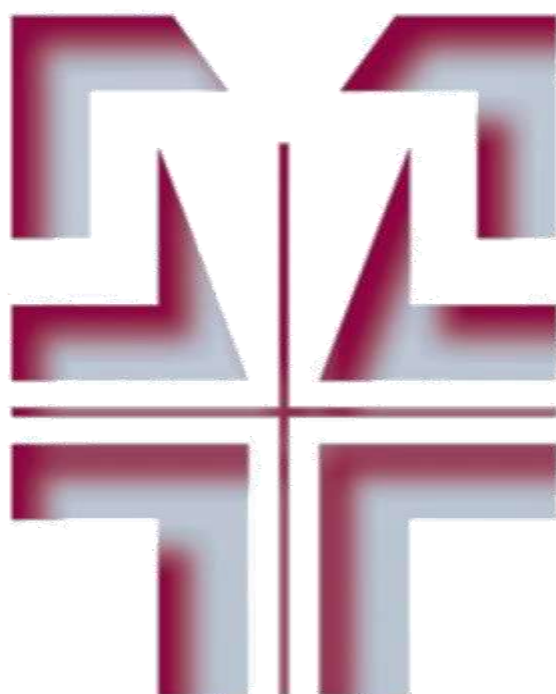


# Saint Michael's CE High School

*A Church of England Academy*



**Therefore, choose**

## Behaviour for Learning Policy

September 2025

|                                                 |                                                                         |
|-------------------------------------------------|-------------------------------------------------------------------------|
| <b>Responsibility to present to Headteacher</b> | Deputy Head                                                             |
| <b>Approval</b>                                 | Headteacher – September 2025<br>Ethos, Staffing and Wellbeing Committee |
| <b>Next Review</b>                              | Headteacher – September 2026<br>Ethos, Staffing and Wellbeing Committee |
| <b>Statutory</b>                                | Yes                                                                     |
| <b>Required on school website</b>               | Yes                                                                     |

## ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

### A BRIEF SUMMARY OF OUR CHRISTIAN VISION

Our motto is '**Therefore choose [life]**' from Deuteronomy.



We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may flourish, experiencing the joy and hope of

**'Life in all its fullness'.**

**This is further explained in our Mission Statement,**

*'As a vibrant learning community  
we choose to serve God,  
pursue excellence  
and celebrate the uniqueness of each individual.'*

## Behaviour for Learning Policy

We believe that excellent behaviour is essential for great learning. Our school motto 'Therefore, choose' is central to our behaviour agreement. Pupils are encouraged to take responsibility for their own choices, behaviours and actions. The Christian values of peace, forgiveness, justice, trust and reconciliation are central to our approach to behaviour.

### Creating a culture of success at St Michael's

All members of Team St Michael's are committed to and proactive in creating a '**culture of success**' where both pupils and staff can flourish. We believe that effective relationships are at the heart of creating an appropriate climate for learning and a community where everyone is valued as a unique and precious child of God and poor behaviour is minimised.

Good behaviour can and should be taught. Treating everyone with dignity and respect is at the heart of our approach and is a message that is constantly and consistently communicated throughout school. This might be through assemblies, through the way in which pupils are encouraged to listen and respect the views of others, in learning how to 'disagree well' and in resolving conflicts for example.

Staff model the behaviours we expect to see in pupils in all their interactions. In helping to sustain our high expectations and aspirations in all areas of school life, pupils will see the same response from every adult. Our expectations are reinforced, often through our 'behaviour mantras' and 'visible consistencies' with the same clarity and kindness. It is important that time is devoted to the behaviours we want to see and that these are reinforced constantly, consistently and enthusiastically. The way in which staff behave has a profound influence on creating the culture and climate for learning.

The school's whole educational philosophy is centred on investing time in our young people so that they might grow and flourish as individuals with the character strengths to make informed decisions and the integrity to do the right thing. We recognise that some children will require more support, care, mentoring, coaching and love in helping them to make the right behaviour choices. In this way, our approach to behaviour mirrors our approach to learning- it has the child's needs at the centre.

Praise is an important part of our approach to celebrating success. Our aim is to build 'intrinsic' motivation in all our pupils. We want our children to be motivated to go 'above and beyond' in everything they do because they know how that makes them feel and NOT simply because they are motivated by receiving a 'reward'.

