Bishop Hogarth
Catholic Education Trust

St Gregory's Catholic Academy

Pupil Behaviour and Discipline Policy

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Change Log	
Updates:	• **New Section on Online Behaviour Incidents:** Introduced a dedicated section addressing behaviour incidents that occur online, ensuring the policy aligns with the latest *Behaviour in Schools* guidance and reflects the realities of both in-person and digital conduct. • **Roles and Responsibilities Updated:** Revised this section to reflect current best practice as outlined in the most recent *Behaviour in Schools* guidance. • **Definition of Sexual Harassment Expanded:** Included a clear definition of sexual harassment, with an emphasis on how it can manifest both online and offline, inside and outside of school settings. • **Cyberbullying Section Enhanced:** Clarified that cyberbullying may involve texting and or the use of AI-generated text and images, broadening the scope to reflect evolving technologies. • **Sexual Abuse and Discrimination Section Revised:** Strengthened language to reaffirm the school's zero-tolerance approach in line with *Keeping Children Safe in Education* (KCSIE). Updated examples of sexual harassment to mirror those listed in KCSIE for consistency and clarity. • **New Contents Page Added:** Introduced a contents page to improve navigation and overall accessibility of the policy document. • **School specific searching procedures:** Added a section for schools to detail their specific procedures regarding searching and confiscation. • **Use of reasonable force:** Clarified that school maintains a designated group of authorised staff trained in safe handling techniques.
Locations:	• **Behaviour Incidents Online** • **Roles and Responsibilities** • **Definitions** • **Contents** • **Sexual Abuse and Discrimination** • **Searching, Screening and Confiscation** • **Use of reasonable force**
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Statement of intent

The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life including our own personal behaviours.

"Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you".

(Colossians 3:15-16)

Our Values:

• **BEING** just and compassionate

• **DEVELOPING** confidence and resilience in our pupils

• **SHOWING** respect for every person

• **CREATING** a community where we accept responsibility for ourselves and for others

• **BEING** honest and developing a culture of self–belief and value

Staff must demonstrate their own adherence to our underlying values by the way they promote good behaviour and in their responses to pupils. In exercising their professional duties, staff must be honest, fair and just. Setting a good example will result in pupils feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that pupils complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Safeguarding Policy

The school is committed to:

- Children having a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their pupils. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Pupils being disrespectful should never be tolerated; pupils should show respect to staff at all times and in turn, staff should be sensitive to the needs of pupils. In keeping with the ethos of the school, it is expected that all **staff and pupils are courteous and respectful at all times.**
- Recognitions and awards are more effective than punishment in motivating pupils. Good behaviour and achievement must be recognised – see the Recognising and Rewarding Good Behaviour section.
- Challenging and disciplining misbehaviour.
- Discipline should be constructive in nature and staff attitudes must be consistent.

- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all pupils and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Pupils with behavioural issues will be supported through the pastoral system.
- The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Legal Framework and Guidance:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2025) Arranging Alternative Provision
- DfE (2024) 'Behaviour in Schools'
- DfE 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile Phones In Schools'

Associated Policies and/or reference documents

- Safeguarding and Child Protection Policy
- Anti-Harassment and Bullying Policy
- SEND Policy
- Uniform Policy
- Acceptable Use Policy
- Online Safety Policy
- Physical Intervention Policy
- Emotional Heath & Well-being Policy
- Home School Agreements

Roles and responsibilities

The Local Governing Committee is responsible for:

- Approving and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- Promoting a whole-school culture of good behaviour
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Communicating this policy to staff, parents and pupils at regular intervals.
- Ensuring that staff have adequate training including at induction.
- Reporting to the Local Governing Committee on the implementation of this policy, including its effectiveness.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Modelling positive behaviour and positive relationships, demonstrating good habits.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.
- Keeping the relevant staff including the Headteacher, SENCO and Pastoral Support Lead up-to-date with any changes in behaviour.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.
- The Pastoral Team will support staff, monitor behaviour and liaise with parents.
- The Senior Leadership Team will support staff in responding to behaviour incidents.
- Gathering feedback when relevant from pupils about their experiences with behaviour within the school as this can help support the evaluation, improvement and implementation of this behaviour policy.

Pupils are responsible for:

- Adhering to behaviour standards and expectations.
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Providing feedback on the school's behaviour culture when required.

