



PASTORAL HANDBOOK

2026–2027

Senior Leadership & Pastoral Team Operational Guide

The Khalsa Academy Wolverhampton

Revised October 2026

Document control and purpose

Item	Detail
Document	Pastoral Handbook 2026–2027
Audience	Senior leaders, Heads of Year, Pastoral Managers, attendance, safeguarding and staff with pastoral/on-call responsibilities
Owner	Vice Principal / Behaviour & Culture and Pastoral Leadership
Status	Operational handbook – to be read alongside approved school policies
Revision	October 2026
Review	At least annually and sooner where legislation, DfE guidance, school systems or policy change
Systems referenced	Arbor, CPOMS and school-approved communication/recording systems

Purpose

This handbook codifies the school's day-to-day pastoral structures, routines and operational systems so that practice is predictable, calm, consistent and easy to quality-assure. It is not a substitute for the school's approved Behaviour, Attendance, Safeguarding/Child Protection, Uniform, Mobile Phone, Searching/Confiscation, Suspension/Permanent Exclusion or Restrictive Intervention policies. Where there is any conflict, the approved policy and current statutory guidance take precedence.

DfE alignment review – October 2026

The revision has been checked against current Department for Education guidance on attendance, behaviour, suspension and permanent exclusion, safeguarding, mobile phones, searching/confiscation and restrictive interventions. School-specific routines remain operational decisions and should be reviewed whenever related policies change.

How to use this handbook

- Use the contents and Word Navigation Pane to go directly to the relevant routine or system.
- Follow the documented process consistently; where a safeguarding concern is present, safeguarding takes priority over the behaviour process.
- Record factual information, actions, decisions, parent contact and outcomes on the correct school system.
- Escalate uncertainty early to the relevant Head of Year, Pastoral Manager, DSL/DDSL or senior leader.
- For sanctions, use the Incident & Response Matrix as an indicative guide, not an automatic tariff. Severity, context, evidence, previous patterns, SEND/disability, safeguarding and proportionality must be considered.

Operational principles

Principle	What it means in practice
Calm and predictable	Students should experience the same core routines and language regardless of which adult is present.
Safeguarding first	Any concern about harm, abuse, exploitation, sexual behaviour, weapons, drugs or immediate risk is escalated to the safeguarding team without delay.
Support before escalation where appropriate	Attendance and behaviour systems identify barriers and provide support; sanctions and statutory action are used lawfully and proportionately.
Accurate records	If it is not recorded, it is difficult to evidence. Log objectively, promptly and on the correct system.



Principle	What it means in practice
Repair and reintegration	After significant incidents or internal removal/suspension, the next step is a supported return to successful learning.
Equity and reasonable adjustment	Apply expectations consistently while taking account of SEND, disability, safeguarding and other relevant circumstances.

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The handbook uses Word Heading styles throughout so staff can also navigate using the Navigation Pane.

1. Pastoral & Safeguarding Structure

Operational structure for 2026–2027. Initials and role allocations should be updated immediately if staffing changes.

Initials	Role	Primary accountability
MDH	Vice Principal – Behaviour & Culture	Strategic oversight of behaviour, culture and pastoral systems
JSN	AAP – Behaviour & Culture / Attendance	Line management of Heads of Year and pastoral systems
ASI	AAP – Behaviour & Culture / Attendance	Line management of Pastoral Managers and pastoral systems
DWA	Director of Pastoral; Year 11/12/13	Pastoral leadership and upper-year oversight
MBA	Director of Safeguarding	DSL/safeguarding strategic leadership
JLE	Attendance / Admissions	Attendance and admissions systems
SST	Head of Year 7	Year-group leadership
RKA	Head of Year 8	Year-group leadership
APE	Head of Year 9	Year-group leadership
CWE	Head of Year 10	Year-group leadership
RTO	Pastoral Manager – Year 7 / DDSL	Year-group pastoral support
SWA	Pastoral Manager – Year 8 / DDSL / Early Help	Year-group pastoral support / early help
AJA	Pastoral Manager – Year 9 / DDSL	Year-group pastoral support
HSI	Pastoral Manager – Year 10 / DDSL	Year-group pastoral support
HSA	Pastoral Manager – Year 11 / DDSL	Year-group pastoral support

Safeguarding line

All staff remain responsible for safeguarding. Pastoral staff should never delay a safeguarding referral because a behaviour investigation is still ongoing. Concerns are reported to the DSL/DDSL in line with the Child Protection/Safeguarding Policy and recorded on CPOMS as directed by the safeguarding team.

Year-group leadership

Year	Head of Year	Pastoral Manager	Values / focus shown in existing handbook
7	SST	RTO	Chardi Kala – Resilience
8	RKA	SWA	Pyaar – Love
9	APE	AJA	Sat – Truth
10	CWE	HSI	Santokh – Altruism
11	DWA	HSA	Daya – Compassion
12/13	DWA	—	Dharam – Service / Himmat – Courage

2. Roles, Responsibilities & Accountability

Heads of Year (HOY)

- Own academic, pastoral, personal development and outcome oversight for the year group, working closely with the Pastoral Manager.
- Line-manage/coordinate the Pastoral Manager as allocated and maintain clear daily communication.
- Lead year-group meetings and use attendance, behaviour, safeguarding and progress information to identify patterns and priority pupils.
- Lead assemblies and student voice for the year group.
- Coordinate parent/carers events, key year-group events and relevant transitions/options activities.
- Coordinate personal development opportunities: at least one workshop/speaker/visit each term, an enhanced activity where planned, and regular pupil voice/survey activity.
- Support examinations, study support and work-experience arrangements as applicable.
- Attend relevant middle-leader/KAC meetings and report trends, actions and impact.
- Ensure pastoral interventions are purposeful, recorded, reviewed and communicated to parents/carers as appropriate.

