

BROWNEGE ST MARY'S CATHOLIC HIGH SCHOOL



BEHAVIOUR AND DISCIPLINE POLICY

Approved by Governors (Name):	Mrs D Monaghan	Date: November 2026
		Date of review: September 2027
Policy devised by (Name):	Miss T Mault Mrs Oddie	Date: November 2026

Governors' Statement on Behaviour and Discipline

This statement was drawn up by the Governing Body of the school following consultation with parents, pupils and staff. It signifies the importance that governors place on good behaviour being part of what makes a good school. It also stresses that the Catholic values of the school are distinct from some of the commercial values which dominate current society. This is reflected in the school's mission.

MISSION STATEMENT

If we love others, we live in the light. 1 John 2:10

Inspired by our Gospel

Values we have a shared responsibility to:-

- create an environment of welcome, love and respect for each member of our learning family.
- develop the unique gifts and talents of all, striving for excellence in everything we do.
- live out our commitment to love, service and justice in the local and global community.
- nurture the journey of faith and discovery for all.
- celebrate and reflect on the love of God, which is at the heart of all we are.

The purpose of this statement is to give guidance to the Headteacher in framing the school's behaviour and discipline policies by stating the principles which governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibilities under equality legislation. Namely that sanctions will be fair, just and equitable, balancing the needs of the individual with the needs of the common good.

These sanctions are intended to:

- demonstrate that misbehaviour is not acceptable
- express the disapproval of the school community
- deter other pupils from similar behaviour
- allow the individual to learn from his or her mistakes and improve future behaviour.

For this purpose, governors delegate the discharge of discipline to the Headteacher and those whom he/she delegates this authority to.

The Education Act 2011 clarifies the law in relation to behaviour and discipline and extends new powers to schools. The Governing Body has charged the Head Teacher to embrace these changes in school policy. The statutory power to suspend or permanently exclude a pupil rests with the Headteacher and cannot be delegated, except where an appropriately appointed Acting Headteacher is carrying out the functions of the Headteacher.

These include empowering the Head Teacher (and other staff he/she chooses to authorise) to:

- **Discipline pupils outside of the normal school day**
This includes travelling to and from school and school trips; behaviour outside school which affects the orderly running of school, poses a threat to another pupil or which adversely affects the reputation of the school
- **Search pupils with and/or without their verbal consent if they are suspected of carrying or possessing a prohibited item**
- **Use reasonable force to control or restrain pupils in certain situation**

BEHAVIOUR AND DISCIPLINE POLICY

'United under one badge, worn close to our hearts'



Rationale

At Brownedge St Mary's, we strongly believe in the power of our school family. We pride ourselves on our love and care for each other, helping each other succeed and thrive by our ethos of 'let your light shine'.

We believe that the light within us comes from God's love, and by living by this ethos we see God's love in ACTION. We see within each other a reflection of God, and we must honour and respect this dignity as a divine gift. Created in the image and likeness of God we have, by our very existence, an inherent value, worth, and distinction, and with this held so highly we create an environment where everyone in our school family is allowed to succeed.

Our aim at Brownedge St Mary's Catholic High School is to ensure students achieve the best they can, to let their light shine, and to equip them with effective attitudes to learning which will enable them to develop as individuals and as part of a team and exemplify Brownedge values throughout their life. We believe that students do their best when the whole school family understands and supports the expectation that students should behave well and respects each other's right to learn in a peaceful and calm environment.

At Brownedge St Mary's, we want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. These are the foundations upon which all our culture and behaviour systems are rooted.

We believe that praise and rewards underpinned by our Gospel Values and framed within our 'Growth Mindset' ethos crucially determine a student's self-belief, good behaviour and resilience. We aim to give more attention to positive behaviours than unwanted behaviours. The governors support the staff in promoting good behaviour, self-discipline and mutual respect, through the intelligent use of consistent rewards and sanctions.

Aim of the Policy

To explain the Gospel values and philosophy that shape the processes and structures that have been put in place in school, thereby helping ensure that all staff share common expectations of effective behaviour and attitudes to learning, through consistent responses to positive and negative behaviour.

Objectives

- To enable us to live our mission statement: 'Let your light shine'.
- To promote mutual respect between staff, students, and the school community.
- To recognise, encourage, and reward good behaviour consistently.
- To ensure pupils model their behaviour in line with our Gospel Values: Courage, Hope, Justice, Patience and Kindness.
- To provide a safe environment for learning, within which every pupil is encourage to achieve a positive experience of school, and to ensure that students are able to work and develop effectively.
- To ensure that staff are consistent in their interpretations of the school rules, applying rewards and sanctions in a fair and equitable way.

- To ensure the health and wellbeing of everyone in school.

Roles and Responsibilities

Role	Key responsibilities
Governors	Review implementation each year using behaviour records to ensure the policy is applied fairly and equitably; review the policy at least every three years.
Senior leaders	Maintain high standards and consistent application of the policy; ensure effective communication with parents/carers, governors and the community; develop partnerships with pupils, families and outside agencies using pupil and parent voice; support staff who act in line with this policy; induct temporary staff; monitor and evaluate behaviour using data and stakeholder voice; develop practice in line with good practice.
Heads of Faculty and Heads of House	Lead and support school expectations; monitor behaviour and intervene through school systems; apply rewards and sanctions consistently and fairly; evaluate interventions and follow up with support or parental contact; ensure expectations are communicated in their area; promote calm responses to misbehaviour; build pupils' self-esteem while holding them to account.
Form Tutors	Contribute to House systems to improve behaviour, including Form detentions and home contact where appropriate.
All staff	Know and follow this policy; communicate behaviour-for-learning expectations and Gospel Values; take responsibility for good behaviour across school; promote a calm atmosphere and model professional, respectful relationships; teach behaviour as a skill and encourage sensible choices; address the behaviour rather than the person and avoid sarcasm or derogatory remarks; use praise and rewards effectively; use school referral systems appropriately.
Pupils	Know, accept and uphold school expectations; make informed choices and understand consequences; respect others' right to learn; develop self-discipline, self-control and confidence; show cooperation and consideration; resolve conflict rationally; access intervention, counselling or mentoring where needed.
Parents/carers and other stakeholders	Support the school's consistent and fair approach; be familiar with relevant policies and discuss good behaviour for learning at home; understand that school sanctions are not negotiable and cannot be refused by a parent/carer; contact school with concerns and engage positively with support; check the pupil planner regularly for messages.

Staff Training and Pupil Induction

All staff will receive appropriate induction and regular training or refresher information on the school's Behaviour and Discipline Policy, expectations, routines and systems to support a consistent whole-school approach. Pupils will be taught the school's behaviour expectations and routines as part of their induction to Brownedge and these will be revisited regularly. Appropriate re-induction and additional support will be provided for pupils where needed, including following suspension, significant behaviour intervention or extended periods away from school.