We believe that success can be celebrated and acknowledged in many different ways, whether a simple phrase, physical sign or even a warm smile. The key is that it is deserved and is sincere.

We celebrate success with our pupils through:

- Giving them verbal praise
- Logging it on Synergy so parents/carers can see
- Calling parents/carers to celebrate with them
- A headteacher's gold stamp in their organiser
- Sharing in assemblies as appropriate
- Sharing on the schools social media
- Displaying around school including on the achievement board

At St Michael's every pupil is valued equally as a unique child of God and of eternal value. In upholding their self-worth, when pupils may have made poor choices, it is their choices and actions that are the focus and may warrant a consequence rather than the child themselves.

We believe that:

- Pupils who are aware of their behaviours can self-regulate and deploy coping skills
- Pupils may need help and support with a range of learning behaviours:
  - Emotional- mental wellbeing, dealing with setbacks, self- esteem, self-worth (see mental health and wellbeing policy)
  - Social- relationships with adults, relationships with peers
  - Cognitive- motivation, working memory
- Development of self-respect and self- worth in pupils is important if they are to have respect for others
- Consequences following any breakdown in behaviour, should be corrective not retributive and should encompass help and growth through the school's values; for example, agape, responsibility, justice, compassion, forgiveness and truth.
- Restorative conversations are integral to our approach to behaviour for learning.
- Sanctions should be known and graduated, consistently applied by all staff but should never be applied mechanistically without considering circumstances and personality
- It is the certainty that sanctions will be applied rather than the severity of the sanction which is important. High expectations from staff and pupils, along with appropriate use of praise and rewards are essential.
- When staff take responsibility for behaviour in their classrooms and around school, their influence is maximised; but this also takes place within a framework of supportive leadership, school systems and procedures. We act with 'one voice' and this is 'how we do things at St Michael's'.

### **Responding to Misbehaviour**

When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with this policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that responses are consistent, fair, and proportionate so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques are used to help prevent further behaviour issues arising and recurring.

The aims of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can flourish, and prevent the recurrence of misbehaviour. We use restorative approaches as much as possible to help the child reflect on their behaviour, understand why it wasn't appropriate and how we can move forward positively. We believe **restorative conversations** play a key part in not only improving behaviour but also strengthening relationships.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to

manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

### **Excellent behaviour at St Michael's**

St Michael's Pupils always **choose excellent behaviour** when representing our school. Our school motto '**Therefore, choose**' is used to help all pupils take responsibility for their own choices, behaviour and actions. To help create a safe, calm and pleasant environment where we can all feel safe, pupils should **choose to:**

- **treat others with dignity and respect** - being polite, kind, not swearing or putting others down, keeping hands, feet and objects to themselves
- **follow instructions of staff first time** - without question, hesitation and argument
- **show stewardship** - by respecting the school premises, especially dining areas, toilets and classrooms, keeping them tidy and free from graffiti and litter
- **be punctual** - arriving to lessons on time, fully equipped and ready for learning
- **move quickly, quietly and calmly between lessons** - keeping to the left hand side whilst on corridors and using the one way system on the stairs

### **Pupils should also choose to:**

- Accept responsibility for their own behaviour
- Create a positive learning environment free from distractions
- Listen without interruption when others are speaking
- Be appropriately dressed in line with the uniform and appearance policy
- Have their personal organiser signed each week

### **Consequences if pupils choose to disrupt the learning of others:**

- 1) behaviour reminder
- 2) verbal warning
- 3) period of time away from the rest of the class
- 4) instructed to go to the PGU/Time Out Room, they will receive a lunch time detention and parents/carers will be informed

Detentions may be used as appropriate at any stage

The **teacher is in charge** in their classroom and there may be occasions when it is inappropriate to follow the above steps.

### **If you choose to:**

- chew gum anywhere in school
- eat or drink (other than water) on corridors, carpets or in classrooms
- drop litter

### **You will be placed in a Senior Leadership Detention**

Teachers will encourage positive behaviour for learning by:

- maintaining high standards of pupil behaviour and uniform in their classrooms, following the Behaviour for Learning policy consistently
- treating pupils with dignity and respect
- having high expectations and using praise and rewards appropriately E.g. 'catch them being good'
- not ignoring behaviour that falls short of our high expectations

