



Longridge High School

Discipline and Behaviour Policy

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1 Compliance

1.1 This discipline and behaviour policy has been prepared with regard to the following statutory provisions and guidance: -

1.1.1 Education (Independent School Standards) Regulations 2014

1.1.2 Education and Inspection Act 2006

1.1.3 Equality Act 2010

1.1.4 School Information (England) Regulations 2008

1.1.5 Children and Families Act 2014

1.1.6 School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

1.1.7 School Discipline (Pupil Exclusions and Reviews) (England) Amendment and Transactional Provision) Regulations 2023

1.1.8 The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

1.1.9 Department for Education's advice "Behaviour in Schools" February 2024.

1.1.10 Department for Education's advice "Preventing and Tackling Bullying" July 2017

1.1.11 Department for Education's guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" August 2024

1.1.12 Department for Education's guidance "Searching, screening and confiscation at school" July 2022

1.1.13 Department for Education's guidance "Use of reasonable force in schools" July 2013

1.1.14 Department for Education's guidance 'Alternative Provision' January 2013

1.1.15 Department for Education's guidance 'Keeping Children Safe in Education' as amended from time to time.

1.1.16 Department for Education's guidance 'Mobile phones in schools' February 2024

2. About this Policy

- 2.1 At Longridge High School, positive behaviour is actively promoted. The school recognises that good behaviour is essential to creating an effective teaching and learning environment in which all pupils are able to progress.
- 2.2 The school also believes that it is important to academic learning and pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in the school and the world outside - so that they may contribute responsibly and constructively to society.
- 2.3 The school recognises that, sometimes, negative behaviours can be displayed as a result of a Special Educational Needs (SEN). In such cases, the SEN policy will be applied and reasonable adjustments made to the application of this policy.
- 2.4 The school also recognises that at times pupils misbehave and in cases where a pupil is persistently disruptive sanctions and further action may be required.
- 2.5 This policy should be read alongside the school's SEN policy and the Suspension and Permanent Exclusion Statement.
- 2.6 The purpose of this policy is to set out:
 - 2.6.1 the standard of behaviour expected of pupils;
 - 2.6.2 the consequences which staff can issue if behaviour falls below expected standards; and
 - 2.6.3 how the school will deal with online and offline poor behaviour off the premises.
- 2.7 This policy will be published on the school's website and can be made available in hard copy upon request.

3. School Rules

- 3.1 We demonstrate, 'Respect, Learn, Grow Together' by pupils:
 - 3.1.1 Having excellent attendance, supported by parents/ carers, to meet the expected 97% attendance target.
 - 3.1.2 Being punctual to school and to all lessons. Pupils can access the main school dining room from 8am for a complimentary breakfast. Pupils can access the main school building from 8.40am for the start of the school day.

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- 3.1.3 Wearing the correct school uniform and presenting themselves smartly at all times. Coats are only to be worn outdoors. Jewellery / make up/ false nails/ fake tan/ dyed hair / extreme hair styles are not permitted.
- 3.1.4 Bringing the correct equipment to school in a plain rucksack/backpack.
- 3.1.5 Entering classrooms quietly and sit in the seat as allocated by the seating plan on Synergy.
- 3.1.6 Once in the classroom, getting out equipment straight away.
- 3.1.7 Listening carefully and following the teacher's instructions starting work promptly as instructed.
- 3.1.8 Being positive and cheerful – enjoy learning together.
- 3.1.9 Allowing the teacher to teach and fellow pupils to learn without disruption.
- 3.1.10 Pupils engaging with all activities within their lessons and challenge themselves to achieve highly.
- 3.1.11 Pupils learning from their mistakes.
- 3.1.12 Pupils exploring new subjects and topics with an open mind.
- 3.1.13 Pupils listening to the answers and opinions of other pupils.
- 3.1.14 Not shouting out or talking when someone else is speaking.
- 3.1.15 At the end of the lesson, standing quietly behind chairs, awaiting dismissal.
- 3.1.16 Behaving appropriately when transferring between all lessons and during unstructured times and always demonstrating sensible behaviour in corridors and around the school site.
- 3.1.17 Being kind and respectful towards one another and all staff members, respecting the protected characteristics of all in our community.
- 3.1.18 Demonstrating sensible behaviour in corridors and around the school site and showing respect for other people, their feelings and their property.
- 3.1.19 Using the corridors sensibly, avoiding congregating in groups and always walking in single file on the left.
- 3.1.20 Not bringing into school any matches, cigarettes, electronic cigarettes, vapes, aerosols, lighters, alcohol, illegal substances, knives or any item/weapons that may cause harm to themselves or other people.