School Rules 2026-2027

General Rules

1. Treat others with respect and dignity remembering that those who have less than you are valued just as much as those who have more.
2. Make sure that your words and actions are always positive and that your own behaviour never prevents others from learning. (See Anti Bullying Policy)
3. Wear your uniform fully and with pride. You belong to a good school and you show your belonging by how you dress and how you behave.
4. Arrive at school, on time, ready to learn with all the books and equipment you need for your learning.
5. Travel to and from school safely and responsibly using the Pedestrian and Zebra Crossings on Station Road.

Specific Rules

1. Full uniform must be worn at all times, including to and from school.
2. Uniform should be worn in accordance with the expected standards of the school.
3. Trainers, leather jackets, denim jackets, “hoodies” and coats with prominent logos are not allowed. Coats, which should be plain and dark, should not be worn inside the building. Leggings/jeggings, lycra/stretch fashion trousers, flared or bell-bottom styles, sportswear-style or elasticated waist trousers are **not permitted**. Shoes must comply with the published list of acceptable footwear.
4. Extreme hairstyles, dyeing hair an extreme colour, extensions, braiding, tramlines and shapes cut into the hair or hair shaven down to the scalp are not permitted. For reasons of health and safety, long hair should be tied back in practical lessons (see school website for images for further guidance).
5. Extreme makeup, false eyelashes, false nails and nail-art, including nail varnish, are not permitted.
6. No jewellery may be worn in school. The only exception is for Year 11 who can wear a single plain stud in the lobe of the ear. This includes clear retainers/studs.
7. Mobile phones, if brought into school, **MUST be secured in a Yondr Pouch for the duration of the school day. Pupils found with a mobile phone outside of a secured Yondr Pouch will receive sanctions in accordance with the Behaviour and Discipline Policy.**
8. Valuable objects are not allowed in school. School is not liable for the loss of valuable objects brought into school.
9. All food and drink must be consumed in the dining room, hall or canopy. No food or drink can be taken on to the Astroturf and tennis courts. (In the summer term, when the weather is fine, hand-held food can be eaten outside as long as pupils keep the site tidy.)
10. Always put all litter in the bins provided
11. Walk, sensibly and quietly. Follow the school’s one way system when appropriate.
12. Chewing gum is not allowed in school.
13. No pupil is allowed out of school at break or lunchtime unless they have special permission agreed by the Head Teacher.
14. Smoking is strictly forbidden on school premises and whilst travelling to and from school. This includes all electronic cigarettes/vapes. (See Drugs Section in the Behaviour and Discipline Policy)
15. The possession, supply or taking of psycho-active drugs, or other illegal substances and items are strictly forbidden. (See the Drugs Section of the Behaviour and Discipline Policy). This includes drug paraphernalia.
16. The malicious use of the Internet (e.g. Facebook, WhatsApp, Snapchat, Instagram, texting, TEAMS etc.) against members of the school community will not be tolerated. This includes use out of school time. (See eSafety Policy)

How do we promote and educate pupils on good behaviours at Brownedge St Mary's?

We believe that as a school our role is to promote and educate pupils on good behaviour. This allows pupils to grow in God's love and exemplify Christian Values. It develops character and ensures pupils are equipped for future success and lifelong skills as kind and caring citizens. To ensure this we use a clear system of reward and sanction based upon our 5 Gospel Values; kindness, hope, courage, justice and patience. Teachers have statutory authority to discipline students for misbehaviour. The school recognises its responsibility to use these powers with discretion, and will always consider the welfare of the student, which must be balanced with the safety of the whole school family. **This includes the right to deal with behavioural incidents that take place outside school, including on school visits, including when students are travelling to and from school, wearing school uniform, or are in any other way identifiable as a Brownedge pupil. Students can also be disciplined for behaviour outside school which could have repercussions for the orderly running of the school.**

Teachers have the statutory authority to impose detentions outside school hours. Pupils will be informed and parents and carers will be informed via email, letter or telephone. Senior Staff Callouts and punctuality detentions will be set for the same day unless parents inform school they require 24 hours. We believe in allowing pupils a fresh start and therefore feel sanctions for pupils are best served quickly to allow for a new day the day after without the behaviour hanging over the pupil. N detentions will be given 24-hour notice. We are grateful that parents are supportive of detentions, although parental consent for detentions is not required by law. Break and Lunch time detention do not require parental notice. When a lunch time detention is imposed, the teacher will allow reasonable time for the student to eat and use the toilet.

Teachers have the right to confiscate students' property for a reasonable period of time, and, to enable teaching and learning to take place, this is sometimes necessary. The confiscation of mobile phones is subject to a separate policy. Confiscated property is taken to the front reception desk, where it is stored securely until collected by a parent or carer. Some confiscated property cannot be returned, and is required to be passed to the police: for example, illegal substances, offensive weapons, explicit images.

When the school imposes a sanction, we take account of the student's age, SEN/disability status, and any religious requirements affecting them. This may mean that a sanction is adjusted accordingly, this is at the discretion of school not the parent/carers.

Strategies used to promote Good Behaviours

The school positively reinforces good behaviour through a multitude of strategies. Examples of strategies in the three tiers can be seen below

<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
• Positive emails/telephone calls home • Zero hero • Attendance prizes such as early lunch passes, free chips • Lesson drop ins and spot rewards • Praise post cards • Praise letters • Positive Gospel Value Points rewards	• Half termly Posi focus rewards • Celebration assembly Certificate/prize • Attendance vouchers and badges • Rewards Trips • Positive report cards • Restorative conversations • Faculty and subject detentions • Whole School Detentions (including punctuality, N detentions, SSCO) • Tutor monitoring	• Shine Award • Brownedge Beacon Award • Annual Prize Night • The PoD • Suspension • Internal Suspension in another secondary school • Offsite Direction to another school • Alternative Intervention Placement

• Weekly Wonders • Negative Gospel Value points • Lunch time isolation • Break or lunchtime detentions within subjects • Parent communication	• Pastoral support plan • Inclusion/Intervention • 4-6 week Intervention programmes • External agency support • Counselling • Early Help • Parent Meetings	• External agency support • Permanent exclusion
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Restoration and reflection work to promote and educate on good behaviour

Brownedge firmly believes in the power of conflict resolution and restoration work when behaviours do not meet expectations, to correct behaviour patterns and repair relationships. We pride ourselves on our relationship as a school family and this work is an essential part of this. When families fall out or upset each other they apologise, learn from mistakes and move on in forgiveness and this is what we expect from all our school community. Following any instances of poor behaviour there will be a reflection opportunity. Pupils will be asked to complete some reflection activities and have restorative conversations with staff and pupils as appropriate. Following suspension or repeat behaviours pupils will engage in a programme of intervention to correct and repair.

External intervention and Early Help

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff at Brownedge St Mary's recognise that any professional can provide early help and we will commission and engage in services to help support pupils in their behaviour choices. The DSLs and Behaviour SLT Link will take the lead where early help is appropriate and consent has been gained. This includes liaising with other agencies to support pupils in any poor behaviour. The local early help process will be followed as required to help provide the right, effective support at the right time. External Intervention can be commissioned without Early Help and as a distinct intervention as the school deems appropriate.

