



Prince Albert HIGH SCHOOL



Behaviour and Discipline Policy

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Prince Albert High School
Behaviour and Discipline Policy

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Introduction

It is a primary aim of The Prince Albert Community Trust that every member of PA High feels valued and respected, and that each person is treated fairly. We are a caring school, and our values are built on mutual trust and respect for all.

Our behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. Our system is firm, fair and consistent with high expectations of behaviour and conduct. We believe that every member of the school has the right to learn and teach. Staff will actively challenge poor behaviour, poor attendance, discrimination and bullying at every opportunity. We live by our values of integrity, excellence and service and expect staff and students to showcase these values and behaviours in and out of school. At PA High, we believe that every community deserves access to a world class education matching the very best state or private schools in the country. Our absolute focus is delivering that high standard of education so that we realise every student's potential to be a responsible, articulate and successful individual. **Our vision is that when students leave PA High, they will do so with real options: to go to the best universities or training opportunities/pathways so that they can succeed there.**

PA High Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and behaviour management strategies are used consistently by staff in line with the behaviour policy
- The behaviour policy is understood by pupils and staff who all exemplify the school's values
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour issues to foster good relationships between the school and pupils' home life

Culture

- Culture is the collective way we think, speak, behave, and respond,
- Built around our shared values of Integrity, Excellence, and Service.
- It defines what we accept, celebrate, and challenge in our school community.

In practice:

- High expectations and aspirations
- Consistent routines and clear boundaries
- Staff modelling of professionalism, warm strict behaviour management
- Student ownership of their choices and contributions
- Shared/Economy of language around values and standards
- A sense that "this is who we are, and this is how we do things here"

Policy Aims

School staff, pupils and parents should all be clear of the high standards of behaviour always expected of all pupils. Behaviour procedures must be consistently and fairly applied and underpin effective education.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different staff in the PACT in regard to behaviour management
- Outline our system of rewards and sanctions

PA High Home School Agreement

- PA High has high expectations of all its students and will provide a secure, supportive, inclusive environment in which each student is encouraged to grow.
- PA High will provide high quality teaching and a curriculum that is appropriate **to the needs of all its students.**
- PA High will keep parents informed about the progress of their child

- PA High will let parents know if there are concerns about their learning or behaviour.
- PA High has an attendance expectation of 97%+.
- Academy staff will treat all students with respect.

Student declaration

- I will always do my best with my class and homework.
- I will live by the school values of Excellence, Service and Integrity.
- I will treat other people and PA High property with respect
- I will arrive to PA High, on time, properly equipped and in full uniform
- I will attend school every day and have an attendance of 97%.
- I will have an age-appropriate reading book with me in all lesson.
- I will not bring any of the following items or substances into PA High. This includes, but is not limited to: chewing gum, fizzy drinks (inc. energy drinks), compasses, smart watches.
- I will not bring any prohibited items into PA High. This includes, but is not limited to: knives or blades, screwdrivers or other tools that could be used as weapons, any other weapons, alcohol, illegal drugs, other mind-altering substances. I understand that bringing any serious banned item may result in permanent exclusion.
- I understand that the quality of my work and effort will lead to recognition and sanctions as set out in the behaviour policy which has been shared with me.

Parent/carer declaration

- I/We will do whatever we can to support our child's learning.
- I/We will actively support the school's behaviour policy.
- I/We will ensure that my/our child is properly equipped for the school day and in full uniform.
- I/We will ensure that I log into the parent app and ensure I support the completion of home work.
- I/ We will ensure that my/our child attends every day and on time. I/ We will inform the school as soon as possible of the reason for any absence.
- I/We will ensure my/our child's attendance is 97% or above.
- I/ We agree to the terms in the behaviour policy.
- I/We understand that the local academy committee would expect me to pay/recover any damage to the school property that has been caused by my child
- I/ We understand that the quality of my work and effort will lead to recognition and sanctions as set out in the behaviour policy which has been shared with me.
- I/ We understand that terms set out in the behaviour policy are approved by the Local Academy Committee and are non-negotiable.
- I/ We will ensure my/our child's school account for meals and trips is up to date and any concerns/support in relation to this are discussed with the school immediately.
- I/ We will ensure that the school has at least two up to date contact numbers.
- I/We will attend all meetings as and when they are needed.
- I/We will ensure that we as parents will communicate issues between ourselves and not make derogatory/hurtful comments in meetings and/or Infront of my child.

Expectations

Pupils are expected to conduct themselves in a manner that:

- Promotes the health, safety and well-being of everyone at school
- Always upholds the reputation of the school and trust
- Is considerate of the school environment, equipment, resources and property
- Ensures everyone is treated with fairness, kindness and respect

Pupils are expected to:

- Behave in a calm and quiet way.
- Follow all adult instructions first time without delay.
- Show respect to members of staff, visitors and each other.
- Treat all staff, visitors and each other with respect- keeping the school free from Discrimination.
- In class, make it possible for all pupils to learn.

- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Pupil Rights

- The right to be listened to
- The right to feel safe
- The right to be respected
- The right to be treated fairly
- To have access to an education
- To be supported with social, emotional, physical and mental development

Teachers and staff are expected to conduct themselves in a manner that:

- Promotes the health, safety and well-being of everyone at school
- Always upholds the reputation of the school and trust
- Is considerate of the school environment, equipment, resources and property
- Ensures everyone is treated with fairness, kindness and respect

Teachers and staff are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to students and each other.
- In class, make it possible for all pupils to learn.
- Plan, prepare, and deliver lessons in line with school teaching and learning guidance.
- Assess and mark pupil's work in line with the assessment policy and provide effective feedback
- Treat the school buildings and school property with respect.
- Always dress appropriately and professionally.
- Follow the school behaviour policy when addressing behaviour matters.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Adhere to Teacher standards and/or PACT Staff Code of Conduct at all times.
- Uphold and demonstrate the same high expectations which are placed on students.

Teacher's Rights

- The right to feel safe
- The right to be respected
- The right to teach and educate pupils
- The right to teach without disruption
- The right to be free from all types of abuse
- To be supported by the school and trust, emotionally and mentally

Equality

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where Permanent Exclusion needs to be considered, the school will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can come in varying forms but is not exclusive to:

- **Emotional Bullying**- Being unfriendly, excluding, tormenting

- **Physical Bullying**- Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Direct or Indirect Verbal**- Name-calling, sarcasm, spreading rumours or teasing
- **Racial**- Racial taunts, graffiti, gestures and comments
- **Sexual**- Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching (See more in Child-on-Child Abuse).
- **Cyber-Bullying**- Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The Trust does not tolerate bullying of any kind. If we discover that an incidence of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attending PA High are free from fear. The following process will take place because of alleged bullying:

1. An initial meeting is held with the alleged victim, alleged perpetrator and their families.
2. Agreed outcomes from the meeting are written up and sent to family.
3. A full investigation of any incident reported as bullying will be carried out, support for the alleged victim or victims put into place with close monitoring for a period of time.
4. A review meeting agreed with both families.
5. Regular check in's scheduled with identified staff member.
6. All actions and interactions logged through our safeguarding reporting system.
7. Parents are kept informed regularly and appropriate sanctions disseminated.
8. Case closed for monitoring once no repeated incidents occur.

Responsibilities and Expectations

Trust Board

- The Trust Board are responsible for reviewing and approving the written statement of behaviour principles
- The Academy Committee will also review this behaviour policy in conjunction with the Director of Safeguarding and monitor the policy's effectiveness, holding the Executive Head or Head of School to account for its implementation
- The Trust Board are responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation, however they may delegate the policies approval to Executive Leaders.

Executive Head of School

- The Executive Head/ Head of School is responsible for reviewing this behaviour policy in conjunction with the Senior Lead for Behaviour giving due consideration to the school's statement of behaviour principles.
- The Head of School in conjunction with the Strategic Lead for Behaviour will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- The Head of School will take action to deal with incidents of poor behaviour management and/or staff who fail to follow the behaviour policy

Senior Leadership Team

- Are committed to being present and proactive in dealing with behaviour
- Ensure that staff and students understand and adhere to the behaviour policy
- Will be highly visible, with ambitious goals, supporting year leaders, teachers and other pastoral staff with the management of pupil behaviour
- Effectively communicate behaviour updates with all departments, setting realistic, detailed behaviour expectations understood clearly by all members of the school
- Role model highly consistent working practices throughout the school
- Have a clear understanding of the school culture, vision and values
- Provide high levels of support between leadership and staff, including staff CPD
- Ensure all staff adhere to the school behaviour strategies and systems

- Support and advise staff (especially those new to the school) on effective strategies for the care and control of pupils

Strategic Lead for Behaviour and Attitudes

- To be the first point of contact for school-based welfare staff, ensuring consistency in practise and expected standards are met in line with the school and Trust policies, procedures and systems.
- Provide guidance, support and advice on safeguarding, behaviour and attendance practise for secondary school staff.
- To be the lead on mental health and well-being provision for secondary aged students.
- Provide supervision to Designated Safeguarding Leads, leading on the school strategy and approach for Early Help and Child Protection.
- To oversee the effective implementation of managed moves, off-site provision and suspensions for secondary students.
- Be the first point of contact between local authority provision for at risk and permanently excluded secondary students. To lead on provision for secondary students at risk of permanent exclusion, supporting the Executive Head of school to effectively liaise with external agencies and provide appropriate interventions.
- Provide support to welfare staff with parental engagement and any issues of a challenging nature.
- Contribute to the maintenance of secondary school policies and procedures,
- Develop and maintain links with key external providers, monitoring the effectiveness of provision provided for secondary student.
- To oversee the implementation and regular reviews of risk assessments for vulnerable pupils.
- Work systematically with local safeguarding services.
- To contribute to the implementation of the PSHE and SRE curriculum for secondary, providing training and development to school staff delivering the content.
- Lead on the regular monitoring of provision for vulnerable secondary students.
- Deliver current statutory safeguarding training for secondary staff in line with DFE, local and national updates.
- Deliver secondary school-based training on attendance, behaviour and Early Help, providing effective strategies to aid staff practise.

Pastoral Leads

- Monitor the number of praise, incentives and sanctions given by individual members of staff
- Identify trends in behaviour patterns across year groups and whole school
- Implement actions/strategies to improve year group and whole school behaviour
- Understand individual pupil needs in particular, at risk pupils
- Be responsible for the overview of incidents logged, monitor spikes in incidents and respond accordingly
- Take early intervention to prevent undue escalation of incidents
- Communicate with parents using letters, phone calls and meetings to update them on incidents and progress both individually and whole school
- Complete regular check-in with identified students as discussing in line management and daily behaviour debriefs.

