



Student Behaviour and Discipline Policy

Review date: September 2026
Date of next review: September 2028

Review History				
Review Date	Reviewer	Approved by Chair of the Local Governing Committee	Date Ratified by Local Governing Committee	Implemented
September 2026	Headteacher & Deputy Headteacher (Behaviour)	14 September 2026	12 October 2026	September 2026
September 2028				
Recent Revisions				
Issue No.	Date	Revisions made		
2	September 2026	Updated to include reference to DfE Statutory Guidance 'Mobile Phones in Schools' & Mobile Phones in School Policy.		

Statement of Intent

“This is what the Lord asks of you: to act justly, to love tenderly and to walk humbly with your God.”

(Micah 6:8)

At St. Michael's Catholic Academy, we strive to provide a supportive and nurturing learning environment within which our young people can develop and grow both academically and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach encourages students to become resilient, confident, and independent young people.

At St. Michael's all our structures and processes regarding behaviour are firmly rooted in the idea of *unconditional positive regard*. We believe that our students are born in the image and likeness of God and therefore, have a divine origin and destiny. All our students are unique and individual and are to be treated with the dignity that this belief accords.

Some of our students find education challenging for many reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success. We also 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 the character and values which underpin and support our Christian ethos.

The academy believes that for teaching and learning to be purposeful and effective, acceptable behaviour must be demonstrated in all aspects of academy life. This principle must first and foremost be shown by all adults in the academy.

Staff should demonstrate their own adherence to our underlying values in the way they promote good behaviour and in their responses to students. In exercising their professional duties, staff should be honest, fair and just; by setting this good example students will feel happy, secure and valued.

The academy is committed to the following beliefs:

- Children have a right to be safe in school and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills for the benefit of all their students.
- Students must show respect to staff and their fellow students.
- Recognising and rewarding good behaviour as positive motivating factors for students
- All misbehaviour should be challenged and disciplined.
- Discipline should be constructive in nature, and staff attitudes must be consistent.
- Discipline works best when enforced immediately. A clear and consistent code of conduct is necessary for all students and should ensure that the small minority of students that disrupt the smooth running of the academy are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial, and the support of parents is essential for the maintenance of good behaviour.
- Students with behavioural issues will be supported through the pastoral system

- The academy acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Needs and/or Disabilities.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- It is important to ensure equality and fair treatment for all.
- Providing a safe environment free from disruption, violence, discrimination, bullying, and any form of harassment.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected. Support will also be offered to prevent recurring poor behaviour.

The academy 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 factors, the academy aims to create a safe and calm environment in which positive mental health and wellbeing are promoted, and students are taught to be resilient. The academy aims to promote resilience as part of a whole-academy approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students 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 students' knowledge about health and wellbeing, particularly through our Holistic Development curriculum
- **Community engagement** – the academy actively engages with parents, outside agencies and the wider community to promote consistent support for students' 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 Academy Information (England) Regulations 2008
- DfE: Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies
- DfE: 'Behaviour in schools: advice for headteachers and school staff'
- DfE: 'Keeping children safe in education'
- DfE: 'Mental health and behaviour in schools'
- DfE: 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE: 'Restrictive interventions, including use of reasonable force in schools'
- DfE: 'Searching, screening and confiscation: advice for schools'
- DfE: 'Suspension & Permanent Exclusion Guidance'
- DfE: '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
- On-line Safety Policy
- Physical Intervention Policy
- Emotional Health & Well-being Policy
- Mobile Phones in School Policy

Core Principles:

- All members of our academy community will be treated with unconditional, positive regard.
- Students have the right to attend the academy and to learn in a safe environment, without disruption.
- Teachers have a right to work in an environment that enables them to feel safe and respected professionally
- Staff and students should be always courteous and respectful to each other.
- Achievement and endeavour should be recognised and rewarded – these are effective methods of motivating students to strive to be the best they can be, both in terms of behaviour and academia.

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-academy culture of good behaviour
- Handling complaints regarding this policy, as outlined in the academy's Complaints Policy.
- Ensuring this policy is published on the academy website.

The Headteacher is responsible for:

- Ensuring that the academy 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 students' conduct and behaviour and implementing measures to achieve this.

- Determining the academy rules and any disciplinary sanctions for breaking the rules.
- Communicating this policy to staff, parents and students at regular intervals.
- Ensuring that staff have adequate training, including during their induction process.
- Reporting to the Local Governing Committee on the implementation of this policy, including its effectiveness.