### **Serious Behaviours**

**At St Michael's we believe that our most basic right is to feel and be safe.**

#### **If you choose to:**

- openly defy / argue with / walk away from a member of staff
- refuse to do as you are asked by a member of staff
- use threatening, violent or physical behaviour
- be abusive towards pupils or staff
- bully others
- use racially motivated, homophobic, sexual or other offensive language
- make inappropriate comments / false allegations about a pupil or member of staff
- vandalise or damage property / misuse the fire alarm
- take someone else's belongings without permission
- bring school into disrepute
- misuse ICT, a mobile device or social media
- use aerosol sprays
- truant / leave school without permission
- refuse to engage with consequences issued (e.g. by not displaying excellent behaviour in PGU or attending detentions)
- repeatedly breach the behaviour for learning policy

you will be removed from the classroom (if applicable), Your parents/carers will be informed and you will be referred to a senior member of staff.

**This may ultimately result in suspension / exclusion from school**

#### **Break and Lunch – consequences for poor behaviour**

- supervised break / lunchtime
- restricted access to the canteen or glasshouse
- You may have to be collected and supervised by your parents/carers for the duration of lunchtime. (recorded as a half day suspension)

### **Illegal Drugs, Banned Items and Dangerous Objects**

#### **If you choose to:**

- bring **banned items/substances** or **dangerous objects** into school or on school related trips/activities or
- use **banned items** or **dangerous objects** in school or on school related trips/activities  
(**Banned items** and **dangerous objects** include alcohol, cigarettes, e-cigarettes, vape fluid, fireworks, matches, lighters, pornographic material, penknife or any item that is not part of standard equipment but that school judge to be dangerous or could cause serious harm.)

- come into school under the influence of any banned substance

**You will be suspended from school for a fixed period of time.** (The same consequences may be applied to pupils who choose to be with those in possession of banned items).

**If you choose to:**

- bring **illegal drugs, drug related products<sup>1</sup>/equipment or offensive weapons<sup>2</sup>** into school  
*(<sup>1</sup> Drug related products includes cannabis-based oils and sweets depending on THC content.  
<sup>2</sup> Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.'  
This includes replica firearms)*
- come into school under the influence of any illegal drugs

**You will be permanently excluded.**

All drug related items / offensive weapons will be reported to the police.

**Uniform and Appearance**

St Michael's pupils choose to follow the uniform and appearance policy and wear their uniform with pride. Pupils in breach of the uniform and appearance policy will be challenged by staff and receive a consequence. In most cases, where it can be easily rectified, pupils will receive a lunchtime detention.

Pupils wearing the incorrect uniform, without a legitimate reason, that can't be easily rectified should be referred to the Pupil Manager who may well use the Personal Guidance Unit (PGU) until the issue is resolved. In these cases, parents/carers will be contacted at the earliest opportunity.

Wherever possible tutors will endeavour to rectify any such situations during tutorial period. However, pupils who regularly break the rules regarding uniform and appearance will have their parents/carers contacted by either the Tutor or Pupil Manager. This may result in a suspension from school.

In extreme cases, the Headteacher may exercise the right to send a pupil home if their appearance possesses a health and safety issue, or sets a dangerous precedence in school.

Standards of uniform and appearance will be addressed regularly in Tutorials and Assembly along with regular inspections being carried out by the Pupil Managers and/or SLT. Additionally, focus weeks may be used to raise the profile of a uniform issue.

Please refer to the school uniform and appearance policy for further details.

**Mobile Phones/Devices (including smart watches)**

**Pupils should choose (whilst on school premises) to:**

- switch off mobile devices
- ensure mobile devices (and earphones) remain out of sight

**Consequences if you choose not to adhere to the regulations:**

- the device will be confiscated and will only be returned at the end of the following school day upon receipt of a letter signed by parents/carers
- you will be placed in a **Senior Leadership Team Detention**
- repeat offenders will be expected to hand their device in each morning

If pupils wish to contact someone during the school day, the school office will make the call if appropriate. If parents/carers need to contact children urgently they should contact the school office and a message will be relayed promptly. If a child carries a digital copy of their bus pass or other passes on their device, it is the parent/carers responsibility to ensure their child carries paper copies also.

Inappropriate use of mobile devices to take photos, film, record or text during the school day is totally prohibited, and will not be tolerated. Please see additional notes under the heading 'searching and confiscation'. Safeguarding every member of the school community is paramount. If you choose to use your mobile device in a way which is deemed to be inappropriate **this may result in suspension from school.**

**The school will take no responsibility for theft, loss, damage or health effects (potential or actual) relating to mobile devices. It is the responsibility of parents/carers and pupils to ensure mobile devices are properly insured.**

Further information can be found in the Mobile Devices Policy.

