

Behaviour, Rewards and Suspension Policy



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Acronyms:

ARBOR	software used to record behaviour/rewards etc.- not an acronym
HOD	Head of Department
HOY	Head of Year
AH	Assistant Head
SLT	Senior Leadership Team
HoB	Head of Boarding
HP/SHP	House Parent/Senior House Parent

BEHAVIOUR, REWARDS AND SUSPENSION POLICY

This policy should be read in conjunction with the [Quantock Education Trust's Behaviour and Ethos Policy](#)

VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

Our values are underpinned by our belief that every person is unique, valued and has great potential.

PRINCIPLES

School vision for Behaviour and Rewards

The behaviour culture at Sexey's School is built on the three principles of being Ready, Respectful and Safe. We want students to feel supported throughout their learning journey and when undesired behaviour are seen, the emphasis is on staff and students being reflective and restoring the relationship that was harmed by the behaviour.

The principles that underpin the approach are as follows:

Calm and consistent adult behaviour: Young people thrive on calm and consistent behaviour in the classroom and around the school community. An adult that responds to poor behaviour using terminology that is easy to understand (Ready Respectful, Safe) will enable the young person to regulate quickly and adjust behaviour for praise rather than consequence.

Attend to the best conduct first: Students who are doing the right thing first time deserve our attention and energy – where possible, attend to this first. Praise the students who are demonstrating the desired behaviour in order to influence all students to do this.

Relentless routines: Explicitly teach students your expectations and stick to them, these should be known and predictable. How students arrive, how they ask to borrow equipment, if they may leave their seat, how they should be dismissed and so on... Let students know what you want and keep reminding them and praise when they get it right.

Follow up, repair and restore: If/when things go wrong the key is making time to follow up and restore the relationship. A few minutes at the end of the lesson or if appropriate, a longer intervention involving parents or other members of staff in school. The important factor is that students must see adults model a willingness to forgive and repair a breakdown in behaviour.

On call team will complete the first wave of this and have a restorative conversation outside the classroom on a C2a, or within the Reflection Room. Best practice is when the teacher follows this up, use scripts to help support the student to reflect on what went wrong, why and how you can work together in the future to avoid it next time.

Scripted interventions – Ready, Respectful, Safe: Taking emotion out of the response to undesired behaviours can eliminate the possibility of the issue escalating. Think about tone of voice, body language and facial expressions. Using the language of Ready, Respectful and Safe keeps the issue simple to understand and focus on the primary behaviour rather than any secondary follow up.

Praise in public, consequence in private: Young people love to be praised; to know they are getting it right. Be explicit about this and use praise to shape the behaviour of the classroom. Focus on the pro-social behaviour, for example, praising students who say please and thank you, hold the door open, being patient etc...

Consequences must be made privately – it may be appropriate to make an initial intervention in front of the class (giving a C1 for example and if possible, make this as discreet as possible, even non verbal).

This then enables adults to model a calm approach that enables for a follow up conversation if need be.

Sexey's School Rules: At Sexey's we only have three rules, this means that everyone will know them. In all interventions reflect on the rule that has been broken and use this in your language.

Rule 1: Ready

Arrive at school and to lessons on time and remain in lessons

Wear the correct uniform/PE kit

Bring all equipment and any resources homework

Rule 2: Respectful

Listen to others speak; one voice

Ensure you don't prevent others from learning

Respect every member of our community, regardless of ideas, background, beliefs, identity or any other characteristics

Rule 3: Safe

Allow others to feel safe everywhere in school; classrooms, corridors, toilets, fields, KDR, changing rooms

Don't cause harm physically, emotionally, in person or online

Follow instructions from staff, first time, every time.

Guidance for staff on, staff roles, behaviour consequences and recording awards, behaviour points etc. can be found in Procedure Documents Relating to the Behaviour Rewards and Suspension Policy.

2 REWARDS

2.1 House Points

Rewards will be recorded by staff on the school system (Arbor) and staff will add comments to explain the reason for the House Point(s) being awarded as appropriate. Staff are encouraged to award positive points through House Points for any action they feel is deserving.