The Role of Teacher - “Engagement and Excellence”

“Our teachers will show passion for their subject, make it accessible for all and manage the behaviour in their classroom.”

Key duties:

1. Register students in a formal manner.
2. Building positive relationships with students and issuing rewards.
3. Mark books and give high-quality feedback.
4. Following the academy homework policy.
5. Log homework issues in Arbor and set detentions.
6. Log behaviour issues in Arbor and set detentions.
7. Refer issues of concern to their Curriculum Leader.

The Role of Form Tutor - “Relentless Routine”

“Our tutors will be the cornerstone of the pastoral system and be the champions of our students.”

Key duties:

1. Follow the structure of PREP in Form time.
2. Register students in a formal manner.
3. Building positive relationships with students and issuing rewards.
4. Pray daily with their Form group.
5. Facilitate ‘Reg and Read’ and ‘Attendance Reg’ in afternoon Form time.
6. Log uniform and equipment issues in Arbor and set detentions.
7. Log parental contacts and set detentions.
8. Refer issues of concern to their Pastoral Learning Managers (PLM)/Assistant Pastoral Learning Managers (APLM).

The Spheres of Responsibility:

All members of staff are expected to challenge unacceptable behaviour. If a member of staff observes a student behaving in a poor or disrespectful manner in the academy at social times, they must first challenge the student and then refer the matter to the relevant PLM. A suitable sanction will then be arranged. This includes:

- Implementing the behaviour policy consistently.
- Communicating the academy expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students

- 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 students.
- Recording behaviour incidents.
- Keeping the relevant staff, including the Headteacher, Deputy Headteacher with responsibility for Behaviour and the SENCO up to date with any changes in behaviour.
- As authorised by the Headteacher, sanctioning students 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.

The Role of Parents/Carers

- As the primary teachers of their children, parents should engage positively with all interventions used by the academy.
- Parents are vital stakeholders in the whole process and should familiarise themselves with the Student Behaviour & Discipline Policy.
- Parents also have a responsibility to monitor the online behaviour of their child and ensure that they do not misuse technology.
- Parents must ensure that their child is wearing the correct academy uniform and inform the relevant PLM if there is a reason why they are not wearing uniform items at any time.
- Parents must ensure that they are aware of the new mobile phone policy within the academy and support the academy in ensuring that their child follows this policy.
- Parents are responsible for giving the academy updates on their child's absence. They should inform the academy on the first day of their absence and give subsequent, timely updates.

Unacceptable Behaviour

Definitions of unacceptable behaviour can be seen below. Whilst not an exhaustive list, for the purpose of this policy, the academy defines 'unacceptable behaviour' as: *any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the academy within the wider community, and/or any illegal behaviour.* This is including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual based on 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
- 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, including Artificial Intelligence (AI) to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, vapes or tobacco
- Possession of banned items including but not limited to knives, fireworks, firecrackers etc
- Truancy and running away from academy
- 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 academy without homework
- Disruption on school or public transport
- Use of mobile phones/earphones 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 academy prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. The academy's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Safeguarding Children / Child Protection Policy.

Types of conduct that are prohibited in the academy 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 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
- 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 pressurising 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 academy-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 Headteacher reserves the right to use all sanctions at their disposal to deal with any of the above incidents.

The academy will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well-being of the victim. Support as appropriate will also be given to the perpetrator.

Student conduct and behaviour expectations

The academy 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”.

Expected Behaviour around the academy

In Lesson	Out of Lesson
• Students will treat other people, their work, their equipment, and the academy environment with respect. • Students will wear uniform appropriately and smartly. • Students will be fully equipped for lessons with planner, pen, pencil, etc and any additional equipment required for that subject. • Students are expected to work hard in lessons to make as much progress as they can to reach their targets and fulfil their true potential. • They will also not wear non- uniform items of clothing or jewellery - one pair of simple gold or silver stud earrings are permitted. No other piercings are allowed apart from clear nose studs if agreed by SLT.	• Students will move around the academy environment with respect, following the one-way system. • Students will remove outdoor coats before entering the building. • Students will not leave lessons unless under exceptional circumstances and only if they have a note or a pass. Staff will be issued with an up-to-date list of students with medical passes and time-out cards for reference. This will be included in the Student Update. • Students who are out of class, for whatever reason, must have a note in their planner or a teacher pass. • It is expected that all students will go outside at break and lunchtimes. Enjoying at least some time outdoors is to be encouraged for all students each day.

