Ascend Learning Trust

Behaviour Policy

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Contents

Version Control

Version	Details	Author	Date

1.0	Policy formation	Secondary Education Director	May 2024
2.0	Policy Update – Appendix 2,3 and 5 added.	Secondary Education Director	May 2025

AIMS AND SCOPE

This policy, applicable in all schools across Ascend Learning Trust, aims to:

- Foster a positive environment that encourages exemplary conduct, guaranteeing every student the chance to experience learning in a calm, secure, and encouraging atmosphere.
- Implement a school-wide strategy to uphold elevated standards of behaviour aligned with the school and Trust's values.
- Clearly articulate behaviour expectations and their corresponding consequences.
- Ensure a uniform approach to managing behaviour that is fair and impartial for all students.
- Clearly define unacceptable behaviour, encompassing bullying and discrimination.

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

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

DEFINITIONS

Headteacher: In this policy the term Headteacher also includes the Head of School, and any person formally appointed as Acting Headteacher, or Acting Head of School.

Misbehaviour: We have four levels of misbehaviour, consistent across the Trust:

- Low level misbehaviour
- Medium level misbehaviour
- High level misbehaviour
- Very high level misbehaviour

The table in Appendix 4 sets out examples of behaviour which may come under each of the behaviour for learning approaches together with example actions.

Prohibited Items which all pupils are banned from taking into or possessing in school are:

- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- abusive or racially inflammatory images or texts
- acids or toxins
- alcohol
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
- any item which may be being used, or have been used to coerce, groom, bribe or intimidate others
- mobile telephones/electronic devices when used in a way that contravenes the school rules
- fireworks
- imitation/replica/toy knives and weapons such as B.B guns
- illegal drugs and associated paraphernalia
- knives and weapons
- laser pens or similar
- legal highs and associated paraphernalia
- literature or images considered to be purporting extremist views
- pornographic or otherwise offensive images
- stolen items
- tobacco and cigarette papers and associated paraphernalia
- vapes and e-cigarettes and associated equipment including liquid and devices

We reserve the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

BULLYING

We define **Bullying** as "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.". (Anti-Bullying Alliance,).

– There are four key elements to this definition: **hurtful, repetition, power imbalance, intentional**

Bullying behaviour can be:

- Physical – pushing, poking, kicking hitting, biting, pinching etc
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books, threatening gestures ridicules, humiliation, intimidating, excluding, manipulation and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposures to inappropriate films etc
- Inline / Cyber – posting on social media, sharing photos, sending nasty messages, social exclusion
- Indirect – can be the exploitation of others

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Bullying can happen to anyone.

Bullying can include:

Type of bullying	Definition
Emotional bullying	Being unfriendly, excluding, tormenting
Physical bullying	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory bullying, including:	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Bullying related to physical appearance	Negative comments or actions based on someone's looks
Bullying of young carers, children in care or otherwise related to home circumstances	Discrimination or harassment due to someone's home life or caregiver responsibilities

Bullying related to physical/mental health conditions	Bullying or harassment due to someone's health conditions
Sexual bullying & sexual assault	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudicial bullying (against people/pupils with protected characteristics) such as:	
• Bullying related to race, religion, faith and belief and for those without faith	Taunts, gestures, graffiti or physical abuse focused on race, religion, faith, or lack thereof
• Bullying related to ethnicity, nationality or culture	Negative actions or comments based on ethnicity, nationality, or culture
• Bullying related to Special Educational Needs or Disability (SEND)	Harassment or discrimination due to special educational needs or disabilities
• Bullying related to sexual orientation (homophobic/bi-phobic bullying)	Taunts, gestures, or physical abuse focused on sexual orientation
• Gender based bullying, including transphobic bullying	Discrimination or harassment based on gender or gender identity
• Bullying against teenage parents (pregnancy and maternity under the Equality Act)	Negative comments or actions based on pregnancy or parenthood

Details of our school's approach to preventing and addressing bullying are set out in Appendix 2. Incidents of bullying will be reported to the school safeguarding team using CPOMS.

ROLES AND RESPONSIBILITIES

The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteachers to account for its implementation.

Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring the promotion of positive behaviour within the school environment
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards, interventions and sanctions are applied consistently to all groups of pupils.
- Ensuring new staff undergo a comprehensive induction into the school's behavioural culture, equipping them with a clear understanding of rules, routines, and effective ways to support all students in their full participation.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy seamlessly aligns with the safeguarding policy, offering a balanced approach of sanctions and support when required.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Cultivating a calm and secure atmosphere conducive to student well-being.
- Establishing and upholding well-defined boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Conveying the school's expectations, routines, values, and standards through instructional practices and all interactions with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Promptly documenting behaviour incidents using the behaviour log.
- Encouraging and guiding students to meet the school's set expectations.

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

Parents and carers

Parents and carers, where possible, should:

- Familiarise yourself with the school's behaviour policy and reinforce it at home where applicable.
- Assist and encourage your child in adhering to the school's behaviour policy.
- Keep the school informed of any changes in circumstances that may impact your child's behaviour.
- Promptly discuss any behavioural concerns with the class teacher.

- Directly address any concerns about behaviour management with the school while maintaining a collaborative partnership.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions and reintegration meetings).
- Engage actively in the school community and contribute to its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's home school agreement and working in collaboration with them to tackle behavioural issues. It is the responsibility of parents to enforce behaviours outside of the school day.

Pupils

Pupils will be made aware of the following:

- The anticipated level of behaviour they are expected to exhibit while at school.
- Their obligation to adhere to the school's behaviour policy.
- The essential rules and routines governing the school environment.
- The potential rewards they can attain for meeting the expected behaviour standard, as well as the consequences for failing to meet this standard.
- The availability of pastoral support designed to assist them in meeting the behavioural expectations.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

SCHOOL EXPECTATIONS

Pupils are expected to:

- Demonstrate kindness
- Conduct oneself in an orderly and self-controlled manner
- Exhibit respect towards both staff and fellow students
- Contribute to a calm and positive learning environment for all pupils in the classroom
- Move sensibly within the school premises
- Show regard for school buildings and property
- Wear the school uniform consistently

- Acknowledge and actively participate in interventions and sanctions when required
- Avoid engaging in behaviours that could bring disrepute to the school, whether within school premises, outside, or online
- Be familiar with this policy and how misbehaviour is defined (with particular reference to Appendix 4 which sets out examples of all levels of misbehaviour)

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

The Department for Education issued guidance to all schools in February 2024 for the use of mobile phones in schools[1]. Schools have adopted the "Never used, seen or heard principle" suggested. Mobile phones should be switched off, and out of sight for the duration of the school day, including break and lunch times. The principle should commence once the pupils enter the school gates, and continue until they leave the school site at the end of the school day. A breach of this rule will result in confiscation and possible additional sanctions. Detentions will be communicated as per any other sanction and mobile phones can be collected at the end of the detention. If multiple occurrences occur, the mobile phone will be kept securely at the school until a parent can collect the phone.

Some schools have implemented preventative measures to ensure this can run smoothly such as lockable pouches and this is reviewed annually.

RESPONDING TO BEHAVIOUR

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a learning rich environment that encourages pupils to be engaged
- Display the behaviour expectations
- Develop a positive relationship with pupils, which may include:
    o Greeting pupils in the morning/at the start of lessons
    o Establishing clear routines
    o Communicating expectations of behaviour in ways other than verbally
    o Highlighting and promoting good behaviour
    o Concluding the day positively and starting the next day afresh
    o Having a plan for dealing with low-level disruption

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[1] https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

- o   Using positive reinforcement

Safeguarding

The school acknowledges that alterations in behaviour could signal that a student may require assistance or protection.

We will assess whether a pupil's misbehaviour might be connected to them experiencing or being at risk of significant harm.

In such instances, we will adhere to our safeguarding and child protection policy, evaluating whether pastoral support, early intervention, or a referral to children's social care is warranted.

For more detailed information, please consult our safeguarding & child protection policy, accessible on the school website.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour may include:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, rewards, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Reward via Arbor or similar

Responding to misbehaviour

When a pupil's behaviour deviates from the expected standard, staff will take responsive actions to restore a calm and safe learning environment, aiming to prevent the recurrence of misbehaviour.