Form Tutor

- Knowing the students
- Build a form and 'house' culture
- Monitor sanctions and rewards
- Hold restorative conversations
- Phone parents
- Checking uniform and exercise books meet expectations
- Guiding and advising students and parents on dealing with day-to-day issues and concerns
- Promoting a positive ethos for their house and fulfilling the expectations
- Monitoring students' behaviour and attendance in their form group

Teachers

- Ensure that all adults in the room know how to respond vulnerable pupils including those with special educational needs and disabilities
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability
- Treat each child fairly, with respect and understanding
- Display school rules clearly in the classroom ensuring pupils have a clear understanding of what they are
- Display the sanctions and rewards in each class

- Recognise and praise good behaviour
- Celebrate individual and whole class successes
- Meet and greet pupils when they come into the classroom
- Be capable in the management and support of the most challenging pupils
- Identify and refer pupils requiring additional support to the Pastoral Team and SLT
- Reinforce behaviour expectations consistently, narrating the positive every time.
- Support pupils to develop their own behaviour management skill and strategies to manage situations
- Report pupils progress to parents ensuring information shared regarding serious incidents resulting in investigations
- Implement the behaviour policy consistently
- Model positive behaviour during all interactions in and out of school
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents promptly

Pupils

- Know, understand and adhere to the school rules
- Show respect to all other members of the school community
- Respect the personal space and privacy of staff
- Follow all instructions without delay

Parents

- To attend meetings arranged by school to discuss progress in their child's behaviour
- To support their child's learning and progress at school as set out in the home school agreement
- Respond to communication from school and keep school updated with any significant changes that may impact on a child's progress and/or wellbeing
- Discuss any behavioural concerns with the class teacher promptly
- Support all school's decisions when applying the behaviour policy

Classroom Behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils' engagement
- Display the pupil code of conduct
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines and embedding the PA High way
 - Establishing clear routines
 - Communicating expectations of behavior both verbally and using non-verbal queues
 - Highlighting and promoting good behaviour
 - Concluding the day and each interaction positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Rewards and Sanctions

Our school motto of **Laudem Venari Studemus** which means 'pursuit of excellence' drives everything that we do as we believe that every child deserves a world class education and work hard to make that happen.

At Prince Albert High School our students:

- Display high levels of **Integrity**
- Are in pursuit of **Excellence**
- Are Committed to **service** for our community.

Rewards

The school operates within a culture of 'publicly praise, privately sanction' and all positives are recognised through verbal feedback, certificates or credits. Pupils are expected to have a positive attitude towards their learning, remain focused and on task and always behave in a reasonable manner. Staff must recognise where pupils are consistently adhering to the school rules and/or making efforts to improve their behaviour. Our incentives are known as Credits and school sanctions are known as Corrections. These together are focused on encouraging our students to conduct themselves in a way that displays the high expectations and robust values of Prince Albert High School

PACT EmpowerMe Behaviour Policy

1. Purpose

The PACT EmpowerMe programme has been designed to support students in developing character, resilience and independence during their time at PAHS. The programme encourages students to live out the school's three core values of **Excellence, Service and Integrity**, through demonstrating the four PACT values: **Passion, Aspiration, Collaboration and Trust**.

This policy sets out how the school will recognise, reward and, where necessary, challenge behaviour to ensure that all students engage positively with the programme.

2. Aims

- To provide clear expectations for student participation in the PACT EmpowerMe programme.
- To encourage and reward positive behaviours that contribute to personal development, academic success and school community life.
- To ensure consistency, fairness and transparency in how rewards and sanctions are applied.
- To promote student engagement through recognition of effort, resilience and achievement.

3. Expectations of Students

Students are expected to:

- Strive to meet the programme criteria through active participation in academic, extra-curricular and personal development opportunities.
- Demonstrate the school values of **Excellence, Service and Integrity** in daily conduct.
- Show the PACT values in their actions:
 - **Passion** – engage fully in learning, extracurricular activities and leadership opportunities.
 - **Aspiration** – maintain high attendance, positive behaviour and a commitment to personal progress.
 - **Collaboration** – contribute positively to group work, community events and peer support.
 - **Trust** – show responsibility, honesty and reliability in all aspects of school life.

4. Criteria and Awards

Students work towards achieving 15 character criteria across the academic year.

- **Platinum Award** – 12/15 criteria
- **Gold Award** – 11/15 criteria
- **Silver Award** – 10/15 criteria
- **Bronze Award** – 9/15 criteria

All students achieving **9/15 or more** will be eligible for the annual **Reward Trip**.

Badges will be awarded in Rewards Evening to signify achievement and progression through year groups, allowing students to "graduate" through their school journey.

5. Rewards and Recognition

- **Certificates and badges** awarded at Rewards Evening.
- **Public recognition** in assemblies, newsletters and displays.
- **Reward Trip** for students meeting at least 9 criteria.
- **Positive points and postcards home** for demonstrating PACT values throughout the year.

6. Behaviour and Accountability

To ensure the integrity of the programme:

- Students must maintain a **minimum 95% positive behaviour ratio** and **97% attendance** to meet the standard for certain criteria.
- Persistent negative behaviours or failure to engage may result in criteria not being counted towards awards.
- Staff will monitor student progress against the criteria and provide regular feedback.