- 3.1.21 Use of mobile phones / other electronic devices including headphones are forbidden; they should be switched off in pupils' bags.
- 3.1.22 Pupils must stay on the school premises throughout the day.
- 3.1.23 Eating food only in designated areas, using the litter bins provided and keep the school clean.
- 3.1.24 Energy or canned drinks are not permitted as they are a barrier to learning and good behaviour. Bottle or drinks containers must be small (around 500ml) and suitable to fit into a school bag.
- 3.1.25 Always using language appropriate to a school environment.

4. Longridge High School's aims:

- 4.1 Pupils should develop a sense of respect and tolerance towards each other, the school's employees and the wider community.
- 4.2 The school should offer a safe, happy and positive environment.
- 4.3 Positive approaches towards rewarding and openly recognising good behaviour should be encouraged at all times.
- 4.4 Pupils should develop a sense of self-discipline through understanding the consequences of their own actions.
- 4.5 Pupils should be actively supported in developing the appropriate social skills and strategies in order to be more able to deal with difficulties and conflict.
- 4.6 Pupils will be taught what good behaviour looks like which will be demonstrated and modelled in the first instance by the school's staff.
- 4.7 The school aims to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

5. Roles and Responsibilities

- 5.1 The Local Governing Body have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework.
- 5.2 The Local Governing Body have delegated the day-to-day responsibility of the implementation of this policy to the Headteacher. The Headteacher is responsible for:
 - 5.2.1 maintaining good understanding of behavioural expectations.

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- 5.2.2 directing which members of staff can issue detentions.
- 5.2.3 ensuring that all new staff are inducted into the school's behaviour culture and that training is offered to all staff so they can meet their duties and functions within this behaviour policy;
- 5.2.4 ensuring that all new pupils have a clear understanding of behaviour expectations; and
- 5.2.5 anticipating that those pupils with Special Education Needs (SEN) may need extra support in place to help them meet the behavioural standards.
- 5.3 The Headteacher also holds the power to suspend or permanently exclude a pupil on disciplinary grounds.
- 5.4 Senior leadership at the school will:
 - 5.4.1 ensure that they visibly display high levels of good behaviour;
 - 5.4.2 ensure that all staff understand the behavioural expectations and the importance of maintaining them; and
 - 5.4.3 assist the Headteacher with the induction of new staff into the school's behaviour culture.
- 5.5 All members of staff have a role to play in developing a calm, positive, structured and safe environment at the school. All staff shall ensure that;
 - 5.5.1 clear boundaries of acceptable pupil behaviour are established;
 - 5.5.2 they teach and model good behaviour and positive relationships;
 - 5.5.3 they respond to incidents of misbehaviour predictably, promptly, assertively and in line with this policy;
 - 5.5.4 they challenge pupils to meet the expectations of this behaviour policy; and
 - 5.5.5 they consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- 5.6 All pupils at the school deserve to learn in a safe and calm environment. To uphold this standard pupils must;
 - 5.6.1 follow the School rules;
 - 5.6.2 follow the behaviour expectations as set out within this policy; and
 - 5.6.3 encourage and support a culture of good behaviour at the school among their peers.

- 5.7 The School recognises that good behaviour must be supported at home. As such, it is expected that parents;
- 5.7.1 get to know this behaviour policy;
 - 5.7.2 support and reinforce the policy at home; and
 - 5.7.3 engage with the school when behaviour expectations are missed.

6. The School's procedures and strategies

- 6.1 **All teachers implement the key non-negotiables for learning within their classrooms.**
- 6.1.1 Staff meet and greet pupils at the door welcoming them into the room.
 - 6.1.2 Pupils must enter classrooms quietly and sit in the seat as allocated by the seating plan on Synergy.
 - 6.1.3 Once in the classroom, pupils must get out equipment straight away, and listen carefully and follow the teacher's instructions, starting work promptly as instructed.
 - 6.1.4 At the end of the lesson, pupils stand quietly behind chairs, awaiting dismissal.
 - 6.1.5 Staff will record no/incomplete homework on Synergy.
- 6.2 Positive reinforcement and praise are highly effective methods of creating positive behaviour and positive relationships. The school's employees follow the positive behaviour management strategies:
- 6.2.1 Pupils can receive positive points throughout the school day, both in lessons and beyond the classroom.
 - 6.2.2 Pupils can receive praise points for demonstrating any of the school's values. There is no restriction on the number of times a pupil can be praised for demonstrating any of the school's values.
 - 6.2.3 In lessons, the teacher should share explicitly what the praise point is awarded for and write their name on the white board displayed at the front of the classroom. The praise point should be recorded on Synergy.
 - 6.2.4 Reward points are built up by pupils across the term, and at the end of each term, pupils are awarded a star if they have accumulated the relevant number of points, and they will be invited to participate in a Rewards activity.