Pastoral Managers (PM)

- Hold day-to-day operational responsibility for pastoral issues within the allocated year group, under the school's agreed escalation structure.
- Support the HOY with attendance, behaviour, culture, wellbeing and parent/carers communication.
- Lead on hotspots, on-call support, patrols, transition pinch-points, social-time duties, rewards and follow-up.
- Support attendance activity including welfare checks, home visits where authorised, meetings, register follow-up and KAC actions.
- Support Contemplation/internal removal, detentions and the Chardi Kala/Resilience provision in line with the correct purpose of each space.
- Complete high-quality administration: Arbor logs, CPOMS records as directed, witness statements, incident summaries, parent contact and outcome records.
- Complete safeguarding training and raise low-level or emerging safeguarding concerns to the safeguarding team without delay.
- Support whole-school responsibilities allocated to the team, including Sikh ethos, community, student support and pastoral programmes.

Decision rights – at a glance

Decision / action	Who leads / authorises	Key rule
Routine behaviour follow-up	Class teacher / HOY / PM	Use school behaviour system and record actions.
Contemplation / internal removal	Authorised pastoral/SLT staff in line with Behaviour Policy	A serious internal sanction; supervised education continues. Parent/carers informed.
Suspension	Principal/Headteacher only	Formal statutory exclusion decision. Pastoral staff prepare evidence/support but do not make the decision.
Permanent exclusion	Principal/Headteacher only	Formal statutory decision; used only where the statutory test and process are met.
Safeguarding referral/escalation	Any staff member → DSL/DDSL	Do not delay. Safeguarding overrides the behaviour pathway.
Attendance legal intervention	Attendance Lead / authorised officers / LA process	Support-first, case-by-case and in line with the national framework/local code.
Temporary part-time timetable	Senior leader/Principal with parent agreement; LA involvement where required	Exceptional, temporary, not a behaviour-management tool.

3. Form Time, Daily Readiness & Visible Routines

Form time: 08:30–09:00

1. Meet and greet students at the threshold and establish a calm entry.
2. Check lanyards/photo ID and uniform; record issues on Arbor in line with policy.
3. Students stand behind chairs until instructed to sit.
4. Take the register accurately and promptly.
5. Check stationery/equipment and address any immediate readiness issues.
6. Check in with students who were absent the previous day and pass attendance/welfare concerns to the relevant team.
7. Check Arbor for relevant messages, sanctions or actions that need follow-up.
8. Share key messages and complete planned tutor/assembly activity.
9. Dismiss row by row in a calm, controlled manner.

Pre-form line-up: HOY / PM

- Meet the year group at the designated line-up point.
- Complete visible uniform and wellbeing checks.
- Resolve or triage issues carried over from the previous day.
- Share whole-group messages.
- Check/issue/update agreed passes.
- Release form groups in a controlled sequence and remain visible during transition.

Visible leadership expectations

Routine	Minimum operational expectation
Thresholds	Staff visible, welcoming and alert; correct issues early and calmly.
Transitions	Adults move to identified pinch-points; challenge unsafe or off-routine movement.
Hotspots	Complete scheduled checks, including cover lessons and known behaviour hotspots.
On call	Respond promptly, stabilise the situation, record the outcome and communicate follow-up.
Social times	Duty zones actively supervised; staff circulate rather than cluster.
Release	Where row-by-row/form-by-form release is the school routine, staff use it consistently.

4. Attendance: Daily Practice, Intervention & Escalation

This section replaces the previous blank “Daily Tasks” page and updates the weekly/intervention language to current DfE expectations.

Daily absence procedure

1. Complete registers accurately and on time. Any unexplained/unexpected absence is followed up promptly. (within 10 minutes of lesson start time)
2. Identify priority pupils first: vulnerable pupils, those with a social worker, young carers, SEND/medical needs, previous attendance concerns or known safeguarding risk.
3. Contact parent/carer on the same day via phone/Arbor. Record each attempt and outcome.
4. Where contact cannot be made, the explanation is unclear, or welfare concerns arise, escalate to the Attendance Officer/PM/DSL as appropriate and consider an authorised welfare/home visit in line with school procedure.
5. Update Arbor with the established reason and correct attendance code and note. Do not leave unexplained absence unresolved.
6. Where a pupil arrives late, apply the correct late code depending on whether they arrive before or after registration closes, and follow the school’s lateness sanction/support process.
7. Carry actions forward until the pupil is located, the reason is established and any safeguarding/support action is complete.

Code N – five-school-day rule

Code N is only a temporary code while the reason for absence is being established. The correct code must be entered as soon as the reason is known and no later than five school days after the session. If the reason still cannot be established, the record must be amended to Code O.

Code L – Lateness

Code L should be used if a pupil is late to school before 9am

Code U – Lateness after registration closes

Code U should only be used if a pupil enters school after registration closes. This is an unauthorised absence and will lead to a penalty notice

Weekly / fortnightly operating tasks

- Review N codes and missing marks; ensure unresolved N codes are corrected within the statutory five-school-day window.
- Review attendance dashboards and report year-group patterns to the attendance leadership line.
- HOY and PM hold a short fortnightly review of year-to-date and previous-week attendance, priority pupils and actions.
- AO to attend scheduled meetings with the Education Welfare Officer/local-authority attendance service and progress agreed actions.
- **AO/PM/HOY/DOP/AAP/SENDCO/SENDCO/DSL** to attend Khalsa Around the Child (KAC) meetings to coordinate attendance, SEND, safeguarding and pastoral support for priority pupils.
- Make purposeful parent/carer contact and hold welfare/attendance meetings where concerns persist.
- Keep displays/rewards positive and inclusive. Avoid messaging that shames pupils whose absence is linked to illness, SEND, safeguarding or circumstances beyond their control.

Attendance thresholds and terminology

Threshold / term	How to use it
School monitoring trigger: below 93%	A local early-warning threshold in this handbook. It is not the DfE definition of persistent absence.
Persistent absence (PA)	A pupil is persistently absent below 90%
Severe absence	A pupil is severely absent below 50%

Threshold / term	How to use it
National penalty-notice threshold	10 sessions of unauthorised absence in a rolling 10 school weeks triggers consideration of whether a penalty notice is appropriate; it is not an automatic fine.
Section 19	A section 19 will be logged to the LA if a pupil has 10 O codes or 15 I code
Holidays	All pupils are required to fill in a holiday form which they can collect from reception or download from the LA website. They're also required to provide proof of flight tickets. The absence will be marked as G and the parent will receive a fine of £80 per parent from the LA, parents will only be fined if they are absent for 5 days (10 sessions).