At the end of each academic year both House Points and Consequence Points will be reset to zero. Where there are patterns of behaviour or other concerns, previous Consequence Points will be taken into consideration when deciding on interventions and outcomes.

Rewarding Ready to Learn

Sexey's seeks to positively reward those who arrive at school prepared to learn by rewarding students who arrive at school with all their equipment and kit for the day a Ready to Learn House Point.

Rewarding Completion of Homework

Completion of homework will be positively rewarded. Every piece of work completed will receive a positive Completed Homework House Point. This recognises the student is Ready to learn and Respectful of the work being set.

Sexey's Seven Core Values

Additional points, badges and certificates will be awarded for students demonstrating the Sexey's Seven Core Values (Courage, Forgiveness, Kindness, Honesty, Empathy, Respect and Resilience). Each demonstration of these values will receive a House Point.

Reward Certificates

Each year the accumulation of points will lead to electronic certificates. These range from a Bronze Certificate for 25 House Points, to a Chair of Governors Gold for 400 House Points

3 CELEBRATING SUCCESS

3.1 Weekly Celebration Friday

Students nominated for 'Celebration Friday' meet with the Headteacher at breaktime for a treat. Students can be nominated by any staff member where they feel a student has done something exceptional during the week.

3.2 Half Term Celebration Assembly

This event is held to celebrate students' successes over the previous half term with presentations of certificates and rewards.

3.3 Termly Top 30

Heads of Year and Tutor teams will nominate students in their year group who consistently demonstrate being Ready, Respectful and Safe. This is a rewarding activity at the end of the full term for those students who have demonstrated that they have made a considered effort to meet the behaviour standards expected of them.

3.4 End of Term Whole School Rewards Assembly

Each term rewards are presented for the following reasons: -

- Top Tutor group in each Year Group for House Points.
- Student with the highest number of House Points in each Year Group.
- Staff Nominations draw.

3.5 Annual Presentation

There will be an annual Presentation and awards evening where student's achievement and engagement in learning will be recognised formally.

3.6 Other awards

Staff may nominate individuals or group of students for Headteacher awards, these can take the form of emails home, positive phone calls, postcards and/or certificates.

3.7 Governor Awards

Governors will award certificates to students where exceptional endeavor or achievement has been demonstrated. Nominations for this must be passed by staff members to the Headteacher's PA.

3.8 Contacting Home

In addition to the above, staff are encouraged to reward students by contacting home by a phone call, sending positive postcards or a mention in the weekly newsletter.

3.9 Rewarding Attendance

Sexey's rewards good attendance but also recognises that rewarding attendance by, for example, giving certificates for 100% attendance discriminates against those who are striving to attend school but may have been ill. We therefore will recognise good attendance or improvement in attendance in the following ways:

- Through the Sexey's Seven awards for e.g., Resilience, Courage etc.
- Letters or emails home
- Celebration Friday

3.10 Rewarding Boarding Achievement

Boarding students can also receive rewards as set out within this policy; these include commendations, certificates, nominations for celebration Friday, end of term awards and the seven core value badges.

4. PASTORAL SUPPORT STRUCTURE AND PROCESS

4.1 Graduated Response for Behaviour Support Need

Students identified as needing immediate action for their behaviour should be dealt with, initially, by their class teacher, Head of Department, tutor or other appropriate member of staff. Staff will adopt a restorative approach to conversations with students around the behaviours that they have presented and will always be curious around what cause the behaviour to be presented and seek to move to a position where the behaviours are not repeated, displayed again or escalated further by the young person. In all instances staff and students should refer to the three rules of being Ready, Respectful and Safe.

More significant consequences and/or longer-term interventions may be needed if concerns about the behaviour a student is displaying continue. The requirement for these may be identified through monitoring consequence points or following a major concern or significant event. In these cases, a graduated response using interventions ranging from placing student on report to placing student on Individual Behaviour Plan or referring the student for external specialist support may be appropriate.