Child Protection and Behaviour

The school will always consider whether the behaviour under review gives cause to suspect a Child Protection concern. In general, we strive to involve parents in any issue that causes us concern. If there is a concern, then the designated senior leader on child protection will be informed, and appropriate action taken. This may involve reporting to Children's Services and parental permission may on rare occasions not be required.

Behaviour and Special Educational Needs and Disabilities (SEND)

The school recognises that, for some pupils, behaviour may be influenced by an identified or emerging Special Educational Need or Disability (SEND). Where this is the case, the school will seek to understand the underlying causes of behaviour and consider appropriate support, reasonable adjustments and intervention in line with the SEND Code of Practice and the school's SEND Policy.

The school also recognises that not all behaviour is a consequence of SEND. The presence of SEND, or the possibility that a pupil may have SEND, does not remove the expectation that all pupils will behave appropriately or prevent the school from applying this Behaviour Policy. The school will always seek to balance the needs of the individual pupil with its responsibility to safeguard the welfare of all pupils and staff and to maintain a safe, calm and purposeful learning environment.

Before making significant behaviour decisions, including suspension or permanent exclusion, the Headteacher will consider the individual circumstances of the pupil, including whether behaviour may be

linked to an identified or emerging SEND, whether reasonable adjustments have been made where appropriate, and whether the school's statutory duties have been fulfilled.

Child on Child Abuse

Child on Child Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age or another child under the age of 18; everyone directly involved in child on child abuse is under the age of 18. Child-on-child abuse can include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender based violence. This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between young people. Abuse is abuse and inappropriate behaviour between peers will be challenged. We will not tolerate abuse as "banter" or "part of growing up". After challenging the behaviour of 'banter', staff will record details on CPOMS and alert Heads of House who will identify patterns of behaviour of individuals or within groups.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Any form of this behaviour will NOT be tolerated at Browndge St Mary's where we have a zero tolerance approach to any form of child on child abuse. All cases will be dealt with in a timely manner, and in a manner appropriate to those involved and the nature of the incident. The overseeing of this will be done by the DSL, Behaviour Lead, Deputy Headteacher or Headteacher. Child on child abuse will be taken as seriously as any other form of abuse and will be managed under the school's Behaviour Policy as identified within this document.

Use of Mobile Phones in school

Browndge St Mary's is committed to a calm, safe and distraction-free environment. In line with Department for Education guidance that schools should be mobile-phone-free environments by default, pupils may bring a phone to school but it must be secured in a Yondr Pouch before the start of the school day and remain secured until the end of the day. The phone stays in the pupil's possession but may only be accessed during school hours when authorised in exceptional circumstances. This supports learning, behaviour, wellbeing, safeguarding and strong relationships.

Daily Process

Stage	Requirement
Beginning of the day	Bring the Yondr Pouch to school each day. On arrival through the Canopy: unlock the Pouch, switch the phone off, place and secure it in the Pouch in front of staff, store it in the schoolbag, and present the Pouch at Form Time and other equipment checks.
End of the day	Use a school Unlocking Station, remove the phone, close the Pouch to protect the pin, and keep the Pouch in the schoolbag overnight.
Late arrival / early departure	Pouch or unpouch the phone in pupil reception under the supervision of the Attendance Team.

Breaches and Responses

Issue	Response
Damaged or lost Pouch	A sanction will be applied, most likely three days' internal isolation, and the Pouch must be replaced at a charge of £20. Pouches are checked. Damage includes force to the black button, cuts, tears or ripped fabric, a Pouch opening without an Unlocking Station, a bent/cut pin or damage to the black ball. Accidental damage must be reported immediately; unreported damage found at a check may be treated as intentional.
Forgotten Pouch	The phone will be handed to staff and placed in a see-through pencil case and collected at the end of the day from SLT/office staff. This is recorded on Talaxy as 'No phone pouch', with negatives issued under "missing equipment". Repeated forgetting may be treated as a lost Pouch.
No mobile phone brought to school	Pupils are welcome to leave devices at home. Where there are reasonable grounds to suspect that a pupil is concealing a mobile phone or other prohibited item, an authorised member of staff may conduct a search in accordance with the Searching Pupils section of this policy and current DfE guidance.
Phone seen or not secured in a Pouch	The phone will be confiscated for three consecutive school days and will not be returned at the end of the day or over a weekend. In exceptional circumstances a basic phone may be provided for necessary communication and money may be loaned for transport where appropriate.
Equipment used to circumvent the Yondr system	Possession of a tool used to unlock or circumvent the Pouch is a serious offence and may result in suspension.

Searching and Screening

Please see the searching pupils section of this policy. The Education and Inspections Act 2006 confirms the right of schools as a 'disciplinary penalty' to seize a student's possession, or to retain a possession of a student, or dispose of it. The staff concerned will not be liable in any proceedings if he/she proves that the seizure, retention or disposal was lawful (see below). Nor will staff be liable for any damage or loss as a

consequence if the seizure, retention or disposal is lawful. Parents and students should note that this includes mobile phones, other expensive digital items or jewellery.

[Mobile phones in schools - GOV.UK](#)

The seizure, retention or disposal will be lawful if in breach of any statutory requirement, and therefore will be reasonable in the circumstances.

Mobile phone sanctions

Offence	Indicative response
First offence	Three school days' confiscation; phone returned after three school days.
Second offence	Three school days' confiscation and three days in the PoD; phone returned after three school days.
Third offence	May result in suspension, following consideration by the Headteacher of the individual circumstances and whether suspension is lawful, reasonable, fair and proportionate.

Exceptional Circumstances

A pupil who requires access to a mobile phone for medical, safeguarding or another agreed reason may be granted an exemption authorised by the Headteacher or designated senior leader.

Smart Watches and Wearable Technology

Smart watches and other wearable technology may be worn but must not be used during the school day for communication, messaging, photography, audio/video recording, internet access, social media, gaming or to circumvent the Yondr procedures. A device being used inappropriately may be confiscated; repeated misuse may lead to further sanctions, and use that undermines the mobile-phone procedures may be treated as a mobile-phone offence. Appropriate adjustments will be agreed in advance where wearable technology is required for medical reasons.

Restrictive Practice and Reasonable Force

Brownedge St Mary's Catholic High School is committed to maintaining a safe environment where the dignity, welfare and rights of all members of the school community are respected.

The school aims to avoid the use of restrictive practices wherever possible through effective behaviour management, de-escalation strategies, positive relationships and early intervention. Staff receive training in behaviour management and will always seek to use the least restrictive approach necessary to maintain safety.

In exceptional circumstances, it may be necessary for staff to use reasonable force to prevent a student from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Causing serious damage to property.
- Seriously disrupting the good order and discipline of the school.

Any use of reasonable force will be lawful, proportionate, necessary and in the best interests of those involved. The degree of force used will be the minimum required to achieve the intended outcome and will cease as soon as the risk has passed.