Where behaviour falls short:

- Tutors and Heads of Year will intervene to support improvement.
- Parents/carers will be informed if a student is at risk of not achieving their award due to conduct.
- Students may be given opportunities to re-engage with the programme through restorative actions, additional responsibilities or catch-up sessions.

7. Roles and Responsibilities

- **Students** – take responsibility for engaging fully with the programme and upholding values.
- **Tutors** – monitor progress, encourage participation and support target setting.
- **Subject Teachers** – provide opportunities for students to achieve criteria and recognise positive behaviours.
- **Heads of Year** – oversee implementation, track progress and coordinate awards.
- **Senior Leaders** – ensure fairness and consistency, celebrate achievements and review the policy annually.

8. Monitoring and Review

The PACT EmpowerMe Behaviour Policy will be reviewed annually to ensure it continues to:

- Support student engagement and personal growth.
- Promote the school's values of Excellence, Service and Integrity.
- Align with the wider school behaviour policy and expectations.

PACT EmpowerMe Behaviour Policy Overview

The PACT EmpowerMe programme promotes our school values of Excellence, Service and Integrity through the PACT values of Passion, Aspiration, Collaboration and Trust. Students complete 15 annual character criteria, with Bronze, Silver, Gold and Platinum awards (and reward trip eligibility from 9+ criteria) recognising their achievement and progression. The programme celebrates positive behaviour, resilience and participation while enhancing the overall school experience.

Pursuit of Excellence

At PA High, we believe that every child has the right to learn in a disruption-free classroom. We pride ourselves on *sweating the small stuff*, as we know that outstanding behaviour leads to life-changing outcomes. Our approach is simple: staff will narrate the positive, privately sanction, and publicly praise.

Class teachers are responsible for the day-to-day management of behaviour within their classroom — applying the school sanctions consistently, communicating with key staff, and supporting pupils in their learning. All behaviour

incidents must be recorded on the PA High Arbor System on the day they occur. After school sessions will be sat the same day as issued (where this is issued after 2pm, the session will be sat on the next day). We do this to ensure that all behaviour is following up on the day, allowing all pupils to ‘draw a line in the sand’ and have a fresh start each day.

We follow a simple in-class system: C1, C2, C3.

- Staff will use the least invasive techniques, such as non-verbal corrections, to prevent disruption.
- If disruption continues, a C1 correction will be issued.
- If the behaviour persists, a C2 correction will be given, resulting in a 30min same-day culture reset session.
- A further incident will result in a C3 correction, meaning removal to Reflection for the rest of the lesson. In cases of serious breaches of the behaviour policy, pupils may remain in Reflection for the rest of the school day.
 - A C3 always leads to a 60min refocus session, after school on the same day.

Pastoral Year Leads and Senior Leadership Team (SLT) will respond quickly to removals to ensure your child’s learning is not impacted by poor behaviour. Leaders receive real-time notifications of serious incidents and act promptly.

We will use a range of strategies and consequences, including:

- Verbal and non-verbal reminders
- After-school Culture Reset sessions to realign pupils with the school’s vision
- Detentions
- Phone calls home
- Meetings with families
- Letters home
- Behaviour contracts or home–school agreements
- Safety planning
- ‘On report’ monitoring
- Referrals to senior staff
- Reasonable adjustments for pupils with SEND, while maintaining the same high expectations for all

DfE guidelines state: **Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction.**

We track and analyse disruptive behaviours daily and weekly to identify patterns and address underlying issues. This ensures that every decision we make is aimed at supporting pupils to meet our high standards and achieve the very best outcomes.

Corrections are used to in and out of lessons to ensure an orderly atmosphere where all students can learn. The following sanction may be applied for each correction level.

Correction Level	Related actions
C1- Correction	Logged on Arbor, communication sent home.
C2	Incident logged on Arbor + 30-minute Culture Reset Session [After School]
C3	Incident logged on Arbor + reflection + 60-minute Culture Refocus Session [After School]
C4	Reflection (1-5 days) + Daily 60-minute Culture Refocus Session [After School] Reflection + Reset OSD (Off Site Direction) [up to 2 Weeks]
C5	Off-site direction Suspension

Behaviour Logging and Sanctions Overview

The following table provides examples of behaviour logs used within the school's Management Information System (MIS), aligned with our core values of Integrity, Service, and Excellence. These examples serve as guidance for consistent recording and sanctioning; however, the school reserves the right to apply appropriate measures beyond those listed to address individual circumstances effectively.

It is imperative to note that any behaviour that contravenes the fundamental school rules—namely, following instructions promptly and without delay, arriving punctually, and completing classwork and homework to the expected standard—will be subject to suitable corrective actions to ensure a safe and productive learning environment.

Furthermore, the school maintains a strict hands-free policy, requiring all students to always keep their hands and feet to themselves, thereby safeguarding the welfare and safety of the whole school community.

Our behaviour policy is designed to safeguard all staff, pupils and visitors. Furthermore, to encourage positive behaviour in line with our values and expectations. The high standards at PA High underpin our vision for all pupils to leave PA High and progress to the best destinations, equipped for success.

