Barnwell School

Emotional wellbeing and behaviour policy

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Vision and Values

Our Vision is to create and deliver an outstanding educational experience for every student at Barnwell School. We will achieve this through:

- Valuing every student as an individual, ensuring they realise their potential by providing an aspirational and engaging curriculum.
- Delivering the highest standards of teaching and learning to ensure excellent progress and achievement that inspires all our students.
- Ensuring no matter what the starting point, outstanding progress is achievable by all.
- Supporting student growth and development through our close caring community ethos of respect and tolerance for others and building a sense of belonging.
- Providing a learning environment which is both stimulating, supportive, fosters excellence and independence.
- Inspiring a culture and thirst for lifelong learning based on motivation, challenge, praise, and reward to enable students to achieve their goals in life.
- Building positive partnerships with parents and the local community to widen opportunities and secure high-quality outcomes for all of our students.

By setting high expectations, we expect all students to progress and maximise their potential by seizing the opportunities provided and valuing their education to meet the challenges of our rapidly changing world.

Our school is built on traditional values where mutual respect is developed between students and staff. 'The Barnwell Way' is the foundation of our school and can be shown by demonstrating our three-character virtues of Respect, Responsibility and Aspiration. We encourage all our staff and students to strive to show these character traits.

We use Positive Behaviour Strategies to manage our students' behaviour so we can establish high expectations whilst at the same time fostering fantastic relationships with our students, which will in turn help develop their character.

Our approach to behaviour management, nurture, personal development, and character education is Firm, Consistent and Caring.

This Emotional Wellbeing and Behaviour Policy has been developed with regard to the Governing Board's Statement of Behaviour Principles. The Governing Board is committed to promoting a culture of respect, safety, inclusion and high expectations, ensuring that all students can learn within a calm and supportive environment.

Principles

Barnwell School has adopted the following set of principles from Hertfordshire's Emotional Wellbeing and Behaviour Strategy. The strategy aims to protect, champion, and safeguard the entitlement of children also recognising that positive emotional wellbeing is an essential prerequisite to effective learning.

- **A commitment to a positive and respectful culture within our school or setting.**

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through our strong leadership this is designed and detailed through clear vision and values focusing on realistic social and academic expectations for all

- **Behaviour is a form of communication.**

Approaches to behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

• Not all behaviours are a choice

We recognise that children and young people with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

• Behaviours can change, and improvement can be secured

At Barnwell expectations of students' emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured

• Clear boundaries are paired with an individualised graduated response where needed

A nurturing and structured environment is used to keep Children and Young People (CYP) safe. A clear well communicated policy is used to set standards and create consistency. This policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a CYP's needs including educational, mental health and other needs or vulnerabilities.

• Children may develop academically and emotionally at different rates

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

- **Children and young people are supported to develop internal discipline/self regulation and resilience**

A variety of feedback, reward, or consequence systems are used at Barnwell to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour

- **A commitment to equality and equity**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour.

- **A commitment to suspension reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for suspension linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

- **Engagement of families, outside agencies and the wider community is sought when planning support for CYP**

There is proactive engagement with families, outside agencies, and the wider community to promote consistent support for CYP. We believe firmly that parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

Roles and Responsibilities

<u>Governors</u>

The Governing Board will:

- Monitor the effectiveness of this policy.
- Review behaviour, suspension and exclusion data.
- Ensure the policy reflects statutory guidance and the school's Behaviour Principles.
- Ensure the policy is applied fairly and consistently.

<u>Headteacher</u>

The Headteacher will:

• Provide strategic leadership for behaviour and emotional wellbeing.

• Ensure systems for behaviour management are implemented effectively.

• Monitor behaviour trends and vulnerable groups.

• Ensure staff receive appropriate training and support.

Senior Leadership Team

The Senior Leadership Team will:

• Support staff in the consistent implementation of this policy.

• Monitor behaviour information and identify emerging trends.