Attendance intervention pathway

Stage	Action	Record / review
1 – Early identification	Form Tutor/HOY/PM speaks with the pupil and checks for emerging barriers.	Record concern/action on Arbor/log actions on attendance tracker
2 – Parent partnership	Contact parent/carer, share the concern and agree practical actions/support.	Report card/log actions on attendance tracker/letter where appropriate (ACL1); set review date.
3 – Formal school plan	Meeting with pupil and parent/carer; agree attendance plan/report and reasonable adjustments/support where needed.	Individual attendance plan/ACL2, log actions on attendance tracker, set review date.
4 – Multi-agency / LA support	Involve EWO/LA attendance support; consider Early Help or wider multi-agency support.	KAC, log actions on attendance tracker, start penalty notice/section 19, set a review date.
5 – Formalise / legal intervention where appropriate	Where absence persists and support is ineffective/not engaged with, consider attendance contract, Notice to Improve, penalty notice or other legal route via authorised process.	SKAC, Case-by-case decision; evidence support-first approach and Equality Act considerations.

Leave of absence and penalty notices

Do not use a blanket “issue a fine on return” approach. Requests for leave are considered individually under the Attendance Policy and current regulations. If the national threshold is met, the school must consider the individual case, including whether support is appropriate and whether a penalty notice is the best tool, in line with the local authority code of conduct.

5. Incident Response, Investigation & Recording

The incident response sequence

Step	Required action
1. Stabilise	Make the situation safe. Separate students where necessary, call on-call/SLT/first aid/DSL as appropriate and preserve evidence.
2. Safeguarding check	Ask: is there actual or suspected harm, abuse, sexual behaviour, prejudice-based harm, exploitation, weapon, substance, serious threat or other safeguarding concern? If yes, alert DSL/DDSL without delay.
3. Establish facts	Obtain factual accounts/witness statements. Avoid leading questions. Keep language objective and distinguish fact, allegation and professional judgement.
4. Triangulate	Check available CCTV, Arbor records, staff accounts, pupil accounts, previous relevant context and any safeguarding information that may lawfully inform the response.
5. Decide response	Apply the Behaviour Policy and Incident & Response Matrix proportionately, considering seriousness, repetition, context, SEND/disability, safeguarding and impact.
6. Communicate	Inform parent/carer on the same day for significant incidents/sanctions unless safeguarding advice indicates that doing so could create risk. Record the contact.
7. Record	Arbor: behaviour incident, intervention/sanction and parent contact. CPOMS: safeguarding/child-on-child concerns and decisions as directed by DSL/DDSL. Attach statements/summary where required.
8. Repair and review	Provide aftercare, restorative/reintegration activity where appropriate, targeted intervention and review of repeat patterns.

Record quality standard

- Date, time, location and people present.
- What was seen/heard, using factual language and direct quotations only where necessary.
- Immediate safety/safeguarding actions.
- Evidence considered and, where relevant, what could not be established.
- Decision made, by whom, and the rationale.
- Sanction/intervention and any reasonable adjustment/support.
- Parent/carer communication and outcome.
- Follow-up/reintegration/aftercare and review date if required.

Do not pre-judge

A pupil may be placed in a supervised internal removal space while a serious incident is made safe and facts are established. That temporary safety/management decision is not, by itself, a finding that the allegation is proven.

6. Incident & Response Matrix

The following table incorporates the new incident/offence table supplied for this handbook. Terminology has been modernised to distinguish internal removal from statutory suspension/permanent exclusion.

How to use the matrix

The columns show an indicative escalation route for repeated or increasing concerns. They are not an automatic tariff. A serious first incident may require a higher response; a lower response may be appropriate where circumstances, evidence, SEND/disability or safeguarding indicate this. Only the Principal/Headteacher can suspend or permanently exclude.

Incident & Response Matrix

Incident	First response / offence 1	Escalated response / offence 2	Further/repeated/serious response / offence 3
Persistent low-level disruption (LLD)	30-minute detention	1-hour detention	SLT detention
Physical altercation	Contemplation – 1 day	Contemplation – up to 3 days	Suspension may be considered (Principal decision)
Name calling	Loss of social time / pastoral session	Contemplation – 1 day	Contemplation – up to 3 days
Racist incident	Pastoral detention/session + safeguarding/anti-discrimination follow-up	Contemplation, based on seriousness	Contemplation / suspension may be considered, based on seriousness
Possession of a prohibited item	Immediate supervised internal removal pending investigation; SLT/DSL involvement as appropriate	Suspension may be considered	Permanent exclusion may be considered for the most serious cases (Principal decision; statutory process)
Truancy	Detention + attendance/pastoral follow-up	Contemplation – 1 day	Contemplation – up to 3 days
Bringing the school into disrepute in the community	Investigate; detention or Contemplation depending on seriousness	Suspension may be considered	Permanent exclusion may be considered for the most serious cases
Stealing	Loss of social time / pastoral session + restorative/reparative action	Contemplation – 1 day	Contemplation – up to 3 days
Mobile phone use	Detention / confiscation in line with Mobile Phone Policy	Contemplation – 1 day for repeated/serious breach	Contemplation – up to 3 days / further policy response
Defiance / refusal to follow a reasonable instruction	30-minute detention	1-hour detention	Contemplation
Vandalism / damage to property	Contemplation – 1 day + reparative action	Contemplation – up to 3 days	Contemplation – up to 5 days / suspension may be considered if serious
Selling goods / unauthorised trading	1-hour detention	Three detentions / targeted pastoral response	Contemplation
Threatening behaviour towards a student	Contemplation – 1 day	Contemplation – up to 3 days	Contemplation – up to 5 days / suspension may be considered
Threatening physical behaviour towards staff	Immediate supervised internal removal pending investigation	Suspension may be considered; targeted intervention and reintegration plan	Permanent exclusion may be considered in the most serious cases
Alcohol, tobacco, nicotine/vaping products and other drugs	Immediate supervised internal removal pending investigation; DSL/SLT and policy response	Suspension may be considered; appropriate education/intervention	Permanent exclusion may be considered in the most serious cases
Sexual harassment, inappropriate sexual contact, sexual violence or harmful sexual behaviour	Immediate DSL/DDS referral and safeguarding response; separate/manage contact as required	Behaviour sanction may run alongside safeguarding plan; suspension may be considered	Permanent exclusion may be considered in the most serious cases; statutory safeguarding/police/social-care routes as appropriate
Inciting others to fight	1-hour detention	SLT detention	Contemplation
Indecent/offensive behaviour, exposure, obscene gestures/actions	Contemplation – 1 day + appropriate targeted intervention	Contemplation – up to 3 days + intervention	Suspension may be considered + reintegration plan
Prejudice-based remarks/behaviour (including race, religion/belief, disability, sex, sexual orientation, gender reassignment, ethnicity/nationality or other targeted characteristic)	Contemplation – 1 day + appropriate educational/restorative intervention	Contemplation – up to 3 days + intervention	Contemplation – up to 5 days / suspension may be considered, depending on seriousness
Refusal to move to a directed classroom ("parking")	C1/C2/C3 sequence with detention, in line with Behaviour Policy	Three detentions / escalated pastoral follow-up	Contemplation