Please see Behaviour Escalation and Graduated Response Document

4.2 Support for Students with Social, Emotional and Mental Health Needs (SEMH)

Sexey's recognises that behaviour issues can signpost or be attributed to underlying needs or issues and has a graduated response to support SEMH students through our Pastoral Support System.

5. DEALING WITH UNDESIRE BEHAVIOURS

5.1 Consequences

Sexey's endeavours to create a positive and nurturing learning environment with a consistent approach to student behaviours that will enable students to be successful. There will, however, be a minority of students who may have difficulty in responding appropriately to learning opportunities and we aim to manage these behaviours through planned interventions and strategies.

Students should understand that their behaviour triggers a system of consequences and staff should appreciate that minimalist consequences can be effective.

Bullying will not be tolerated, and a separate policy details the school's response to this issue.

Consequences should:

- Be immediate and provide opportunities to make low-level responses to student behaviour.
- Seek to modify and ultimately change behaviour using language that reflects the 3 rules of Ready Respectful and Safe
- Be fair, appropriate for the individual and proportionate with the cause.
- Be applied consistently but take into account individual circumstances.
- Not be applied to whole groups of students.
- Not humiliate students
- Consequences should be linked to the environment, for example apart from where a fixed term suspension from both boarding and school is appropriate, consequences for poor behaviour in school will not be served in the boarding environment and vice versa.

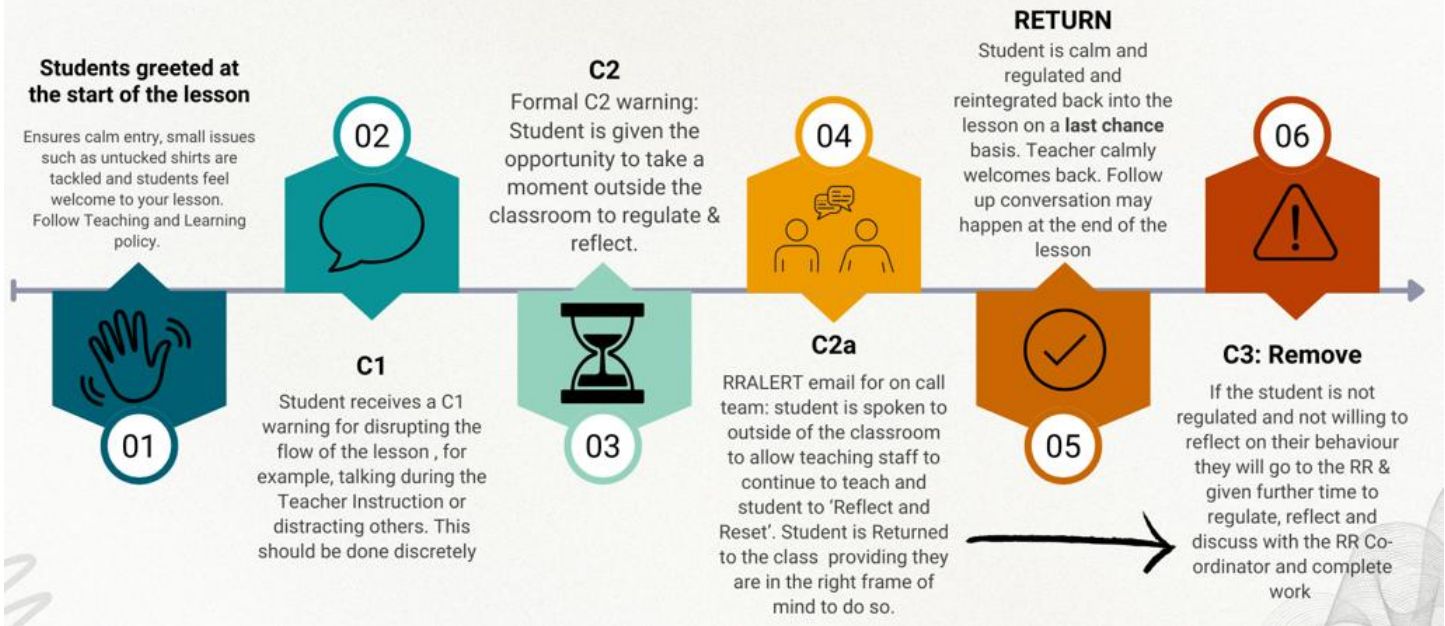
5.2 Consequences - Graduated Response

Staff should use a graduated response in the classroom to deal with poor behaviour as below.

