



LGS STONEYGATE

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

1. LGS Stoneygate

1.1 Vision and Ethos

At LGS Stoneygate (LGSS), we endeavour to create a happy, safe and inclusive environment to enable children to reach, and where possible exceed, their full potential. All those who work within the school, including staff, pupils, parents and the wider community, have a vital role to play in the support that our pupils require to thrive. We recognise the integral role that the development of positive relationships plays in this process.

Positive relationships in schools are central to the wellbeing of both pupils and teachers and underpin an effective learning environment. Schools play a significant part not only in the formal education of young people but also in their wellbeing – and hence the wellbeing of families and communities of the future. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships.

This policy applies to all pupils at LGS Stoneygate, including those in the Early Years Foundation Stage (EYFS). The school is committed to providing a safe, nurturing and inclusive environment in which every child feels valued, respected and protected from bullying, harassment and discrimination.

This policy has regard to:

- DfE Behaviour in Schools: Advice for Headteachers and School Staff
- DfE Preventing and Tackling Bullying
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- Working Together to Safeguard Children

- EYFS Statutory Framework
- School Standards and Framework Act 1998
- DfE Searching, screening and confiscation in schools
- Attendance Policy
- Child Protection and Safeguarding Policy
- Restrictive Interventions Policy
- Anti bullying Policy

LGSS does not support any form of corporal punishment.

1.2 Aims

The school has identified the following aims to support the development of relationships and high-quality behaviour characteristics:

- To model how pupils can demonstrate high-quality behaviour
- To provide guidance on how pupils can demonstrate high-quality behaviour
- To build pupils' capacity to develop relationships
- To develop pupils' understanding of what makes a relationship effective
- To provide a safe, secure and happy environment for pupils to learn
- To develop pupils' emotional intelligence
- To provide systems which promote positive behaviour that support all members of the school community
- To provide everyone with the opportunity for their voice to be heard

1.3 School Values and Rules

Values

The school has identified four key values which sit at the heart of all learning and personal development at LGS Stoneygate. School staff support children in developing awareness of these values and strive to empower children to take ownership of the development of these values in themselves. Through shared expectations and a consistent approach, the school aims to promote a harmonious working environment where all can build the skills of working both independently and co-operatively. By creating a sensitive and supportive atmosphere, all children are encouraged to be:

- Caring
- Curious
- Committed
- Creative

Rules

The school rules, which were developed through consultation with the whole school community, are designed to support the children in demonstrating positive relationships and encompassing the ethos of our school. We will be:

- Ready to learn
- Respectful
- Responsible and Safe

The school promotes the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs through its curriculum, pastoral provision and behaviour expectations.

2. The Role of the Community in Developing Positive Relationships

2.1 Role of Staff

Developing a positive relationship between staff and pupils is a fundamental aspect of high-quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development. School staff support pupils to develop their confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. They are able to assist and develop pupils' resilience and ambition, and help them become thoughtful learners, as well as being there for support and guidance.

By being aware of every child's individual needs, whether academic or social/emotional, staff provide the necessary understanding to ensure that children are supported in overcoming their barriers to success. This support is delivered in a number of different ways dependent on the situation and the needs of the child, such as:

- Listening to a child when they wish to share concerns
- Offering advice and guidance and coaching in relation to concerns
- Understanding individual needs and adapting practice to support individual learning. Inclusive teaching activities and learning
- Communicating where necessary, with parents about a child's concerns
- Liaising with other school staff and outside professionals who may be able to provide further support
- Assist with planning appropriate additional support (1:1 sessions, interventions)
- Provide safe and secure environment to encourage all students feel comfortable to express their thoughts and feelings which includes a clear system for students to report concerns through Anonymous Voice Portal (Y3 upwards)

Staff positively encourage a culture where children and young people feel included, listened to, respected, safe and secure. Furthermore, pupils' achievements and

contributions are valued and celebrated which is essential to the development of good relationships. To create an environment for effective learning and teaching, there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

Staff must:

- Challenge bullying behaviour immediately whenever observed.
- Record incidents using the school's reporting systems.
- Report safeguarding concerns to the DSL without delay.
- Support both those experiencing bullying and those displaying bullying behaviours.
- Maintain clear records of concerns, actions taken and outcomes.