Parents are expected to:

- Support their child in adhering to the pupil conduct and behaviour expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with relevant staff promptly.
- Be aware of the Home School Agreement.
- Support staff to ensure a consistent approach.

Definitions

Whilst not an exhaustive list, for the purpose of this policy, the school defines **'unacceptable behaviour**" as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Sexual harassment - 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school.
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens or demeans the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature – this may include bullying via text or images generated by artificial intelligence (AI)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy and running away from school
- Defiance e.g. refusing to comply with instructions and/or disciplinary sanctions
- Theft and vandalism
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive /disobedient behaviour
- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

Sexual abuse and discrimination
The school operates a **zero-tolerance** approach to all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Children / Child Protection Policy.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

    - Accessing, downloading or uploading pornography
    - Sharing pornography via the internet, email or mobile phones
    - Creating or maintaining websites with sexual content
    - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The school will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well-being.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The school is clear that even though the online space differs in many ways, the

same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where the school suspects a pupil of criminal behaviour online, we will follow the guidance below on suspected criminal behaviour here. This could lead to the incident being referred to both the Police and Children's social care.

When an incident involves nude or semi-nude images and/or videos, the incident will be referred to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and the school will follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school therefore may sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Pupil conduct and behaviour expectations

The school has an established a set of clear, comprehensive and enforceable rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if

they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

At St Gregory's we use the 'Good to be Green' system to help children understand and follow our rules. This approach makes expectations clear, celebrates positive choices, and supports children to learn from mistakes.

As a minimum, pupils are expected to:

- Comply with all school rules and expectations
- Conduct themselves around school in a safe, sensible and respectful manner
- Arrive on time and enter school quietly
- Treat others, their work and equipment with respect
- Follow teachers' instructions
- Refrain from being argumentative or defiant
- Only leave the classroom with the teacher's permission
- Mobile phones to be given to the class teacher on entry to the classroom and will be returned at the end of the day
- Produce their very best class and homework
- Have respect for the school environment.

Expected behaviour at break and lunchtime

Pupils should conduct themselves in an orderly fashion in corridors, the dining rooms and classrooms. Where possible, pupils should walk on the left and line up quietly when required.

In good weather, pupils should go outside to either the yard or field as directed by staff. Pupils should not run around the classroom or corridors during wet break.

Pupils misbehaving during these times will have appropriate sanctions imposed.

Behaviour out of school premises

This school is committed to ensuring our pupils act as positive ambassadors. The same behaviour expectations for pupils on school premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from school during educational visits
- Good behaviour on the way to and from school. In the event of poor behaviour reported on school buses, the school, and in some cases the School /LA, has the right to withdraw travel passes
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Incidents off-site
Under the Education and Inspections Act (2006), the school has the power to sanction pupils for misbehaviour beyond the school premises to such an extent as is reasonable. This includes misbehaviour:

- on activities arranged by the school such as work experience, educational and sporting events
- on the way to and from school (including on the buses)
- when wearing the school uniform in a public place or they are in any way identifiable as a pupil of the school
- which could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- which could adversely affect the reputation of the school

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the school will investigate the incident, communicate with parents and discipline pupils accordingly.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites)

Mobile phones are not permitted for use at any time during the school day on school premises. The school recognises that some pupils may bring a phone for safety reasons when travelling to and from school. However, clear expectations are in place to ensure that mobile phones do not disrupt learning, compromise safeguarding, or affect pupil wellbeing.

- Pupils must hand in phones on arrival; they're stored securely and returned at the end of the day.
- Phones must not be used, accessed, or visible during school hours.
- If a pupil uses a phone during the day, it will be confiscated and returned to a parent/carer.
- Recording or sharing content is treated as a serious safeguarding concern and referred to the DSL.
- Repeated misuse may result in loss of phone privileges or further sanctions.
- All incidents are logged and considered through a safeguarding lens.
- Responsible phone use is taught through the online safety curriculum.

The use of defamatory or intimidating messages/images inside or outside of the school will not be tolerated. Disciplinary sanctions will be applied to perpetrators.
As per our Use of Photographic and Video Images of Children Policy photography or filming will only take place with the permission of the Headteacher and under the supervision of a member of staff.

Disciplinary action against pupils found to have made malicious accusations against staff and other adults working in the school.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent / carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any pupil found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support.