6.2.5 Pupils can earn Reward points by showing positive behaviours.

Term 1	Bronze Award Positive Behaviour Points Balance 95% Attendance Average 2.7 Effort Grades Less than 10 Referrals No Exclusions	Reward Bronze Blazer Star Attend Christmas Concert
Term 2	Silver Award Positive Behaviour Points Balance 95% Attendance Average 2.7 Effort Grades Less than 10 Referral No Exclusions	Reward Silver Blazer Star Attend Easter Bingo
Term 3	Gold Award Positive Behaviour Points Balance 95% Attendance Average 2.7 Effort Grades Less than 10 Referrals No Exclusions	Reward Gold Blazer Star Attend End of Year Reward
	Platinum Award 200 Positive Behaviour Points 97% Attendance Average 3.5 Effort Grades Less than 10 Referrals No Exclusions	Reward Platinum Blazer Star

6.2.6 Pupils are regularly rewarded for attendance, behaviour and quality of work and this is celebrated in a number of ways, including:

6.2.6.1 Postcards home

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6.2.6.2 Phone calls home

6.2.6.3 Stickers and stamps in books;

6.2.6.4 Certificates in assemblies

6.2.6.5 Rewards breakfasts throughout the year

6.2.6.6 Termly presentations of Rewards' Stars, moving from Bronze to Platinum

6.2.6.7 Invitation to an end of term Reward Activity.

6.2.7 All pupils are in Houses, and they can earn points for their respective houses through participating in a wide and diverse range of House activities throughout the year.

6.3 All school employees are encouraged to always provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. The school believes that the curriculum should be planned to include all pupils in order to maximise their opportunities to experience success and enhance their self-esteem

6.4 When there are difficulties with individual behaviour the school's consequence system will be applied: see Section 10 of this policy.

6.5 The school will consider whether poor behaviour is as a result of a pupil suffering, or likely to suffer, significant harm. In these circumstances the appropriate safeguarding lead will be notified and the appropriate procedures followed as set out in the school's Safeguarding Policy

6.6 The school will also work to identify if any poor behaviour is due to any unmet educational or other needs. If these needs are identified the appropriate safeguarding/educational lead will be notified and the appropriate procedures followed

6.7 All incidents of misbehaviour are recorded via Synergy.

7. Assemblies

7.1 There are weekly assemblies during which individual pupils, and classes, receive recognition / rewards based upon positive behaviour and achievement. Positive behaviour and achievements are also celebrated in our termly Achievement Assemblies

8. How pupils can raise issues

- 8.1 Pupils at Longridge High School are encouraged to report any concerns about behaviour, feelings or safety through their form tutor, a member of the Pastoral Team, a member of staff or a Prefect.
- 8.2 Assemblies regularly remind pupils about how to report concerns.
- 8.3 Pupils are reminded that they can come forward if they have concerns on behalf of another pupil.
- 8.4 Pupils can report concerns through a paper report placed in the box in the school reception.
- 8.5 Following a report, the appropriate member of staff will check in and review the outcome of the report and subsequent actions with the child and their family.

9. SEN Pupils

- 9.1 The school believes that all students should have the support to achieve high standards of behaviour inside and out of the classroom. However, the School also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.
- 9.2 The School aims to support the behaviour of pupils with SEN by;
 - 9.2.1 making reasonable adjustments where possible to accommodate their needs;
 - 9.2.2 co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP);
 - 9.2.3 remitting short, planned breaks for pupils whose SEN means they find it difficult to sit still for a long period of time; and,
 - 9.2.4 training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.
- 9.3 However, where it is apparent a student with SEN is struggling at the school even when accommodations are in place the school will work with multiple agencies to provide education for those for whom the school might not be the best option. This includes supporting a move to an alternative educational provider.
- 9.4 It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the Headteacher will consult with the SENCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the pupils SEN. In the event

that it is, the Headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

10. Sanctions

- 10.1 When a pupil's behaviour justifies the application of a sanction one will be issued in order to deter future repeats of bad behaviour.
- 10.2 Pupils will be given opportunities to modify their behaviour if they make a mistake. At Longridge High School we use a staged process which is outlined in the table in 10.3. If a pupil works their way through the stages they will be referred out of class to another member of staff who will supervise them until the end of the lesson. If the set work is completed to an acceptable manner, then the pupil will be allowed to carry on to the next lesson.
- 10.2.1 When a pupil is referred **(R)**, it must be recorded on Synergy.
- 10.2.2 If a pupil continues to be disrespectful, questions the teacher, or causes further disruption they will then be issued with a 'Failed Referral' **(FR)** which will mean they will be removed from the lesson by a member of SLT to the New Start Room to work. Pupils who receive a FR will receive an SLT detention.
- 10.2.3 Staff may use the 'On Call' procedure at any point to call a PSO or a member of the SLT for assistance.
- 10.3 Behaviour Stages:

Stage 1

This is the starting point where a teacher will let you know they are unhappy with an element of your behaviour.