It is up to **ALL** staff to ensure that standards are maintained consistently. When standards are not met, it is the responsibility of the teacher to deal with incidents that occur.

Arrangements for break and lunch time:

It is expected that all students will go outside at break and lunchtimes. The access to fresh air and the ability to 'blow away the cobwebs' are essential for the physical and mental health and well-being of all students. Enjoying at least some time outdoors is to be encouraged for all students each day.

Behaviour out of academy premises: Incidents off-site

Under the Education and Inspections Act (2006), the academy has the right to exercise discipline beyond the academy gates. This includes misbehaviour:

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

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

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

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

Following a directive from the government (see below) to make schools mobile phone free environments, at St. Michael's, mobile phones will not be allowed to be used at all on the academy premises from 8.40am when students enter the grounds to 3.25pm when they leave. Where a student may have additional pastoral or medical needs, these will be dealt with on a case-by-case basis.

DfE Guidance 168. "All schools should be mobile phone-free environments by default; anything other than this should be by exception only. Statutory guidance on Mobile phones in schools is clear that the department expects schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for headteachers to decide how best to achieve this within their own unique contexts."

Mobile phones must be placed inside the locking pouch upon arrival at the academy gates. Once locked, the pouch should remain securely stored in either the student's bag or blazer throughout the academy day. Students must not access or use their mobile phones at any time during the academy day, including breakfast

club, before registration, during lesson changeovers, breaktimes, and lunchtime. Phone pouches will be unlocked at the end of the academy day before students leave the academy site at designated unlocking sites.

Mobile Phone Policy – Staff support

To support the strong implementation of the new mobile phone protocols, all staff will have a weekly morning duty from 8.40 -8.50am at the front of school.

This duty will involve ensuring that all students' phones are placed in their mobile phone pouches and that the pouch is sealed before entering the academy building.

Students are then responsible for looking after their own pouch. If a student forgets their pouch, they MUST hand in their mobile phone at Student Reception for the day where it will be locked away until the student collects it at the end of the day.

Mobile Phone Policy - Daily Form Tutor responsibilities

During PREP time each morning, Form Tutors should ask all students to place their sealed pouches on their desks in front of them, so that a second check can take place. If a student does not have a phone in a pouch, the Form Tutor must use the 'no phone' alert on Arbor so that this can be followed up by PLMs to ensure that the student is not circumventing the protocols.

Non-Compliance

If a mobile phone is seen, heard, or accessed during the academy day because it has not been correctly secured within the pouch, the following sanctions will apply. We may:

- Confiscate or secure a device for the remainder of the school day
- Place the device in secure storage
- Require collection by a parent or carer
- Record the incident on the academy behaviour system
- Apply behaviour sanctions in line with the Behaviour Policy
- Require replacement or payment for deliberate damage to the pouch.

Medical Exceptions regarding Mobile Phones

We recognise that some students require access to a mobile device to support medical needs, such as monitoring blood glucose levels or administering health-related alerts. Where a medical need exists, individual arrangements will be discussed and agreed with students, parents/carers, and relevant staff to ensure appropriate support is in place. Parents or carers wishing to discuss a medical exception should contact the academy office in the first instance.

Student Mobile Phone Agreement contracts

All students will be expected to sign this agreement during Form time on the first day of the academic year. Form Tutors will collect them in once they are signed and hand to the relevant PLM to be stored. The agreement simply ensures that all students are aware of the mobile phone expectations.

The use of defamatory or intimidating messages or images inside or outside of the academy will not be tolerated. This includes messages, images or incidents that take place over social media platforms. The Headteacher may also choose to involve the Police as required.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in the academy

To fulfil its commitment to the welfare of children, this academy has a procedure for dealing with allegations of abuse against members of staff and volunteers. This may include the use of AI, social media and mobile phones.

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 academy, 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.

If an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the student 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 student. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a student might include suspension or permanent exclusion. Whatever action is taken will be discussed with the parent / carer of the student 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 student 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 by case basis.

Staff accused of misconduct will receive appropriate pastoral support.

Recognising and rewarding good behaviour

The academy recognises that praise is key to making students 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 student'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 academy understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the academy understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the academy 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 students are fairly rewarded.