Mandatory note: Where an incident may constitute a safeguarding concern or criminal offence, the safeguarding/SLT response runs alongside — and may take priority over — the behaviour sanction. Decisions should be recorded with their rationale.

7. Child-on-Child Abuse & Safeguarding Incidents

This replaces the previous “How to report Child on Child issues” wording with a safeguarding-led process consistent with current KCSIE terminology.

Core safeguarding rule

Child-on-child abuse can occur inside or outside school and online. It must never be dismissed as “banter”, “just having a laugh” or “part of growing up”. Any concern is reported to the DSL/DDSL without delay and handled in line with the Child Protection/Safeguarding Policy.

1. Make the situation safe and support the child/children affected. Seek first aid/emergency help if required.
2. Inform the DSL/DDSL without delay. For sexual violence/sexual harassment/harmful sexual behaviour, the safeguarding team leads the initial response and risk assessment.
3. Preserve evidence and obtain factual accounts only when appropriate. Do not conduct a behaviour investigation in a way that compromises safeguarding or police/social-care enquiries.
4. Record the concern, actions, decisions, rationale and outcomes on CPOMS in line with safeguarding direction. Record behaviour/sanction information on Arbor where appropriate.
5. Use careful language: “child who has reported/experienced harm” and “alleged perpetrator(s)” may be appropriate while facts are being established. Avoid language that implies a finding before one has been made.
6. Parents/carers should normally be informed promptly, but safeguarding advice must be followed if informing a parent could place a child at additional risk.
7. Put immediate safety arrangements in place, including separation/contact arrangements where necessary, and review them as the case develops.
8. Ensure support for all affected children. A behaviour sanction may be used alongside a safeguarding plan; one does not replace the other.
9. Consider referral to children’s social care and/or police in line with the safeguarding team’s assessment and current guidance.

Examples requiring safeguarding consideration

Type	Examples / prompts
Physical	Assault, repeated or serious violence, coercion, threats, weapons.
Sexual	Sexual violence, sexual harassment, unwanted sexual contact, harmful sexual behaviour, sharing sexual imagery.
Prejudice-based	Racism, faith-based abuse, homophobic/biphobic/transphobic abuse, disability-related abuse or other targeted hostility.
Bullying / coercion	Repeated intimidation, extortion, humiliation, hazing/initiation, cyberbullying.
Exploitation	Criminal/sexual exploitation, county lines, coercion by peers or adults.
Online	Threats, harassment, image-sharing, impersonation or abuse facilitated by technology.



8. Pastoral Support Spaces: Chardi Kala & Student Welfare

Keep support and sanction spaces distinct

DfE behaviour guidance distinguishes disciplinary removal from non-disciplinary spaces used for sensory, nurture or pastoral support. Chardi Kala / Student Welfare support must therefore be clearly recorded as support; Contemplation is the school's disciplinary internal-removal process.

Chardi Kala (Resilience) Room – planned longer-term support

- Referrals are made through Arbor using the school's agreed support/referral route — not as a hidden behaviour sanction.
- HOY/Pastoral lead the referral and set the intended purpose, support plan, review date and reintegration goal.
- Curriculum work must be available and should run alongside the main school provision. HoDs support provision of appropriate work.
- No referral, no entry for planned longer-term support, except where a senior leader makes an immediate safeguarding/welfare decision.
- Attendance, behaviour, wellbeing and academic impact should be reviewed to ensure the provision is helping the pupil re-engage.

Student Welfare / short-term support

- Short-term referrals are recorded through Arbor/the agreed pastoral referral system.
- Use for time-limited emotional regulation, welfare support or planned pastoral intervention — not as a substitute for attendance in lessons without a documented reason and plan.
- Relevant sessions are delivered by Pastoral Managers/Student Welfare staff and recorded with a brief outcome.
- Where a pupil presents without a referral, staff should assess welfare/safeguarding first, then return the pupil to learning unless an authorised pastoral/senior decision is made.

9. Contemplation: Internal Removal

"Contemplation" is the school's name for supervised internal removal from normal lessons. It is not a fixed-term suspension.

DfE-aligned definition

Internal removal is a serious disciplinary sanction for a limited period. The pupil remains on the school site, is supervised, continues meaningful education and receives support to return successfully to normal lessons. Parents/carers should be informed on the same day when removal is used.

Referral and authorisation

- Only staff authorised by the Behaviour Policy (e.g. SLT, Heads of Year and Pastoral Managers as locally agreed) make a Contemplation referral.
- Record the referral on Arbor using the correct internal-removal/negative-incident route. Do not use outdated Class Charts terminology.
- Routine planned placements should be made in advance so work, staffing and parent communication are ready. In an extreme/serious incident, authorised SLT/Pastoral staff may use immediate internal removal to stabilise the situation while facts are established.
- Parents/carers are informed promptly and, for a planned next-day placement, by the agreed school deadline. Same-day removal must be communicated before the pupil leaves school unless safeguarding advice indicates otherwise.
- Prolonged or repeated removal requires senior oversight, a clear reason, targeted support and review of whether the approach is working.