The school does not use force as a punishment. Restrictive practices will never be used to deliberately cause pain, humiliation, degradation or distress.

Any significant incident involving the use of reasonable force will be recorded in writing as soon as practicable after the incident, normally on the same day, in accordance with statutory requirements. Parents/carers will be informed in writing as soon as practicable, normally on the same day, except where a statutory exception applies.

Any incident involving seclusion or restraint, including restraint which does not involve direct physical contact, will also be recorded and reported in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 and current Department for Education guidance.

Where a student has identified behavioural, medical or additional needs that may increase the likelihood of restrictive practice being required, the school will consider appropriate risk assessments and support plans.

Searching Pupils

Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#). School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Whilst the School has the power to search students as outlined in the Education Act 1996 and the DfE guidance 'Searching, screening and confiscation at school' staff should not attempt to search or screen any student without the authorisation of the Headteacher. Any concerns that arise should be immediately reported to a member of the Safeguarding team or the Headteacher.

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs including drug paraphernalia
- stolen items

- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student)
- tobacco and cigarette papers, e-cigarettes/e-cig liquid/vapes
- fireworks
- pornographic images
- replica weapons
- energy/fizzy drinks
- material relating to radicalisation
- mobile phones not stored in a Yondr Pouch
- equipment used to circumvent our mobile phone free school practices

Being in possession of a prohibited item may mean that the student is involved, or at risk of being involved, in criminal behaviour including child exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority Children's Social Care services.

Where it is suspected that a pupil is concealing prohibited items about his or her person, he or she must be escorted by a member of staff to the Headteacher, Deputy Head, Assistant Heads or Head of House who will seek the voluntary production of the item, in the presence of a member of staff acting as a witness. In the event of a refusal, as stated above, the Headteacher or a member of staff authorised by the Headteacher has the power to search without consent, including the use of a metal detector (See current DfE guidance, Searching, Screening and Confiscation). The Head Teacher or Deputy Head Teacher may sanction sending for the pupil's parents and/or the Police. There is no requirement for a parent/guardian to be present during a search. Parents/Carers will be informed that their child has been searched, for what reason and if any prohibited items have been found, and the appropriate documentation will be completed and filed in the pupils pastoral file.

Drugs

Brownedge St Mary's takes a zero-tolerance approach to the possession, use or supply of illegal drugs and prohibited substances while recognising its pastoral, educational and safeguarding responsibilities. The policy covers medicines when misused, volatile substances, alcohol, tobacco and vaping products, illegal drugs, psychoactive substances and related paraphernalia. Pupils will be educated about risks and vulnerable pupils will be supported through school, family and external agencies where appropriate. Detailed procedures and sanctions are set out in Appendix One - Drugs, Alcohol and Substance Misuse Policy.

Exclusions

Suspension and permanent exclusion sit at the highest level of the school's behaviour response. They will be used only by the Headteacher, lawfully, fairly and proportionately, with permanent exclusion used as a last resort where the statutory test is met. Full procedures, including pupil movement, reintegration, governing-body duties and independent review, are set out in Appendix Two - Suspension, Permanent Exclusion and Pupil Movement Policy.

Behaviour Policy Sanctions - Examples

The sanctions below are indicative rather than automatic. The appropriate response will be determined according to the seriousness and circumstances of the behaviour, previous behaviour, safeguarding considerations, SEND/disability and any other relevant factors.

SANCTION	INCIDENT LEADING TO SANCTION	DETAILS OF SANCTION
During School Detentions		
Short Detention	Minor incidents and minor or one-off non –compliance with school expectations given by Class Teacher or Form Tutor.	Maximum of 10 minutes at break or 10 - 30 minutes at lunchtime. (No parental notice given)
Lunch Isolation	Misbehaviour at break or lunch time Inappropriate behaviour as directed by Head of House. Failure to follow school rules regarding uniform and appearance	Isolation Room for lunchtime period. Lunch will be eaten in the Isolation Room. (No parental notice given)
After School Detentions – pupils can be detained for a short period after school to allow conversations to take place between staff and pupils. This will normally be no longer than 10 minutes. Although it is legal to keep pupils behind after lessons for longer, we will aim to give 24 hours’ written notice or telephone notice of longer detentions.		
Faculty or Head of House Detention	Failure to attend Class/Form Tutor detention. Persistent non-compliance with faculty expectations (e.g. homework, poor attitude to learning, disruptive behaviour in lessons etc.) Persistent non-compliance with school expectations (e.g. uniform etc.)	One hour detention unless otherwise notified by Head of Faculty or Head of House. (Parental notice given either by letter/phone/email)
Senior Staff Callout	One-off serious incidents or continued repeated disruption to learning during ONE teaching period	One hour detention. (Parental contact by email/phone on day of Callout, and detention served on that day where appropriate)
Punctuality Detention	More than 6 minutes late to either form or class time in one day.	Detention to make up the time will be after school depending on the number of minutes late and/or number of times late in one week. Length of after school detention is 30 minutes PLUS number of minutes late. (Parents informed by email/phone call by the attendance team)
Whole School Behaviour	N1 – more than 6 negatives over the period of a week N2 – more than 20 negatives over the period of a half term N3 – more than 30 negatives over the period of a half term N4 – more than 50 negatives over the period of a half term	One hour detention on a Tuesday One hour detention on a Friday Two hour detention on a Friday The PoD

SANCTION	INCIDENT LEADING TO SANCTION	DETAILS OF SANCTION
The PoD	Physical aggression or fighting Serious disruption to a lesson, persistent disruption to more than one lesson in the same day, defiance or persistent poor behaviour. 3 or more Senior Staff Callouts detentions in one week or two in one day Fourth mobile phone offence Incidence of serious bullying, assault or vandalism in or out of school. Possession and/or use of e-cigs/vapes and/or e-cig liquid in school or on the way to and from school or whilst in school uniform Possession and/or use of alcohol in school or on the way to and from school or whilst in school uniform Verbal abuse towards another pupil including sexualised and/or derogatory language or use of swear words Extreme rudeness towards a member of staff Failure to follow our Mobile Free school practices	Between half a day and up to 5 full days depending on severity of incident. (Parents informed by letter/phone)
Exclusions		
Suspension (up to 45 school days in an academic year)	The consequence of an incident that is so serious that the pupil needs to be separated from the rest of the school community for the safety and/or health of other pupils and staff. Persistent disruption to learning/persistent repeated behaviours where appropriate sanctions, interventions and support have not secured the required improvement. Failure to comply with the expectations during internal suspension (The PoD). A consequence of fourth visit to The PoD in one term Verbal abuse towards a member of staff including sexualised and/or derogatory language or use of swear words Repeated Incidence of bullying Possession and/or use of e-cigs/vapes and/or e-cig liquid in school or on the way to and from school or whilst in school uniform (repeat offence as appropriate) Possession and/or use of alcohol in school or on the way to and from school or whilst in school uniform (encouraging others to use or repeat offence as appropriate) Failure to follow our Mobile Free school practices Any other serious breach of the Behaviour and Discipline Policy where the Headteacher considers that suspension is lawful, reasonable, fair and proportionate, having regard to the individual circumstances and Appendix Two.	Pupils suspended for 1-5 school days will stay at home and work will be set. From the sixth school day, suitable full-time education will be arranged in accordance with Appendix Two. Parents are notified in writing.

