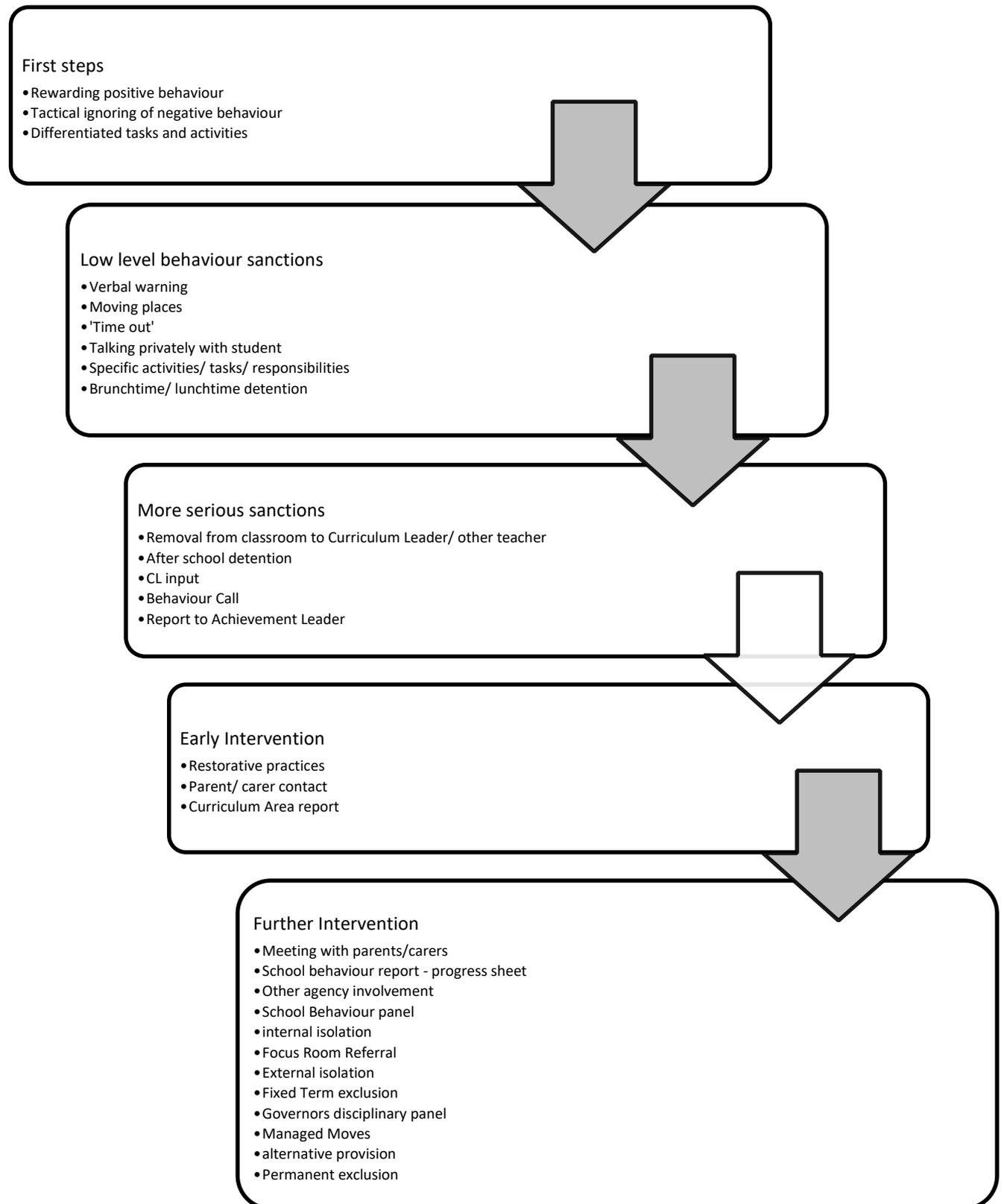
The principal legislation to which this policy relates to is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- 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.

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Date last reviewed:	July 2021	Next to be reviewed	July 2022
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APPENDIX 1 MANAGING IN-CLASS INCIDENTS FLOWCHART



APPENDIX 2 AGREED SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

1	<ul style="list-style-type: none">• Detention, single isolation. Parents/Carers contacted. Classroom teacher/Form Tutor/Curriculum Leaders (CL)/Achievement Leader
2	<ul style="list-style-type: none">• Behaviour Call removal from lessons - middle leaders and SLT.• Meeting with parents/carers - Classroom teacher/Form Tutor/CL/AL• Restorative practices
3	<ul style="list-style-type: none">• Placement on subject report/progress sheet - CL/AL/SLT• Additional support - internal/external provision - AL/SENDCO, SLT
4	<ul style="list-style-type: none">• Focus Room isolation. Students removed from lessons for full day following Behaviour Call. Students removed from lessons for serious inappropriate behaviour - AL/SLT• Behaviour Panel - 8 week trial period, meeting with parents/carers with targets to be met by student - AL/SLT/LGB
5	<ul style="list-style-type: none">• External isolation - in agreement with parents, students will be isolated at another school. The sanction would be put in place in response to a serious breach of the schools behaviour policy, ensuring the pupil understands how serious their conduct has been.
6	<ul style="list-style-type: none">• Fixed Term Exclusion - The Headteacher or designated member of SLT in charge of the school in the Headteachers absence may sanction a fixed term exclusion. Parents/carers are informed in writing of the reasons for the exclusion and their right to appeal.
7	<ul style="list-style-type: none">• Governors Disciplinary Meeting - student and parents/carers to attend with GB setting student specific targets.
8	<ul style="list-style-type: none">• Managed Move - if it is their best interest, a student may be transferred to another secondary school. The Managed Move takes place over a 6-12 week period and if successful, at the end of this, the student will be transferred permanently.
9	<ul style="list-style-type: none">• Alternative Provision - To avoid permanent exclusion, a small minority of students are educated in alternative provision. We work with a handful of local education providers who help us to ensure any students, unable to receive an education in our setting, are able to have access to a suitable education within a setting that meets their behavioural need. - SLT
10	<ul style="list-style-type: none">• Permanent Exclusion - The Headteacher is the only member of staff who can sanction a permanent exclusion. A permanent exclusion is a last resort and a decision not to be taken lightly. In all cases, parents/carers will be informed in writing of the reasons for the exclusion and their right to appeal - HT/LGB

APPENDIX 3 BEHAVIOURAL REPORTING STRUCTURE

