



**Bishop
Hogarth**

Catholic Education Trust



St William's Catholic Academy

Student 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 <i>Behaviour in Schools</i> 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 <i>Behaviour in Schools</i> 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 <i>Keeping Children Safe in Education</i> (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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Completed By:	Joseph Walker – Policy and Governance Officer

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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 students
- **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 students. In exercising their professional duties, staff must be honest, fair and just. Setting a good example will result in students 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 students 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 students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of the school, it is expected that all **staff and students are courteous and respectful at all times.**
- Recognitions and awards are more effective than punishment in motivating students. 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 students 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.
- Students 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 Health & 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 students 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 student 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 or college.
- 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.

Student 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 William's, we believe that clear, consistent rules and routines are essential for creating a positive learning environment where every child can thrive. Our approach is rooted in high expectations, mutual respect, and the promotion of British Values.

Core Principles

Consistency: Rules and routines are applied fairly and consistently across all classrooms.

Clarity: Expectations are explicitly taught, modelled, and reinforced regularly.

Positive Relationships: Staff build strong relationships with pupils to encourage cooperation and respect.

Responsibility: Pupils are encouraged to take ownership of their behaviour and learning.

Classroom Rules

Rather than imposing a fixed set of rules, each class creates its own Classroom Charter annually in collaboration with pupils and staff. This approach ensures that every child has ownership of the expectations and understands their importance.

- At the start of each academic year, teachers facilitate a discussion about what makes a safe, respectful, and productive learning environment.
- Pupils contribute ideas and agree on a set of shared commitments, which are then written into a Classroom Charter.
- The charter is displayed prominently in the classroom and revisited regularly to reinforce expectations.
- Pupils sign the charter to show their commitment, promoting accountability and a sense of community.

Classroom Routines

Entry and Exit: Pupils enter quietly, prepare equipment, and begin the starter task promptly. At the end of lessons, they tidy up and leave calmly.

Attention Signal: Teachers use a consistent signal (e.g., raised hand or countdown) to gain attention quickly.

Transitions: Clear instructions are given before moving between activities to maintain focus and minimise disruption.

Rewards and Consequences: Positive behaviour is recognised through praise and rewards; inappropriate behaviour is addressed using the school's stepped approach.

As a minimum, Students and pupils are expected to:

- Show respect to all staff, peers, and visitors at all times.
- Follow instructions the first time they are given.
- Arrive on time and be prepared with the correct equipment for learning.
- Listen carefully and allow others to learn without disruption.
- Use kind and appropriate language in all interactions.
- Take care of school property and the classroom environment.
- Move safely and sensibly around the school.
- Work hard and give their best effort in every lesson.
- Take responsibility for their actions and choices.
- Represent the school positively both in and out of the classroom.

Expected behaviour at break and lunchtime

To ensure play and lunchtimes are safe, enjoyable, and inclusive for everyone, pupils are expected to:

- **Show respect** to all staff, peers, and lunchtime supervisors.
- **Play safely** – no rough or dangerous games.
- **Include others** and be kind; no excluding or name-calling.
- **Use equipment responsibly** and return it when finished.
- **Stay in designated areas** and follow school boundaries.
- **Speak politely** and use good manners in the dining hall.
- **Queue sensibly** and wait patiently for food.
- **Eat respectfully** – no throwing food or wasting meals.
- **Resolve disagreements calmly** or seek adult help if needed.
- **Line up promptly and quietly** when the whistle or signal is given.

Behaviour out of school premises

This school is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students 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 student of the school
- which could have repercussions for the orderly running of the school
- poses a threat to another student 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 students 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 must **not** be used inside the building. If children need to bring their phone to school, it must be handed in to the school office immediately upon arrival and collected at the end of the school day. Children should not use their mobile phone on the school bus. If a

student is seen using his/her phone inside, without direct permission from a member of staff, the phone will be confiscated and should be collected at the end of the school day.

Disciplinary action against students 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 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 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.