Examples of how staff seek to develop and strengthen relationships:

- Treat all pupils with respect
- Provide a safe and positive learning environment
- Be there to listen to pupils and provide advice and support
- Identify the most appropriate time to address issues
- Monitor pupils that are not presenting themselves emotionally and mentally as they usually would. E.g. actively speaking to a pupil who is much quieter than usual
- Encourage pupils to find their voice and be a positive advocate for themselves – taking ownership of their lives

Staff understand the importance of highlighting the positive behaviour choices made by pupils, as and when they happen. They seek to celebrate these instances both publicly, where appropriate, and privately with the individuals.

Examples of how staff celebrate positive pupil behaviour are:

- Praising children
- Giving children affirmative recognition:
- Stickers
- Certificates
- Notes/calls home
- Sharing positives with parents
- Positive marks (Years 3-6) and Positive marks (Years 7-11) are collected, and these contribute towards their League

- Termly awards
- Commendation of Excellence
- Leaderships roles e.g. Form Captain, Year 11 Prefects
- Values in Action Certificates

Examples of actions that staff seek to avoid:

- Humiliation
- Overreacting
- Blanket punishment
- Shouting
- Harsh sarcasm
- Threatening children with someone else's discipline (e.g. go to see Mr X)
- Pigeonholing a student / not wiping the slate clean / applying self-fulfilling prophecies to pupils
- Distinguishing between the child and the behaviour E.g. 'That behaviour is disruptive to others, not 'You are disruptive'

It is integral for the development of healthy relationships that staff find a **consistent** balance between promoting positive behaviour and supporting children in recognising when actions are inappropriate. When it is required to do so, staff will carefully consider when and how sanctions are put in place, clearly explaining their reasoning to individuals in order for pupils to develop an understanding of the impact their actions have had on others and that such behaviour choices require further reflection as a result.

Staff welcome communication with parents/carers on all aspects of their child's education, including their personal and social development. Where appropriate, staff will contact engagement with learning and will always endeavour to communicate as soon as possible if they feel it is needed. Examples of communication with parents/carers are described below:

- Informal chat before or after school
- Contact through a telephone call
- Via Email
- Meeting with parents/carers after school
- Planners and notes home

To ensure that all members of the school community fulfil their role, the Head and Deputy Headteachers will act to promote the development of relationships and the positive, consistent management of behaviour.

It is the responsibility of the Head under the School Standards and Framework Act 1998, to implement the school's, Behaviour, Rewards and Relationships Policy consistently

throughout the school, and to report to Trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

2.3 The Role of Trustees

The Board of Trustees has the responsibility of setting down general guidelines on standards of behaviour management, and of reviewing their effectiveness. The Board of Trustees support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's Behaviour, Rewards and Relationships Policy, but the Board of Trustees may give advice to the Head about specific behavioural concerns. The Head must take this into account when making decisions about matters of behaviour.

2.4 Role of Pupils

All pupils are encouraged to take responsibility for their own actions and develop an awareness of how their actions might impact on other individuals, as well as themselves. Pupils are regularly reminded of the school's ethos, rules and values and take ownership of this throughout their time at LGSS.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across the school. These include, but are not limited to:

- Prefects
- Pupil councilPupil leadership
- Eco Leader
- League Captains

What pupils can do to develop positive relationships:

- Endeavour to make positive and considerate behaviour choices
- Be aware of their role in supporting their peers in and around the school and ensure that everyone feels safe and listened to
- Recognise the role of the adults in school in supporting them with their choices
- Be reflective on their choices and the consequences
- Be open and honest about concerns that they may have both within and outside the school
- Learn to advocate for themselves and take ownership of their choices
- Be a Upstander. A upstander is someone who witnesses bullying behaviour or is aware that it is taking place. Upstanders play an important role in helping prevent bullying by:

- Reporting concerns to a trusted adult
- Supporting those affected
- Refusing to participate in or encourage bullying behaviour
- Demonstrating the school's values of respect, responsibility and safety
- Contact via email

2.5 Role of Parents/Carers

The partnership between home and school is a vital tool in supporting children to develop healthy relationships and helping them to develop positive behaviours. Therefore, the role of parents/carers in the Behaviour, Rewards and Sanctions policy is a vital one. Throughout every year, there are several ways in which home-school communication is promoted to ensure that parents/carers have opportunities to share in the successes and celebrations of their child. Equally important is the opportunity to discuss any behaviour choices made which are not deemed in keeping with the school's ethos and values.

Whilst the school is aware that families support their children in a variety of different ways, there is an expectation that parents support the school in the approach that is set out in this policy and be consistent when discussing behaviours with their children.