‘Catching them being good’

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

Rewards:

Our rewards system is intended to recognise progress, attendance, achievement, to promote positive behaviour and motivate students to achieve success. It is important that all staff are responsible for monitoring achievement and celebrating success by recording details on Arbor and in the student planner. This will ensure that we establish and maintain a culture in which praise and recognition are the foundations on which we build a successful learning community.

Level	Exemplar behaviours	Rewards
1	Excellent classwork/homework Actively engaged, being on task, Participation in extra-curricular activities e.g. clubs Hard work, resilience, effort, perseverance, etc	Verbal praise / phone call home/ note in planner Positive written feedback in ex. books. Achievement points awarded on ARBOR.
2	Consistently good classwork across a number of subjects. Participation in extra-curricular activities e.g. clubs Helping with displays or assemblies. Representing the academy in sporting or other activities. Helping at Parents’ Evenings/Options Evening etc 100% attendance per half term	Phone call home by form tutor/ note in planner Achievement points awarded on ARBOR. Postcard home from subject teacher. House Points

3	Sustained and outstanding demonstration of the trust virtues. Carrying out the duties of Head Boy / Head Girl responsibly. External recognition of sporting success/involvement in national competitions I Consistently representing the academy as part of an academy team/choir/orchestra. Charity work and Catholic Life 100% attendance per year	Phone call by PLM Certificate of commendation Pupil award in year group assembly. Curriculum Champions House Heroes Recognition in end of term assemblies Hot Chocolate with the Headteacher
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House Point – Raffle tickets

- All staff can award House Points electronically in Arbor.
- Students can be given a raffle ticket for any example of expected behaviour – from good work, extra effort, outstanding homework in lessons to excellent attendance, holding open a door, picking up a piece of rubbish as they pass, being helpful to their peers, waiting patiently and politely in the dinner queue, etc.
- Students write their names on ticket and post it to the ‘House Point’ box.
- PLMs will print out a list from Arbor of all House Points awarded electronically.
- A draw will be held at the end of each half term and a prize awarded – these could range from Amazon vouchers, book token, cinema ticket, etc. Additional Rewards
- At the end of the term, students from each year group will be selected for an end of term prize in the Year group Achievement assemblies.

Curriculum Champions Awards

Curriculum Champions awards are awarded on a weekly basis. All staff can nominate to their Curriculum Leader any student who has shown excellence within their learning in that specific subject. Curriculum Leaders fill in a spreadsheet with one name per week. The winners of the award are announced via a PowerPoint slide that will be shared with tutors on a Friday. These awards are to promote academic excellence within all subject areas.

Virtue Awards

Virtue awards are to be given out every lesson to reward students for showing excellence within their learning. Virtue awards are linked to the Trust Virtues- Respect, Responsibility, Compassion, Honesty, Self-belief, Confidence, Resilience and Justice. If a student has shown one of the virtues identified in Arbor then they get a virtue sticker, and a virtues award goes onto Arbor. On a Friday, virtue awards will be announced via a PowerPoint slide from SLT.

Sanctions and interventions

The academy focuses on rewarding students for displaying positive behaviour and reaching the high expectations that we have in place. There are occasions however, where students may not always be able to attain these high expectations, when this occurs, there are several ways in which poor behaviour is addressed and improved.

Level	Exemplar behaviours	Intervention strategies
1	Lack of work in lesson. Lack of homework. Poor attitude. Sub-standard work. Poor organisation/punctuality Distracting others	Discussion between subject teacher and student Break/lunch detention Involvement of CL Phone call home Incident recorded on Arbor Restorative conversation
2	Sub-standard classwork across more than one subject area. Lack of homework/effort in more than one subject area. Poor attitude across more than one subject area. Anti-social behaviour around academy Persistent low-level disruption.	Phone call home by form tutor Target set by form tutor Break/lunch detentions Green report managed by form tutor After school detention Individual Behaviour Improvement Plan (IBIP)
3	Poor behaviour around academy at break or lunch Lack of respect for academy property or staff Refusal to follow instructions Verbal or physical aggression Damage to academy property Truancy Using mobile phone	involvement of Governors Respite placement at partner school Internal isolation Yellow report managed by PLM Red report managed by SLT Suspension Pastoral Pathway using graduated responses to behaviour

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 students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student 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 students 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 guilty
- never issue a sanction which is humiliating or degrading or involves corporal punishment

The academy 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 students' age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