- C1 First misconduct – Verbal warning (discreet and not on the board)
- C2 Second misconduct – Verbal warning + Timeout option given to student
- C2a where possible, SLT member called to triage student back in the classroom or direct to the Reflection Room
- C3 Third misconduct – Reflection Room

SEXEY'S CLASSROOM PROTOCOL

Classroom management: Remind, Reflect, Reset, Remove



Where continuous or serious breaches of discipline occur inside or outside the classroom, higher-level sanctions will result. These include:

- **Supervised Social Time** by a Behaviour Support Staff HOY or SLT.
- **Community Service** e.g. litter picking around the school site, KDR clear up
- **Internal Suspension** – agreed between HOY and SLT - given for further accumulation of consequence points and/or significant breaches of the behaviour and rewards policy.
- **External Suspension** – issued by the Headteacher. Each breach of the behaviour and rewards policy will be looked at carefully when deciding on the length of the suspension. Previous and/or repeat incidents may also be taken into consideration as part of a graduated response resulting in a longer suspension than one issued for a 'first offence'.
- **Off-site direction** -This is when a pupil is required to attend another education setting to improve their behaviour.

During the period of off-site direction:

- o The pupil might be in Alternative Provision on a part-time schedule with continued mainstream schooling, or full-time for a limited period
- o The pupil must be dual-registered
- o The governing board must keep the placement under regular review

- **Direction to Attend (DtA)** - This is used to initiate a process leading to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process. Sexey's School

follows the Protocols as laid out by Somerset County Council. When a pupil is at risk of permanent exclusion and other interventions have proved unsuccessful.

Managed moves should be:

- o Done strictly in the child's best interest
- o Voluntary and agreed by all parties – both schools, the relevant LA(s) and the parents/carers
- o Offered as part of a planned intervention
- o Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy

Should a boarding student present behaviour which suggests that they are unsuitable for boarding the Headteacher reserves the right to review their suitability to board which may lead to withdrawing the boarding place (please see Boarding Policy).

5.3 Suspensions and Exclusions

Sexey's School follows the Department for Education Guidance on Suspension and Permanent Exclusion. This guidance can be found in:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Reasons for Suspension or Permanent Exclusion include: physical assault against a pupil; physical assault against an adult; verbal abuse or threatening behaviour against a pupil; verbal abuse or threatening behaviour against an adult; use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy; bullying; racist abuse; abuse against sexual orientation or gender reassignment; abuse relating to disability.

5.4 Fixed Term Internal Suspensions

These are usually for 1 day only; however, they can be for two or more days if felt appropriate. Internal Suspensions run from 8.40am – 3:40 pm and can be given for breaches of behaviour identified in the Behaviour and Consequence Matrix.

5.5 Fixed Term External Suspensions

These can be single days or for two or more days. Whether to suspend and the duration is the decision of the Headteacher, and each incident and situation will be looked at carefully when deciding how long a student is excluded for. External Suspensions can be issued for many reasons, examples of which can be found in the Department for Education Guidance on Suspension and Permanent Exclusion linked above.

Fixed Term External Suspensions are followed by a reintegration meeting with the student, parents and a member of SLT and/or HOY.

5.6 Permanent Exclusion

The Headteacher reserves the right to recommend permanent exclusion of a student due to a single significant breach of the behaviour and rewards policy, which posed a significant health and safety risk to other members of the school community. Other incidents where a permanent exclusion may be recommended include incidents

involving violence towards others, drugs, alcohol and persistent disruptive behaviour over a sustained period of time.