Staff members are committed to fostering a predictable environment by consistently addressing behaviour that falls below the expected standards in a fair, proportionate, and uniform manner. This ensures that pupils are aware that misbehaviour will consistently be addressed.

To prevent the escalation of behavioural issues, staff may employ de-escalation techniques, including the use of pre-arranged scripts and phrases. The policy is designed to treat all pupils fairly, with careful consideration given to any contributing factors identified in the behavioural incident.

This approach ensures equitable treatment for all students under the policy.

Appendix 4 sets out the school Behaviour for Learning expectations with examples of possible school responses which may be taken. Staff will consider both support to address underlying concerns and help improve future behaviour; assessment to identify any special educational needs or other support required; as well as appropriate sanctions.

Personal circumstances of the pupil will be taken into account when planning appropriate school responses to misbehaviour and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The pupil will be allowed an opportunity to explain their misbehaviour where appropriate. Staff will be aware of a pupil's SEND and/or neurodiversity in considering behaviour responses and will take this into account.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, conduct a dynamic risk assessment, if possible, to carefully recognise any specific vulnerabilities of the pupil, including SEND and/or Neurodiversity, mental health needs or medical conditions.

Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed above in Definitions: Section 3) found in a pupil's possession may be confiscated, retained, disposed of or handed to the police. For example, alcohol, fireworks, tobacco, e-cigarettes, drugs, illegal highs, weapons, cigarette papers and other paraphernalia may be disposed of. 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 a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, designated safeguarding lead (or deputy) or pastoral lead, to try and determine why the pupil is refusing to comply. In extreme cases, the police may be called to provide assistance.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in Definitions: Section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in Definitions: Section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 2023 (PACE) Code C.](#)

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Phones and other electronic devices

When an electronic device, such as a mobile phone, has been confiscated by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so. There is **no need to have parental consent** to search through a young person's mobile phone.

When used at a time or in a way which is restricted, a mobile telephone/device will be considered a 'prohibited item' banned by the Trust/school, and subject to the normal rules on searching, confiscation, retention or destruction.

If an electronic device that is prohibited by the behaviour has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

A pupil's mobile telephone/device may also be confiscated by the school as a disciplinary sanction. In such cases, the mobile telephone/device will be retained until it can be collected by the pupil and/or parent after a period of time agreed by the school. This may be up to the end of the current term.

Off-site misbehaviour

School's reserve the right to apply interventions and sanctions for off-site misbehaviour.

Interventions, including 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)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Interventions, including 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, member of staff or member of the school community.
- Could adversely affect the reputation 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 (e.g., on a school-organised trip). It is the responsibility of parents for behaviour outside of the school day.

Online misbehaviour

The school will also respond to online misbehaviour by pupils 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. Parents are encouraged to report any online abuse to the police.

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.

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.

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 early help
  - Refer to children's social care
  - Report to the police

Please refer to our safeguarding and child protection policy for more information

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 an appropriate response 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 an appropriate response in accordance with this policy.

Malicious allegations are usually seen as a very serious level 4 misbehaviour.

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) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our safeguarding and child protection policy and our allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

SERIOUS INTERVENTIONS

Detention

Pupils can be issued with detentions during break, at lunch, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents. Parents will be notified when detentions have been given, usually via email or use of a school specific application such as Arbor.

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.

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 will be supervised and will be removed for a maximum of 5 school days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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, which may include:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- On site pupil support groups
- 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 in the behaviour log.

Removal from the classroom as set out above is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

On-Site Pupil Support Groups

An on-site pupil support group is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition will be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit will be aligned to the culture of the whole school and compatible with this policy.

Off-site direction

An off-site direction is when the Headteacher requires a pupil to attend another education setting to improve their behaviour. An off-site direction will only be used:

- as a way to improve future behaviour not as a sanction or punishment for past misconduct
- as a temporary measure
- where in-school interventions, support and/or outreach have been unsuccessful or are deemed inappropriate.

Parental agreement is not required but the Headteacher will work closely with parents/carers to ensure the pupil is as well supported as possible. The off-site direction may be made to another mainstream school or alternative provision and may be full-time or a combination of part-time alternative provision and part time continued mainstream education. Pupils will be dual registered, and the arrangement will be kept under review for its duration with a reintegration strategy upon its conclusion. The Alternative Provision guidance will be referred to for guidance.