Sanction: Verbal warning and explanation of reason.

Example of Stage 1 Behaviour: Not entering the class in an appropriate manner, talking when a teacher is talking, being consistently off task, work avoidance, anti-social behaviour, shouting out.

Stage 2

If you reach 'Stage 2' you will have persistently displayed elements of low level disruption and not acted on the warnings you have been given and you will now be required to move to a designated seat.

This is a final warning and a last chance for you to modify and manage your behaviour to ensure your learning and the learning of others can continue.

When you are placed on 'Stage 2' a short detention by the class teacher may be given.

Sanction: Final verbal warning, movement to a designated desk.

Example of 'Stage 2' Behaviour: A continuation of all the behaviours described above.

Stage 3

For you to reach a 'Stage 3' you will have persistently displayed elements of low level disruption through the stages or you will have behaved in a single inappropriate way. If you reach 'Stage 3' you will be immediately referred **(R)** out of the classroom to a designated member of staff.

If you cause any further problems at this stage for example arguing or refusing to complete the work, then this becomes a 'Failed Referral' **(FR)** and a member of SLT or a Pastoral Leader will escort you to spend time in the 'New Start Room'.

Your parents will be contacted via synergy

Sanction: FR removal from lesson to work in NS. Detention processed with SLT.

Example of 'Stage 3' Behaviour: Continued persistent lesson disruption after following all the stages.

10.4 Stage 3 Referral Tracking

A pupil who deliberately and persistently breaks our classroom code will be referred out of class:

- The referred pupil **(R)** will be sent to another teacher in the subject area.
- Parents will be contacted via synergy on the day of the referral.
- Reparation must take place between the pupil and the member of staff before the next lesson with that member of staff.
- 3 referrals in a different subject will be an SLT detention on a Wednesday with JGN and KIS

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- If repeated referrals out of 1 subject this be a subject issue. Curriculum Leaders will issue detentions and consequences as appropriate. Pastoral staff and CL will liaise to support the teacher and pupils to identify and solve the issue.
- Any pupil who disrupts the lesson they are referred into or who is uncooperative will be issued a 'Failed Referral' (**FR**) and immediately removed by SLT to our 'New Start Room' to work for the remainder of the day.
- A (**FR**) will trigger an SLT detention.
- Where a pupil fails to attend an after-school referral detention they will repeat the detention and spend time in New Start.
- If a pupil refuses to enter the New Start room he/she may be suspended from school.
- In the unlikely occasion that parents refuse to attend a behaviour meeting, pupils will not return to class unless the relevant parental meeting has taken place. This is to ensure that we are confident that the pupil is ready to behave appropriately.

10.5 Pupils who are regularly referred will move up through our 'Behaviour Ladder' as shown below.

Level	Trigger	Sanction
1	5 Referrals	Parents called in for a meeting with the Form Tutor.
2	10 Referrals	Parents called in for a meeting with the relevant Pastoral leader, PL report, behaviour support plan and SEN input
3	15 Referrals	Parental meeting with SLT and SLT report

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4	20 Referrals	Parental meeting with DHT, DHT report, HT Contract, Managed Move discussed
5	20+Referrals	Parents called in for a meeting with the Deputy Headteacher, Headteacher. Interventions and Headteachers Contract reviewed. At risk of Permanent Exclusion

10.6 Staff also use a Synergy tariff to issue points related to pupils breaking school rules:

Synergy Points	
Positive Behaviours	Points
Absolute Superstar	10
Good Role Model	5
Polite and Courteous	5
Engaged in Learning	5
Helping Others	5
Being Respectful	5
Being Resilient	5
Positive Attitude	5
Excellent Effort	5
Improving After Feedback	5
Reading in Class	5
Negative Behaviours	
Stage 1	-1
Stage 2	-3
Referral	-5 plus detention
Failed referral	-10 plus time in isolation
Serious Incident	-10
Checkpoint	-1
Homework missing	-3
Inappropriate Language	-1
Not respecting school environment	-10
Not being respectful to staff	-5
Not being respectful to pupils	-5

Not wearing school uniform correctly	-1
Late for lessons	-3
Not being engaged in learning	-1
Truancing	-10
Mobile phone infringement	-3
Uniform Infringement	-3