• Lead interventions for students requiring additional support

• Support restorative and reintegration practices.

All Staff

All staff will:

• Model the values of Respect, Responsibility and Aspiration.

• Apply the policy fairly and consistently.

• Build positive relationships with students.

• Record concerns and behaviour incidents appropriately.

• Promote an inclusive and safe learning environment.

Students

Students will:

• Follow the Barnwell Way.

• Treat others with dignity and respect.

• Take responsibility for their actions.

• Report bullying, discrimination, abuse or safety concerns.

• Challenge, where safe and appropriate to do so, discriminatory language, harmful behaviour and harmful online content, including racism, sexism, misogyny, misandry, homophobia, biphobia and transphobia, and report concerns to a member of staff.

Parents and Carers

Parents and carers will:

• Support their child in meeting the school's expectations.

• Work in partnership with school staff.

• Attend meetings where additional support is required.

• Promote positive behaviour and attendance.

Universal Provision

Universal provision refers to the systems in place to create and support the positive emotional wellbeing and behaviour of all learners. These are the processes and practices seen in every classroom being used consistently across the school.

Our students are children and, as such, are still learning how to behave. Developing positive behaviour is a shared responsibility between the school and parents/carers. We are committed to working in partnership with families, supporting them where needed and promoting consistent expectations so that students can make positive choices both in school and beyond. Good behaviour can be taught, and managing behaviour in a positive way is far more effective than doing so negatively. All adults at Barnwell School are responsible for managing student behaviour. Every adult has the authority to do so and has the full support of the school. Staff are expected to uphold 'The Barnwell Way' by addressing poor behaviour and low-level disruption whenever it occurs, rather than ignoring it, as this can unfairly impact the learning and wellbeing of others.

All school staff should be a role model and build positive relationships with students by:

- Learning all students' names and using them
- Reading Student Passports to understand the needs of SEND or disadvantaged students.
- Being kind and caring to students
- Praise, praise, and praise - Regularly award key character trait points.
- Using assertive body language, appropriate phrasing and tone of voice (not shouting)
- Maintain a polite but caring level of professional distance with friendly conversations with all students avoiding slang, popular terms or sarcasm.
- Model politeness and expect it in return.
- Follow lessons The Barnwell Way
- Be consistent in their use of 'Remind then Remove'

Student Transition and Reintegration

Barnwell School recognises that periods of transition can present challenges for some students. Positive transition arrangements contribute significantly to emotional wellbeing and successful behaviour.

Transition support may include:
• Enhanced transition arrangements for Year 6 students moving into Year 7.
• Additional visits and personalised transition programmes for vulnerable students.
• Support for students joining the school mid-year.
• Information sharing between schools and relevant professionals.
• Additional support during key stage transitions.
• Reintegration meetings following periods of suspension.
• Planned support for students returning following prolonged absence, illness or alternative provision placements.

Transition arrangements will be guided by the individual needs of students and reviewed where additional support is required.

Reasonable Adjustments

At Barnwell School, we are committed to promoting an inclusive environment where all pupils are supported to engage positively with school life. We recognise that some pupils may face barriers to behaviour expectations due to special educational needs, disabilities, mental health challenges, or other individual circumstances. In line with the Equality Act 2010, we make reasonable adjustments to our behaviour policy to ensure fairness and equity.

Principles

- Reasonable adjustments are made to remove or reduce disadvantage for pupils with protected characteristics or additional needs.
- Adjustments are tailored to individual circumstances and aim to support pupils in meeting behaviour expectations without compromising the safety and wellbeing of others.
- Staff are trained to understand the impact of neurodiversity, trauma, and mental health on behaviour, and to respond with empathy and consistency.