Managed move

A managed move is a permanent move to another mainstream school, as a preventative measure to permanent exclusion. A managed move will be:

- voluntary and there must be agreement by parents/carers as well as both the current and the new school only suggested when it is the pupil's best interests
- offered as part of a planned intervention – appropriate initial intervention will already have been carried out including, where relevant, multi-agency assessment and any statutory assessments
- preceded by information sharing between the current and new school, including data on prior and current attainment, academic potential, safeguarding, a risk assessment and advice on risk management strategies
- supported by an effective integration strategy by the new school

If the pupil has an EHC Plan, contact will be made with the local authority to ensure all statutory duties can be met.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Our priority is to try to prevent pupils being suspended or excluded from school and whilst only ever used as a last resort. The table at Appendix 4 sets out examples whereby suspension or exclusion may be considered, although the lists included are not exhaustive and indicative only.

This list is not exhaustive. There may be other instances of poor behaviour or patterns of persistent lower-level behaviour which are considered to be sufficiently serious in nature to warrant a suspension. In addition, we consider the harm caused to the education and welfare of others in school. of the

Please refer to the school's Exclusions Policy for further details on suspensions and exclusions, including the school's approach, procedures, and reviews.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND and/or NEURODIVERSITY

Recognising the impact of SEND and/or Neurodiversity on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND and/or Neurodiversity, although we recognise that not every incident of misbehaviour will be connected to their SEND and/or Neurodiversity. Decisions on whether a pupil's SEND and/or Neurodiversity had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND and/or Neurodiversity, especially where their SEND and/or Neurodiversity 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 and/or Neurodiversity (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, 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.

Our approach to anticipating and removing triggers of misbehaviour:

- Short, planned movement breaks for a pupil with SEND and/or Neurodiversity 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 conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND and/or Neurodiversity

When considering a behavioural response for a pupil with SEND and/or Neurodiversity, 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 and/or Neurodiversity
- Whether the pupil is likely to behave aggressively due to their particular SEND and/or Neurodiversity

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 particular intervention and if so, whether any reasonable adjustments need to be made.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND and/or Neurodiversity

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan 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 EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

SUPPORTING PUPILS FOLLOWING A SANCTION

Reintegration strategy

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Following suspension or other time away from the school to improve behaviour, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or other time off site and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support
- Reintegration meeting upon return to school

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Reintegration meeting

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, Head of Year, member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend.

This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent, and school.

PUPIL TRANSITION

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND, neurodiversity and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

MONITORING ARRANGEMENTS

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of on-site pupil support groups, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Trust and the headteacher and at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Education Executive Team.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Whole school equality

APPENDIX 1: Written statement of behaviour principles

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

Violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 2: Responding to Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. Please note that this may mean them passing it on to a more appropriate member of staff (e.g. Tutor, Year Leader, Safeguarding Officer etc.), rather than investigating the allegation themselves.

Responding to bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- The school will provide appropriate support for the person being bullied (the target), making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- One or more members of staff will meet with all relevant parties, as they see appropriate.
- The Safeguarding Team will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate, and in line with Safeguarding and confidentially policies.
- Consequences, as identified within the school's Behaviour Policy, and support, will be implemented in consultation with parties concerned. It is not Ascend Learning Trust's policy to discuss sanctions.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed or to support with Restorative approaches, or other local services including Early Help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of, or by, pupils takes place off-site, or outside of normal school hours (including cyberbullying), the school will endeavour to ensure that the concern is fully investigated, if appropriate or relevant. If required, staff will collaborate with other education providers. Parents/carers will be encouraged to seek support from agencies outside of school e.g. the Police.
- Responsibility for supervising behaviour and interaction with others (in person or online) falls to parents and carers outside of school hours.
- A clear and precise account of bullying incidents will be recorded and retained by school staff.