At St William’s, we believe that recognising and celebrating positive behaviour is essential for fostering a culture of respect, responsibility, and aspiration. Our rewards system is designed to motivate pupils, reinforce our school values, and encourage consistent effort and kindness.

Core Principles

- **Positive Reinforcement:** We focus on acknowledging good behaviour and effort rather than only addressing negative behaviour.
- **Consistency:** Rewards are applied fairly and consistently across all classes.
- **Celebration:** Achievements are shared and celebrated within the classroom and across the school community.

Rewards System

- **Dojo Points & Shop**
Pupils earn Dojo points for positive behaviour, effort, and demonstrating school values. Points can be exchanged in our Dojo Shop for prizes, promoting responsibility and goal-setting.
- **Star Awards**
Weekly recognition for pupils who have shown exceptional effort, progress, or kindness. These are celebrated in assemblies.
- **Virtue Awards**
Linked to our Catholic ethos and British Values, these awards recognise pupils who demonstrate virtues such as respect, honesty, and compassion.
- **Stickers & Postcards**
Teachers use stickers and postcards home to provide immediate, tangible recognition of positive behaviour and achievements.

- **Class Rewards**

Classes can work towards collective goals, such as extra playtime or special activities, encouraging teamwork and shared responsibility.

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 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 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 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**
- **Withdrawal from classroom**
- **Cooling off period**
- **Behaviour/punctuality/monitoring reports**
- **Multi agency assessments**
- **Additional monitoring/ reporting**
- **Additional work**
- **Meetings with parents**
- **Confiscation of property**
- **Detention at break and lunchtimes. It:.**
- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**

- **A fixed period exclusion** (note: students 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 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 College'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 pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

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

Our Approach to Intervention

At St William's, we recognise that some pupils may require additional support to meet behaviour expectations. Our intervention strategy is proactive, restorative, and focused on helping pupils succeed.

Core Principles

Early Identification: We monitor behaviour patterns to identify concerns promptly.

Supportive, Not Punitive: Interventions aim to help pupils understand and improve their behaviour rather than simply apply sanctions.

Partnership: We work closely with parents, carers, and external agencies where necessary.

Intervention Strategies

- **Restorative Conversations**

Staff use restorative approaches to help pupils reflect on their actions, understand the impact on others, and agree on positive steps forward.

- **Behaviour Support Plans**

For pupils with persistent difficulties, personalised plans are created with clear targets, strategies, and regular reviews.

- **Mentoring and Check-ins**

Pupils may receive daily or weekly check-ins with a trusted adult to provide guidance and encouragement.

- **Pastoral Support**

Access to pastoral staff, counselling, or wellbeing interventions to address underlying issues affecting behaviour.

- **Parental Engagement**

Regular communication with parents to share progress and agree on joint strategies for improvement.

- **Targeted Interventions**

Small group or one-to-one sessions focusing on social skills, emotional regulation, or conflict resolution.

- **External Agency Support**

Where appropriate, referrals to specialist services (e.g., behaviour support teams, educational psychologists).

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 as 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 students fail to adhere to these standards.

When a pupil fails to meet the standards set out in school policy, the member of staff should inform the Headteacher outlining the problem and action taken by them. The Headteacher is responsible for classroom standards across the school. They should impose sanctions on referred students and liaise with all staff to ensure that behaviour monitoring and records are kept up to date.

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:

- Placing pupils who need additional support closer to the teacher for easier monitoring.
- Avoiding seating pupils with known negative peer influences together.
- Using mixed-ability groupings to promote positive role models and peer support.
- Positioning pupils who are easily distracted away from high-traffic areas (doors, windows).
- Creating clear sightlines so the teacher can see all pupils at all times.
- Using horseshoe or grouped layouts to encourage engagement and reduce isolation.
- Rotating seating periodically to prevent cliques and maintain focus.
- Ensuring pupils with SEND or specific needs are seated where they can access resources and support effectively.