Correction	Arbor log	Action
C1	<p>Not following instructions promptly — Student did not follow a reasonable instruction immediately when given.</p> <p>Missing required equipment — Student arrived without the necessary materials for the lesson despite reminders. This includes PE Kit.</p>	Communication sent home
C2	<p>Not following instructions first time – Failing to follow a reasonable instruction immediately when given.</p> <p>Not completing classwork to the expected standard – Work not attempted fully or completed with insufficient effort despite support.</p> <p>Late to Lesson – arrived within 5 minutes of the lesson beginning.</p> <p>Persistent uniform infraction – Continued failure to wear the correct uniform after being reminded.</p> <p>Using inappropriate or disrespectful language – Language that does not show kindness or respect to others.</p> <p>Using an electronic device without permission – Using a phone or other device (e.g. school iPad, apple watch) without approval or in a prohibited area.</p> <p>Moving unsafely or disruptively in corridors – Running, shouting, or blocking others while moving through the school. Not moving calmly and quietly.</p> <p>Unsafe physical behaviour (playfighting) – Physical contact that risks harm to self or others.</p> <p>Being in a Red Zone without permission – Entering an area of the school that is out of bounds.</p> <p>Misusing school equipment (inc. IT systems) – Accessing unauthorised content or using technology irresponsibly. Damage/drawing on books.</p> <p>Speaking or acting unkindly towards others – Words or actions that cause upset or harm to another person.</p> <p>Missing a scheduled intervention – Failing to attend an intervention session aimed at supporting learning progress.</p> <p>Persistently missing equipment for learning – Arriving unprepared despite prior reminders. Including PE Kit.</p>	Same day 30-minute Culture Reset
C3	<p>Repeated failure to follow instructions – Continued refusal to follow reasonable instructions after previous sanctions.</p> <p>Repeated incomplete classwork or homework – Ongoing failure to complete learning tasks or homework to the expected standard.</p> <p>Repeated uniform breaches – Continued failure to wear the correct uniform despite multiple interventions.</p> <p>Repeated misuse of technology – Ongoing misuse of IT systems or electronic devices after warnings.</p>	Time spent in reflection Same day 60-minute Culture Refocus

	<p>Repeated unkind or disrespectful behaviour – Persistent words or actions that cause upset or harm to others.</p> <p>Disrespectful behaviour towards Staff/Students Swearing and/or using language or actions that show a lack of respect and responsibility, undermining the positive and professional environment expected in our school community (Integrity, Service).</p> <p>Two or more C2 Incidents within a week– Accumulation of multiple sanctions showing a pattern of poor conduct.</p> <p>Classroom removal – Serious disruption or defiance requiring removal from the lesson.</p> <p>Physical altercation – Fighting, aggression, or any physical contact intended to cause harm.</p> <p>Lesson Avoidance – Missing lessons without permission.</p> <p>Plagiarism or cheating – Copying another’s work or using dishonest means to complete assignments.</p>	
C4	<p><i>For Pastoral/SLT Use Only.</i></p> <p>Two or more classroom removals – Multiple removals for serious disruption or defiance within a short timeframe.</p> <p>Persistent disruptive behaviour – Continued disruption affecting learning despite previous interventions.</p> <p>Persistent defiance – Ongoing refusal to follow staff instructions or school rules after repeated sanctions.</p> <p>Refusal to attend/ unsuccessful culture session – Failure to comply with a sanction without a valid reason, showing disregard for school expectations.</p> <p>Physical aggression – Intentional use of physical force to harm or intimidate others.</p> <p>Verbal abuse towards staff – Using offensive, threatening, or disrespectful language aimed at staff members.</p> <p>Verbal abuse towards pupils – Using offensive or threatening language directed at peers.</p> <p>Truancy – Leaving school premises without permission, undermining safety and responsibility.</p> <p>Persistent Lesson Avoidance- Repeatedly missing lessons without permission.</p> <p>Misuse of IT systems – Serious breaches such as accessing inappropriate content, hacking, or sharing harmful material.</p> <p>Vandalism – Deliberate damage or destruction of school property.</p> <p>Theft – Taking another person’s property without permission.</p> <p>Fighting – Engaging in physical conflict with intent to harm.</p> <p>Racist, sexist, homophobic or discriminatory behaviour – Any behaviour or language that targets protected characteristics or undermines equality.</p>	Extended time spent in reflection Off-site Directions (up to 2-week)

	<p>Possession of prohibited items – Carrying items banned by school policy (refer to Searching Pupils section).</p> <p>Bullying (all categories) – Repeated or serious actions that cause harm, distress, or fear, including physical, verbal, or cyberbullying.</p>	
C5	<p><i>For Pastoral/SLT Use Only.</i></p> <ul style="list-style-type: none"> ➤ Physical assault against a pupil ➤ Physical assault against an adult ➤ Verbal abuse/threatening behaviour against a pupil ➤ Verbal abuse/threatening behaviour against an adult ➤ Bullying (including cyberbullying) ➤ Racist abuse ➤ Homophobic abuse ➤ Sexual misconduct ➤ Possession and/or use of prohibited substances (drugs, alcohol, tobacco, vaping) ➤ Possession of a weapon or dangerous item ➤ Damage to school or personal property (vandalism) ➤ Theft ➤ Serious actual or threatened violence against a pupil or adult ➤ Persistent and/or defiant behaviour ➤ Sexual assault or harassment ➤ Truancy or unauthorised absence (persistent) ➤ Threat to the health, safety and/or learning of others (inc. setting off the fire alarm) ➤ Other serious incidents warranting suspension or off-site direction 	<p>Offsite direction</p> <p>Suspension</p> <p>Permanent exclusion</p>

Expectation Card System – Pursuit of Excellence Cards

Purpose

The Expectation Card System, known as the Pursuit of Excellence Card, is designed to safeguard high standards of conduct outside the classroom and reinforce our core values of Integrity, Service, and Excellence.