Examples of Reasonable Adjustments

Adjustments may include, but are not limited to:

- **Flexible start times or modified timetables**
- **Reduced or adapted homework expectations**
- **Use of assistive technology**

- **Personalised behaviour support plans**
- **Regular check-ins with a trusted adult**
- **Access to sensory resources or movement breaks within the classroom**

Decision-Making and Review

- Decisions about reasonable adjustments are made collaboratively, involving the pupil, parents/carers, SENCO, and relevant staff.
- Adjustments are reviewed regularly to ensure they remain appropriate and effective.
- Documentation of adjustments is maintained to ensure transparency and consistency.

Toilet Passes

Any student requiring access to a toilet pass on medical grounds will need to provide supporting evidence from a medical consultant. Evidence from a GP will not be accepted. This measure is intended to ensure that toilet passes are issued only where there is a verified medical need.

Staff Training and Development

The school is committed to providing high-quality training and support to staff to ensure the effective implementation of this policy.

Training may include:

• Behaviour management strategies.

• Trauma-informed and relational approaches.

• SEND and neurodiversity awareness.

• De-escalation and conflict resolution.

• Child-on-child abuse.

• Safeguarding.

• Online safety and emerging digital risks.

• AI misuse, deepfakes and cyberbullying.

All new staff will receive behaviour induction as part of their onboarding programme.

Staff requiring additional support will be provided with coaching, mentoring or additional professional development opportunities.

Safeguarding and Equity

While reasonable adjustments are essential, they do not mean that expectations for respectful and safe behaviour are removed. The school maintains high standards for all pupils, and adjustments are made to help pupils meet those standards in a way that reflects their individual needs

Positive Emotional Wellbeing & Behaviour

Positive emotional wellbeing and behaviour relates to behaviour which is helpful, values social acceptance and upholds the school or setting's values and visions.

Barnwell School rewards system

Barnwell School prides itself on providing all students with the opportunity to achieve personal academic success. We have recognised that students who realise and surpass their individual academic targets have some key character traits that have facilitated their outstanding learning journey. These traits all revolve around Respect, Responsibility and Aspiration.

We therefore have a culture and expectation that all Barnwell students are given the opportunity to demonstrate Respect, Responsibility and Aspiration. Students are given regular guidance on how to show these key character traits in their learning leading to them exhibiting a positive attitude to learning where they are highly motivated. Students are responsible for their learning and encouraged to work beyond the limits of their ability, behaving in a manner that ensures that outstanding progress takes place.

Rewards must be given fairly and consistently as a means of acknowledging an effort, achievement, or action by all teaching staff. Rewards must never be given as a 'bribery' (rewarding students for doing what should be expected of them normally) as this will undermine school processes and may serve to promote a behaviour that we would not wish to see in our school. There is a clear structure for the issuing and monitoring of rewards for both staff and students.

The main platform we use to drive the system is EduLink One.

Our rewards system will run as follows:

- Achievement points
- Character Day
- Character Fortnight Award

These are awarded for:

- High levels of attendance to school
- High levels of punctuality

- High-quality School Representation
- Participating in an assembly
- Volunteering
- Community action
- Continued participation in co-curricular activities
- Demonstrating a key character trait around school
- Exceptional piece of classwork
- Exceptional piece of homework
- High level contribution in lesson
- Progress from data track