HOY / PM pre-placement checklist

1. Ensure appropriate curriculum work is available.
2. Inform parent/carer and record the communication.
3. Notify the attendance team where required so the pupil is recorded correctly as attending school.
4. Notify relevant teachers/cover staff.
5. Record the incident, reason and length on Arbor.
6. Prepare/assign the reflection or targeted intervention activity.
7. Confirm uniform/equipment expectations and any reasonable adjustments/support.
8. Plan reintegration: who will meet the pupil, what needs repairing/resetting, and what support follows.

Contemplation expectations

- Work in silence unless invited to speak by staff.
- Address staff politely and follow reasonable instructions.
- Complete curriculum work and reflection/targeted intervention to an appropriate standard.
- Remain in the supervised area at break/lunch unless escorted or directed otherwise.
- Raise a hand/request appropriately when help is needed.
- Technology is used only where authorised for curriculum, SEND/access or safeguarding reasons.
- Further serious/persistent behaviour is recorded and escalated proportionately; time is not extended automatically without an authorised decision.

Typical operating day

Time / phase	Operational expectation
09:00 arrival	Pastoral greeting/wellbeing check; mobile phone handled in line with school policy; escort to Contemplation; seating/log checked.
Period 1	Complete reflection/incident learning activity with staff guidance, then move to curriculum work.
Period 2	Curriculum work; supervised toilet break where required; remain in Contemplation through break.
Break	Quiet supervised activity/reading; lunch order as required.
Period 3	Curriculum work / targeted behaviour-learning activity.



Time / phase	Operational expectation
Period 4 / lunch	Curriculum work; supervised lunch/toilet arrangements; quiet reading where scheduled.
Period 5	Curriculum work; work collected; area reset; reintegration/handover arrangements confirmed.
After-school consequence	Where the Behaviour Policy requires a detention following Contemplation, hand over to the correct detention lead and ensure parent/carer has been notified in accordance with policy.

Quality assurance of internal removal

- Monitor frequency, length, reasons and repeat use by pupil/year group/cohort.
- Check that pupils receive meaningful education, not simply worksheets unrelated to their timetable.
- Check parent communication and reintegration are completed.
- Review disproportionate use and consider SEND/disability, safeguarding and other contextual factors.
- Use repeated removal as a trigger to review the pupil's support plan rather than simply repeating the same consequence.

10. Suspension & Permanent Exclusion Escalation

Statutory decision

Only the Principal/Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. Pastoral staff investigate, collate evidence, support pupils and families, and make recommendations where requested; they do not communicate a suspension/permanent-exclusion decision until it has been authorised by the Principal/Headteacher.

When escalation may be considered

- A serious single incident where an internal sanction would not be sufficient.
- Persistent behaviour where appropriate school strategies, support and sanctions have not secured improvement.
- Conduct outside school where the Behaviour Policy applies and the statutory threshold for suspension/permanent exclusion may be met.
- Cases involving serious violence, weapons, drugs, sexual violence, serious threats or other conduct where safeguarding and/or police involvement may also be required.

Pastoral evidence pack for senior decision

- Factual incident summary and chronology.
- Pupil and witness accounts/evidence considered.
- Relevant Arbor behaviour history and previous support/interventions.
- SEND/disability and reasonable-adjustment information relevant to the behaviour.
- Safeguarding context that the DSL confirms can be shared for the decision.
- Parent/carer communication to date.
- Pupil voice, where appropriate.
- Recommended reintegration/support plan if a suspension is imposed.