When responding to cyberbullying concerns, the school will:
- Act as soon as possible after an incident has been reported or identified
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying (the Ringleader) to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

- Take all available steps where possible to identify the person responsible (the Ringleader). This may include:
    - Looking at use of the school systems and resources
    - Identifying and discussing with possible witnesses
    - Contacting the police, if necessary

- The school will take steps to identify the role of others in any incident, including: the Assistant, the Reinforcer, the Bystander, the Defender. The school will help pupils understand their role in the bullying that has occurred.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating mobile phones in accordance with the school's Mobile Phone guidance, as detailed above.
    - Requesting the deletion of locally-held content and content posted online if they contravene the Behaviour Policy.
    - Ensure that consequences are applied to the person responsible for the cyberbullying; we will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed, or support parents to do this.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - Advising those targeted not to retaliate or reply;
    - Providing advice on blocking or removing people from contact lists;
    - Helping those involved to think carefully about what private information they may have in the public domain.

Anti-Bullying Strategy – Kingsbury Green Academy

1. School Ethos & Culture

- Foster an ethos of respect, inclusivity and zero-tolerance towards all forms of bullying and child-on-child abuse, whether physical, verbal, emotional, sexual or online (cyberbullying).
- Encourage all pupils to feel confident about raising concerns, knowing they will be listened to, believed and supported.

2. Whole-School, Rights-Based Approach

- Implement a whole-school approach that involves leaders, staff, pupils and parents in preventing and addressing bullying.
- Emphasise the values of respect, kindness and mutual responsibility, reinforcing pupils' entitlement to feel safe - aligned with the UN Rights Respecting Schools framework.

3. Prevention & Curriculum

- Embed Relationships, Sex and Health Education (RSHE) into the curriculum to promote healthy relationships, self-esteem, online safety and the ability to recognise unsafe or abusive behaviour.
- Use assemblies, tutor-time discussions and targeted workshops to raise awareness of bullying types (including race-based, homophobic, transphobic, disablist, sexual and cyber-bullying).
- Update online safety guidance regularly as technology evolves.

4. Reporting & Accessibility

- Provide multiple, accessible channels for pupils to raise concerns:
    - Directly to pastoral staff or any trusted adult
    - Via the new student postboxes
    - Through peer advocates or anti-bullying ambassadors.
    - Through tutors or teachers
    - Directly to PSAs or support staff
    - To any member of SLT

- Ensure poster campaigns signpost to internal hubs and external services such as Childline and the NSPCC 0800 1111 helpline.

5. Staff Awareness & Training

- Train all staff to spot behavioural signs that might indicate child-on-child abuse and to respond according to safeguarding procedures, including KCSIE part 5 and Annex B.
- Reinforce that bullying must never be dismissed as "banter" or "growing up".

6. Behaviour Policy & Response

- Maintain a clear behaviour policy specifying that bullying is unacceptable and will result in sanctions.
- Log all incidents (sub-categorised by type: cyber, transphobic, homophobic, etc.) so trends can be identified and addressed.
- Investigate promptly and impartially, gathering evidence before determining outcomes.
- Apply proportionate sanctions, but also offer support and guidance to perpetrators to understand and change harmful behaviour.

7. Support for Victims & Perpetrators

- Provide pastoral support, counselling where appropriate and follow-ups for victims of bullying.
- Ensure perpetrators receive guidance or targeted interventions to address underlying issues and avoid repetition.

8. Monitoring, Review & Stakeholder Involvement

- Keep detailed records via CPOMS.
- Analyse incident data termly to inform preventive action and policy updates.
- Invite pupil voice, staff feedback and parent/carer input when reviewing the strategy.

9. External Partnership

- Work with specialists (e.g. Anti-Bullying Alliance, Kidscape), local safeguarding children's boards, police and online-safety partners to enhance training and support .
- Refer serious or criminal cases externally as necessary.

Key Principles at a Glance

- **Zero tolerance** of bullying, in line with KCSIE and the Education and Inspections Act.
- **Whole-school strategy** incorporating staff, students, parents and ethos
- **Multi-channel reporting**, including confidential routes.
- **Prevention via education** on relationships, rights and online safety.
- **Comprehensive response**: investigation, logging, sanctions, and support for both victims and perpetrators.
- **Ongoing monitoring and review** to ensure effectiveness and adapt to emerging trends.