Whole School

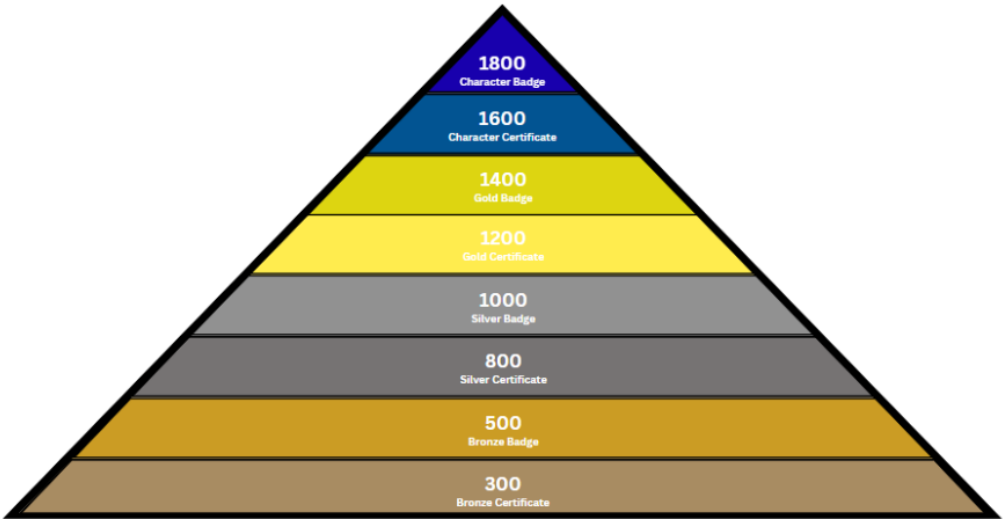
Points

As a standard part of every lesson, students who meet all expectations in lessons are awarded 1/5 of their 'Character Day' points.

At the end of each day students who have met expectations in all 5 lessons will be awarded with a 'Character Day' (worth 5 points). Students who achieve character days across each fortnight, will also be issued with 'Character Fortnight' (Worth 10 points).

Pyramid/Mountain Rewards

Students have the opportunity to earn certificates, badges and rewards throughout the academic year based on their overall achievement points. Students can work their way up from the Bronze award to the Character award (see pyramid).



Pastoral Curriculum / Assemblies

Each fortnight, tutor groups will review the progress of colleges/year groups, tutor groups and individual students through pastoral curriculum time. Students will look at their own positions within the whole school and identify what is required to progress. Tutor groups will look at tutor group scores and their rank position and also identify

targets for progression for the next term. Termly year group assemblies will look at year and tutor group positions as well as celebrating the achievements of students with prizes and/or certificates being given out to deserving students and tutor groups.

Rewarding Progress
At the return of each data track, students' progress will be rewarded by awarding points for progress to individual students.

Termly Rewards Trips
Each term, a rewards trip is organised to celebrate and congratulate those students who consistently 'get it right'. Invitations are based upon 'Character Days'.

Residential Trips
Selection of residential trips are offered to students. Invitations to these are based upon attendance and behaviour. These trips might include activity trips, international visits, or other residential opportunities.

Attendance
Students' attendance is key to success; this forms a fundamental element of our Emotional wellbeing and behaviour policy. Each fortnight, students' attendance data is monitored and contributes towards their tutor group and year scores.

As part of our continued drive to improve attendance, students are given character points and rewards to acknowledge high levels of attendance.

Year 11 Prom
At the end of each academic year, the Year 11 prom is held to celebrate the successes of the year, mark the end of Year 11 exams and highlight the culmination of the first 5 years at Barnwell. Invitations to the Year 11 Prom are used as a reward strategy and only students who have met a set of 'Character' criteria are invited to attend.

Positive emotional wellbeing

The Barnwell way is to develop a nurturing environment for students through the consideration of these main principles:

1. Children's learning is understood developmentally.
2. The classroom offers a safe space.
3. The importance of nurture for development of wellbeing
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives

Barnwell staff understand that building positive relationships with students supports their wellbeing.

Students are encouraged to manage their feelings and to talk about emotions. They understand that it is 'Ok to not be ok'.

Staff should use the CPOMS facility to record any concern about the wellbeing of a student.

Staff should follow guidance delivered through safeguarding training in spotting any signs of change in a student and record on CPOMS.

Support networks are advertised to students through the pastoral system. The school has a student support communication area on the website for those students who find talking about their problems difficult.

Negative Emotional Wellbeing & Behaviour

Negative emotional wellbeing and behaviour relates to behaviour that causes harm to an individual, a group, to the community or to the environment, and contradicts the school's values and visions.