It encourages students to take personal responsibility for their actions, promotes a calm and respectful environment, and provides a clear, consistent approach for staff to follow.

All students begin with a Green Expectation Card, with the aim to keep it green for as long as possible. Rewards are reserved for those who demonstrate consistent excellence by retaining their green card for the full term or half term.

How the System Operates

- All students are issued a Green Expectation Card at the start of each term or half term.
- The card must be kept in the top pocket of the blazer (alternative arrangements to be made for Year 11 if required).
- The system monitors conduct in corridors, social areas, and outdoor spaces (not in lessons).
- If a student fails to meet one of the Positively Worded Expectations (listed below), a member of staff will sign one box on their card.
- Three signatures result in escalation to the next stage (Green → Amber → Red) and an associated sanction.
- If a student does not have their card when requested, this is treated as equivalent to receiving a third signature and triggers immediate escalation.

Stages and Consequences

Card Colour Action After 3 Signatures Next Step Standard Sanction*

Green	Move to Amber	Amber	30-minute Culture Session
Amber	Move to Red	Red	1-hour Culture Session
Red	Remain on Red	Red	1 day in Reflection + Behaviour Report

* Sanctions are agreed by SLT and may be adapted to suit circumstances.

Staff Responsibilities

- All staff may sign a student's card when a corridor or social area expectation is not met.
- Only one signature per incident should be recorded, even if multiple expectations are breached.
- Staff must ensure the behaviour is corrected before the student continues.
- On signing the third box, the staff member must:
 - Take the card and notify the Office Service Desk.
 - The office issues a replacement card and logs the sanction before the student's next transition.
 - If the third signature occurs outside a lesson, the student should be escorted to the office or SLT base to complete the process immediately.
- If a student does not have their card when asked, the process for a third signature must be followed.

Positively Worded Expectations (Outside the Classroom)

1. Wear correct uniform smartly and with pride.
2. Wear only permitted jewellery.
3. Follow the one-way system.
4. Eat and drink only in the canteen.
5. Keep the school site free from litter.
6. Walk safely and sensibly across the yard.
7. Move around the school quietly and calmly.
8. Keep the site free from chewing gum.
9. Keep the school free from energy drinks.
10. Walk with purpose when going to lessons.

Rationale

The Pursuit of Excellence Card System:

- Encourages students to take ownership of their conduct in corridors and communal areas.
- Reinforces clear and consistent standards outside lessons.
- Is simple to operate and track for staff and students.
- Rewards those who demonstrate sustained positive behaviour

Outside of school

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.

Schools should collaborate with local authorities to promote good behaviour on school transport. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;

- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Detentions

- Teachers have the authority to issue detentions to pupils
- Students
- Parental consent is not required for detentions and parents will be notified via email
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention
- Detentions will be sat on the same day.
- Families will be informed of a same day detention by 2pm. Detentions issued before 2pm will be sat on the sameday. Detentions issued after 2pm will be carried over and sat on the following day.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet
- Senior Leaders should ensure that pupils remain in detention no longer than is necessary and that their time spent there is used as constructively as possible.
- Mon-attenders (without a valid reason) will be followed-up the next day and referred to Reflection to serve their sanction including a 45-minute detention sat on the same day.

Reflection

Reflection is the space where pupils are referred for the following reasons:

- failure to correct a disruptive behaviour in a single session despite having two chances
- a C3 correction behaviour on any given day
- failure to turn up to a detention or culture session the day before without a valid reason
- Other breaches of the schools behaviour policy

The amount of time spent in Reflection will be dependent on the severity of the misbehaviour. As a minimum, a pupil will spend either a morning session including a lunchtime detention or an afternoon session including an afterschool detention. The detention will take place in Reflection (not part of the centralised detentions) for 60 minutes at the end of the day. During Reflection, students will have an opportunity to complete Reflection activities to understand the reasons for their referral whilst still having the opportunity to access work they would undertake during their lessons.

If a pupil refuses to go to Reflection, additional time will be given to help the pupil regulate their behaviour with an adult that is known to the pupil. As a last resort, if all strategies have been exhausted to support entry into Reflection, the school will liaise with the parent to discuss next steps, which may include a suspension for half a day followed by a reintegration meeting with the pupil and parents and re-entry into Reflection to serve their original consequence.

Reflection will be analysed each day and week. This information will inform best next steps to support the pupil and/or the member of staff who made the referral.

If there are concerns around the number of referrals to Reflection for any given pupil, they will be picked up through the vulnerable. If the pupil has complex SEND, has an EHCP or is looked after child, an emergency multi-agency meeting will be held to determine best next steps for the pupil.

Phones

All mobile phones are expected to be switched off and placed at the bottom of student's bags. The overarching principle is that a phone is **never used, seen or heard**.

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. Schools should be 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 should 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 a school suspects a pupil of criminal behaviour online, they should follow the guidance below on suspected criminal behaviour.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident 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 schools should 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. Schools should have the confidence to 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.