This approach aligns directly with the school's safeguarding policy, ensuring that pupils feel safe, supported and empowered to speak out, while prioritising the welfare of all involved.

APPENDIX 4: Conduct levels and school responses

Behaviour for Learning 2025

Warning	Behaviour Displayed	Sanction
Out of Lesson Behaviour		
Conduct Card Lunch Detention To be placed on the desk during tutor and lessons to ensure all students have one. Checked by tutors weekly.	Examples include: • Conduct e.g. running in corridors or dropping litter* • Uniform issue – including shirt untucked, blazer not being worn, coat indoors, trainers. • Not having the correct equipment for school inclusive of pens, ruler, calculator, phone pouch, conduct card etc. • Using headphones or having them visible on the uniform • Lateness to lessons or detention** *Please Note: For out-of-lesson behaviours, staff should verbally reprimand the pupil and ensure the behaviour is corrected. For incidents that they deem to be more serious, possibly requiring an escalation, they need to inform the Year Team. ** Lateness is defined as 5 minutes after the teacher has begun their lesson. Anything after 5 minutes is classified as truancy. Head of Year, Student Managers & the Senior Leadership Team (SLT) have discretion to respond to out-of-lesson behaviours with an escalated detention or higher.	Logged on Arbor as a negative conduct card incident. 5 scores will automatically assign a same day lunch detention. Tutor informed to monitor student and ensure detention was attended. Arrival at school after 8.30am will result in an automatic same day lunch detention.

Teachers are expected to ensure that they deliver outstanding teaching for learning and should consider behaviour management alongside their standard lesson planning; this should include planned reasonable adjustment for pupils as required and in line with a student's One Page Profile. See below for preventative classroom management strategies		
L1 Check-In Informal Warning	To be used if a pupil is not meeting the Code of Conduct, Expectations of Behaviour for Learning and it is hindering their learning or the progress of other pupils, such as: - Disruption to learning of others - Failure to complete work set to teacher's expectations - Failing to follow instructions - Chewing/eating in class - Late to lessons	A 'check-in' with the pupil including guidance on how to rectify the behaviour causing concern, such as: "The way you are talking when I am is disrupting learning. Is everything okay?" Teacher checks to ensure One Page Profile strategies/adaptions are in place
L2 The Warning Level 1 High Level	To be used in class for failure to make improvement following Check-In (above) and processing time – this could be the same issue as the warning 1 and/or related to another matter. Whilst it is expected that behaviour in class will be managed by the class teacher, Heads of Year or Subject Leaders can issue an escalated detention for subject-related incidents in exceptional circumstances. They will: 1. Liaise with classroom teacher/HOY/SL 2. Contact home via the Tutor 3. Enter on Arbor – these detentions will not be issued for the same day	Specific reference to continued behaviour concern: "Due to your behaviour not improving you are now on a Warning and if you do not make the right choices, you will be asked to leave the classroom for Reset". Name on board under 'Warning'. Adjust seating plan or speak with pupil outside if appropriate.

L3 Reset Room - Removal from lesson Medium Level	To be used after a pupil fails to make improvement following a Check In (L1) and a Warning (L2) consequence and after processing time. Pupils will remain in the Reset Room for the following time periods depending on which period they are removed from their lesson in: • Period 1: the remainder of Period 1, Period 2 and break • Period 2: the remainder of Period 2, break and Period 3 • Period 3: the remainder of Period 3, Period 4 and lunch • Period 4: the remainder of Period 4, lunch and Period 5 • Period 5: the remainder of Period 5, Period 1, Period 2 and break the following day. Additionally, the following will be an automatic C1 detention without the requirement of L1 classroom graduation: - Failure to complete a lunch detention - Inappropriate language towards another pupil - Inappropriate language in the presence of a member of staff - Failure to borrow PE or Dance kit - Compromise of Health & Safety - Failure to complete and sign report card (Issued by Tutor/Subject Lead/HOY/SLT)	Pupil will be asked to leave the classroom via the 'Reset Room' system (see guidance below). Parent/Carer text automatically upon student sent to reset. Record on Arbor to set detention. Classroom teacher will call/email parent/carer to set detention at the next available session and discuss the behaviour displayed in the lesson.