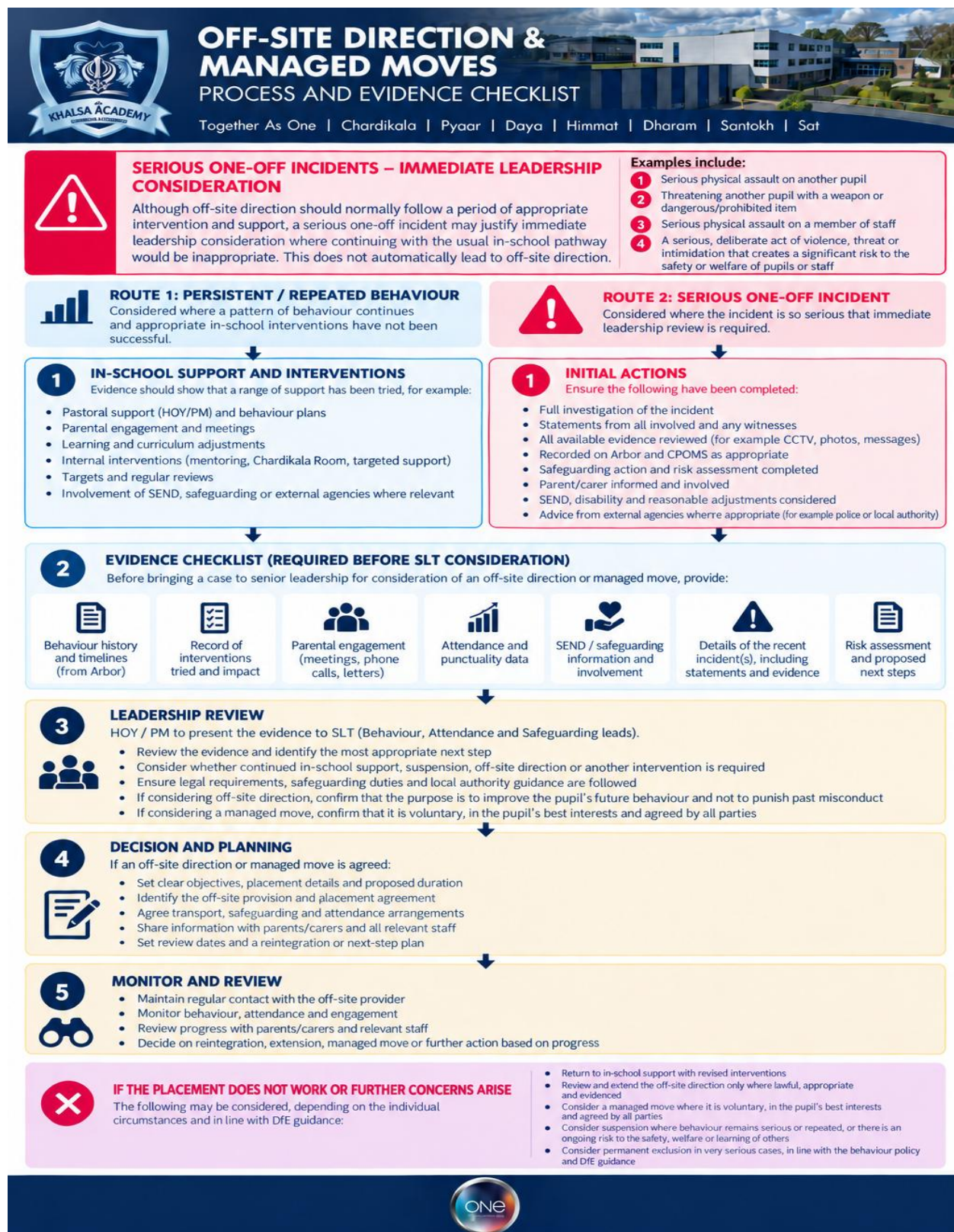
After a suspension

- Follow the school's statutory notification and education-arrangement process.
- Prepare a purposeful reintegration strategy before return.
- Meet with the pupil/parent where required by school policy, review what needs to change and confirm support/expectations.
- Update risk/support plans and communicate relevant information to staff on a need-to-know basis. AO to inform LA of the exclusion and to mark on Arbor/SLT data sheet.
- Track behaviour, attendance and engagement after return to assess whether the reintegration plan is effective.

The school's approved Suspension and Permanent Exclusion Policy and the current DfE statutory guidance govern all formal decisions and notices.

11. Off-Site Direction & Managed Moves

This flow chart is intended to support staff in preparing evidence for senior leadership consideration and does not replace statutory guidance or school policy. Off-site direction must only be considered as a temporary intervention to improve a pupil's future behaviour and must not be used as a punishment for past misconduct. Managed moves are voluntary, permanent and must be in the pupil's best interests, with the agreement of all relevant parties. In all cases, decisions must be evidence-led, proportionate, safeguarding-informed and compliant with current DfE guidance, the school's Behaviour Policy and the Pastoral Handbook.



12. Codified Routines: Social Times, Morning Duty, Assemblies & On Call

Unstructured times / social-time transitions

- Canteen is cleared before the end of the social period so students can move to the next routine.
- Current operational times in the source handbook: approximately 11:17 at break and 14:00 at lunch for movement/clearance; staff should follow the published duty rota/timetable if timings are updated.
- Years 7–9 line up in designated form lines on the Tennis Court. Year 10 and Year 11 follow the published non-line-up/transition routine unless directed otherwise.
- Years 7–9 enter via the Humanities entrance; Years 10–11 via the DT entrance under the current routine.
- Duty staff follow students into the building and hold staircase/pinch-point positions until movement is complete, then sweep upwards/through the corridor for latecomers or issues.

Morning duty

Time	Routine
08:15	Gates open; staff are visible at designated entrances.
08:25	Students move to year-group/form line-up areas.
08:28	Controlled entry to the building / assembly line-up begins.
08:30	Gates close; late-arrival process begins through the school's designated late point and all pupils are logged into Arbor with appropriate sanctions

Current line-up areas: Year 7 – Tennis Court; Year 8 – Tennis Court; Year 9 – Tennis Court; Year 10 – Netball Court; Year 11 – outside Auditorium.

Assembly routine

- Monday – Year 7; Tuesday – Year 8; Wednesday – Year 9; Thursday – Year 11; Friday – Year 10 and KVI on the published alternating rota.
- HOY/PM address the year group outside; HOY then moves into the auditorium while the PM remains outside until all forms have entered.
- Students enter silently in form order. Form tutors follow their form group and actively supervise.
- Coats go on the back of chairs; bags under chairs; students remain standing silently until directed to sit.
- Use the designated doors/seating areas consistently.
- Release silently row by row using the agreed exit order and staff supervision.

On-call routine

1. Collect the on-call radio at the start of the duty period.
2. Check identified hotspots/priority classes, including key cover lessons.
3. Complete required class/area checks and record completion on Arbor/the agreed system.
4. Attend on-call requests promptly; stabilise the situation and decide whether classroom reset, directed move, pastoral follow-up, first aid, safeguarding or SLT support is required.
5. Record the incident and actions on Arbor, including aftercare and parent/carers contact where applicable.
6. Pass safeguarding information to DSL/DDSL and record on CPOMS as directed.
7. Return the radio at the end of duty and hand over unresolved actions.

On-call is not only removal

The aim is to restore safe, calm learning. Where appropriate, support the teacher to reset the pupil in class. Removal should be used when the situation meets the school's threshold and is necessary/proportionate.

13. Temporary Part-Time / Reduced Timetable Protocol (SPLP)

Non-negotiable DfE principle

A pupil of compulsory school age is entitled to full-time education. A temporary part-time timetable is used only in very exceptional circumstances where it is in the pupil's best interests. It must not be used to manage behaviour.

Authorisation pathway

Stage	Required action
1. Evidence and pupil need	HOY/attendance/pastoral collate current attendance, Arbor data, pupil/parent voice, SEND/medical/safeguarding context, interventions already tried and their impact.
2. Multi-disciplinary consideration	AAP/DOP, Attendance Lead, SENDCO and DSL (where relevant) consider alternatives, risk, education entitlement and whether a temporary part-time timetable is genuinely in the pupil's best interests.
3. Senior authorisation	Principal/Headteacher or delegated senior process authorises the proposal in line with school policy. If the pupil has an EHCP, discuss with the local authority; keep the social worker informed where applicable.
4. Written agreement	School and parent/carer agree the exact timetable, start date, proposed end date, education to be provided, support/reintegration goal, safety arrangements and regular review dates. Include pupil voice.
5. Register and LA process	Attendance team to inform LA of SPLP and records absence using the correct current statutory code (normally C2 for compulsory-school-age part-time timetable absence; X applies in specific non-compulsory-age circumstances) and informs the local authority where required by local procedure.
6. Review and return to full time	Review regularly with the pupil and parent. Increase provision toward full time as quickly as the pupil's best interests allow. Extension is a reviewed decision, not an automatic continuation.