However, school also understands the importance of providing parents/carers with an opportunity to discuss their own concerns, or indeed, their child's concerns that may not have already been shared by the pupil with staff at school.

The Behaviour, Rewards and Sanctions Policy is published on the school website. Parents are informed of updates through the school's usual communication channels.

2.6 What parents/carers can do to develop relationships:

- Provide support to the school/teachers, where required, when resolving concerns around school life generally and behaviour in particular
- Contact and communicate with the school regarding any concerns they may have about their child
- When able to do so, participate in the wider life of the school by attending activities/events. Discuss the school's key values and expectations with their children and share in their importance

3. Mobile Phones

In line with guidance from the DfE, the school prohibits pupils from using mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. This prohibition includes the use of other smart technology with similar functionality to mobile phones, for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or

video. For the purpose of this policy, this will be collectively referred to as 'mobile phone(s)'.

Any exception to this expectation will be authorised by the Head or designated member of staff and based upon safeguarding, medical or educational need.

4. Adapting Practice and Targeted Support

The school recognises that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies and values. A combination of any number of factors (such as a special educational need, early trauma or home circumstances) may determine a child's capacity to comprehend their actions and the actions of others.

As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Some mental health concerns may develop into safeguarding concerns, including self-harm, suicidal ideation or behaviour that places a child at risk. Such concerns will be managed through safeguarding procedures.

The subsequent sections are examples of the wider provision and targeted support available at LGSS to support pupil's personal development:

4.1 Pastoral Support Groups

Pastoral Support Groups provides support and guidance to children who are experiencing difficulties in learning due to social, emotional needs as well as other pastoral concerns. Through 1:1 or group sessions, children learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. The content of these sessions is shared with other Teachers who can also provide additional support within the classroom should it be required.

4.2 Family Help Support

When families are experiencing difficulties, it may be appropriate to open Family help after an assessment has been completed.

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. A Family Help Assessment is a way of gathering information about children with their family and using it to help decide what type of support is needed to help. People from different organisations will talk to one another, share information with parental consent and work together with families to help to support children.

Once a Family Help is open, regular Family Support Meetings are held to review agreed actions and plan the next steps. Parents and children contribute to the action plan. The lead professional will be point of contact for the family and monitor the action plan. This might be the person who wrote the plan, or another professional at the meeting. The Deputy Headteacher is qualified to act as Lead Professional for families at LGS Stoneygate.

When it is not felt that additional agencies intervention is required, an assessment may not be necessary. Families and school can complete a Pre-Family Help Action Plan. This plan, which identifies action for school and families, aims to provide support as soon as a problem emerges and will be reviewed after an agreed period of time.

4.3 Part time timetables

LGS Stoneygate does not use part-time timetables as a behaviour sanction. Any part-time timetable will only be implemented for health or wellbeing reasons following appropriate assessment and parental consultation.

5. Rewards and Sanctions

5.1 Rewards

The use of positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Pupils may be rewarded by but not limited to;

- praise from staff;
- comments in books;
- the school's reward system;
- displays of work;
- letters home to parents;
- an invitation to meet the Head
- awards at the school's Assemblies and Award Ceremonies.

5.2 Responding to undesirable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of undesirable behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

For those pupils who demonstrate undesirable behaviour, the following sanctions may be appropriate:

- verbal reprimand;
- classroom strategies;
- departmental or year detention;
- SLT detention
- school based community service;
- telephone call to parent;
- letter/email home;
- withdrawal of certain privileges.

For more serious incidents such as bullying*, misogynistic behaviour, persistent disruption of learning, physical aggression, vandalism, theft or actions likely to put pupils or staff at risk of harm some of the measures below may be appropriate, after there has been consultation with Senior Staff:

- meeting with Pastoral Leader or Deputy Headteacher;
- withdrawal of privileges;
- removal from lessons/timetable (parents notified by phone or in writing);
- pupil and parent meeting;
- placement on a Pastoral Support Plan (PSP);
- pupil sent home for the remainder of the day or set time
- suspension;
- off-site direction (temporary);
- permanent exclusion.

Please note all cases are taken on a case-by-case basis. The sanctions are issued as guidelines and will be escalated as required.

*Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally.

The school recognises that some incidents may constitute bullying even if they occur only once, where the impact is particularly serious or where the behaviour creates a significant power imbalance, causes severe distress, or places a child at risk of harm.