Behaviour curriculum

At St William's, we believe that positive behaviour is taught, modelled, and reinforced just like any other aspect of the curriculum. Our behaviour curriculum ensures that pupils understand expectations, routines, and the values that underpin them.

Purpose

- To explicitly teach pupils how to behave in different contexts.
- To promote consistency across the school.
- To develop pupils' social, emotional, and moral understanding.

Core Components

Modelling Positive Behaviour

- Staff consistently model respectful language, calm tone, and courteous interactions.
- Adults demonstrate routines (lining up, transitions, responding to signals) so pupils see what "good looks like."

- Praise and recognition are used to reinforce desired behaviours.

Teaching Routines

- Routines for entry/exit, movement around school, and classroom transitions are taught explicitly at the start of the year and revisited regularly.
- Pupils practise routines until they become automatic, ensuring predictability and safety.

Behaviour Lessons

- Incorporated into PSHE, assemblies, and circle time.
- Topics include respect, resilience, responsibility, and restorative approaches.
- Links to British Values and Catholic virtues are made explicit.

Language of Behaviour

- Staff use consistent language when giving instructions and correcting behaviour (e.g., “Ready to Learn,” “Safe Choices”).
- Positive framing is prioritised: telling pupils what to do rather than what not to do.

Recognition and Reinforcement

- Dojo points, star awards, virtue awards, and praise postcards reinforce positive behaviour.
- Public celebration in assemblies and newsletters promotes aspiration and community pride.

Restorative Practice

- Pupils are taught how to repair relationships and take responsibility for their actions.
- Restorative conversations are modelled and practised.

Punctuality

Students who regularly arrive late for registration should be monitored. If a student continues to arrive late he/she should be referred to the Headteacher who should request a telephone call home/ referral to Early Help/ letter home to parents - see also Attendance Policy.

Dress code

Students 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 Headteacher

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 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 be 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 pastoral lead 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 alert 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.

At St William's, we adopt a consistent, fair, and restorative approach to managing negative behaviour. Our procedures aim to address issues promptly, support pupils in making better choices, and maintain a safe and respectful learning environment.

Core Principles

- Early Intervention: Address low-level disruption before it escalates.
- Consistency: All staff follow the same steps and use agreed language.
- Restorative Practice: Focus on repairing harm and restoring relationships.
- Proportionality: Responses match the severity and frequency of the behaviour.

Step-by-Step Procedure

1. Non-Verbal and Verbal Reminders

- Use proximity, eye contact, or a quiet word to redirect behaviour.

- Positive framing: “Let’s get back on task” rather than “Stop messing about.”

2. First Warning

- Clear explanation of the expectation and what needs to change.
- Record if necessary (e.g., on Dojo or behaviour log).

3. Second Warning

- Consequence applied (e.g., loss of Dojo points, short reflection time).
- Inform pupil of next step if behaviour continues.

4. Time Out / Reflection

- Pupil removed to a designated area or partner classroom for a short period.
- Reflection sheet completed to consider choices and impact.

5. Restorative Conversation

- Teacher meets pupil to discuss what happened, why, and how to make things right.
- Emphasis on responsibility and repairing relationships.

6. Escalation to Senior Staff

- For persistent or serious incidents (e.g., aggression, defiance).
- Recorded on school behaviour system and parents informed.

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 students to become resilient, confident and independent.

Some of our students 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 students 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 <i>including</i> - Fighting - Violent behaviour - Wounding - Obstruction and jostling	
Physical assault against an adult <i>including</i> - Violent behaviour - Wounding - Obstruction and jostling	
Verbal abuse/threatening behaviour against a pupil <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 <i>including</i> - Verbal - Physical - Cyber/Online bullying - Homophobic bullying - Racist bullying - Peer on Peer 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
Drug and alcohol related <i>including</i> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing
Damage <i>including</i> • To school or personal property belonging to any member of school community • Vandalism • Arson • Graffiti
Theft <i>including</i> • 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 <i>including</i> • 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 1st 2020 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:

<u>Action taken:</u>	<u>Y/N</u>
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note	

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 _____