Recognising and rewarding good behaviour

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

'Catching them being good'
Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the school. Therefore, frequent use of encouraging language and gestures, both in lessons and around the school is to be encouraged so that positive behaviour is instantly recognised and positively rewarded.

Rewards for good behaviour will include, but are not limited:

- Stars or stickers given by the class teacher for good work or effort.
- Dojo points awarded for attitude or effort
- Personalised messages to parents
- Visiting a Key Stage Leader, Deputy Head Teacher or Head Teacher to show good work
- Class teachers mention the child's success to parents in person or by a phone call
- Celebration assemblies
- Special privileges (e.g. extra break/ golden time)
- Trips – representing the school at events
- Weekly class certificates
- The Catholic Cup – demonstrating a Catholic Social Teaching Principle
- Star of the Week Certificate - Starbucks reward
- Golden Table – awarded by lunchtime staff for positive behaviour in the dining hall
- Class stickers and dojo points
- Medals for sporting events
- End of term trophies and awards

Sanctions and interventions

Systems and procedures
It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned, it is important to remember that they are not exhaustive lists.

Sanctions are more likely to promote positive behaviour if the pupils see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the pupils
- impose sanctions fairly and consistently
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour
- attempt to link the concept of sanctions to the concept of choice, so that the pupils see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guiltily
- never issue a sanction which is humiliating or degrading or involves corporal punishment

The school will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately in relation to the misbehaviour identified, the pupils' age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

- Verbal warning
- Withdrawal from classroom to work in another supervised area of the school
- Cooling off period
- Home/school link book
- Multi agency assessments
- Withdrawal of access to the School IT system (e.g. if the pupil misuses it)
- Additional work
- Meetings with parents
- Confiscation of property
- A variety of forms of detention (e.g. break and lunchtimes/after school following communication with parents) and where this will not compromise a pupil's safety. It should be noted that parental consent is not required for detention. The school is therefore able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions. Consideration will need to be given:

    - Whether the detention is likely to put the pupil at increased risk.
    - Whether the pupil has known caring responsibilities
    - Whether the detention timing conflicts with a medical appointment
    - Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
    - Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.
- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**
- **Carrying out a community/useful task in the school**

- **Internal exclusion/isolation -** In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a pupil is on internal exclusion, it will be for a limited period only (as defined by the school) and appropriate work will be set. The School will ensure that pupils are kept in isolation no longer than is necessary and that their time will be used constructively. Internal exclusion is principally used as a sanction for disruptive and defiant behaviour.
- **A fixed period exclusion (**note: pupils excluded from School for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion –** see also DfE guidance

Permanent exclusions will be considered for:

  - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
  - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
  - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
  - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
  - Sexual misconduct including sexual abuse, sexual assault, sexual harassment
  - Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
  - Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
  - Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
  - Carrying an offensive weapon
  - Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
  - One-off serious incidents not covered by the categories above.
  - Wilful and repeated transgression of public health measures
  - Inappropriate use of social media or technology
  - Abuse relating to a disability
  - Abuse against a sexual orientation or gender identity
  - Use or threat of use of an offensive weapon or prohibited item

Preventative measures to school exclusion

Off-site direction

An off-site direction is when a school requires a child to attend another education setting to improve their behaviour where previous interventions or targeted support have not been successful in improving a pupil's behaviour. An off-site direction should be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. During the off-site direction to another school, pupils must be dual registered.

Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a

permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement. The school will have regard to the following guidance when making an off-site direction:https://assets.publishing.service.gov.uk/media/67a1ee367da1f1ac64e5fe2c/Arranging_Alternative_Provision_-_A_Guide_for_Local_Authorities_and_Schools.pdf

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves must be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests and should be offered as part of a planned intervention.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the school is contemplating a managed move, we will contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will follow the statutory procedures for amending a plan.

Managed moves will only be offered as part of a planned intervention where appropriate initial intervention had been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move will be preceded by information sharing between with the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

Reintegration

The school will ensure that pupils are appropriately reintegrated following their removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. The school will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Searching, Screening and Confiscation

The school reserves the right to confiscate, retain or dispose of a pupil's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the School's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent for where it has reasonable grounds for suspecting that the pupil may have a prohibited item items including (not an exhaustive list):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that has been or is likely to be used to commit and offence, caused personal injury or damage to property
- Any item banned by school rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.
- Mobile phone or electronic device
- 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 any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

Any search of a pupil will comply with the Department for Education's *Searching, Screening and Confiscation Guidance (July 2022)*. This guidance provides advice on the use strip searches on school premises by the police.