- Verbal warning
- removal from the classroom
- Cooling off period
- Behaviour/punctuality/monitoring reports
- Multi agency assessments
- Withdrawal of access to the academy IT system (e.g. if the student misuses it)
- Additional monitoring/ reporting
- Additional work
- Meetings with parents
- Confiscation of property
- A variety of forms of detention (e.g. break and lunchtimes/after academy following communication with parents) and where this will not compromise a student's safety. *It should be noted that parental consent is not required for detention. The academy is therefore able to issue detention as a sanction without first notifying the parents of the student, including for same-day detentions.* Consideration will need to be given:
 - Whether the detention is likely to put the student at increased risk.
 - Whether the student 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 academy and the student is able to return home safely.
 - Whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter whether these transport arrangements are inconvenient for the parent.

- Withholding participation in an academy event/trip/sporting activity
- Withdrawal of break or lunchtime privileges
- Carrying out a community/useful task in the academy
- Internal exclusion/isolation - In many instances internal exclusion is more appropriate than a suspension. If a student is on internal exclusion, it will be for a limited period only (as defined by the academy) and appropriate work will be set. The academy will ensure that students 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 dangerous, disruptive or defiant behaviour and truanting.
- **A suspension** (note: students excluded from academy for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion** – see also DfE guidance (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024))

Permanent exclusions will be considered for the following, although this is not an exhaustive list:

- Physical assault (against a student or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
- Verbal abuse/threatening behaviour (against a student 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, child-on-child
- 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 academy or personal property belonging to any member of the academy community, vandalism, arson, graffiti
- Theft including stealing academy property, personal property, from local shops or on an academy visit, selling and dealing in stolen property
- Carrying an offensive weapon
- Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of academy rules, truancy
- One-off serious incidents not covered by the categories above.

Preventative measures to academy exclusion

The Veritas Centre

The Veritas Centre is managed by Mr. Gregan the VC Manager and all referrals will be made through Mr. Scott, the Deputy Headteacher with responsibility for Behaviour. The driving virtue behind the Veritas Centre is '**JUSTICE.**' The role of the centre within the academy behaviour system will be as follows:

- Students will be internally isolated for serious behaviour breaches

- Students from partner schools can be isolated as a further intervention of respite.
- Students may be reintegrated via the Veritas Centre following a suspension when deemed to be appropriate by the VC Manager.
- Where possible, students will complete the same work from the lesson they have missed, though this may not be viable when removed from practical activities.
- Students will complete restorative work where appropriate and complete a reintegration booklet.
- Mobile phone pouches will be handed in on arrival.
- Alternative breaks will be allocated.
- Potential alternative day times may be allocated.

Referrals to the Veritas Centre

There is a transparent referral system for students who are internally excluded. An internal exclusion has to be authorised by the DHT (Behaviour) on the recommendation of the Pastoral Learning Manager. The reasons for the referral should be made clear to the student and parents/carers.

Whilst in the Veritas Centre, students will be required to complete set work provided by teachers. Students will also be expected to reflect on the reasons for their internal exclusion. Activities might include:

- completing a task set by the class or subject teacher
- completing a task set by staff supervising internal exclusion
- discussing the incident with an adult
- Restorative conversation
- conducting a self-review resulting in a practical outcome (such as a written apology)
- analysis of the student's behaviour with relevant staff, with suggestions as to how the same situation can be avoided in the future

Students who misbehave whilst in the Veritas Centre or who refuse to go there will usually be issued with a suspension and a meeting with parents/carers arranged.

Direction Off-site

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

Depending on the individual needs and circumstances of the student, 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 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 student is in a mainstream academy) upon review of the time-limited placement. The academy will have regard to guidance when making any direction off site.

Reintegration

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

Searching, Screening and Confiscation

The academy reserves its right to confiscate, retain or dispose of a student'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 academy'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 student 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 an offence, caused personal injury or damage to property
- Any item banned by college 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 student themselves; or
 - To damage the property of any person, including the student themselves.

Any search of a student will comply with DfE advice. This advice provides guidance on the use of strip searches on academy 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 student and or parent as appropriate – normally at the end of the academy 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 student was searched;
- who conducted the search and any other adults or students 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: Graduated Response to Behaviour

A graduated response to a student's behaviour will take the form of intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions needing to be used. Support will consider the student'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 Senior Leadership Team and pastoral staff are aware of any student 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 student back on track include but are not limited to the following:

- Restorative approaches
- Named member of staff as point of contact
- Adaptation to timetable
- Personalised support programs (e.g. ELSA, craft sessions, anger management/self-esteem/resilience)
- One to one mentoring and coaching sessions (e.g. with well-being coordinator)
- Engaging with parents
- Short-term behaviour report cards
- Pastoral Support Contracts
- Individual Behaviour Improvement Plans (IBIPs)

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

A multi-agency assessment, such as a Help & Support assessment (formerly Early Help), that goes beyond a student's educational needs will be considered where serious concerns about a student's behaviour exist.