SANCTION	INCIDENT LEADING TO SANCTION	DETAILS OF SANCTION
Permanent Exclusion	Will be considered for the following, or other critical incidents: • Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour. • Suspension from, or termination of, an Alternative Behaviour Placement • Drugs related incidents (including alcohol, legal highs) where a pupil has used in school and/or has knowingly attempted to sell, persuade, promote or encourage other pupils to use or accept classified drugs, whether or not for financial gain. • Theft from a member of staff or from the school. • Action (including repeated online messages) which are against British values of tolerance and acceptance against any individual or group, including incitement to hate crimes. • Persistent behaviour or actions that are homophobic, transphobic, biphobic, racially motivated, anti-disabled or other forms of hate crime. • Arson or other similar violation of the safety of the school community. • Actual or threatened physical violence towards a member of staff. • Directed assault against another pupil of a sexual or other serious nature. • Representing a danger to pupils, staff or property. • Bringing onto the school site an offensive or illegal weapon or hostile intruders. • When the behaviour of pupils outside school is such that it can be considered as grounds for exclusion • Any other serious or persistent breach of the Behaviour and Discipline Policy where the statutory test for permanent exclusion set out in Appendix Two is met.	See Appendix Two for the statutory test, decision-making process and full procedure. Parents are notified in writing and by telephone where practicable.

Rationale

In accordance with the Mission Statement of Browndedge St. Mary's RC High School, each and every person is valued and respected. This policy is based on the premise that the school disowns bad behaviour, not the person. It is our responsibility to provide a safe and purposeful environment where individuals are encouraged to develop self regard and self respect, such that self abuse would not be considered on school premises or outside the school.

Because drugs and other substances that have a psycho-active effect are more prevalent in society today, we aim to support and educate our pupils and those associated with Browndedge St. Mary's, enabling individuals to make informed choices concerning the consequences of substance use and abuse. Close links between school, home and parish, which already exist, will be maintained in the issues of drugs education and incidents, so that vulnerable pupils who need extra help receive it, either in school, or through referral to other services.

We aim to contribute to the overall ethos of preparing pupils to take their place in our multi-cultural society and to foster the development of both staff and pupils through structured programmes of support and education. The policy applies to all staff/pupils, parents/carers, governors and partner agencies. School drugs policy applies to all substances capable of altering mood, behaviour or perception. This includes prescribed and over-the-counter medicines when misused, alcohol, tobacco, cigarettes, vapes and vaping products, psychoactive substances, nitrous oxide, volatile substances and controlled drugs as defined by the Misuse of Drugs Act 1971.

Objectives

We hope to reduce the likelihood of drug abuse by:

- Implementing an open and positive Whole School Drugs Policy, which stresses the school's pastoral role and its proactive approach to drug and health education.
- Drug education will take account of pupils' views so it is appropriate to age and ability and relevant to particular circumstances.
- Using the curriculum i.e. Science, RE, History, Modern Languages, English, PE, Technology alongside a structured pastoral programme to discourage drug misuse among pupils by emphasising the benefits of a healthy life-style and enabling pupils to make informed, responsible choices to assist them to negotiate their way safely in a drug-using culture.
- Providing INSET time for staff and governors, thereby raising awareness in school of the issues associated with drug use and enabling drugs related issues that may be raised in any subject lesson to be addressed.
- Encouraging parental involvement by providing information for parents in the form of a leaflet.
- Being committed to the health and safety of all pupils, staff and visitors.
- Encouraging pupils, parents and staff to take a collective responsibility for preventing drug abuse.
- Involvement of pupils through the pastoral system making pupils aware of their shared responsibility for keeping our school safe and helping them to recognise and feel able to resist peer influence.
- Co-operating and working with outside agencies to assist in the education and support of individuals within the school e.g. WithYou (formerly Addaction) and online support such as Frank <http://www.talktofrank.com/>.

- Fostering an atmosphere of trust in which individuals feel able to approach a member of staff and be confident of a sensitive response which preserves their confidentiality within the bounds of the policy

Brownedge St Mary's adopts a zero-tolerance approach to drugs whilst recognising that every incident must also be considered from a safeguarding perspective. The school recognises that substance misuse may be an indicator of wider safeguarding concerns, including child criminal exploitation (CCE), county lines, neglect, mental ill health or other vulnerabilities. Some pupils involved in substance misuse may themselves be vulnerable, coerced or exploited. Every drug-related incident will therefore be considered both as a behaviour matter and a safeguarding concern, with referrals to external agencies made where appropriate. Each incident will be assessed individually, balancing the need to safeguard the individual, protect the wider school community and maintain high standards of behaviour.

Procedures for managing drug incidents

Brownedge St. Mary's has a 'No Smoking Policy' on the premises affecting all individuals - adult and child. Any pupil found smoking on the school premises or in the vicinity will be reported to the Head of House, when appropriate action will be taken.

Medicines to be used by pupils during the school day should be kept in the school office.

If it is suspected that a pupil is suffering from drug or alcohol abuse in school, the Head of House, Deputy Head or Headteacher must be informed immediately. The senior member of staff will remove the child from class and provide medical attention/First Aid as appropriate and inform parent/guardian except where this would jeopardise pupil safety. The first concern in managing drugs is the health/safety of the school community and meeting pupils' pastoral needs.

Staff or pupils who suspect or have been informed that a pupil has:

- taken or supplied drugs
- is under the influence of drugs, or
- is in possession of drugs

They should contact the Head of House, Deputy Head or Headteacher immediately when the matter will be investigated and appropriate action taken and a full record made of the incident. The incident will also be assessed to determine whether it raises wider safeguarding concerns, including possible child criminal exploitation, county lines activity, neglect or other vulnerabilities, and referrals will be made where appropriate.

Authorised members of staff may search pupils, their possessions and lockers, with or without consent where permitted by law, where there are reasonable grounds to suspect that a pupil is in possession of prohibited items. This includes illegal drugs, alcohol, tobacco, cigarettes, vapes and vaping products, psychoactive substances or any other prohibited item as defined by current Department for Education guidance. Searches will always be conducted in accordance with the school's legal powers and current Department for Education guidance on Searching, Screening and Confiscation.

Confidentiality is vital - this matter should not be discussed with persons other than those mentioned above. In all cases it is important that a written record of the incident and action taken is given to the Head of House, who can then monitor the pupil.