Records of confiscated items and searches for a prohibited item will be kept. All confiscated items will be stored safely and returned to the pupil and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items. Records of searches will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and,
- what follow-up action was taken as a consequence of the search

Interventions
A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT, and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial Interventions to help get a pupil back on track include but are not limited to the following:

- Withdrawal from the situation to discuss with an appropriate member of staff
- Restorative approaches
- Named member of staff as point of contact
- Graduated responses (e.g. reduced/personalised timetable)
- Personalised support programmes (e.g. Bungalow Therapy)

- One to one mentoring and coaching sessions (e.g. with well-being leads)
- Engaging with parents
- Short-term behaviour home/school books
- Long-term behaviour plans

Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom for any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Recording

Incidents of a serious nature will be recorded, with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see **Appendix 1.**

When a serious incident does occur, schools should seek the advice of the Trust's safeguarding lead.

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Teachers should maintain high standards at all times and should impose sanctions when pupils fail to adhere to these standards.



Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

Classroom Environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Furniture is arranged to maximise visibility and accessibility, ensuring clear pathways and safe movement.
- Resources are organised and labelled, with symbol support where appropriate, so pupils can access materials independently.
- Displays are purposeful, celebrating achievement and reinforcing expectations, routines, and values.
- Seating plans are designed to support learning needs, ensuring pupils who require additional support are positioned where they can access adult guidance effectively.
- Calm spaces or reflection areas are available for pupils who need time to regulate their emotions.
- Teachers use differentiated, scaffolded resources to ensure all pupils can engage meaningfully with learning tasks, reducing frustration and off-task behaviour.
- Staff model respectful communication and actively build positive relationships with pupils.
- Praise and recognition are used consistently to reinforce desired behaviours.
- Restorative conversations are prioritised when addressing incidents, ensuring pupils feel heard and supported to make better choices.

Behaviour curriculum

St Gregory's is committed to teaching positive behaviour explicitly as part of our behaviour curriculum. This ensures that all pupils understand what behaviour is expected, encouraged, and unacceptable, and are supported to develop the habits and routines that underpin a safe, respectful, and purposeful learning environment.

- Positive behaviour is taught directly through modelling, explanation, rehearsal, and consistent reinforcement.
- Staff use clear, consistent language to define expectations and ensure pupils understand what positive behaviour looks like in practice.
- Examples of positive behaviour are shared regularly, with pupils encouraged to reflect on how their actions contribute to the school community.

The behaviour curriculum sets out the key routines that pupils are expected to learn and practise daily, including:

- **Entering and exiting the classroom**: lining up quietly, walking calmly, and greeting staff respectfully.
- **Transitions between activities**: moving promptly and sensibly, preparing equipment, and listening for instructions.
- **Active listening**: tracking the speaker, sitting attentively, and responding appropriately.
- **Respectful communication**: using kind words, taking turns, and showing courtesy to peers and adults.

- **Care for the environment**: looking after resources, keeping spaces tidy, and respecting shared areas.
- Staff acknowledge and celebrate positive behaviour through praise, recognition, and rewards where appropriate.
- Reinforcement is immediate, specific, and consistent, encouraging repetition and embedding habits.
- Whole-class and individual recognition systems are used to promote collective responsibility and pride.
- Reasonable adjustments are made to routines for pupils with SEND or other additional needs, ensuring equity and inclusion.
- Visual timetables, symbol-supported prompts, and scaffolded routines are used to support understanding.
- Staff work collaboratively with pupils, families, and specialists to adapt expectations where necessary, while maintaining high aspirations for all.
- All staff model and reinforce the behaviour curriculum consistently, ensuring pupils experience the same expectations in every classroom and setting.
- Misbehaviour is addressed calmly and clearly, with language focused on the behaviour rather than the child.
- Restorative approaches are used to help pupils reflect, repair relationships, and re-engage positively with the curriculum.

Punctuality
Pupils who regularly arrive late for registration should be monitored. If a pupil continues to arrive late he/she should be referred to the attendance team, who will make a telephone call home/ referral to Early Help/ letter home to parents - see also Attendance Policy.