When a student behaves inappropriately, the following responses are considered appropriate.

- Restating classroom rules
- Using the 'Remind then Remove' behaviour plan, giving simple choices
- Giving simple directions or reminders
- Tactically ignoring some behaviours (at that moment)
- Positive phrasing
- De-escalation strategies

It is the teacher's responsibility to take steps to re-establish a good working relationship, the following are appropriate.

- Record inappropriate behaviour on EduLink One so that it can be monitored.
- Follow up negative behaviour choices in a non-emotional way.
- Help students to develop a climate of respect.
- Use a 'team approach' to solving discipline problems.
- Liaise with Head of Faculty/Pastoral leads about 'repair and rebuild' opportunities.

If a student is significantly disrupting the teaching and learning of a class or poses a serious risk, then assistance should be sought. Send a reliable student/teaching assistant to

- A colleague in a nearby classroom
- Head of Department/Faculty (if available)
- Use the on-call facility via Edulink One to request SLT support.

General Points

- It is important that we are consistent in our approach – consistent actions create consistent results.
- Whole class consequences should not take place.
- Students should be clear about why consequences are being put in place.

- Students should be taught how to resolve conflicts, and staff should be given the opportunity to meet with a student before they return to their class after a serious incident

Types of Consequences used to promote a Positive Climate for Learning

- Discussion/reminder
- Moving student within the classroom
- Following the 'Remind then Remove' Plan
- Loss of break/lunchtime (arrangements must be made for student to get refreshment and use the toilet)
- Removal from lesson by Head of Department or Head of Faculty
- Removal from lesson by Head of Year
- Removal from lesson by Senior Leadership Team
- Lunchtime Detention – Immediate Detention on the same day or following day, depending on when the concern has been issued
- Reports
- Reflection
- Suspension

Systems to support the management of negative behaviour are noted in Appendix 1.

PROHIBITED ITEMS

The following items are not allowed on school site:

- Mobile Phones (must be handed to tutors at the beginning of the day and collected at the end)
- Any music playing device
- Chewing Gum
- Cigarettes / vapes
- Matches / lighters
- Energy or fizzy drinks
- Hooded tops (except for Barnwell hooded tops)
- Zipped Tops
- Sweatshirts
- Baseball Caps
- Permanent Markers
- Correction fluid
- Aerosols / Perfume
- Scissors
- Compasses
- Electric scooters
- Water balloons/Water Pistols
- Replica/Fake weapons
- Lazer light pens

- Pornography, racist or inflammatory literature
- Other items inappropriate for school

Items that are not permitted in school will be confiscated and handed to reception, without exception. Students can collect at the end of the school day after the first offence. Any confiscation, after this point, will require parental collection. 'Mobile phones are an exception and will require collection by a parent/carer by 4pm; the student will complete a reflection the following day.'

Mobile Phones

In line with the Children's Wellbeing in Schools Act 2026, Barnwell School is committed to promoting pupils' safety, wellbeing and readiness to learn by maintaining a calm, purposeful and distraction-free environment. Mobile phones present a significant barrier to achieving this, both through their impact on attention and learning and through the risks associated with social media use, including cyber-bullying and peer pressure. Therefore, to safeguard pupils and support a positive learning culture, mobile phones are not permitted for use during the school day and are a banned item in accordance with current statutory expectations.

Any pupil who chooses to bring a mobile phone onto site must ensure it is switched off and handed in to their form tutor at the start of the day. Devices will be securely stored and returned during afternoon form time. Families are advised to ensure appropriate protective cases, screen protectors and insurance are in place, as banned devices are brought to school at the owner's risk. Phones may only be accessed during the school day by staff where required for safeguarding or operational reasons, such as attending appointments.
Where there is reasonable suspicion that a pupil has a mobile phone on their person, searches may be conducted in line with statutory guidance and the school's search policy. Sixth form students may use mobile phones only within the designated sixth form common room. This approach reflects the school's duty under current legislation to actively promote pupils' wellbeing, safety and engagement in learning.