5.7 Mobile Phones

Set out below are the basic rules concerning the use of mobile phones in school

Years 7-11

The use of mobile phones is prohibited in school. Having them in school is at the student's own risk. The school cannot accept responsibility for loss, theft or damage to personal mobile devices.

If a student brings a phone into school, they must be out of sight and always switched off as soon as the student enters the school site (unless they use their phone for medical reasons).

Sixth Form

Apart from the Sixth Form Common Room or a recognized work space for Sixth Form students are prohibited from using their phones between 0840 and 1540 unless they have been given specific permission by a member of staff to use them.

Consequences for mobile phone use

Students not following the above rules regarding mobile phones will have their phone confiscated and is to be collected at the end of the day.

If a student has their phone out of their bag twice in a half term this will result in a one-day external suspension. Where there is a persistent issue or concern around phone use, the school may also require a student to hand in their phone before school each morning for a set period of time.

Failure to comply with this requirement may result in further sanctions, including suspension from school..

6. Search, seizure and confiscation

6.1. If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by each school Headteacher or staff authorised by them (SLT). Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

6.2. The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

6.3. Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a

pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

6.4. A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

6.5. Each school Headteacher and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- E-cigarettes, tobacco and cigarette papers;
- Fireworks;
- Pornographic images; or
- Articles that the member of staff reasonably suspects has been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

6.6. Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

6.7. When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing's defined as any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

6.8. Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

6.9. Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

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

6.10.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

7. Restrictive interventions including use of reasonable force

7.1. The Trust and school strive to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

7.2. This power extends to times when staff are lawfully in charge of pupils but are off the school premises e.g. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

7.3. There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions.

Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

7.4. Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a pupil's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible.

7.5. Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,
- Securing the place so that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place

7.6. Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

7.7. Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases:

a) Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The Trust recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The Trust/school will seek to understand the underlying triggers of challenging

behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the school's SEND policy that sets out the provision for SEND pupils and the school's approach generally, but in the context of restrictive interventions this might include:

- Pupil behaviour plan and/or pastoral support plan and/or individual provision maps.
- Risk assessments.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

B) The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

7.8. Whole-school measures include:

- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- Development of working staff-pupil relationships and trust.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

7.9. Individual approaches could include:

- Working closely with parents to support individual pupils
- Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the academy has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers
- Giving pupils time, space and strategies to calm down before their behaviour escalates

C) Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system:

- Names of pupils and staff directly involved.

8. EVALUATION AND MONITORING OF THE BEHAVIOUR AND REWARDS POLICY

This policy will be evaluated and monitored through the Governing Board and will be on an annual review cycle.

9. LINKED POLICIES

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [A Guide for Parents on School Behaviour and Exclusion](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [DfE guidance](#)

This policy complies with our funding agreement and articles of association.

Appendix A1 – Behaviour Interventions for Accumulation of Behaviour Points

Cumulative Points	Behaviour Intervention	Consequence
25 – Alert BLUE Tutor	- Tutor/Class teacher check in - Review of social time behaviour - Positive role model/mentoring - Alert tutor report 2 week monitor at least Tutor to check in with student and monitor actions – log on Arbor any successes or need for further support	Phone call and follow up letter from Tutor or HOD if subject specific Report Card (2 weeks) set up and monitored daily by tutor
50 – Stage 1 YELLOW HOY /HOD and Tutor	- Stage 1 (HOY, HOD) Parents/Carers and Student - HOY Teacher round robin – Via Forms - Detailed feedback from specific area (HOD) whereby student is causing concern	Phone call & Letter from HOD/HOY home. Report Card (4 weeks) set up by HOY/HOD If the issue is departmental this is led by the HOD. Monitored by tutor daily, weekly by HOY.
100 – Stage 2 ORANGE HOY	- Meeting with parents. - Report Card (4 weeks) daily Monitoring by tutor daily HOY weekly. - TAC meeting held with teaching staff, HOY, Tutor, SENDCo.	1-day In School Suspension HOY Report Orange Level 1
125	- Meeting with parents. - Behaviour Contract for 10 weeks monitored by HOY. - Reporting daily to HOY	1-day External Suspension HOY report OL2
150 – Stage 3 RED Assistant Head Behaviour	- Meeting with parents AH and HOY. - Behaviour contract monitored every 2 weeks by AH for 10 weeks. - Reporting daily to AH. - Pastoral Support Plan	2-day Fixed Term External Suspension and reintegration meeting with Parents, HOY, AH
175	Behaviour contract monitored every 2 weeks	3-day Fixed Term External Suspension and reintegration