Bullying can include:

- Physical bullying

- Verbal bullying
- Emotional bullying
- Social exclusion
- Cyberbullying
- Prejudice-related bullying including racist, sexist, misogynistic, homophobic, biphobic, transphobic, disability-related or faith-based bullying.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, any bullying incident will be treated as a safeguarding concern. In such circumstances, the matter will be reported immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the Safeguarding and Child Protection Policy.

Recording and Monitoring

All allegations and incidents of bullying will be recorded and monitored. Records will include:

- Nature and date of the concern.
- Pupils involved.
- Investigation undertaken.
- Support provided.
- Sanctions applied where appropriate.
- Follow-up actions and outcomes.

The Deputy Head Pastoral and DSL will review bullying records regularly to identify patterns, trends and any actions required.

Please note all cases are taken on a case-by-case basis. The sanctions are issued as guidelines and will be escalated as required.

6. Reasonable force

Please refer to the Use of Reasonable Force (Restrictive Interventions) Policy, with detailed information on:

- Seclusion
- Restrictive intervention recording
- Parent notification
- Monitoring and review

8. Confiscation and searches and screening

Any prohibited items found in a pupil's possession because of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9. Off-site undesirable behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips or sports fixtures)
- 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
- Could adversely affect the reputation of the school

10. Online undesirable behaviour

The school can issue behaviour sanctions to pupils for online undesirable behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Cyberbullying and Peer-on-Peer Abuse

The school adopts a zero-tolerance approach to cyberbullying. Any online behaviour that intimidates, threatens, humiliates, harms or targets another member of the school community will be investigated and where appropriate sanctions will apply. The school

recognises cybersecurity and online safety as safeguarding matters and will take appropriate action where online behaviour places pupils or staff at risk.

All staff are expected to challenge abusive behaviour between pupils whenever it comes to their attention and report concerns to the DSL without delay.

Concerns involving online abuse, harassment, exploitation, sharing of images, coercion, sexualised behaviour, or other forms of peer-on-peer abuse will be managed in accordance with the Safeguarding and Child Protection Policy.

Please also refer to the Pupil ICT Acceptable Use Policy and Safeguarding Policy.

Cyberbullying may include:

- Sending threatening or abusive messages.
- Sharing rumours online.
- Excluding individuals from social media groups.
- Impersonating another person online.
- Sharing photographs, videos or personal information without consent.
- Creating fake accounts.
- Using artificial intelligence tools to generate harmful, offensive or misleading content about another person, including AI-generated images, audio recordings, videos, deepfakes or other manipulated content.

11. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head/Member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

12. 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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Family help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

13. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to 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 consider whether to 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 (LADO), 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 Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

14. Serious sanctions

14.1 Detention

Pupils can be issued with detentions during break or after school.

The school will decide whether it is necessary to inform the pupil's parents. The sanction will be logged on Class Charts or CPOMS.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

14.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a suitable member of staff. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning support staff or access to the school Wellbeing counsellor
- Use of teaching assistants
- Pastoral Support Plan
- Long-term behaviour support plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS or Class charts.

Where a pupil is repeatedly removed from lessons or requires significant behaviour interventions, the school will consider whether Family Help support or additional safeguarding intervention is appropriate.

14.3 Serious Disciplinary Incidents

As a general rule, all low-level undesirable/negative behaviours can be dealt with by any member of staff. It is also an expectation that staff have a role to play in dealing with major behavioural incidents by either intervening directly with the pupil(s) involved and then informing the Head of Key Stage and/or a member of the SLT as soon as is reasonably possible or reporting the incident to the Head of Key Stage and/or a member of SLT for further action. The threshold between low-level and major behavioural incidents can be difficult to quantify and relies on the judgement of those adults involved. However, the seriousness is generally due to intensity of the incident or whether the same low-level behaviour is being repeated over a period of time.

Major behavioural incidents should not be addressed in the first instance using the negative points or detention systems outlined above. Instead, the process below should be followed:

- Where it is alleged that a pupil has committed a serious breach of school discipline, the Head or member of SLT should be informed of the matter as soon as is practical.
- Serious breaches of school discipline will be taken seriously and investigated thoroughly, by a designated member of SLT
- Procedural fairness is essential in such cases to protect the interests of the pupil accused, along with those of the school and of the person making the complaint and/or the victim of the alleged behaviour. The principles and procedures that underpin such investigations are set out below.
 - o Allegations: A member of SLT will decide how best to investigate an allegation or rumour about a serious disciplinary incident. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that

could result in a pupil being suspended or expelled from the school or removed for a significant period from the classroom.