### **Verbal and Physical Aggression**

All forms of aggression will not be tolerated either in school, on the way to and from school or whenever a pupil is representing the school. All incidents of physical aggression are considered extremely serious. Pupils involved in what is considered a form of physical aggression will receive an appropriate sanction. This may include:

- SLT/HT Detention
- Formal verbal or written warning
- Internal Suspension
- Fixed-term Suspension
- Permanent Exclusion

Parents/carers of all those involved will be contacted. In extreme cases of physical aggression, the Police may also be informed.

Pupils involved in the following will receive an appropriate consequence:

- Physical or verbal aggression towards a member of staff
- Intimidating or confrontational behaviour towards a member of staff
- Repeated use of physical aggression towards any member of the school community

These pupils will have their place in school reviewed. They face the possibility of attending a Governors Disciplinary Committee Hearing, and could eventually face permanent exclusion.

### **Bullying and Prejudice Related Incidents**

Details of the processes and systems of dealing with bullying in school, including racist and homophobic bullying can be found in the separate Anti-Bullying Policy.

All such incidents are dealt with thoroughly and sensitively. As a matter of standard practice, all bullying and prejudice related incidents are recorded. They are used for monitoring the frequency and nature of such incidents as well as identifying patterns for an individual pupil.

Pupils found guilty of using inappropriate, racially motivated, homophobic language, sexually inappropriate language, gender discrimination, either towards an individual or in the open forum. Promoting racist or homophobic attitudes, distributing or producing offence materials of a racial or homophobic nature, or persecuting an individual or group in a racist or homophobic manner will face serious sanctions. Depending on the nature and the severity of the offence, one of the following sanctions will be applied:

- Formal verbal or written warning
- SLT/HT Detention
- Internal Suspension
- Fixed-term Suspension
- Permanent Exclusion

All pupils involved in such incidents will receive the appropriate support needed to avoid repetition of this behaviour. The incident will be recorded on school Synergy. In certain cases, outside agencies could become involved to offer specialised assistance. In all cases, the parents of the perpetrator and the victim will be contacted and informed.

Pupils who repeatedly behave in a racist or homophobic manner will have their place in school reviewed. Lengthy fixed-term suspension and permanent exclusion are possible sanctions. Repeat offenders will receive input from specialised outside agencies to address the issue and try to eradicate the behaviour.

### **Child on Child Abuse including sexual violence and sexual harassment**

#### ***Please also see the school's 'Anti-Bullying Policy'***

We recognise that children are capable of abusing other children and unfortunately this does happen at St Michael's. However, abuse will never be tolerated or passed off as "banter", "just having a laugh" "boys being boys" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse of a sexual nature (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously and **may result in suspension from school.**

Child on child abuse can take many different forms such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (any incidents of such nature will be reported to the police)
- initiation/hazing type violence and rituals (this could 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)

Some cases of children 'abusing' other children will be dealt with under this school's behaviour policy, but the child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

If a pupil makes an allegation of abuse against another pupil:

- A member of the SLT and/or DSL will be informed immediately
- School may contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- A risk assessment and support plan may be put into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected)
- School may contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by information given through tutorial time, assemblies, school website, student council, TV screens etc.
- Ensuring staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **Travelling to and from School**

Everyone has the right to feel safe and happy on the school buses. Pupils should behave appropriately and failure to choose to do so will lead to sanctions being applied.

Pupils must:

- Sit down in a designated seat, fasten their seat belts and stay in their places until it is time to get off
- Never distract the driver
- Never throw anything around on the bus
- Never leave litter on the bus
- Respect everyone else on the bus
- Inform a member of staff if there is a problem on the bus

Failure to comply with any of the above may result in the school reporting the issue to the Safer Travel Unit at Lancashire County Council. They will decide on the outcome and could involve removal of their bus pass, or withdrawal of permission to travel on that bus.

### **Bringing school into disrepute**

Whenever pupils are wearing the St Michael's uniform, or representing the school e.g. on visits or sporting events, their behaviour should be exemplary as they are representing the school. Depending on the incident this may result in police involvement, internal consequence, suspension or permanent exclusion. Parents/carers will be informed.