	by Deputy Headteacher for 10 weeks • Reporting daily to Deputy Headteacher. • Managed transfer offered.	meeting with Parents, HOY, Headteacher
200 – Stage 4 PURPLE Deputy Head and Head	• Monitored by Headteacher and SENDCo	4-day Fixed Term External Suspension and reintegration meeting with Parents, SENDCo Headteacher and member of Governing Body.
225 Stage 4 + Deputy Head	• Alternative education part-time or temporary P/T investigated (WLT consent form) • Extended work placements • Youth Offending Team referral • Local and national helplines, including FRANK for drugs, NHS Smoking Services for tobacco and Drink line for alcohol, and youth and community services. SDAS	5-day Fixed Term External Suspension FTE and reintegration meeting with Parents, SENDCo and Headteacher. Direction to attend
250 +Headteacher	Consider Direction to Attend	Direction to Attend

Appendix A2 - Consequences, Suspensions and Exclusions

Consequence	Why		Action	Who
Repeated C2	Student is getting multiple consequence points for C2 not being Ready, Respectful	Is it the same subject? HOD Multiple? HOY	Alert, BLUE Subject report Alert report	HOD or Teaching staff to call home Tutor to monitor on Alert Report
Repeated C3	Student has been C3'd three or more times in a week	Is it the same subject? HOD Multiple – HOY	Stage 1 Graduated Response. Yellow	HOY/HOD and Tutor Yellow letter home from HOY
Issue	How many times? Over what time period? For what lesson, tutor period, assembly...?	Consequence	'Follow-up' consequence	Staff responsible for administering and following up consequence
Continuous Lateness - Conversation /Meeting	Not ready to learn: continuous lateness despite receiving previous sanctions for repeated lateness	Agreed between Tutor/HOY and parent/carer Behaviour escalation scale	Meeting Room	Tutor and HOY
Truancy	For missing a lesson	HOD to phone home and discuss – loss of social time through community service	HOD office	HOD
Repeated Truancy	For repeatedly missing lessons	1-day internal suspension	Reflection Room	HOY
Internal Suspension	Significant breach of behaviour and rewards policy, truancy, accumulation of behaviour points, bullying, verbally or physically abusive behaviour.	Once incident has been investigated. 8:40am - 3:40pm Behaviour escalation scale	Reflection Room	RR Supervisor
Fixed Term External Suspension	Significant breach of Behaviour and Rewards Policy, accumulation of behaviour points, bullying, verbally or physically abusive behaviour.	Once incident has been investigated Behaviour escalation scale	Off site	Supervised by Parents/Carers.
Permanent Exclusion	Significant breach of Behaviour and Rewards Policy, possession of prohibited items on or in association with the school site, accumulation of behaviour points, bullying, verbally or physically abusive behaviour.	Once incident has been investigated Behaviour escalation scale	Off site	Supervised by Parents/Carers