If a pupil admits to using, possessing or supplying drugs, or where there is proof that this has taken place, parents will be informed at the earliest opportunity, according to the Headteacher's discretion. The Headteacher will determine whether the Police should be informed, taking account of the nature of the substance, any suspected criminal offence, the risk posed to others and safeguarding considerations. If there is credible evidence that students are using illegal substances out of school, then the Headteacher has a duty of care to pass that information on to parents/carers.

Where it is suspected that a pupil is concealing illegal drugs about his or her person, he or she must be escorted by a member of staff to the Deputy Headteacher or Head of House who will seek the voluntary production of the substance, in the presence of a member of staff acting as a witness. In the event of a refusal, the Headteacher or Deputy Headteacher has the power to search without consent (in accordance with current Department for Education guidance on Searching, Screening and Confiscation). The Headteacher or Deputy Headteacher may sanction sending for pupil's parents and/or the Police. There is no requirement for a parent/guardian to be present during a search. Every effort should be made to keep the pupil under constant supervision and in the presence of a witness.

Whenever a suspected illegal drug is found on a pupil or on the school premises, it must be handed over immediately to the Deputy Headteacher or Headteacher who will keep it securely and hand it over to the Police as soon as possible. No substance should be tested or tasted before handing it over to the Police.

The Governing Body fully supports the school's zero-tolerance approach to drugs and the Headteacher's use of statutory powers to safeguard pupils, maintain good order and discipline, and determine appropriate outcomes in accordance with current statutory guidance.

The term school includes: journeys to and from school, work experience, residential trips, and college courses.

Brownedge St Mary's RC High School adopts a **zero-tolerance approach** to the possession, use, supply or distribution of illegal drugs and other prohibited substances on school premises or whilst representing the school.

Every incident will be investigated thoroughly and considered on its own individual circumstances. The school will not apply a fixed tariff of sanctions. Whilst maintaining a zero-tolerance approach to drugs, the Headteacher will exercise professional judgement in determining the appropriate response, taking account of statutory guidance, safeguarding duties and the individual circumstances of each case.

When determining the appropriate outcome, the Headteacher will consider:

- the nature of the substance involved;
- whether the substance was possessed, used, supplied or intended to be supplied;
- the age and understanding of the pupil;
- the level of risk posed to the pupil and others;
- safeguarding considerations, including any evidence of coercion, exploitation or vulnerability;
- previous behaviour and disciplinary history;
- whether the incident occurred on school premises or whilst representing the school;
- any mitigating or aggravating factors.

Depending upon the circumstances, outcomes may include:

- education and targeted intervention;
- referral to specialist support services;
- pastoral support or safeguarding intervention;

- appropriate risk assessment and reintegration support following any suspension;
- confiscation of prohibited items;
- parental involvement;
- police involvement where appropriate;
- suspension;
- permanent exclusion where appropriate.

Serious incidents involving the supply of illegal drugs, possession with intent to supply, dealing drugs for financial gain, or behaviour placing members of the school community at significant risk will normally result in permanent exclusion unless exceptional circumstances exist.

The Headteacher retains discretion to determine the appropriate outcome in every case, having regard to statutory guidance, safeguarding duties and the individual circumstances of the incident.

Drug Education and Prevention

Drug education is delivered through Learning for Life (PSHE), Science, assemblies, visiting speakers and the wider safeguarding curriculum, ensuring that pupils develop the knowledge and skills needed to make informed, healthy and safe choices.

Multiagency protocols are used together with school health team including Child Protection and safeguarding for substance misuse.

Lists of useful organisations and web sites are held by SLT, the Intervention Team led by Miss Mellor, and HOHs. The school works proactively with WithYou (formerly Addaction), Police and Young Peoples' Services, and other agencies as appropriate. Guest speakers from these organisations are invited into assemblies to offer advice, and improve awareness.

Rationale and Principles

Brownedge St Mary's is committed to a calm, safe and supportive environment rooted in welcome, love and respect. We recognise that pupils can learn from mistakes and change their behaviour, while maintaining high expectations and protecting the education, dignity, safety and welfare of pupils and staff. Suspension, permanent exclusion, off-site direction and managed moves are legitimate behaviour-management tools; they will be used lawfully, fairly and appropriately, with permanent exclusion used only as a last resort.

All decisions will be lawful, reasonable, fair and proportionate, taking account of the pupil's individual circumstances alongside the interests of other pupils, staff and the wider school community. The school will comply with the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice, including consideration of identified or emerging SEND, disability, appropriate provision and reasonable adjustments.

The school will not use informal or unofficial exclusions, will not suspend or permanently exclude a pupil because the school feels unable to meet their SEND or disability, and will not use a part-time timetable as a sanction or means of managing poor behaviour. Where a pupil is required to leave the site or not attend for disciplinary reasons, the formal statutory exclusion process will be followed.

Only the Headteacher may suspend or permanently exclude a pupil, except where an appropriately appointed Acting Headteacher is carrying out the Headteacher's functions. **Behaviour outside school may be considered where appropriate, including travel to and from school, school visits or activities, behaviour when identifiable as a Brownedge pupil, or behaviour affecting the school community or orderly running of the school.**

This Appendix will be applied in accordance with the current Department for Education statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

Before a Decision to Suspend or Permanently Exclude

The school will investigate incidents fairly and thoroughly.

Where appropriate, the pupil will be given the opportunity to provide their account of events. Witness accounts and other relevant evidence will also be considered.

When establishing the facts, the Headteacher will apply the civil standard of proof: on the balance of probabilities, whether it is more likely than not that something happened.

Before deciding to suspend or permanently exclude, the Headteacher will, where appropriate:

- consider the pupil's account and views, taking account of their age and understanding;
- provide appropriate support to enable the pupil to express their views where necessary;
- consider any contributing or mitigating factors;
- consider the pupil's behaviour record and the interventions and support already provided;
- consider whether there are safeguarding concerns or other vulnerabilities;
- consider whether the behaviour may be linked to an identified or emerging SEND, disability, mental health or other additional need;
- consider whether appropriate reasonable adjustments and support have been made;
- consider the school's duties under the Equality Act 2010 and Children and Families Act 2014;

- consider the welfare and safety of the pupil alongside the welfare and safety of other pupils and staff.

The pupil should be informed, in an age-appropriate way, how their views have been considered as part of the decision.

Where a pupil has an EHC plan and there are concerns about behaviour or the risk of exclusion, the school will involve the local authority at an early stage and will consider whether an early review of the EHC plan is appropriate.

Where a pupil has SEN but does not have an EHC plan, the school will review whether the support in place remains appropriate and whether further assessment, specialist support or intervention may be required.

Where a pupil has a social worker and is at risk of suspension or permanent exclusion, the social worker, DSL and parents should be involved at the earliest appropriate opportunity.

Where a looked-after child is at risk of suspension or permanent exclusion, the Designated Teacher will seek the advice of the Virtual School Head and consider whether additional support or a review of the pupil's Personal Education Plan is required.