It is extremely serious and detrimental to school and other pupils should any pupils choose to bring school into disrepute. See 'behaviour outside of school' for further information.

### **Suspension and Exclusion Procedures**

The school follows the LA guidelines with regards to suspensions and exclusions, however the main points are listed in the Suspension and Exclusion Policy at the end of this document with a summary below.

#### **Internal suspension**

This form of suspension takes place in the Personal Guidance Unit (PGU) in school, and involves pupils working isolated from the rest of the school from 8.50am – 4.30pm. (8.50am – 3.45pm on a Friday). Parents/carers will need to make suitable arrangements for their child returning home. Pupils will be supervised throughout break and lunch and they will need to bring in a packed lunch and a drink as they may only have limited access to the canteen facilities. Pupils will receive work for each subject they would be missing. Any incidents of poor behaviour whilst in internal suspension may result in a period of fixed term suspension. Occasionally, Internal suspension can follow fixed-term suspension, if it is viewed that the pupil is not yet ready to return to the whole school community. On occasion, an internal suspension may involve being placed in the inclusion unit of another Chorley and District High School, further information regarding this will be communicated to parents/carers as appropriate. It is sometimes necessary to remove a pupil from circulation and place in the PGU whilst an incident is being investigated. All internal suspensions are recorded for future reference.

#### **Suspension**

The school can impose, according to LA guidance, suspensions to a maximum of 5 days out of school. Any more days must be completed in school, usually in the PGU after school. The issuing of a suspension is a very serious sanction, and the length is determined by the severity of the offence, and any previous misdemeanours. The length of the suspension should also reflect an escalation on previous sanctions, to a maximum of 45 days in an academic year (even if they have changed schools). Parents are required to make provision for the time pupils are suspended, to a maximum of 5 days, and will receive notification of the suspension as soon as is possible after the decision has been made, this is usually done by phone call. A letter sent the same day to confirm the details of the suspension and the necessary documentation is also completed and sent to the LA ratifying the suspension.

Parents or carers are asked to come and collect their child from school at the end of the day before the suspension starts. This reassures us that the pupil has returned home safely and allows any documents and work for the child to be handed over along with the necessary explanations. Following any suspension parents will be expected to come into school with their child prior to their return for a reintegration meeting. We firmly believe this is the most crucial part of any suspension. This is usually arranged with the Pupil Manager, and is the starting point of moving forward. The meeting will be used to discuss any appropriate support that the

school and parents may wish to put in place for the child. It will also be used to share specific targets with parents and the child to help them avoid future suspensions. Failure to comply with the school rules following any suspension will result in the pupils place in school coming under review.

Pupils who receive repeated or lengthy suspensions may be required to attend a Governors Disciplinary Committee Hearing with their parents/carers.

### **Permanent Exclusion**

Permanent Exclusion will only occur where all other possibilities have failed to correct the behaviour of an individual pupil. Permanent exclusions usually result from extensive and persistent misconduct in school, whereby all other strategies, approaches and sanctions have failed to succeed, and extremely serious one off offences, where it would be detrimental and wrong for a pupil to maintain their place in the school. Parents will be contacted immediately the decision has been made, and this will be confirmed in writing. Following this, the Governors Disciplinary Committee will meet, along with said pupil and parents, where a decision will be made to up-hold the decision or not. If the decision is up-held, there are further appeal processes parents can apply to if they so desire.

### **Report Cards**

Where issues continue, a system of report cards helps support and modify pupil behaviour. The report system works by setting targets for the pupil to reach in each lesson. Pupils have a responsibility to help ensure that the card is completed.

- **Attitude to Learning** - initiated by SLT / Pupil Manager to pupils whose attitude to learning in two or more subjects is C or below. Specific targets will be set for these subjects and this will be monitored by the tutor for a fixed period of time or until an improvement occurs. Parents/carers will be notified via a letter of the reason(s) for the student being placed on report and the targets set.
- **Subject** – initiated by curriculum or subject leader
- **Positive** – initiated by Pupil Manager to pupils who might respond well to such an approach.
- **Punctuality** – initiated by Pupil Manager for pupils persistently late to school or to lessons.
- **Return to school** – initiated by SLT or Pupil Manager upon return to school following a suspension.

### **Pastoral Support Plans**

A Pastoral Support Plan (PSP) is a school based process intended to support those pupils for whom the universal school based strategies have not been successful. A PSP is a planned intervention for pupils who are struggling to meet our expectations. They may also be used for children struggling to attend or being reintegrated back into school.