Dress code
Pupils must be challenged by all members of staff if they fail to comply with uniform regulations (including length of skirts/make-up/appropriate footwear/jewellery) and sanctions imposed on repeated offenders – see also Uniform Policy

Homework
Homework is compulsory; failure to hand in work on time without a reasonable explanation must result in a sanction being imposed. Failure to adhere to this sanction must result in a referral to the Key Stage Lead/Head teacher.

Staff Training, Induction and Support
As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed staff to the school will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

Pupil Support & Dealing with Underlying Issues

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism, ADHD and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Use of reasonable force

Where reasonable force is required to prevent a child from harming themselves, others, or causing serious damage to property, staff will act in accordance with the DfE *Use of Reasonable Force* (2013) guidance and the Trust Physical Interventions Policy. While the guidance permits any member of staff to use reasonable force in an emergency, the school will maintain a designated group of authorised staff trained in safe handling techniques. All incidents must be recorded and reviewed as part of safeguarding procedures.

Physical restraint
In some circumstances, staff may use reasonable force to restrain a pupil to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Incidents of physical restraint must:

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

Physical restraint cannot used:

- as a punishment – it is always unlawful to use force as a punishment.
- to enforce the school's own rules.
- to search for prohibited items, such as weapons and knives, drugs etc unless there is good reason to assume the pupil is carrying such items.
- to prevent a pupil from leaving the classroom if they are not at risk by doing so.

Investigations
The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

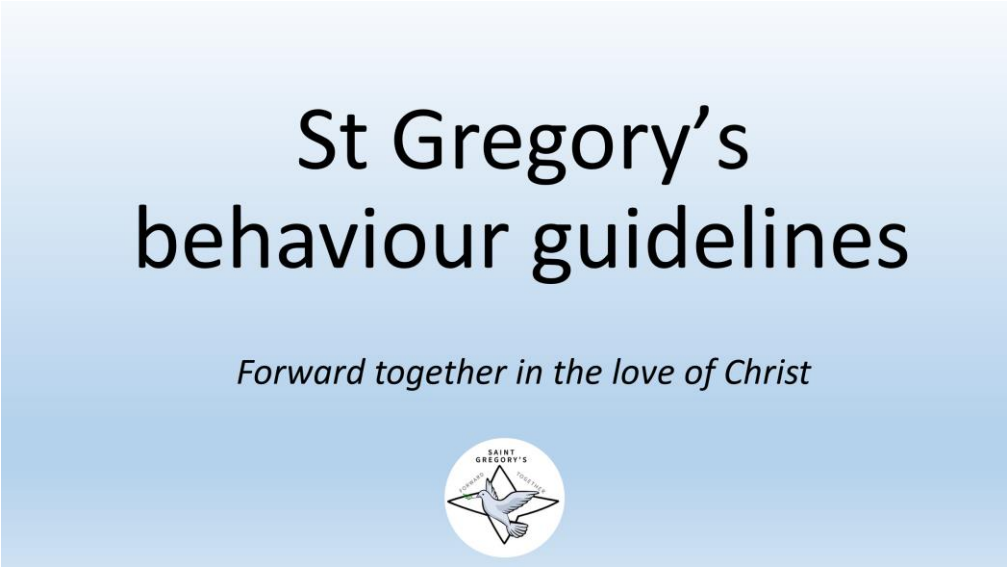
If a serious incident takes place, it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see **Appendix 2 and 3**. Schools should seek support from the Trust's Safeguarding Lead if a serious incident occurs.