10.7 At the end of a sanction, where appropriate, the pupil will receive further guidance about what they did wrong, the impact of their actions and how they can do better in the future. They will also be offered further support if appropriate which may include;

10.8.1 The school engaging further with parents

10.8.2 A change of teaching set or class

10.8.3 consideration by the SENDCO with colleagues and possible interventions

10.8.4 Allocation of a key worker such as Learning Mentor, member of the Pastoral Support Team

10.8.5 Referral to a specific service, such as CAMHS or Child and Family Wellbeing.

10.8 Suspensions and permanent exclusions are dealt with in more detail below.

11. Detention

11.1 Detention is a well-established sanction for managing poor behaviour. Detentions can be issued by individual teachers, Curriculum Leaders, Pastoral Leaders and SLT. We have set out below the various detentions which may be issued at the school.

11.2 For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet

11.3 After school detentions are held on Wednesday 3.05pm to 3.45pm.

11.4 The school do not need parental or pupil consent to issue a detention which runs after the school session has concluded. The convenience as to whether a pupil can be picked up or taken home at the conclusion of the set detention is not a reason for the detention to not to go ahead.

11.5 The school will listen to representations from parents and/or pupils, and will consider the following:

11.5.1 whether the detention is likely to put the pupil at increased risk;

- 11.5.2 whether the pupil has known caring responsibilities;
 - 11.5.3 whether the detention timing conflicts with a medical appointment;
 - 11.5.4 whether parents ought to be informed of the detention. In many cases it will be necessary, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
 - 11.5.5 whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.
- 11.6 A failure to attend detention will result in an escalation of sanction and will be classed as a breach of this behaviour policy.

12. Removal from the Classroom

- 12.1 The school uses removal from the classroom as a key behaviour management tool as action short of suspension for moderate and/or persistent breaches of this behaviour policy. It is used as either a removal to another classroom (R) or a removal to the New Start. (FR)
- 12.2 Removal is, however, a serious sanction and can be used when behaviour is so disruptive as to warrant immediate removal. It is used to;
- 12.2.1 maintain the safety of all pupils and to restore order and calm following an unreasonably high level of disruption;
 - 12.2.2 enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - 12.2.3 allow the pupil to regain calm in a safe space away from any triggering issues.
 - 12.2.4 For a removal (R) a pupil will continue with appropriate work in a different classroom. There will be reparation between the pupil and teacher before the pupil returns to the next lesson with the teacher.
 - 12.2.5 For a removal to the New Start room, (FR), Pupils will be set appropriate tasks outside of the normal timetable to allow them time to decompress in a reduced sensory environment. This allows them the chance to consider the consequence of their actions, the impact on others and to adjust their behaviour once returned to normal timetable.
 - 12.2.6 Parents should be informed on the same day if their child has been removed from the classroom and placed in New Start.

12.2.7 Longridge High School operates a New Start Room for formal removals, which include failed referrals. A child may be placed in NS for any reason below:

- 12.2.7.1 A failed referral following a referral
- 12.2.7.2 A serious incident towards a member of staff or a pupil
- 12.2.7.3 A pupil fails to attend an afterschool detention
- 12.2.7.4 Pupils who present repeated low-level negative behaviour
- 12.2.7.5 The actions of the pupil were serious enough to escalate the sanctions immediately to a FR
- 12.2.7.6 A pupil acts in clear defiance of the school rules
- 12.2.7.7 Inappropriate behaviour outside of the school community
- 12.2.7.8 Misuse of social media.

12.2.8 Pupils will work as directed by the member of staff in silence. They will work through the resources as set out in the NS timetable. Pupils will not mix with the normal school population for the time they are in internal removal but will have the opportunity to access a free breakfast, a school lunch and go to the toilet at the appropriate time.

12.2.9 While in the room there will be opportunities to focus on repairing relationships and preparing pupils to return to lessons. Restorative and developmental work will enable pupils to identify and exhibit the skills needed to function effectively on their return to the school population.

12.2.10 On occasions it may be necessary to impose multiple days of internal removal to avoid formal P8 suspensions

13. Restorative actions

13.1 Where appropriate, restorative actions may take place following an internal exclusion or suspension

13.2 The aims of restorative actions are

13.2.1 Restore relationships and plan for the pupil's reintegration

13.2.2 Ensure pupils reflect and take responsibility for their behaviour

13.2.3 Teach pupils the behaviour staff want to see

13.2.4 Reinforce compliance with the school's core values

13.2.5 Enable any underlying issues to be raised.

- 13.3 Restorative actions will take place at the first available opportunity. The member of staff who referred the pupil leads the restorative conversation. The conversation should be supported by another member of staff who will explain the process and the structure of the meeting to the pupil and member of staff.