If a pupil's phone is seen or heard during the school day it will be confiscated, their parent/carer will need to collect by 4pm and the pupil will receive a reflection the following day. Moving forwards, students may be subjected searches using a hand held metal detector.

Behaviour Beyond the School Gate

The school's expectations for conduct extend beyond the school premises where behaviour may have an impact upon members of the school community.

This includes behaviour:

• Travelling to and from school.

• Whilst wearing school uniform.

• During educational visits and residential trips.

• Whilst representing the school.

• Online and through social media.

The school may apply sanctions where behaviour outside school:

• Brings the school into disrepute.

• Impacts the safety or wellbeing of students or staff.

• Involves bullying, discrimination or harassment.

• Constitutes a safeguarding concern.

• Adversely affects the orderly running of the school.

Offensive conduct to other students

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always considered serious.

If a student is harassed physically or verbally within the school, they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.

Child-on-Child Abuse (Please see separate Child on Child abuse policy)

Barnwell School adopts a zero-tolerance approach to child-on-child abuse.

This includes:

• Bullying.

• Cyberbullying.

• Sexual harassment.

• Sexual violence.

• Harmful sexual behaviour.

• Online abuse.

• Sharing of indecent imagery.

• Image-based abuse.

• Coercive or controlling behaviour.

Sexual violence and sexual harassment will never be dismissed as:

• Banter

• Part of growing up

• Just having a laugh

• Boys being boys

All concerns will be managed in accordance with safeguarding procedures and the Child-on-Child Abuse Policy.

Barnwell School does not tolerate any form of discriminatory bullying.

This includes:

• Racist bullying.

• Disability-related bullying.

• Faith-based bullying.

• Homophobic bullying.

• Biphobia bullying.

• Transphobic bullying.

• Sexist behaviour.

• Misogynistic behaviour.

• Cyberbullying.

• AI-generated harassment or abuse.

All incidents will be investigated and dealt with appropriately. Further details can be found within the school's Anti-Bullying Policy.

Smoking and Vaping

Smoking and vaping are not allowed on the school site or in school uniform off-site. Students who are caught smoking/vaping or are part of a group in which people are smoking/vaping will receive a consequence. Even association with smokers, such as standing with another student whilst they smoke or vape will receive a consequence. Sixth Form students may not smoke or vape anywhere on site or within 400 metres of the school boundaries, during school hours. Any confiscated tobacco related products or vapes will only be returned to a parent/carer.

Alcohol & drug-related offences
When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of consequence. In cases where illegal substances are involved, the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or arranging to sell a substance either off or on the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to a permanent exclusion.

Possession or use of an offensive weapon
An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances which are inappropriate within the school confines. The weapon will be confiscated, and parents/carers will be invited to collect it or the weapon will be disposed of. The student will be given some form of consequence. This will depend on the:

- degree to which the item was used to cause alarm or harm to others.
- the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others.
- the potential for the item to cause harm and alarm to others.

Bringing dangerous weapons on to school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a consequence.

Possession of other offensive items
Possession of pornography, racist or inflammatory literature is forbidden, and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Suspension will apply in aggravated cases where the conduct was repeated.

Obstruction of justice
If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of consequences imposed.

Improper conduct
Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve Police action and consequences up to and including suspension from school. However, even where contact between

students is consenting, consequences may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.

Dangerous / Unsafe Behaviour or Circumstances

Generally dangerous or unsafe describes behaviour or circumstances which will predictably result in imminent injury or serious harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

The priority of the staff is to ensure the physical, mental and emotional wellbeing of all students is safeguarded.

In the case of racial/xenophobic/homophobic/transphobic or sexual abuse the incidents will be logged on CPOMs. Appropriate outside agencies will be notified, preventative and learning consequences applied, parents/carers notified.