A PSP is a useful tool to coordinate the support that the pupil receives from any internal or external staff ensuring maximum opportunity for success. The process is reviewed regularly.

### **Searching and Confiscation**

Under common law, Section 2 of the 2011 Education Act and DFE Guidance Feb 2014, Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco, cigarette papers, cigarettes and e-cigarettes
- Fireworks
- Pornographic images
- Any item deemed inappropriate or that has been or is likely to be used to commit an offence, cause personal injury or damage to property

School also reserves the right to search the content of a confiscated mobile device where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying.

Whenever it is deemed necessary to search a child or their possessions the following applies:

- It must be done by an authorised member of staff (in the case of St Michael's, the authorised staff include the Headteacher and a Designated Safeguarding Lead DSL)
- The staff member must be of the same sex as the student\*
- There must be another member of staff present as a witness – also of the same sex, if possible\*
- Searches can only be carried out on school premises, or where staff have control of pupils (education visits etc.).
- Searches will not require the removal of clothing, apart from outer clothing
- Pockets can be searched but there will be no form of intimate search
- Reasonable force can be used, as required
- There is no requirement to notify parents, either before or after the search
- There is no requirement to keep a written record of any search carried out

\* We can carry out a search of a pupil of the opposite sex without a witness present, but only where we reasonably believe that there is a risk that serious harm will be caused to a person if we do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Items can be seized and retained and dealt with in an appropriate manner. Weapons and drugs must be handed over to the Police.

Data and files from mobile phones and other electronic devices may be examined if there is reason to do so. If it is decided to return the item to the pupil, any data or files may be erased if there is reason to do so.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (March 2024).

### **Intimate searching**

A more intimate search is a search involving the removal of more than outer clothing. These can only be carried out by police officers under the [Police and Criminal Evidence Act 1984 \(PACE\) Code A](#) and in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#)

While the decision to undertake the search itself and its conduct are police matters, school staff will retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times.

Before calling police into school, we will assess and balance the risk of a potential search on the pupil's mental and physical wellbeing and considering if other less invasive approaches have been exhausted.

Once the police are on school premises, the decision on whether to conduct the search lies solely with them, and the role of the school will be to advocate for the safety and wellbeing of the pupil(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, school will inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult\*.

School will keep records of all such searches that have been conducted on school premises.

Except in cases of urgency where there is risk of serious harm to the pupil or others, whenever a search involves exposure of intimate body parts there must be at least two people present other than the pupil, one of which must be an appropriate adult\*

\*the appropriate adult might be a parent or carer of the child or a member of staff of the same sex who has been requested by the child and authorised by the headteacher.

### **The Use of reasonable force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Whilst all members of staff have the power to use reasonable force we have a selection of staff who have received 'Positive Handling Training' whom we would always try and call on in the rare times this may be needed.

The school closely adheres to the guidance produced by the DfE in July 2013, which can be found online at [www.education.gov.uk/schools/pupilsupport/behaviour](http://www.education.gov.uk/schools/pupilsupport/behaviour) however the key points are listed below.

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### **The Use of the Personal Guidance Unit (PGU)**

The PGU is a staffed room where members of staff can send a pupil if they are failing to follow the Behaviour for Learning Policy within a lesson. Usually, they will have had a warning before being sent though depending on the nature of the incident a child may be sent without any warning at all.

Pupils are sometimes sent to the PGU whilst an incident is being investigated and there is a need to remove the pupil from general circulation.

The PGU is also used to conduct Internal Suspensions. The number of days of Internal Suspension is determined by the severity of the offence. This may also be for a breach in uniform regulations that cannot immediately be rectified. These pupils will have their break and lunch separate to the rest of the school. Pupils working in PGU will carry on with work they should have been doing that lesson but without the specialist knowledge of that subject teacher.

The PGU is under the supervision of a Pupil Engagement Coordinator, and the highest order of behaviour is expected from pupils whilst they are in there. In addition to completing their work, pupils also have the

opportunity to talk to the Pupil Engagement Coordinator, if appropriate, in an effort to correct their behaviour. All pupils placed in the PGU, will have their planner stamped, attend a supervised lunch and parents carers will be informed either by phone or School Synergy. If a child does not meet our expectations once in PGU they will be referred to a member of SLT and may result in suspension from school.