- o Ethos: An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- o Interview: A pupil may be interviewed by members of staff to provide evidence as part of the investigation. Staff will normally conduct such interviews in pairs and will record notes of the interview in writing. They may also ask the pupil to complete a written statement before or after such an interview to give their account in their own words. Where required pupils will be supported with this.
- o Suspension: A pupil may be suspended from the school while a complaint is being investigated or while an investigation is suspended. The school will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents or guardians should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be placed under a segregated, supervised regime on school premises.
- o Suspension of an investigation: It may be necessary to suspend an investigation, for example, where external agencies, such as for example, the Police or Social Services, are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from an appropriate external agency and will be subject to periodic review.
- o Conclusion of an investigation: The Head or a Deputy Head will consider what sanctions could be appropriate to apply once the investigation has been concluded and the evidence considered.
- o Disciplinary meeting with the Head (or Deputy Head): The pupil will be asked to attend the disciplinary meeting with the Head at which the investigating member of staff will explain the circumstances of the complaint and his/her investigation; a parent, carer or guardian will normally also be present. The pupil will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of other pupils will be preserved (unless anonymity affects the procedural fairness of the investigation).
- o Proceedings: There are potentially four distinct stages of a disciplinary meeting:
 - i. The complaint/s: The Head will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless it is considered that further investigation is needed, they will decide whether the complaint has been sufficiently proved. The standard of proof shall be the balance of probabilities.
 - ii. The sanction: If the complaint has been proved, definitely or on balance of probabilities, the Head will outline the range of disciplinary sanctions that he/she considers are open to him/her. He will take into account any further statement which the pupil and/or others present on their behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within two working days, the Head will give his/her decision in writing, with reasons.

- iii. *Leaving status*: If the Head decides that the pupil must leave the school, he/she will consult with a parent before deciding on the pupil's leaving status.
- iv. *Confidentiality*: Staff will deal with all disciplinary matters with discretion. In particular, if a pupil has been suspended or is asked to leave, staff will not disclose this to any other pupil or other person beyond the school, except on a need-to-know basis (for example, in seeking to help a pupil find a place at another school).
- o Record-keeping: The school maintains records of serious behavioural incidents, suspensions, exclusions and sanctions in accordance with statutory and safeguarding requirements

14.4 Exclusions(suspensions/Expulsion/ Required Removal)

Major behavioural incidents which could merit expulsion may include (not an exhaustive list):

- supply/possession/use of illegal drugs and/or solvents or their paraphernalia or substances intended to resemble them, or alcohol, cigarette or tobacco products, nicotine products or vapes or any other controlled drug, including THC Tetrahydrocannabinol.
- possession or use of any dangerous item or anything else that may be deemed harmful to other members of the school community, including knives, weapons or imitation weapons
- prejudice and discrimination in all forms and particularly toward the protected characteristics outlined in the Equalities' Act 2010
- theft
- blackmail or intimidation
- use of language of a sexual, racial or homophobic nature
- physical violence/assault
- persistent bullying of any nature or in any form
- technological incidents, including, but not limited to:
- cyberbullying and online harassment, sending offensive or intimidating messages, creating or sharing humiliating content about another pupil or staff member, hate speech and/or extremist online activity
- accessing or sharing harmful or illegal content. This includes sharing sexual images or videos of pupils (including consensual peer-to-peer sharing)
- attempting to bypass the schools safeguarding measures or accessing another pupil or staff member's account
- the creation or sharing of manipulated, synthetic or AI-generated images, audio or video intended to humiliate, intimidate or harm another member of the school community, or to facilitate cheating

- computer hacking
- sexual impropriety or misconduct of a sexual nature and/or supply or possession of pornography
- vandalism
- serious exam malpractice or breaches of academic honesty
- persistent attitudes or behaviour which are inconsistent with the school's ethos
- threatening and abusive behaviour towards another member of the community
- malicious accusations against members of staff
- falsification of documents
- other serious misconduct which affects the welfare of a member or members of the school community, or which brings or could bring the school into disrepute (single or repeated episodes) on or off school premises or online

Suspension or expulsion may also be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

This policy should be read in conjunction with the section of the Parent Contract agreed on admission.