14. Mobile phones and other smart devices

- 14.1 For the purpose of this section 14, 'Mobile Device' shall mean a mobile phone and any other smart device with a similar functionality to a mobile phone (for example, the ability to send and/or receive notifications or messages via mobile phone network) including, but not limited to, tablet devices and smart watches.
- 14.2 During the school day Mobile Devices will be kept in pupils' bags and are not permitted to be used, seen or heard. This means that the Mobile Devices should be switched off and placed at the bottom of the pupil's school bag.
- 14.3 Should parents need to contact a pupil during the school day they can do so through the main reception number.
- 14.4 In the event that a Mobile Device is found on a pupil or is being used in breach of this policy it will be lawfully confiscated and returned at the end of the school day.
- 14.5 The **School will** communicate with pupils and parents whether Mobile Devices are permitted and the rules for their use in advance of any off site or residential trip.
- 14.6 We have the lawful right to issue a sanction where a pupil is found with a Mobile Device. Where a sanction is issued, this may include confiscating the pupil's Mobile Device for a period of time to be determined by the Headteacher at their absolute discretion.
- 14.7 We have a lawful right to search the content of Mobile Devices without consent from the pupil or parents. For more information on staff searching powers please see section 16 below.
- 14.8 There may be occasions where the Headteacher decides to adapt this section 14 in order to allow a pupil to have a Mobile Device present in school for a finite period. This is a matter for the Headteacher in their absolute discretion, and each case will be assessed on its merits.
- 14.9 An example of where the Headteacher may exercise their discretion under 14.8 might be where is necessary for the effective management of a pupil's medical condition.

15. Confiscation

- 15.1 Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to the school community (including cigarettes or items for used for smoking)
- 15.2 Mobile phones and items of non-uniform should be confiscated if seen. These items must be put into a 'confiscation envelope' handed into the office where they will be kept securely
- 15.3 Staff should hand other confiscated items to the office via On Call. On Call must complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecured area at any time
- 15.4 Any item which staff consider to be dangerous or criminal e.g. drugs, must be brought to the attention of a SLT member immediately
- 15.5 Items confiscated by the school can be collected by pupils at the end of the day. Items which are deemed dangerous, or criminal may only be collected by a parent/carers except where the school has chosen to dispose of the confiscated items or sent to the police
- 15.6 The school reserves the right to dispose of items which are not collected.

16. Use of reasonable force, searching and screening

- 16.1 The School recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. There are also times when the Headteacher or those members of staff authorised by them may have to search or screen pupils to search for illegal items or those prohibited under the school rules.
- 16.2 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- 16.3 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the School or among pupils. Members of staff may also use reasonable force when conducting a search for illegal items, such as weapons (including knives), alcohol, illegal drugs, stolen items, tobacco, electronic cigarettes (vapes), fireworks, pornographic images or articles that

they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

- 16.4 Force may not be used to search for other items banned under the school rules.
- 16.5 When considering using reasonable force staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions.
- 16.6 Staff shall exercise these powers in line with the Department for Education's guidance.

17. Prohibited items

- 17.1 The items listed below are prohibited items in school and will be confiscated from pupils if they are seen to be using or carrying them in school. This list includes, although is not exhaustive to:
 - 17.1.1 Energy or carbonated drinks
 - 17.1.2 Large packets of crisps
 - 17.1.3 Large packets of sweets
 - 17.1.4 Aerosols
 - 17.1.5 Pharmaceutical drugs (these should be declared to the main office not carried in school)
- 17.2 Pupils found with items in the list below will be subject to a suspension and permanent exclusion will be considered:
 - 17.2.1 weapons (including knives)
 - 17.2.2 alcohol
 - 17.2.3 Any class A, B or C substances
 - 17.2.4 Snappers/ poppers
 - 17.2.5 stolen items
 - 17.2.6 Tobacco
 - 17.2.7 electronic cigarettes (vapes)
 - 17.2.8 fireworks
 - 17.2.9 pornographic images or articles that the school reasonably suspects have been or are likely to be used to commit an offence or cause harm.

17.3 See search policy for further information.

18. Moderate to Serious Breaches of the school's rules:

- 18.1 Any serious breach of the School's rules (including serious aggressive behaviour), will be followed up immediately by a member of the Senior Leadership Team and/or Pastoral Team.
- 18.2 Parents will be informed and, if appropriate, asked to come into the School for a meeting where the behaviour/incident will be explained.
- 18.3 Where considered necessary, suspension (or, in a rare case, a permanent exclusion) will be given.
- 18.4 We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to effectively manage behaviour as far as we can.