Suspensions and permanent exclusions

All decisions to suspend or permanently exclude a child will be made in line with government guidance and the school's behaviour policy. Schools will have due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies, and pupil referral units • DfE – Behaviour and Discipline in Schools
- The Disability and Discrimination
- Equality Act 2010
- Keeping Children Safe in Education
- Code of Practice for Special Educational Need and/or Disabilities, 2015
- The Children's Act (with particular reference to children in the Care of the Local Authority)

The decision to exclude will be lawful, rational, reasonable, fair and proportionate.

The principal will suspend or permanently exclude from school only on disciplinary grounds. In their absence, a vice principal or assistant principal will carry out this function.

It is unlawful to suspend or permanently exclude on non-disciplinary grounds such as:

- SEND or disability that a school feels it is unable to meet the needs.
- Academic attainment/ability
- Actions of a parent/carer
- Failure of a pupil/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following a suspension

A full and detailed investigation will be undertaken prior to a decision to suspend or permanently exclude. A record of all written statements, including physical evidence, where appropriate will be retained to support decisions to suspend or permanently exclude.

In deciding on the appropriate sanction, the Executive Headteacher will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs, looked after or bullying.

The principal will also take pupils views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decisions made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents, or if the pupil has one, a social worker.

In accordance with the DfE Guidance, where a pupil is at risk of suspension or permanent exclusion, the school will explore early intervention to address the underlying causes of pupil behaviour. This will include:

- an assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have
- the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour • an assessment to determine whether SEMH In-School Inclusion Provision is appropriate.
- advice from Virtual Head for looked after children and or pupil's social worker
- LA's SEND Team for a pupil with an EHCP
- notifying the LA that the pupil is at risk of Permanent Exclusion if the child has an EHCP. This will likely trigger an emergency annual review

Prior to a decision to suspend, the Principle/ Senior Lead for behaviour will seek advice and guidance from the PACT Trust Welfare Director.

For permanent exclusions, the principal must immediately contact the Trust's Welfare Director and CEO.

Suspension

A suspension is where a pupil is temporarily removed from school for a specific period of time. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.

The law does not allow for extending a suspension or converting a suspension into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.

The behaviour of a pupil outside the school premises can be considered grounds for a suspension.

The following will be informed about the decision:

- The local authority in which the child resides and the local authority in which the school is located (if different) immediately.
- the local accountability board and the trust's Admissions and Exclusions Team
- the child's social worker (if applicable) • the Virtual School Headteacher (if applicable)
- LA's SEND Team • notifying the LA that the pupil is at risk of suspension if the child has an EHCP. This is likely to trigger an emergency annual review

A parent can challenge a suspension through the local accountability board.

Permanent Exclusion

Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the principal will contact the trust's Admissions and Exclusions Team and the RDEP. The decision to permanently exclude requires approval from the Chief Executive of the trust following recommendation from the Admissions and Exclusions Team. The Admissions and Exclusions Team will communicate the Chief Executive's decision to the principal.

A decision to permanently exclude should only be taken: 'In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The following will immediately be informed about the decision:

- The local authority in which the child resides and the local authority in which the school is located (if different) in accordance with the locally agreed protocol
- the local accountability board and the trust's Admissions and Exclusions Team • the child's social worker (if applicable) the Virtual School Headteacher (if applicable)

LA's SEN Team if the pupils have an EHCP (the LA would have previously been informed of this risk as per section Suspensions and Permanent Exclusions)

Education for suspended and permanently excluded pupils

Pupils will receive on-line learning from school for the duration of their suspension.

For permanent exclusions, the school will provide on-line learning for the first 5 days of the permanent exclusion. The home local authority will arrange suitable full-time education from the sixth day of the permanent exclusion.

Procedures for excluding a pupil

The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.

The exclusion letter will note the following:

- whether suspension is fixed or a permanent exclusion
- the duration of the exclusion if it is for a fixed period
- reasons for the exclusion
- the right to make representation to the local accountability board and how the pupil may be involved with this
- contact details for making representations to the local accountability board and where there is a legal requirement for the local accountability board to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend
- arrangements made by the school for the pupil's education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by pupil and returned to school
- where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision
- dates the excluded pupil must not be present in a public place during school hours; and
- sources for free and impartial advice

Cancelling permanent exclusion

The principal can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen if the pupil discipline committee of the local accountability board has not yet met to consider whether the pupil should be reinstated

Role of the local accountability board

The local accountability board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or exclusion where:

- It is a permanent exclusion
- It is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term

It would result in the pupil missing a public examination or national curriculum test.

Where parental representations are received for a child who is suspended for more than 5 school days but less than 15 school days in a term, the local accountability board will consider reinstatement within 50 school days, even though it may not affect the actual suspension, as the child will already have served the suspension. Where a decision to reinstate is made, the child's records can be amended. Where parental representations are received for a child who is suspended for 5 days or less, the local accountability board will consider the parental representations, but they cannot consider reinstatement.

Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that where possible, all the documents that the principal will present at the local accountability board meeting are provided to all parties at least 5 school days prior to the meeting.

The meeting of the local accountability board will be in person unless parents request a virtual meeting. The meeting will be clerked by the trust's Governance Team. In accordance with the policy of the trust, staff governors will not sit on the local accountability board meeting to consider the suspension or permanent exclusion.

The clerk will inform parents/carers, principal and local authority of the outcome of the meeting.