Any pupil who is sent to PGU twice in the same day will remain in extended PGU for the remainder of the day and will remain in school for 45 minutes from the end of school or start the next day in PGU or both??

### **Detention Procedure**

Any teacher may give an after school detention if they deem it a suitable sanction for pupils' misdemeanour. The school does not have to give parents or carers notice of after school detentions. However, we will always strive to give at least 24 hours' notice wherever possible. Any detentions your child receives can be found on the behaviour section of School Synergy. Detentions are NOT negotiable and the child MUST attend that detention on that day/time. However we are not unreasonable and should there be an exceptional circumstance that makes that date/time difficult we may look at an alternative option.

### **Lunchtime Detentions**

Any teacher may give a lunchtime detention if they deem it a suitable sanction. Children on lunchtime detentions will always have the opportunity to get some lunch. These will also be logged on School Synergy. These are often used for whole school breach of policy such as punctuality, uniform and appearance and other aspects that we may be having a focus on, talking in a silent starter for example.

### **Senior Leadership Team (SLT) and Headteacher (HT) Detention Procedure**

If an SLT Detention is issued, this will take place on a Friday afternoon between 2.40 & 3.25pm (Headteacher Detention 2.40-3.40pm), under the supervision of a member of the SLT. Information is sent to parents via School Synergy informing them of the reason and date of detention. Generally, it is expected that pupils will copy out the school's BFL policy; however tasks of a restorative nature may be more appropriate in certain situations. Failure to attend SLT/HT Detentions will result in more severe sanctions being applied.

### **Behaviour outside of school**

At St Michael's we are proud of our excellent reputation within the local community and beyond. Our pupils are ambassadors for our school and carry with them St Michael's reputation wherever we go. Pupils' behaviour outside school on school 'business' for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour for Learning Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school or whilst wearing school uniform is poor and meets the school criteria for suspension/exclusion, then the Head may decide to suspend/exclude.

### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)**

At St Michael's we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement on the facts of the situation. We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. We also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil

may have. We try and understand the underlying causes of behaviour and whether additional support is needed.

### **The Use of Outside Agencies**

Although we do try and solve many issues or concerns internally there are occasions that we need to call on some outside agencies. Below are a list of just some we have at our disposal.

- The School Nurse Service
- Social Services
- The Emergency Services
- Lancashire Child and Family Wellbeing Service
- Barnardo's
- The Key Family Support
- The Youth Offending Team
- Young People Service
- Connexions
- ACERS
- CAMHS
- Safer Travel
- Child Action North West
- STRIDE Bereavement Support
- Butterfly & Phoenix Project
- Educational Psychologist
- Behavioural Specialists

Pupils are referred to particular outside agencies, which the school considers are best suited to their particular needs. Occasionally, the agencies are involved with the pupil due to reasons outside of school; in these circumstances the school will try to forge a link with them.

The agencies will require to see the pupil in lesson time, on these occasions, teaching staff are informed, and where appropriate, details of the work taking place is communicated.

Parents are kept informed where the work of agencies is concerned, and it is through the positive relationships forged by parents, agencies and the school that real results happen.

This policy complies with section 89 of the Education and Inspections Act 2006. It is based on advice from the Department for Education (DFE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The equality act 2010
- 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 and the Education Regulations 2014. Our approaches to behaviour for Learning (as in all areas of school life) have been very much led by current research and thinking and in particular the work of Tom Bennett – Creating a Culture and Paul Dix- When the Adults Change Everything Changes.

## **Suspension and Exclusion Policy**

St Michael's CE High School is committed to being a fully accessible and inclusive organisation, welcoming and respecting the diversity of its pupils, staff, governors and visitors to the school.

### **Rationale**

This policy is underpinned by the commitment of all to ensure the safety and wellbeing of the whole school community and to maintain an appropriate educational environment in which lifelong learning is actively encouraged, where pupils and staff are provided with opportunities to grow in body mind and spirit and can truly flourish.

Our school motto, 'Therefore, choose' is actively used throughout the school, encouraging all of our young people to make informed and responsible choices in all areas of their lives. The aim is to reduce the need to suspend/exclude any child.

### **Introduction**

The decision to suspend/exclude a pupil will be taken by the Headteacher in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour for Learning Policy;
- (b) If allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

Suspension/Exclusion is an extreme sanction and is only used by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role).