Suspension and Expulsion

The Head has the sole authority to suspend or expel pupils and will only resort to such extreme sanctions for serious offences. When the Head is unavailable, this authority will be delegated to the Deputy Head(s).

Major behavioural incidents may be dealt with using a combination of any of the sanctions outlined previously in this document; a programme of support; and/or Internal/External Suspension; Expulsion.

The length of time a pupil will be suspended will depend on the nature of the offence and will be at the discretion of the Head. Parents will be informed and the Head will normally see both pupil(s) and parents.

- The school will make reasonable adjustments where appropriate for managing behaviour when related to a pupil's special educational need or disability and any safeguarding concerns.
- Where Expulsion or Required Removal* needs to be considered, the school will ensure that a pupil with a disability or special educational need is able to present their case fully.
- Any other information pertaining to a pupil's individual circumstances will also be considered.
- In the case of Expulsion or Required Removal*, the Head consults with the Chair of Trustees before taking a final decision.

- Parents may request a Trustees' Review** of the Head's decision

* Required Removal refers to the removal of a pupil from the school otherwise than by formal expulsion, usually where the Head considers that the relationship between the pupil and the school has irretrievably broken down or where the pupil's continued attendance is not in the best interests of the school community.

A pupil may be formally expelled if it is proved on the balance of probabilities that the pupil has committed a very grave breach of discipline or a criminal offence. The school seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the school to support the School Rules. Parents will be contacted to discuss any disciplinary matter that may result in Suspension, or where Required Removal or Expulsion is being considered. Parents will also be notified of any other serious disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

Pupils will follow a process of reintegration following any fixed term suspension that may include a meeting with the pupil (and sometimes their parents) in which they will have a chance to share their reflections and how they aim to improve aspects of their behaviour; the school will also have the opportunity to outline future expectations of the pupil. The pupil will be welcomed back and supported by key members of the pastoral team in the transition period.

15. Responding to misbehaviour from pupils with SEND

15.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. This may also be relevant for pupils with Acute Childhood Experiences (ACEs).

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school's approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding specific conditions e.g. autism or ADHD
- Use of separation spaces e.g. Wellbeing Hub where pupils can regulate their emotions

15.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

15.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

15.4 Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

16. Supporting pupils following a sanction

Following a serious sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with the Deputy Head Pastoral
- A report card with personalised behaviour goals

17. School Learning Environment

Our school will:

- Provide children with a high standard of education, implemented within an ambitious, balanced curriculum.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the experiences needed to enable your child to achieve their full potential.
- Care for your child's safety and well-being.
- Teach and encourage your child to develop a positive attitude towards one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.

- Regularly meet with parents to communicate the progress of a child, celebrating their strengths and explaining how we can support them in their areas for development.
- Provide information to you about our school including events, relevant policies, meetings, activities, news.

As a Parent/Carer I will:

- Make sure my child arrives at school on time prepared to start their lessons to help them gain the most from their education.
- Ensure my child wears named school uniform and that their Games/PE kit is in school on the correct days.
- Support the school with my child's academic development by making sure that homework and reading tasks are completed and returned on time.
- Do my very best to provide a safe, secure and happy environment at home for my child.
- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Support the school by encouraging my child to develop a positive attitude towards our diverse community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with school to ensure that the behaviour management policies of the school are maintained, particularly with my child.
- Encourage a positive attitude towards my child's education and the school. If I have any concerns, I will come and discuss them with the relevant member of staff as it is much healthier to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant events, meetings, activities, news.
- Treat school staff with respect and consideration.
- Use social media responsibly (i.e. I will not share school information or concerns online with others or share photos / videos including children from school, other than my own.)
- Ensure my child has in date medication if they have health issues e.g.: inhaler or EpiPen.
- Act responsibly when my child has been unwell by keeping them at home for the recommended time. E.g: in the case of sickness and diarrhoea and high temperature.

As a Pupil I will:

- Behave in a way that supports the learning of those around me
- Be responsible for my work in school and at home complete assignments to the best of my ability
- Ensure I take home my kit, schoolbooks as necessary
- Ask for help if I need it
- Respect other children's culture, race, feelings, beliefs and values
- Accept responsibility for the things that I do
- Be safe
- Be kind and politely speak to everyone in school
- Take good care of the building, equipment and school grounds
- Tell a member of staff if I am worried or unhappy
- Keep to the School Rules (3rs)
- Ensure we follow the school Values (4cs)