Written plan checklist

- Reason and evidence for the exceptional arrangement.
- Pupil and parent/carer views and agreement.
- Exact days/sessions to attend and where education takes place.
- Curriculum/education during attended and non-attended sessions.
- Support/health/SEND/reintegration actions.
- Safeguarding, supervision, travel and welfare arrangements.
- Start date, regular review dates and proposed end date/full-time return.
- Named lead and contact route for parent/pupil.
- local-authority made aware and recorded on Arbor/SLT data sheet.

14. Admissions & New Starter Protocol

The source handbook used a five-day induction model. This revision retains that structure, removes outdated Class Charts references and resolves conflicting timings by using an agreed induction start time and period-based handover.

Trigger routes

- In-year transfer
- New arrival
- Successful appeal
- HTP / other locally agreed placement route

Five-day process

Stage	Action
Allocation received	JLE/Admissions shares the allocation with SLT, Pastoral, Safeguarding and SENDCO; interview is arranged with the appropriate pastoral lead.
Day 1 – Admission interview	Admissions/DOP Confirm start arrangements; identify immediate safeguarding, SEND, medical, attendance, language, transport and curriculum needs. HOY/PM notified.
Day 2 – Assessment	GLS assessment to be arranged by data manager.
Day 3 – Preparation (pupil not in school)	Build timetable and options (particularly Years 10–11), select form group and suitable buddies, request/receive previous records, DOP to brief HoDs/staff and confirm safeguarding/SEND information.
Day 4 – Induction start	Pupil attends at the agreed induction time (normally 09:30 unless otherwise arranged). HOY/PM complete welcome, tour and routines: pastoral/SSC, canteen, assembly, break/lunch, AM line-up, PM exit, form tutor, key staff, IT/ID. Move into lessons at the next suitable lesson start once induction is complete.
Day 5 – Systems check	Admissions confirms forms and home-time arrangements. Check Arbor and parent communication system. IT confirms email/login/ID. Pastoral verifies the pupil can access timetable, equipment, routines and support.

New admission minimum information

- Student name and In-year transfer form
- Admission forms and parental contact details.
- Safeguarding/child-protection transfer information via the correct secure route.
- SEND information/EHCP/support plans.
- Medical information and medication arrangements.
- Attendance and behaviour history.
- Current grades/curriculum/options information.
- Travel/home-time arrangements.
- Timetable, form group and buddy allocation.
- Arbor, parent communication and IT access.

Safeguarding records

Child-protection records are transferred securely between DSLs in line with KCSIE and school policy. Do not rely on ordinary email chains or general admissions paperwork for sensitive safeguarding records.

15. Parent/Carer Communication Standards

Telephone / meeting standard

- Introduce yourself, your role and the purpose of the call.
- Start with the known facts; avoid assumptions, labels and emotive language.
- Explain the relevant school expectation/policy and what has been established so far.
- Describe the action taken, support offered and next step.
- Invite the parent/carers' information and listen for safeguarding, SEND, medical or contextual factors.
- Where you cannot resolve a dispute, explain the next escalation route rather than arguing the point.
- Log the call/meeting and any agreed actions on Arbor/CPOMS as appropriate.
- For significant incidents, confirm key outcomes in writing where this improves clarity and accountability.

Issue-specific guidance

Topic	Conversation guidance
Behaviour expectations / sanctions	Explain the expectation, evidence, response and support/reintegration. Avoid presenting the matrix as an automatic tariff.
Serious incident	Give a factual summary, state what is still being investigated, explain immediate safety measures and who will make the final decision.
Search / confiscation	Refer to the school Searching, Screening and Confiscation Policy and current DfE guidance. Explain the reason and process without overstating powers.
Mobile phone	Explain that school policy prohibits phone use across the school day, including lessons, transitions and social times, subject to approved exceptions. Explain confiscation/sanction and return process.
Uniform / appearance	Explain the published uniform expectation calmly and consistently, including agreed religious/SEND/medical adjustments. Offer practical support where affordability is a barrier.
Safeguarding	Do not disclose information that could compromise a child's safety or an investigation. Take advice from DSL/DDSL where needed.
Reasonable force / restrictive intervention	Use factual wording. Explain that any force must be lawful, reasonable, proportionate and no more than necessary. Significant incidents are recorded and reported in line with the school procedure/current law, subject to safeguarding exceptions.
Suspension / permanent exclusion	Only communicate a formal decision once authorised by the Principal/Headteacher. Provide the statutory written notice/process and explain reintegration/support where applicable.
Attendance	Use a support-first approach: explain the concern, listen to barriers, agree actions and explain statutory consequences only where relevant.

Professional wording

Use "suspension" rather than "fixed-term exclusion/FTE", "permanent exclusion" rather than "PEX" in parent-facing communication, and "internal removal/Contemplation" for the school's on-site sanction. These are different processes.

16. Pastoral Manager Daily Operating Checklist

08:00–08:30

- Priority parent/carer phone calls or planned meetings.
- Collect/print relevant cover information and identify hotspot/cover priorities.
- Liaise with HOY on priority pupils/actions for the day.
- Attend scheduled tutor/year-team meetings be on gates for 8.15.

Form time

- Attend assembly where applicable.
- Visit/check forms: detentions, missed sanctions, uniform, equipment, wellbeing and previous-day issues.
- Complete aftercare/welfare checks.
- Relay key messages and make urgent parent/carer calls.

Periods 1–3

- Attend pinch-point position after transitions.
- Complete attendance/N-code/missing-mark actions allocated to pastoral.
- Complete behaviour/hotspot walks, including priority cover lessons.
- Check pupils in Contemplation and planned pastoral support spaces.
- Respond to on calls and year-specific incidents.
- Complete wellbeing checks and HOY directives.
- Log actions and parent/carer communication.
- Complete authorised home visits on scheduled days where applicable.