PLMs will complete an Individual Behaviour Improvement Plan (IBIP) for students who have had several interventions and who have been internally isolated or suspended. This will be completed in collaboration with students and parents.

PLMs will complete the Graduated Response document for students at risk of further or permanent exclusion or who have had multiple interventions. Parents will be made fully aware of the pathway that their child is on.

The three tiers of the graduated response are detailed below, though not exhaustive:

Tier 1 (Green)	Tier 2 (Amber)	Tier 3 (Red)
Meeting with PLM and parents	Meeting with SLT and parents	ELSA - Self-esteem referral
Mentoring with key member of staff		
Student Update	SEND/ GSC Intervention	PREVENT referral
Restorative meetings	Time Out/ Sensory Pass linked to GSC	Self-regulation 1-to-1 referral
Behaviour discussion with Class Teacher		
Behaviour discussion with Form Teacher	Self-regulation group referral	CAMHS referral
Temporary curriculum adaptation - RAG timetable	Reflection time in the Veritas Centre	Explore the Alternative Provision pathway and visit some provisions
Tutor Report with agreed targets	PLM Report	EBSA Re-integration programme referral
All staff email regarding concerns	Individual Pupil Passport shared with staff	SLT Report
Break time detentions	Classroom observation by PLM/ SENCO	In-house counselling / External counselling (Alliance)
Lunch time detentions	Direction Off Site	Behaviour Risk Assessment put in place
Social time check-in with Form Tutor	External Agency involvement - e.g. Early Help	Managed Move
Social time check-in with PLM	School Support referral	Educational Psychologist referral
Discussion at Inclusion meeting	Restorative Justice input	Parental meeting with HT
	Curriculum Leader Report	15 day suspension meeting with HT, Governor panel & parents
	Discussion at Inclusion meeting	Discussion at Inclusion meeting

Removal from the classroom

The academy may decide to remove students from the classroom for a limited period, at the instruction of a member of staff. The academy uses a PCR (Prompt. Caution. Remove.) approach to dealing with disruption to learning through poor behaviour in the classroom. All staff and students are familiar with this approach and understand how it works. Before having to use PCR, staff are encouraged to respond to students by using several behaviour management strategies before having to remove a student.



The academy will only remove students from the classroom where necessary and for the following reasons:

- To maintain the safety of all students and restore stability following an unreasonable level of disruption
- To enable other students' have the right to learn
- To enable disruptive students to be taken to a place where education can continue in a managed environment
- To allow the student to regain calm and regulate in a safe space

Recording of behaviour incidents

Incidents of a serious nature should be recorded in CPOMS 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**.

Classroom Environment

The academy 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 students and ensure they always have full view of the room.

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 students' faces, that students 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.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the behaviour curriculum, to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the academy.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Procedure for Lateness:

Student and staff punctuality are paramount to learning in the academy. It is integral to our whole academy ethos of RESPECT.

- Students are expected to arrive in academy before 8.55am.
- Tutors will start PREP at 8.55am and students will be registered.
- Students who arrive late without a valid reason will attend a registration in the Veritas Centre with SLT and receive a detention (after school).

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. Early Career Teachers or newly appointed staff to the academy 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.

Student Support & Dealing with Underlying Issues

The academy recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The academy's Special Educational Needs Co-ordinator will evaluate a student 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 student, we will liaise with external agencies and plan support programs for that child. We will work with parents to create the plan and review it on a regular basis.

Preventative measures for students with SEND

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

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

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding autism 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 student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student 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 displaying dangerous behaviour from hurting themselves or others, the DfE guidance *Restrictive Interventions, including use of Reasonable Force in*

schools (2026) and the Trust Physical Interventions Policy will be used. The academy will ensure that staff have safe handling training that complies with this guidance.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts an academy event or an academy trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student 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 as soon as is practicably possible

Physical restraint cannot be used:

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

Use of seclusion or non-physical restriction of movement

In line with the DfE guidance, *Restrictive Interventions, including use of Reasonable Force in schools* (2026), the academy has put in place processes to be followed should there be the need to use seclusion as a way of keeping a child, or other children, safe from themselves or others.