Independent review panel

For permanent exclusions, where the local accountability board decides not to reinstate the pupil, parents/carers will be advised of their right to request the independent review panel to review the decision.

The letter from the clerk will note the following information: • date by which the application for review must be made (15 school days from receiving notification of the decision not to reinstate) • where and to whom the application for a review including any written evidence must be submitted • the grounds upon which a review is made - where

appropriate, this should include a reference to how a pupil's special educational needs are considered relevant to the exclusion • a statement that, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to request the attendance of an SEN expert to advise the independent review panel

Malicious Allegations

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head of School will consider whether to take disciplinary action in accordance with this policy.

The school will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

Child on Child Abuse and Sexualised Behaviour

If staff become aware that a pupil is displaying or participating in sexualised behaviour, a judgement will be made by Designated Safeguarding Lead to determine whether the behaviour is abusive. If the behaviour is inappropriate but not thought to be abusive, school will speak to the pupil's parent(s) regarding the incident and actions taken in line with the school behaviour sanctions.

If the behaviour is thought to be abusive, a Designated Senior Leader must refer to Children's Services, inform parents and seek the involvement of the police.

The Designated Safeguarding Lead (or deputy) will refer to further guidance from the Harmful Sexual Behavior Team in determining thresholds of intervention.

It will be defined as a criminal offence if one or more pupils involved in a sexual act are under the age of 16 whether consent is given or not.

Offsite direction

Off-site direction to another educational setting may be considered to improve pupil behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or a mainstream school.

Depending on the needs of the pupil and circumstances of the pupil, the pupil's time in the alternative provision can be full time or a combination of part-time support in alternative provision and continued mainstream education.

A proposed maximum period of time should be discussed as part of the planning process for an off-site direction. As part of the planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis. 178. Where it is decided to direct a pupil off-site, parents/carers will be notified as soon as possible, but no later than 2 school days before the provision at the alternative educational setting is scheduled to commence.

Managed Moves

A managed move will be considered if a pupil is at risk of permanent exclusion. The aim is for the pupil to have a trial transfer to another school on a dual registration basis. School must gain the consent of the pupils' parents and head of the supporting school. This action is voluntary and is not to be used as a sanction. It should always form part of a supportive package made voluntary to parents and pupils.

Positive Handling/Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to prevent high levels of disruption in the classroom.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact.

In deciding whether reasonable force is required, staff should consider the risks presented by incidents carefully. The needs of the pupils should be considered, including any with SEND or with medical conditions.

Reasons for restraint:

- To 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
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- To prevent a pupil from harming themselves through physical outbursts

Where reasonable force is used by a member of staff, the incident must be recorded in writing. The pupil's parents will be informed about incidents involving the use of force.

Senior Leaders may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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.

Searching Pupils

Informed consent: DSLs may search a pupil with their consent for any item. If a DSL suspects that a pupil has a banned item in his possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, the Head of School, and staff authorised by the Head of School, may restrain a pupil where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession that may cause harm to themselves, others or damage to property.

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break school rules.

Mobile Phones

Mobile phones are important devices that help parents communicate with their child as they travel to and from school. When students are at school, parents have direct access to the school leaders should they wish to know anything about their child. Our team of staff are available to answer your queries.

Due to this we expect students to take full responsibility for their mobile phone if they feel it necessary to bring into school. If a mobile is seen or heard, then it will be confiscated and returned to the student at the end of the school day. If this is repeated, then the mobile phone will be confiscated and returned to the parent within a scheduled meeting. Mobile phones are expected to be switched off in the bottom of student's bag. If the member of staff suspects there may be an issue with youth produced sexual imagery, the device should be retained and the DSL must be informed immediately.

If other inappropriate material is found on an electronic device, the member of staff should consult the DSL and proceed by following the schools' child protection procedures.

Prohibited Items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarettes, including E-cigarettes
- Fireworks
- Pornographic images
- Tools and sharp objects
- Money or cash that exceeds what would be considered reasonable for a pupil to need during the course of the school day
- Items brought into school with the intention to exchange for money
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Staff will also confiscate any item which is harmful or detrimental to school discipline including mobile phones. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Weapons and knives and extreme or child pornography must always be handed over to the police.

Pupil Support Systems

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

The school's Lead for Behaviour and Attitudes will, alongside the pastoral lead, 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 externally, an Educational Psychologist, School Nurse, Family Support Worker and/or others, to identify or support specific needs.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members must hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term. Information on behaviour issues must be shared with new settings for those pupils transferring to other schools.

Investigations

An investigation is carried out to determine the outcome of a serious incident. Investigations are led only by pastoral year leads and senior leaders and the outcome communicated to all parties involved. Interviews may be scheduled to support the process of the investigation.

Decision

Following a serious incident, the member of SLT leading the investigation will decide on an appropriate outcome. This may involve a sanction for persons involved which must be in line with the severity of the behaviour.

Review Meeting

All behaviour incidents including investigation notes, parent communication and sanctions must be recorded onto the behaviour management system. Following a serious incident, a review meeting must take place to take account of pupil, parent and staff views and recommendations.

Staff Training

All PA High staff are provided with training on managing behaviour, including appropriate use of restraint on an annual basis.

Behaviour management will also form part of continuing professional development.

Review

Leaders review this policy biennially. The Trustees may, however, review the policy earlier than this, if the government introduces new regulations, or if the Trust Board receives recommendations on how the policy might be improved.