A decision to suspend or permanently exclude will not be postponed solely because a police investigation is underway or criminal proceedings may be brought. The Headteacher will make the decision fairly on the evidence available at the time and will consider whether any additional steps are needed where evidence is limited because of a police investigation or criminal proceedings.

Where the Governing Body is required to consider reinstatement while a police investigation or criminal proceedings are ongoing, the meeting will not be postponed for that reason and the Governing Body will make its decision on the evidence available.

Suspensions

Suspension is the temporary removal of a pupil from the school for disciplinary reasons.

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year.

Every suspension will have a clearly defined start and end point at the time the decision is made. An open-ended suspension will not be used.

A suspension cannot subsequently be extended or converted into a permanent exclusion.

Where further information comes to light following the original decision, the Headteacher may, where justified by that additional information, issue a further suspension to begin after the original suspension has ended or make a separate decision to permanently exclude the pupil to take effect after the original suspension has ended. Any further decision will be treated as a new decision and the statutory notification requirements will be followed.

Suspension may be considered following a serious incident or where there has been persistent behaviour which has not improved despite appropriate school sanctions, interventions and support.

Suspension may also be appropriate where a clear signal is required that behaviour is unacceptable or where a pupil's behaviour is placing them at risk of permanent exclusion.

Where suspensions become a regular occurrence, the school will review whether suspension alone is an effective response and what further strategies, assessment, intervention or support are required.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer permitted to attend the school unless the decision is subsequently cancelled or the pupil is reinstated.

The decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's Behaviour and Discipline Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including pupils or staff.

Both elements of this test will be considered.

Permanent exclusion is a last resort. However, this does not mean that every available sanction or intervention must have been used before permanent exclusion can be considered. A single sufficiently serious incident may justify permanent exclusion where the statutory test is met.

Examples of behaviour which may lead to consideration of permanent exclusion include, but are not limited to:

- serious or persistent breaches of the Behaviour and Discipline Policy where previous sanctions, support and intervention have not brought about the required improvement;
- serious physical violence or threats of violence;
- serious assault against another pupil or member of staff;
- serious sexual violence or harmful sexual behaviour;
- possession, use, supply or intended supply of illegal drugs, in accordance with Appendix One;
- possession or use of an offensive weapon;
- behaviour which places pupils, staff or others at significant risk;
- arson or serious deliberate damage;
- serious or persistent bullying, discriminatory abuse or hate-related behaviour;
- serious behaviour outside school where there is a clear connection to the school community or the orderly running of the school.

This list is not exhaustive. Every case will be considered individually and the Headteacher will retain professional judgement as to whether the statutory test for permanent exclusion has been met.

Education During a Suspension or Permanent Exclusion

During the first five school days of a suspension or permanent exclusion, where the pupil is not attending alternative provision, the school will take reasonable steps to ensure that suitable work is set and marked.

The work should be accessible and appropriate for the pupil, including any reasonable adjustments required because of SEND or disability.

For a suspension of more than five consecutive school days, the Governing Body is responsible for arranging suitable full-time education from no later than the sixth school day. Consecutive suspensions are treated cumulatively for this purpose.

Following a permanent exclusion, the local authority is responsible for arranging suitable full-time education from no later than the sixth school day.

Where a looked-after child or a pupil with a social worker is suspended or permanently excluded, the school will work with the local authority and relevant professionals with the aim of arranging suitable alternative education as quickly as possible and, where appropriate, from the first school day following the exclusion.

Informing Parents and Other Parties

Parents will be contacted without delay following a decision to suspend or permanently exclude. Wherever practicable, initial contact will be made by telephone or in person and will be followed by written notification.

The written notification will comply with current statutory guidance and will include:

- the reason or reasons for the suspension or permanent exclusion;
- the period of the suspension or, in the case of permanent exclusion, the fact that it is permanent;
- the parents' right to make representations to the Governing Body;
- how representations can be made;
- how the pupil can be involved;
- where appropriate, the parents' right to attend the Governing Body meeting, be represented at their own expense and bring a friend;
- the right to request that a relevant Governing Body meeting is held using remote access and how such a request can be made;
- arrangements for the pupil's education;
- the parents' statutory responsibilities concerning the pupil being in a public place during the first five school days where applicable;
- details of appropriate sources of free and impartial advice.

Where alternative provision is being arranged, parents will be informed of the start date, start and finish times, address and reporting arrangements within the statutory timescales.

The local authority will be notified without delay of every suspension and permanent exclusion, regardless of its length.

Where a pupil has a social worker, the social worker will be notified without delay of every suspension or permanent exclusion and the reasons for it.

Where a pupil is looked after, the Virtual School Head will also be notified without delay.

Where a permanently excluded pupil lives in a different local authority area from the school, the pupil's home local authority will also be notified without delay.

Informing the Governing Body

The Headteacher will notify the Governing Body without delay of:

- every permanent exclusion;
- any suspension or permanent exclusion which would result in the pupil being excluded for a total of more than five school days, or more than ten lunchtimes, in a term;
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

The Headteacher will inform the Governing Body once each term of any other suspensions of which it has not previously been notified.

Cancelling an Exclusion

The Headteacher may cancel a suspension or permanent exclusion which has already begun, or which has not yet begun, provided the Governing Body has not already met to consider whether the pupil should be reinstated.

Where an exclusion is cancelled:

- parents will be notified without delay and told the reason for the cancellation;
- the Governing Body and local authority will be notified without delay;
- the pupil's social worker and/or Virtual School Head will be notified where applicable;
- the pupil will be allowed to return to school without delay;
- parents will be offered the opportunity to meet with the Headteacher to discuss the circumstances which led to the exclusion being cancelled;
- any days already spent out of school as a result of the exclusion will count towards the maximum 45 school days of suspension permitted in an academic year where applicable.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in the academic year, or would have been so by the time the cancellation takes effect. All other statutory requirements relating to cancellation will be followed in full.

Reintegration Following Suspension

Brownedge believes strongly in giving pupils the opportunity for a fresh start following suspension.

A reintegration strategy will be developed to support the pupil in returning successfully to school. This will aim to help the pupil understand the impact of their behaviour, re-establish positive relationships, meet the school's expectations and re-engage successfully with learning and the school community.

A reintegration meeting should normally take place before, or at the beginning of, the pupil's return and parents will be encouraged to attend.

A pupil's return to school will not be made conditional upon a parent attending a reintegration meeting.

Depending upon individual circumstances, reintegration support may include:

- a Pastoral Support Plan;
- report or monitoring arrangements;
- regular contact with a trusted member of staff;
- restorative work;
- targeted intervention or mentoring;
- support from external agencies;
- SEND assessment or review;
- safeguarding support;
- regular reviews with the pupil and parents.

Support will be reviewed and adjusted where necessary.

Separation of Pupils for Safeguarding Purposes

In rare circumstances, it may be necessary to temporarily prevent a pupil from attending the school premises in order to safeguard them or another pupil, for example following a serious safeguarding allegation where pupils cannot practicably and safely remain on the premises together.