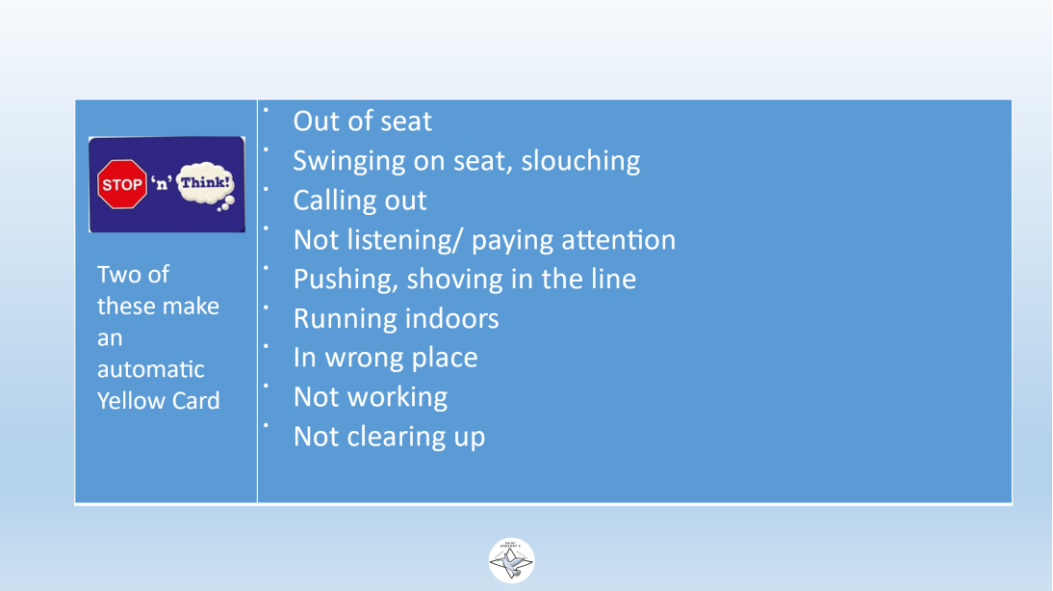
Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The DSLs will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.





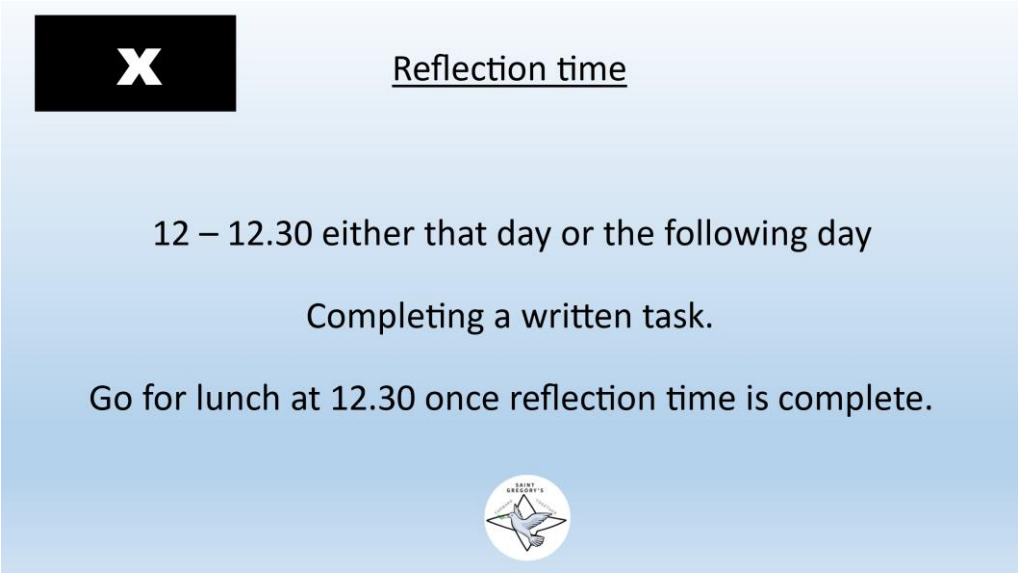
Warning Card 5 minutes from Golden Time	• Distracts others • Throws small objects to distract– not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair, • Complains, mutters or answers back to adults • Talking at an inappropriate time, or asking inappropriate questions to disrupt • Hides work or resources • Interferes with other's property



Consequence Card 10 minutes from Golden Time and missed playtime	• Persistent rough play • Encourages others to misbehave • Answering back • Being dishonest • Leaves the room without permission







Sanctions must only be made by a member of staff who has been authorised by the Headteacher**.** In the first instance, misbehaviour should be dealt with by the teacher on the spot. If a pupil's attitude and behaviour lead a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to the Key Stage Lead or Deputy Head / Head Teacher. On all occasions reasons for referral and sanctions imposed should be recorded (email/CPOMS).

In the first instance, class teachers are responsible for dealing with pupils whose behaviour has warranted the involvement of parents. Wellbeing Leads provide a supportive role during face-to-face meetings with parents as required.

It is usually consistently disruptive pupils who cause most teachers problems. The Deputy Head teacher or Headteacher may be involved with a particularly serious incident which in itself necessitates the involvement of parents.