Period 4 / lunch

- Complete lunch duty actively and visibly.
- Monitor hotspots, queueing, toilets/corridors and transition to afternoon learning in line with the duty rota.

Period 5 and after school

- Complete floor sweep / end-of-day behaviour checks.
- Follow up Contemplation, on-call and year-specific incidents.
- Collect/pick up students for the day's detentions as allocated.
- Complete detention administration and duty.
- Attend planned parent meetings/team meetings.
- Complete all outstanding logs, parent contact, aftercare and handovers before leaving.

Current floor sweep / pinch-point allocations

Staff	Sweep / area	Pinch-point
RTO	Ground floor / canteen block / sports block	DT staircase
AJA	First floor	First-floor stairwell – Humanities side
HSA	Second floor	Second-floor stairwell – Humanities side
HSI	Third floor	Third-floor stairwell – DT side

Detention pickup allocation

Year	Pastoral lead
7	RTO
8	SWA
9	AJA
10	HSI
11	HSA

Standing meetings

- Pastoral Manager & Safeguarding meeting – Tuesday 08:10–08:25 (check current meeting calendar).
- Weekly year-team meeting – Thursday 08:15–08:30. Current source rooms: Y7 202; Y8 201; Y9 101; Y10 C2; Y11 G5; KVI G1.

Duty allocations, rooms and meeting times are operational and should be replaced in this handbook whenever the live rota/calendar changes.

17. Monitoring, Quality Assurance & DfE Reference Framework

Leadership quality-assurance cycle

Frequency	Review
Daily	Gates/late routines, visible leadership, on-call response, Contemplation provision, safeguarding handovers and urgent attendance.
Weekly	Behaviour/attendance trends, repeat on-calls/sanctions, priority pupils, parent contact, N codes/missing marks, hotspot patterns.
Fortnightly	HOY/PM attendance and behaviour review; intervention impact; KAC/pastoral/safeguarding actions as scheduled.
Half-termly	Cohort analysis: SEND, disadvantaged, young carers, children with social workers and other locally identified vulnerable groups; removal/suspension patterns; rewards/interventions.
Termly	Evaluate codified routines, staff consistency, pupil/parent voice, policy alignment and professional development needs.
Annually / when guidance changes	Full handbook and linked-policy review; update roles, systems, timings, statutory terminology and DfE references.

DfE / statutory guidance reviewed

Guidance	How it informs this handbook
Working together to improve school attendance	Statutory guidance; updated 9 July 2026. Used for daily absence, attendance support, penalty-notice threshold, N-code correction and part-time timetables.
Keeping children safe in education 2026	Statutory guidance in force from 1 September 2026. Used for safeguarding-first response, child-on-child abuse and recordkeeping.
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement	Statutory guidance effective from 26 July 2026. Used to distinguish internal removal from formal suspension/permanent exclusion and decision rights.
Mobile phones in schools	Statutory guidance from 29 June 2026; schools to follow from 1 September 2026. Used for mobile-phone-free expectations and policy consistency.
Behaviour in schools: advice for headteachers and school staff	Used for sanctions, internal removal, proportionality, reintegration and monitoring.
Searching, screening and confiscation at school	Used for parent communication and prohibited-item/search references.
Restrictive interventions, including the use of reasonable force, in schools	Effective from 1 April 2026. Used for lawful/proportionate intervention and recording/reporting of significant incidents.

External sharing

This handbook may be shared as an example of operational practice, but other schools should adapt the staffing, routines, timings, local-authority procedures and policy references to their own context. It should not be adopted wholesale without local policy and legal/compliance review.

Final staff check – “Can I evidence it?”

- Was the routine followed consistently?
- Was the pupil safe and treated fairly?
- Were SEND/disability and safeguarding factors considered?
- Was the parent/carer informed when required?
- Was the decision authorised at the correct level?
- Was the action recorded on the correct system?
- Was support/reintegration planned, not just the sanction?
- Can we show whether the intervention worked?

Quick Reference: Pastoral Response Card

If you are dealing with...	Do this first	Then
Unexplained absence	Check register/contact parent; consider vulnerability/safeguarding.	Record; establish reason; escalate welfare support; correct N within 5 school days.
Low-level behaviour	Use classroom/behaviour system consistently.	Record and follow the school escalation route.
Serious behaviour	Make safe; call on-call/SLT; gather facts.	Use matrix; inform parent; record; plan support/reintegration.
Possible safeguarding	Make safe and tell DSL/DDSL immediately.	Follow safeguarding direction; record concern/decision/outcome.
Sexual/prejudice-based/serious peer incident	Separate/manage contact; DSL/DDSL referral.	Safeguarding plan + behaviour response; parent contact per safeguarding advice.
Need for internal removal	Authorised referral to Contemplation.	Meaningful education, parent contact, record and reintegration.
Possible suspension/permanent exclusion	Collate evidence and context for Principal.	Do not pre-judge or communicate a formal decision before authorisation.
Reduced timetable proposal	Ask whether it is exceptional and in the pupil's best interests.	Senior/multi-disciplinary review + parent agreement + end date + regular review; never use for behaviour management.

Revision notes

- Corrected spelling, grammar, capitalisation and role terminology throughout.
- Removed obsolete Class Charts references and standardised operational recording on Arbor/CPOMS.
- Replaced “internal fixed-term suspension” wording with “Contemplation: internal removal”.
- Replaced FTE/PEX shorthand in operational and parent-facing wording with suspension/permanent exclusion terminology.
- Integrated the supplied new Incident/Offence table and added safeguarding/decision-right safeguards.
- Updated attendance guidance, including N-code correction, penalty-notice threshold and temporary part-time timetable requirements.
- Updated child-on-child safeguarding wording to current KCSIE approach and clarified recording/decision rationale.
- Updated mobile phone and restrictive-intervention references for guidance effective in 2026.
- Restructured the handbook so routines, decision rights, checklists and escalation routes are easier to locate and follow.