This is not a disciplinary suspension or permanent exclusion and will not be used as an alternative to following the statutory exclusion process.

Any decision will be made on a case-by-case basis, with the Designated Safeguarding Lead or a deputy taking a leading role.

The school will:

- consider whether separation is genuinely necessary and whether it can reasonably be achieved while allowing the pupils concerned to remain on the school premises;
- consider its duties under safeguarding legislation, Keeping Children Safe in Education, the Equality Act 2010 and Human Rights Act 1998;
- inform parents of the reason the pupil is temporarily unable to attend the school premises;
- notify the Governing Body without delay;
- work with children's social care, the police or other relevant agencies where appropriate;
- keep the arrangement under regular review and ensure that it continues only for as long as necessary.

Where the pupil cannot attend the school premises, the school will work with the local authority in relation to the pupil's education. Where neither the school nor the parent arranges education, the local authority has responsibility for arranging suitable education.

A reintegration strategy will be put in place when the pupil returns.

Off-Site Direction

Off-site direction is a temporary measure under which a pupil is required to attend another education setting in order to improve their future behaviour.

It is not a punishment for past misconduct and will only be considered where in-school intervention or targeted support has been unsuccessful or is considered inappropriate.

For Brownedge St Mary's, responsibility for formally arranging an off-site direction rests with the Governing Body in accordance with the statutory requirements.

Any placement will be based upon an assessment of the pupil's individual needs, including any SEND, health or safeguarding needs, and will have clearly identified objectives and a proposed timescale.

Before an off-site direction begins, relevant information will be shared securely with the receiving setting, including information about attainment, support needs, safeguarding, current risk assessment and effective risk-management or support strategies.

Parents will be informed in writing as soon as practicable after the direction is made and no later than two school days before the placement begins. Where a pupil has an EHC plan, the local authority will also be notified.

The written notification will include the prescribed information, including:

- the address where education will be provided;
- who the pupil should report to on first attending;
- the number of days for which the direction is imposed;
- the reasons for and objectives of the placement;
- the relevant session start and finish times.

An off-site direction will be kept under review by the Governing Body for as long as it remains in place.

Parents, or the local authority where a pupil has an EHC plan, may request a review meeting in accordance with the statutory arrangements. Where a review meeting has not taken place within the previous ten weeks, such a request will be considered as soon as reasonably practicable.

Parents and, where applicable, the local authority will be invited in writing at least six days before a review meeting and given the opportunity to attend or submit written views. The Governing Body will notify them in writing of its decision, including the reasons and any further period of direction, no later than six days after the review meeting.

The Governing Body will decide at each review whether the direction should continue and, if so, for what further period.

The placement will continue to provide a broad and balanced education and its primary focus will remain improving behaviour and supporting successful reintegration into Browndedge.

Managed Moves

A managed move is a permanent transfer of a pupil from Browndedge to another mainstream school.

A managed move will:

- be voluntary;
- form part of a planned intervention;
- be agreed by the parents and the admission authority of the receiving school;
- only take place where it is considered to be in the pupil's best interests.

The school will not use a managed move as a means of avoiding permanent exclusion or put pressure on a parent to agree to one.

A pupil will not be permanently excluded because a parent refuses to agree to a managed move.

There is no legal provision for a "trial managed move" or "trial admission". Where a temporary placement at another school is needed in order to improve behaviour, the statutory off-site direction process will be used.

Before a managed move, Browndedge and the receiving school will ensure that appropriate information is shared, including attainment information, SEND and safeguarding information, a current risk assessment and information about effective strategies for supporting the pupil.

Where a pupil has an EHC plan, the local authority will be contacted before any managed move is agreed and the statutory arrangements for amending the EHC plan must be followed.

Any managed move will comply with the School Admissions Code and the relevant pupil registration requirements.

Governing Body Consideration of an Exclusion

The Governing Body will carry out its statutory duties in relation to suspensions and permanent exclusions and will act impartially.

The Governing Body must consider and decide whether a pupil should be reinstated within 15 school days of receiving notice where:

- the pupil has been permanently excluded;
- a suspension would take the pupil's total number of suspended school days above 15 in a term; or
- the exclusion would result in the pupil missing a public examination or national curriculum test.

Where an exclusion would result in a pupil missing a public examination or national curriculum test, the Governing Body will, so far as is reasonably practicable, consider and decide on the exclusion before the date of the examination or test. If it is not practicable for sufficient governors to consider reinstatement before that date, the Chair of Governors may consider the exclusion and decide whether or not to reinstate the pupil.

Where suspensions total more than five but no more than 15 school days in a term and parents make representations, the Governing Body must consider and decide on reinstatement within **50 school days** of receiving notice.

For suspensions totalling five school days or fewer in a term, the Governing Body will consider any representations received from parents but does not have the power to direct reinstatement and is not required to hold a meeting.

Where a meeting is required, parents, the Headteacher and other parties required by statutory guidance will be invited. Where a pupil has a social worker or is looked after, the social worker and/or Virtual School Head will also be invited.

Pupils will be enabled and encouraged to participate in the process in a way appropriate to their age and understanding.

The Governing Body will consider whether the Headteacher's decision was lawful, reasonable and procedurally fair, taking account of the interests and circumstances of the pupil alongside those of other pupils, staff and the school community.

Where parents make a valid request for a meeting to be held using remote access, the Governing Body will follow the statutory arrangements for remote meetings. Face-to-face meetings will otherwise remain the normal arrangement unless exceptional circumstances make this impracticable.

Independent Review Following Permanent Exclusion

Where the Governing Body decides not to reinstate a permanently excluded pupil, parents will be informed in writing of their right to request an Independent Review Panel.

The notification will include the statutory time limit for making an application, how the application should be made, the right to request a remote-access review, and the right to request the appointment of a SEN expert regardless of whether the pupil has previously been identified as having SEN.

Parents will also be informed of relevant sources of independent advice and of their rights in relation to a claim of unlawful discrimination.

The school and Governing Body will cooperate fully with any Independent Review Panel and any subsequent reconsideration required by the panel.

Records and Monitoring

All suspensions and permanent exclusions, including those lasting part of a school day, will be formally recorded.

The school will monitor the number, frequency and reasons for suspensions and permanent exclusions, including repeat suspensions, and will consider the characteristics and needs of pupils affected.

The Governing Body will routinely review suspension, permanent exclusion and pupil-movement data, including off-site directions and arrangements made to separate pupils for safeguarding reasons, in order to assure itself that the policy is being applied lawfully, consistently and fairly.

The school will retain records relating to suspension and permanent exclusion in accordance with statutory requirements and relevant data-protection obligations.

Where a pupil is permanently excluded, removal from the school admission register will only take place when the statutory conditions allowing removal have been met.

Statutory Guidance

Brownedge St Mary's will follow the most current DfE statutory guidance on suspension and permanent exclusion and relevant guidance on behaviour, safeguarding, SEND, alternative provision, attendance and equality. Current legal requirements will apply where they change before this policy is formally updated.