When an incident occurs during a lesson of sufficient seriousness that it needs immediate action, staff should send one pupil not involved in the incident with a note to the Deputy Headteacher/Headteacher. All incidents of a serious nature should be investigated by the Deputy Head/Head teacher in the first instance and recorded using CPOMS.

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of pupils and/or staff, the services of external agencies such as the Police or Social Care may be called upon.
All incidents involving knives, weapons and extreme or child pornography will be referred to the Police.

Where an individual or group of pupils prove to be disruptive, staff who teach these pupils should join together to develop a coordinated action to deal with the problem. Staff should meet under the leadership of the Headteacher / Deputy Headteacher to:

- Identify the disruptive pupil/s
- Formulate a combined and appropriate strategy for dealing with such pupils (which may include the drawing up of a behaviour plan or the imposing of sanctions)

Inclusion

"The heart of the discerning acquires knowledge, for the ears of the wise seek it out". (Proverbs 18:15)

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops pupils to become resilient, confident and independent.

Some of our pupils find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our pupils are given the best opportunities to experience success.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

Pupil Support Unit & Internal Exclusion

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

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

In both circumstances, the underlying ambition is to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school's Behaviour Policy.

Internal exclusion and the use of pupil support units where provided, forms part of our whole school approach to promoting positive behaviour and may serve a number of different purposes, including:

- To accommodate pupils who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a suspension
- Time to reflect and move forward

Internal exclusion should not become a:

- Provision for long-term respite care
  dumping ground for pupils who may need specific support
- 'Badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- Fast track to permanent exclusion

Data on the use and referral to Pupil Support Units is routinely collected.

Data collection and behaviour evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring & Review

This policy will be reviewed at least every 3 years. Regular reports on behaviour will be submitted within the Headteacher report to the Local Governing Committee and where necessary the policy will be reviewed at more frequent intervals.

Appendix 1 CPOMS Recordable Incidents

Reason
Physical assault against pupil *including* • Fighting • Violent behaviour • Wounding • Obstruction and jostling
Physical assault against an adult *including* • Violent behaviour • Wounding • Obstruction and jostling
Verbal abuse/threatening behaviour against a pupil *including* • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon
Verbal abuse/threatening behaviour against an adult *including* • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon
Bullying including • Verbal • Physical • Cyber/Online bullying • Homophobic bullying • Racist bullying • Peer on Peer bullying
Racist abuse *including* • Racist taunting and harassment • Derogatory racist statements

• Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
Sexual misconduct *including* • Sexual abuse • Sexual assault • Sexual harassment
Drug and alcohol related *including* • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing
Damage *including* • To school or personal property belonging to any member of school community • Vandalism • Arson • Graffiti
Theft *including* • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
Persistent disruptive behaviour *including* • Challenging behaviour • Disobedience/defiance • Persistent violation of school rules • Repeated truancy
Other - this category should be used sparingly • Serious incidents which are not covered by the categories above

Updated Exclusion Codes:

- Please note that as of September 1st2020 the DFE have made some changes to the pupil attendance and exclusions regulations in response to COVID-19. Schools should report using the new codes immediately.
- There have been 5 new exclusion categories introduced to describe reasons for exclusion.
- These are as follows:
    - (PH) – to capture the 'wilful and repeated transgression of protective measures to protect public health'.
    - (MT) to capture the inappropriate use of social media or technology
    - (DS) to capture abuse relating to a disability
    - (LG) – to capture abuse against sexual orientation or gender identity
    - (OW) – to capture the use or threat of use of an offensive weapon or prohibited item
- In addition to the new codes the previous code of (OT) – to capture "other" reasons has now been removed and should not be used.
- All other previous codes remain unchanged.
- Please note, where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)

- Intervention by Senior member of staff
- Meeting with Parents
- Detention/Internal exclusion
- Monitoring reports
- Fixed term exclusion
- Permanent exclusion (following formal investigation)
- Police involvement

Appendix 2 – Record of Incident

Record of Incident

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Record of Incident

Incident details:

Action taken:	**Y/N**
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note/Reflection Time)	

Details of Actions to move forward:

Role/Signed: _____ Date_____

Appendix 3 - Statement

Statement

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Statement of Incident

Signed: _____ Date_____