	The above list is not an exhaustive list to result in a C1 detention. Additional behaviours may result in a C1 at a teacher/subject lead/year team discretion.	
L4 Behaviour Escalation Medium Level School Detention (D1) 30 mins Mon-Thurs	Behaviours that exhibit an escalation in sanction; - Repeated lateness to school of more than 3 days in a week - Truancy of more than 10 mins to a lesson - Not having correct equipment, including PE/Dance Kit for 3 or more consecutive occasions - Lost Report Card (Issued by Tutor/HOY/SLT) - Being in a toilet cubicle with another pupil* - Failure to go to Reset Room - Vandalism to school property** *Any student caught in the same cubicle as another student will be required to participate in a search to ensure students do not have prohibited items in school. **Any damage caused by a student to school property will automatically incur a minimum D2 detention and an invoice for the cost to repair.	Parent/Carer emailed or phoned by staff to confirm time and reason for detention.
L5 SLT Detention (D2) 1hr on a Fri High Level	- Repeated L3 or L4 Incidents on same day (e.g. 2 x Reset Room, in addition to remaining in Reset Room for the full day). - Lost report card - Abusive language towards another pupil - Repeated truancy Mobile phones are prohibited items. Having a mobile phone that is seen or heard, and refusing to hand this	Parent/Carer will be emailed or phoned by head of Year or Pupil Support Advisor (PSA), where possible, to inform the reason for detention and which Friday has been scheduled.

	over to the member of staff as requested, will result in an immediate Reset Room/D2 detention. The pupil will have a second chance to hand their phone to the member of staff on duty in the Reset Room, otherwise the consequence will escalate. The pupil will stay in the Reset Room until the end of the session and detention period. Indirect verbal abuse towards a member of staff or abusive/discriminatory language towards another pupil. Additional behaviours at Head of Year/SLT discretion such as: - Refusal to leave a classroom - Truancy of an entire lesson - Defiance	Specific mention of: "I am going to escalate this with the Year Team due to your behaviour choices."
Detentions are cumulative, and combinations of separate incidents on the same day would lead to a longer detention or an Internal Exclusion.		
L6 Same day - Internal Exclusion and/or Internal Exclusion Room (IER) Very High Level	'Pending further investigation,' or to minimise contact between pupils as a preventive measure. Uniform issue that is not rectifiable by: 1) Pupil borrowing item 2) Parent correcting item 3) Pupil being sent home to correct. Or a refusal to borrow an item of uniform. Failed Reset because of behaviour in the room or leaving Reset without permission in the school day.	Parent / Carer phoned (followed by an email) by Head of Year, PSA or Reset/IER Room to confirm time and reason for placement in Internal Exclusion.

L7	Failure to attend D2 detention or failed D2 detention due to poor behaviour.	Parent/Carer phoned followed by an email by Head of Year, PSA or Room Leader to confirm time and reason for placement.
Internal Exclusion Room (IER) and D1 9:00am – 3.30pm Mon-Fri Very High Level	Sent to Reset Room more than 3 x in a week or failing to attend Reset Room.	School will work alongside any involvement of Police or other agencies as appropriate to investigate incidents outside of school and will place a student in IER if appropriate.
Possible progressive consequences to a Suspension or Permanent Exclusion	Child on Child Abuse Incidents based on severity* and frequency, this could include: • Physical assault/fighting • Cyber abuse • Verbal/social abuse • Sexual harassment, including sexualised behaviour, sexual image sharing, sexual name-calling, and sexual assault. • Against protected characteristics: SEND, Sexual Orientation, Race, Religion, Faith or Culture, Gender, Mental health condition • Theft • Inappropriate use of the school's IT system • Damage of school property beyond repair • Bringing the school into disrepute in the community • Repeated Uniform issues e.g. piercings – Head of Year/SLT decision • Persistent disruptive behaviour throughout the day/week. • Vaping on school site or in the community wearing school uniform *Such behaviours could also result in suspension depending on the severity of the incident and previous behaviour and sanctions.	Consideration of directed off-site short-term placement in another Ascend Learning Trust school or Wiltshire school.