Before deciding whether to suspend a child or to exclude permanently the Headteacher will ensure appropriate investigations have been carried out, considering all the evidence available. The Headteacher will also take into consideration any underlying factors (for example SEND, family issues or bullying) or specific triggers affecting behaviour.

Suspension or Permanent Exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour for Learning Policy:

- Verbal abuse to a pupil/adult
- Physical abuse or aggressive behaviour towards a pupil/adult
- Indecent behaviour
- Damage to property (this will also require the pupil to cover the full cost of any repair in line with our Charging Policy)
- Possession/use of a banned substance or a dangerous object (see page 5)
- Theft
- Threatening and/or intimidating behaviour against another child or an adult
- Bringing school into disrepute
- Bullying
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying behaviour

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that suspension/exclusion is an appropriate sanction.

## **Suspension procedure**

- Suspensions are of a fixed term nature and are of short duration (usually between one and three days).
- The Department for Education regulations allow the Headteacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- Following a decision to suspend parents/carers are contacted immediately where possible. If no contact is made, a message will be left where possible.
- A parent or carer must collect their child from school at the end of the day that the suspension has been given and no later than 4.30pm. In the event this is not possible they must arrange a suitable person to collect the pupil in their place.
- A letter and information leaflet will be given (and/or emailed) to parents/carers with information about the suspension. It explains about parental supervision, work that is set and rights to make representations to the Governing Body.
- A 'reintegration' meeting will be held on the first morning back from a suspension and this will involve the pupil, parent/carers and usually the Pupil Manager. A member of the Senior Leadership Team and /or governor may also attend if appropriate. The pupil will only return to lessons once this meeting has happened and it is deemed appropriate to do so.
- The school will strive to set specific work for pupils who has been suspended. Work is always available immediately via School Synergy or Moodle as are the learning schemes which are available on the school website.
- As a means of support and if the pupil is in danger of further suspensions, a Pastoral Support Plan may be drawn up if one is not already in place. This is done in agreement with the school, pupil, parents/carers and any agencies involved.
- During the course of a suspension where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

## **Balance of probability (DfE Guidance Sept 2022)**

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

## **Suspensions over five days**

School is obliged to provide full time education from the sixth day of any period of suspension of six days or longer. The school will consult with the Local Authority for any suspension of more than five days in order that appropriate full time education is arranged.

The school will provide education by working with:

- Neighbouring schools
- The local Pupil Referral Unit (Shaftesbury High School)
- The Local Authority

The school will liaise with the outside education provider to ensure that the pupil continues with their programme of study. In most cases the school will set the work to be completed.

## **Permanent Exclusion**

The decision to exclude a pupil permanently is a very serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies and sanctions have been exhausted and is used as a last resort. This would include persistent breaches of the Behaviour for Learning Policy.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Bringing or in possession of **illegal drugs, drug related products/equipment** into school. (See page 5)
- Using **illegal drugs, drug related products/equipment** into school. (See page 5)
- Carrying/using an **offensive weapon**. (See page 5)
- Arson.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

### **Exercise of discretion**

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour for Learning Policy and the effect that the pupil remaining in the school would have on the education and welfare of other pupils and staff. In line with its statutory duty, these same tests of appropriateness will form the basis of the deliberations at a Governors exclusion appeals hearing/meeting, when it meets to consider the Headteacher's decision to exclude.

### **Pupils missing public examinations**

Whilst there is no automatic right for a suspended/excluded pupil to take an examination or test on the excluding school's premises, the governing body will consider whether it would be appropriate to exercise its discretion to allow a suspended/excluded pupil onto the premises for the sole purpose of taking the examination.

### **Alternatives to Suspension / Exclusion**

The School works closely with other local secondary schools to undertake 'off-site directions' leading to potentially permanent 'managed moves' where such a course of action would be of benefit to the pupil and agreed by the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to persuade parents/carers to move their son/daughter to another school.

### **Lunchtime Suspension**

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period and parents/carers will be expected to collect, supervise and return them to school. This will be treated as a half day suspension.

### **Behaviour Outside School**

Pupils' behaviour outside school on school "business" for example educational visits and journeys, school sports fixtures or other school based activity is subject to the school's Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school. If pupil behaviour in the immediate vicinity of the school or on a journey to and from school is inappropriate and meets the school criteria for suspension/exclusion then the Headteacher may decide to suspend/exclude.

Updated J F Chadwick Sept 2025