Appendix A3 – School Based Behaviour and Consequence Matrix

Arbor Folder Heading	Behaviour	Initial response by	If necessary, referral to	Actions (in addition to recording on Arbor) and notes	Consequence in addition to misconduct point
CLASSROOM RESPECTFUL –	C1 - Verbal warning. This can be for any incident in the classroom that would impact on learning of self or others	Classroom teacher		This is not entered onto Arbor	
	C2 - Not correcting or repeating behaviour that led to C1 verbal warning.	Classroom teacher	HOD	Consider student taking 'time out' for up to 5 min and move to different seat in classroom – if appropriate.	Consider a C2a for students who need more time to regulate.
	C2a – SLT called to assist in enabling the student to get back to class to be Ready to Learn.	Classroom teacher - SLT	/	SLT to discuss the incident which led to the C2. Student has a cooling off period – aim is to enable the student to get back to the class. If there is no resolution they will go to the RR.	
	C3 – Continued poor behaviour despite C1 and C2	Classroom teacher	HOD	Send to RR.	
	C4 – poor behaviour in reflection room	RR Supervisor	Tutor/HOD/HOY	HOY/SLT referral	Removal of Social time – community service
	C5 – significant incident post exit to RR	HOF	HOY/SLT	HOY/SLT referral	Removal of Social Time – community service
	Late to lesson	Classroom Teacher	HOD/HOY and Tutor	Discuss with student and record on Arbor	
	More than 10 min late to lesson	Classroom teacher	Attendance Officer	If concerned that student is missing report to Attendance Officer	
READY	Persistent Lateness	Tutor	HOY	Meeting with HOY/Subject teachers and contact home. Behaviour Graduated Response	Late report and Removal of Social Time
SOCIAL – READY & SAFE	S2- Poor behaviour at break or lunch	Staff witness or staff member incident reported to.	Tutor	Enter S2 on Arbor Behaviour Graduated Response	Removal of Social Time – community service
	Non-Compliance (refusal to follow staff instructions)	Staff member	HOD/HOY/SLT	This applies to any incident where a student refuses to follow staff instructions including, refusal to hand over a mobile phone, correct uniform infringements when asked (or repeating same infringement again) etc.	Loss of Social Time, community service, Internal or external Suspension.
	Damage to the school site or property	Staff witness or staff member incident reported to.	HOY	Report to site team. Behaviour Graduated Response	Community service with member of the site team. Duration dependent on incident, internal or external suspension
	Phone - use of mobile phone onsite	Staff	HOD/HOY/SLT	Phone confiscated and handed in to Reception/ HoY Office. 2 x incidents in a half term may lead to external suspension	Removal of phone until 3:40. 2 x use of mobile phone in a half term

					will lead to external suspension. Persistent misuse of mobile phones or concerns regarding mobile phone use will lead to student having to hand phone in at the start of the day.
	Smoking	Staff witness or staff member incident reported to.	HOY/SLT	Confiscation of materials. Contact home. HOY/SLT Investigate	1-day Internal Suspension.
	Vaping	Staff witness or staff member incident reported to SLT.	HOY/SLT	Confiscation of materials Contact home. HOY/SLT Investigate	1 day Internal Suspension.
	Uniform and Appearance - Incorrect Uniform, wearing make-up or piercings	Staff	Tutor/HOY	Discussion with student. Removal of excessive make-up or piercings and handed in to reception for collection at 3:40. Treated as non-compliance (respectful) if a repeated issue during a day. (e.g. morning registration has passed)	When relevant confiscation of items to be collected at 3:40. If repeated issue treat as Non-Compliance
	Assault - Physical assault – against a student	Staff witness or staff member incident reported to.	HOY/SLT	Collect statements, contact home, Parental Meeting, Restorative meeting where appropriate offered Behaviour Graduated Response	Internal Suspension if provoked or Fixed Term External Suspension if unprovoked or Permanent Exclusion.
CONFLICT, DISCRIMINATION AND ABUSE – RESPECTFUL & SAFE	Assault - Physical assault against a member of staff or student	Staff witness or staff member incident reported to.	SLT	Collect statements, contact home, Parental Meeting, Restorative meeting where appropriate offered Behaviour Graduated Response	Fixed Term External Suspension or Permanent Exclusion.
	Bullying - The repetitive, intentional hurting of one person or group by another person or group, Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. (<i>Anti-Bullying Alliance Definition</i>)	Report to HOY	SLT	See Anti-Bullying Policy for Trust Behaviour Graduated Response	Loss of social times Internal suspension Restricted areas in school