| **L8**
Fixed Term Suspension (Full-day or half-day)
Extremely High Level

Possible progressive consequences to Permanent Exclusion | Pupil to staff abuse:

Incidents may include:
   - Physical assault
   - Directed verbal abuse of a member of staff
   - Sexual harassment, including sexualised behaviour, sexual image sharing, sexual name-calling and sexual touching
   - Personal circumstances or against protected characteristics: SEND, Sexual Orientation, Race, Religion, Faith or Culture, Gender, Mental health condition

Other behaviours may include:
Persistent truancy/wandering or refusal to attend IER.
Extreme defiance
Inappropriate sexualised behaviours
Persistent Disruptive Behaviour
Possession, or under influence, of illegal substance or alcohol
Smoking or Vaping on school premises that results in damage to school property
In possession of an offensive or replica weapon, dangerous or banned item; this may include: pornography, drugs, alcohol, bladed items, chains, tools, fireworks, combustible substances*
Actions that compromise the health and safety of others, e.g. damaging fire extinguishers or CCTV equipment, setting off the fire alarms
Any other serious/continual breaches of the school's code of conduct compromising the good order and discipline in the school to be considered on an individual basis. | Fixed Term suspension depending on the severity of the incident.

Suspensions are at the discretion of the Headteacher.
Consideration of short-term offsite direction placement in another Ascend Learning trust school or Wiltshire school STEPS programme.

Consideration of referral to In Year Fair Access Panel with possible outcome of Managed Move. Students with numerous suspensions and/or serious incidents may result in Permanent Exclusion (PEX) |

	*Please note this list is not exhaustive and that such behaviours could result in permanent exclusion depending on the severity of the incident and previous behaviour and sanctions.	

Consequences must be reasonable and proportionate to the circumstances of the case, and account must be taken of a range of individual pupil needs in determining the appropriate use of such consequences, including the pupil's age, any special educational needs or disability and any religious requirements or personal circumstances affecting the pupil. The school should also consider impact on lost-learning or absence from internal or external exams. All staff should also consider safeguarding arrangements in all decisions related to behaviour. All behaviour incidents must be logged on Arbor and CPOMS where appropriate and in line with guidance provided to staff.

APPENDIX 5: Useful links

Bullying

- *Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk*
- *Childline: www.childline.org.uk*
- *Family Lives: www.familylives.org.uk*
- *Kidscape: www.kidscape.org.uk*
- *MindEd: www.minded.org.uk*
- *NSPCC: www.nspcc.org.uk*
- *PSHE Association: www.pshe-association.org.uk*
- *Restorative Justice Council: www.restorativejustice.org.uk*
- *The Diana Award: www.diana-award.org.uk*
- *Victim Support: www.victimsupport.org.uk*
- *Young Minds: www.youngminds.org.uk*
- *Young Carers: www.youngcarers.net*

SEND

- *Changing Faces: www.changingfaces.org.uk*
- *Mencap: www.mencap.org.uk*
- *DfE: 'SEND code of practice: 0 to 25 years - GOV.UK'*

Cyberbullying

- *Childnet: www.childnet.com*
- *Internet Watch Foundation: www.iwf.org.uk*
- *Think U Know: www.thinkuknow.co.uk*
- *UK Safer Internet Centre: www.saferinternet.org.uk*
- *UK Council for Child Internet Safety (UKCCIS) - GOV.UK*
- *DfE 'Cyber bullying: advice for headteachers and school staff'*
- *DfE 'Advice for parents and carers on cyberbullying'*

Race, religion and nationality

- *Anne Frank Trust: www.annefrank.org.uk*
- *Kick it Out: www.kickitout.org*
- *Report it: www.report-it.org.uk*
- *Stop Hate: www.stophateuk.org*
- *Tell Mama: www.tellmamauk.org*
- *Educate against Hate: www.educateagainsthate.com*
- *Show Racism the Red Card: https://www.theredcard.org/education*

LGBT

- *Barnardo's LGBT Hub: https://www.barnardos.org.uk/get-support/support-for-young-people*
- *EACH: https://each.education/*
- *Proud Trust: www.theproudtrust.org*
- *Schools Out: www.schools-out.org.uk*