19. Direction off-site to improve behaviour

- 19.1 The Headteacher has the power to direct a pupil off-site to an alternative educational placement to improve behaviour. Parental consent is not required and attendance at the directed placement is compulsory. This is not a sanction, but a measure at the Headteacher's disposal to take steps to support an improvement in a pupil's behaviour, with a view to reintegrating them back into the school community with improvement.
- 19.2 A placement will be commissioned based on the circumstances that have arisen leading to the sanction. This can be at another mainstream school or alternative provision which, in the Headteacher's opinion is going to assist in supporting an improvement in behaviour.
- 19.3 The period off-site will be proportionate and subject to review with the Chair of the Local Governing Body. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.
- 19.4 Parents may request that the Local Governing Body hold a review meeting and may submit written representations at the time of a periodic or other review should they believe the placement should end. Reviews will be held with the Headteacher, the Local Governing Body and parents on whether to end or extend the placement.
- 19.5 Should a pupil refuse to follow the direction to attend the alternative placement then the Headteacher will be entitled to treat this as a serious breach of the behaviour policy warranting suspension or permanent exclusion.

- 19.6 A direction-off site should not be mistaken for a managed move. They are two distinct and separate means to improve pupil behaviour. A direction off site is not a 'trial period' at a new setting, with a view to making it a permanent move. From the outset, it should be made clear that it is a temporary measure to improve behaviour.
- 19.7 Ideally, the period of the off-site direction should be a half term (6 weeks) with reviews on a fortnightly basis. This can be extended for a further 6 weeks but a final review **must** take place within 12 weeks of the agreed start date to determine whether the pupil returns to their home school or a Managed Move is considered.

20. Managed Moves

- 20.1 The Headteacher has the power to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. A managed move is voluntary and agreed with all parties involved.
- 20.2 A managed move will only be considered when it is in the pupil's best interests and offered as part of a planned intervention once an appropriate initial intervention has been carried out at a school level. The Headteacher shall have discretion in relation to what an appropriate initial intervention is.
- 20.3 Examples of interventions the school can consider prior to a managed move include:
- 20.3.1 frequent and open engagement with parents, including home visits if deemed necessary;
 - 20.3.2 mentoring and coaching;
 - 20.3.3 short-term behaviour report cards or longer-term behaviour plans;
 - 20.3.4 pupil support units; and
 - 20.3.5 engaging with local partners and agencies to address specific challenges.
- 20.4 A managed move should not be mistaken for a direction-off site. They are two distinct and separate means to improve pupil behaviour. There is no 'trial period' with a managed move. All parties must agree at the outset that the move is intended to be a permanent one with a view to improving behaviour.
- 20.5 A managed move is not a sanction. It is a voluntary means to improve pupil behaviour.

21. Suspension

- 21.1 The Headteacher has the power to suspend a pupil for a fixed period. This power cannot be delegated but may be exercised on the advice from senior leaders where there has been moderate, persistent or serious breaches of this behaviour policy. The Headteacher has the power to suspend a pupil on disciplinary grounds for a maximum of 45 days in a school year.
- 21.2 Suspension and permanent exclusion are the most serious sanctions available to the school and will be issued when behaviour warrants such intervention. For the majority of pupils, a suspension will not be necessary. The school aims to exhaust other sanctions before turning to a suspension. When establishing the facts in relation to a suspension the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities'. This means that the Headteacher will accept that it is more likely that an incident happened than it did not happen. The Headteacher will take into account their statutory duties in relation to SEN duties when considering whether to suspend a pupil.
- 21.3 The school will take reasonable steps to set work for the pupil during the first five school days when they are suspended. For longer suspensions, the School will arrange suitable alternative educational provision from the sixth school day of the suspension.
- 21.4 A suspension can be issued for part of the school day or for a number of days. A suspension cannot be converted to a permanent exclusion. However, in the event that evidence has come to light which warrants a more serious sanction to be imposed the Headteacher may issue a permanent exclusion.
- 21.5 Upon return to the School after a suspension, the pupil will attend a reintegration meeting with the Pastoral Leader and/ or their SLT link. This will normally take place on the first morning back. Parents will be invited to reintegration meetings, and it is the Headteacher's strong expectation that parents attend to support the pupil's reintegration into the School community and so that they can help their child understand the standard of behaviour required.

22. Six-day Provision

- 22.1 Where a suspension of 6 days or more is issued, the pupil must attend another education provision from day 6. It is the school's statutory obligation to provide this provision. Where this applies, the pupil will attend one of the District 6 schools, working in their inclusion facility from 09:30 to 14:30 from day 6 until the end of their suspension period. Pupils must attend their provision in LHS uniform and will be given work to complete via Synergy.