	Discrimination	Staff witness or staff member incident reported to.	HOY/SLT	Collect statements. Record on Arbor in the appropriate discrimination category: Sex, Race, Orientation, Gender, Disability, Faith or Belief. Report to HOY and Assistant Head to be reported using Somerset cc Child-on child Discrimination online report: https://www.somerset.gov.uk/children-families-and-education/schools-reporting-forms/	Phone call home. SLT at social times. Internal or Fixed Term External Suspension or Permanent Exclusion. Possible Police Involvement
	Peer Conflict	Staff witness or staff member has incident reported to them .	HOY	Meeting with students, Restorative meeting where appropriate offered	Loss of Social Time, internal suspension.
	Social media- Malicious use of electronic devices and social media	Staff witness or staff member incident reported to.	HOY/ SLT	Confiscate equipment. Collate evidence. Contact Home Behaviour Graduated Response	Phone call home. SLT detention/Internal Fixed Term External Suspension or Permanent Exclusion. Possible Police Involvement
	Swearing / verbal abuse child-on-child	Staff	Tutor/HOY/SLT	PSA/Tutor/HOY contact home. Behaviour Graduated Response	RR. 1 day Internal Suspension, possible suspension
	Swearing /abusive language in front of a member of staff	Staff	HOD/HOY	Behaviour Graduated Response	HOD/HOY contact parents. 1-day Internal Suspension, possible external suspension
	Swearing/ abusive language directed at a member of staff	Staff	SLT	HOY Contact home, RJ Conference offered Behaviour Graduated Response	External Suspension followed by Reintegration Meeting
PROHIBITED ITEMS – SAFE	Drugs use, possession or dealing	Staff witness or staff member incident reported to.	HOY/SLT to investigate – refer to Drugs Policy	Contact home. Meeting with parents. Possible police involvement. Behaviour Graduated Response	External Suspension or Permanent Exclusion- Parents meeting with Headteacher.
	Cigarettes / vaping materials and other prohibited items (bringing onto site, selling or using)	Staff witness or staff member incident reported to.	HOY/SLT to investigate	Contact home. Meeting with parents. Behaviour Graduated Response	Fixed Term External Suspension or Permanent exclusion. Parental meeting with member of SLT 1 day internal suspension
	Alcohol	Staff witness or staff member incident reported to.	HOY/SLT to investigate	Contact home. Meeting with parents Behaviour Graduated Response	Fixed Term External Suspension or Permanent exclusion. Parental meeting with member of SLT

	Weapon - Possession of a dangerous and/or offensive weapon	Staff witness or staff member incident reported to.	HOY/SLT to investigate	Contact home. Meeting with parents. Possible police involvement. Behaviour Graduated Response	Fixed Term External Suspension or Permanent exclusion. Parents Meeting with Headteacher
	Other banned item	Staff witness or staff member incident reported to.	HOY/SLTSL T to investigate	Contact home. Meeting with parents. Possible police involvement.	Internal Suspension, Fixed Term External Suspension or Permanent Exclusion
INCIDENTS OUTSIDE SCHOOL	Smoking/Vaping	Staff witness or staff member incident reported to.	HOY/Assistant Head	Contact home. Behaviour Graduated Response	Letter home.
	Inappropriate use of social media outside school	Member of staff reported to	HOY/SLT	Sanctions will be applied where the use of social media outside school leads to upset, abuse or injury in school. Behaviour Graduated Response	Internal Suspension, Fixed Term External Suspension, Permanent Exclusion. Police report
	In School Uniform - Poor student behaviour outside school and in uniform is unacceptable and steps outside the school's expectations. It poses a risk to the student or others and can affect the reputation of the school	Staff witness or staff member incident reported to.	HOY/Assistant Head	Contact home. Possible police involvement. Behaviour Graduated Response	Internal Suspension Fixed Term External Suspension or Permanent Exclusion depending on the significance of incident.
	Other poor behaviour outside school can pose a risk to the students or others and can affect the reputation of the school. The headteacher can consider a student's behaviour outside school to be grounds for Suspension or Permanent Exclusion.	Staff witness or staff member incident reported to.	HOY/Assistant Head	Contact home. Possible police involvement Behaviour Graduated Response	Suspension or Permanent exclusion depending on the significance of incident.

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