The use of seclusion will be as a last resort as with physical restraint; it will be used for the minimum amount of time and will be reported to parents as soon as is practicably possible.

Investigations

The academy 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**.

The academy closely monitors student behaviour via a weekly spreadsheet derived from Arbor incidents. Weekly behaviour reports are run for the week, and the DHT (Behaviour) analyses the information on a Friday and then liaises with the appropriate PLM to look at why a student may be behaving in certain ways. This analysis will lead to the DHT (Behaviour) overseeing the use of behaviour support strategies with the PLM to help to improve student behaviour. It may be that parental engagement is sought as part of this system. The DHT (Behaviour) will email all staff daily with an update on key behaviours and students involved.

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of students 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.

Monitoring/Report Forms

Report forms are designed to monitor attitude, behaviour and general ability of a student to conform to all standards expected in both academic and pastoral areas.

Departmental Reports

A Curriculum Leader should place a student on departmental report if they have been referred twice or more within a two-week period and the report should operate for a minimum of two weeks. Students must receive satisfactory reports for all lessons during the period of the report; failure to do so may result in:

- Further sanctions being imposed and/or
- Referral to the Pastoral Learning Manager detailing issue and sanctions imposed
- Referral to DHT (Behaviour)
- Involvement of parent(s)/carer(s)

Pastoral/Behavioural Report

A Pastoral Learning Manager should place a student on behavioural report if:

- They are referred by a Curriculum Leader following a series of evidence departmental interventions
- For an incident that is regarded by Pastoral Learning Manager as warranting being placed on report.
- After discussion regarding behaviour analysis with the DHT (Behaviour)
- Parents have requested it

All comments must be satisfactory before a student is taken off report. An unsatisfactory comment must result in the period of the report being extended and a phone call home being made to the parents.

If a student continues to receive unsatisfactory comments, they must be referred to the DHT (Behaviour). If a student's behaviour does not improve, parents must be invited to an interview with

the Pastoral Learning Manager and in some instances, with the DHT (Behaviour). There may be occasions when an incident is sufficiently serious to warrant the involvement of the DHT (Behaviour) and/or the Headteacher.

Pastoral Learning Managers must keep the Graduated Response Tracker under review for the DHT (Behaviour) including all interventions and actions implemented. This Tracker will also be monitored by the pastoral Deputy Headteacher who may suggest further interventions in agreement with the PLM and the DHT (Behaviour).

Monitoring and analysis

All referrals will be recorded and monitored on a regular basis by the Veritas Centre Manager. Information collected will include, for example, gender, ethnicity, SEN status and age of students referred, the length of time each student spends in the remove room. This data will help inform early intervention projects and college self-evaluation.

Data collection and behaviour evaluation

The academy will collect data from the following sources:

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

The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform academy policies and practice.

Monitoring & Review

This policy will be reviewed at least annually by the academy. 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 student <i>including</i> - Fighting - Wounding - Violent behaviour - Obstruction and jostling
Physical assault against an adult <i>including</i> - Violent behaviour - Wounding - Obstruction and jostling
Verbal abuse/threatening behaviour against a student <i>including</i> - Threatening violence - Aggressive behaviour - Swearing - Homophobic abuse and harassment - Verbal intimidation - Carrying an offensive weapon

Verbal abuse/threatening behaviour against an adult <i>including</i> • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon	
Bullying including • Verbal	• Homophobic bullying

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• Physical • Racist bullying • Cyber/Online bullying • Child on Child bullying	
Racist abuse <i>including</i> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti	
Sexual misconduct <i>including</i> • Sexual abuse • Sexual assault • Sexual harassment	

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Drug and alcohol related <i>including</i> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing
Damage <i>including</i> • To academy or personal property belonging to any member of academy community • Vandalism • Arson • Graffiti
Theft <i>including</i> • Stealing academy property • Stealing personal property (student or adult) • Stealing from local shops on a academy outing • Selling and dealing in stolen property
Persistent disruptive behaviour <i>including</i> • Challenging behaviour • Disobedience/defiance • Persistent violation of academy 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 student attendance and exclusions regulations in response to COVID-19. Academies 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 are 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.
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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

Statement

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

Statement of Incident

Signed: _____ Date _____