23. Permanent Exclusion

- 23.1 A permanent exclusion will be used in response to persistent breaches or a serious breach of this behaviour policy. It will be used when allowing the pupil to remain at the school would seriously harm the education or welfare of the pupil or others at the school.
- 23.2 Persistent breaches are when a pupil repeatedly breaches the school's behaviour policy and which other sanctions, interventions and strategies have not been able to effectively manage.
- 23.3 A serious breach will be a singular event which warrants permanent exclusion from the School. These may include, but are not limited to:
- 23.3.1 Violence, or threatened violence, towards students, staff or visitors.
 - 23.3.2 drug use or possession.
 - 23.3.3 Carrying an offensive weapon.
 - 23.3.4 Possession of a substance that could cause harm to others.
 - 23.3.5 Sexual abuse or assault.
 - 23.3.6 serious but false allegations against a pupil or staff.
 - 23.3.7 Arson.
 - 23.3.8 Criminal offences committed on the school site, whilst representing the school or whilst on the way to or from the school.
 - 23.3.9 Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.
 - 23.3.10 Permanent exclusions will follow the Department for Education's statutory guidance on exclusions.

24. Poor behaviour off the school's premises/Online Behaviour

- 24.1 All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring the school or our community into disrepute.
- 24.2 The same standard of good behaviour is expected online as apply offline. The school prides itself as an intrinsic part of the community. It will fully support

police investigations or community incidents and will sanction or reward pupils accordingly.

- 24.3 Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (DSL) (or deputy) when an incident raises a safeguarding concern.
- 24.4 The Headteacher is entitled to take into account behaviour outside the school gates when applying this policy to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off the School premises or online and which is witnessed by a staff member or reported to the School.
- 24.5 Conduct outside the School premises, including online conduct, that the school might sanction pupils for include, but are not limited to:
- 24.5.1 misbehaviour when taking part in any school-organised or school-related activity;
 - 24.5.2 misbehaviour when travelling to or from the school.
 - 24.5.3 misbehaviour when wearing school uniform;
 - 24.5.4 misbehaviour when in some other way identifiable as a pupil at the School;
 - 24.5.5 misbehaviour that could have repercussions for the orderly running of the School;
 - 24.5.6 misbehaviour with an electronic device;
 - 24.5.7 misbehaviour that poses a threat to another pupil; or
 - 24.5.8 misbehaviour that could adversely affect the reputation of the School.

25. Suspected criminal behaviour

- 25.1 In cases when a member of staff or headteacher suspects criminal behaviour, the school will conduct initial investigations.
- 25.2 Investigations will be fully documented, and all reasonable efforts will be made to preserve relevant evidence. The findings of such investigation will determine whether the School makes a report to the police.

- 25.3 Once a decision is made to report the incident to police, schools retain the discretion to continue investigations and enforce their own sanctions, so long as it does not conflict with police action.

26. Child-on-child abuse

- 26.1 The school takes any report of online or offline abuse or sexual violence seriously and will not tolerate such behaviour.
- 26.2 As part of ensuring high behaviour standards the school will ensure that pupils and staff do not normalise sexually abusive language or behaviour by treating it as an expected part of growing up. All members of the School community must advocate for high standards of conduct and model dignified and respectful relationships.
- 26.3 If a pupil makes an allegation of sexual violence or harassment against a peer a referral in the first instance must be made to the DSL, or deputy, and dealt in line with the safeguarding policy. If a pupil makes a deliberately invented or false allegation they may receive a consequence in line with this behaviour policy. Support from the DSL or deputy will be engaged to determine whether a consequence will be appropriate.

27. CCTV

- 27.1 The school uses CCTV for the purpose of monitoring and managing behaviour and safety.

28. Reporting

- 28.1 When the Headteacher issues a suspension or permanent exclusion [he/she] shall inform the local authority without delay. The notification shall include the reason and duration of the exclusion and, if permanent, the fact that it is permanent
- 28.2 The Headteacher will make a termly report to the Local Governing Body with exclusion data. This shall include:
- 28.2.1 the number of suspensions issued;
 - 28.2.2 the number of permanent exclusions issued; and
 - 28.2.3 the number of permanent exclusions rescinded.
- 28.3 The Local Governing Body will consider the exclusion data and use it to inform:

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- 28.3.1 the effectiveness and consistency in implementing the school's behaviour policy.
- 28.3.2 any interventions needed to support pupils at risk of suspension and/or permanent exclusion; and
- 28.3.3 understanding of the demographics, frequency and timings of exclusions.