A safety and support plan should be completed by the relevant member of the pastoral team to lower risk of future incidents.

In incidents of a dangerous physical nature the following guidelines should be noted and followed.

Use of Reasonable Force

This section of the Emotional Well-being and Behaviour Policy should be read alongside the school's 'Restrictive Interventions in Schools' Policy, which is accessible via the school website.

What is reasonable force

The term reasonable force refers to a range of actions involving a degree of physical contact used by staff to control or restrain a student where necessary. Any use of force must be lawful, necessary and proportionate, and only used when there is a clear risk of harm, serious damage to property, or significant disorder, and after de-escalation strategies have been attempted where appropriate.

Reasonable force may include:

- Guiding a student to safety, for example by leading them by the arm.
- Blocking a student's path or standing between students to prevent harm.
- Separating students involved in a fight or preventing an assault.
- Restraining a student to prevent injury to themselves or others, or serious disruption.

"Reasonable" means no more force than is needed in the circumstances, taking into account the age, needs and understanding of the student, and the level of risk presented.

- Control refers to passive or active physical contact used to direct a student's movement or behaviour.
- Restraint refers to more restrictive physical intervention where a student is held to prevent harm.

Staff must always seek to minimise the risk of injury. Any use of force must avoid restricting breathing or circulation and must stop as soon as the risk has passed.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This includes:

- Teachers and support staff
- Supply staff
- Individuals temporarily in charge of students (e.g. volunteers or parents on trips), where authorised by the Headteacher

When can reasonable force be used?

Reasonable force may only be used where it is necessary to prevent harm, serious damage, or disorder, including:

- Preventing a student from hurting themselves or others
- Preventing serious damage to property
- Preventing a student causing significant disruption or disorder
- Preventing a student leaving a place where this would put them or others at risk

The decision to intervene physically is based on professional judgement, taking into account:

- The immediacy and level of risk
- The effectiveness of de-escalation strategies
- The best interests of the student and others

Reasonable force must never be used as a punishment.

Staff must not use force in a way that:

- Causes pain deliberately
- Restricts breathing (e.g. chest compression, prone restraint unless unavoidable in extreme risk and trained)
- Involves holding a student face-down on the floor
- Is used to enforce compliance where there is no immediate risk

Where possible, restrictive physical interventions should be carried out by staff who have received appropriate training. Staff should only use techniques they have been

trained in, unless in an emergency where immediate action is required to prevent harm.

Following any use of force:

- The student should be checked for injury and offered support
- Staff involved should have an opportunity to debrief
- Incidents should be reviewed to identify lessons learned
- Where appropriate, the student should be supported to reflect and repair harm

For students with known behaviours that may require physical intervention, risk assessments and behaviour support plans should outline agreed strategies and interventions.

Communicating the school's approach

- This policy is shared with staff, students and parents/carers.
- The school makes reasonable adjustments for students with SEND and recognises that some students may be more vulnerable to restrictive intervention.
- Parental consent is not required for the use of reasonable force.
- The school does not operate a "no contact" policy, as staff may need to act to fulfil their duty of care.
- Clear communication of this policy aims to reduce misunderstanding and complaints.

Recording and informing parents

All incidents involving the use of force must be recorded in line with school procedures.

Parents/carers will be informed of any significant incident as soon as possible, ideally on the same day.

In determining whether an incident is significant, staff should consider:

- The level of risk presented
- The degree and duration of force used
- The impact on the student or staff
- The student's age, needs, and any SEND considerations

Complaints and allegations

Any complaints or allegations relating to the use of force will be managed in line with the school's complaints and safeguarding procedures.

Where staff have acted in accordance with the law and this policy, the use of reasonable force will provide a defence to any related complaint or legal action. Allegations will be investigated appropriately, and external guidance (including referral to the Local Authority where required) will be followed.

Unforeseeable Behaviour or Circumstances

Unforeseeable behaviour or circumstances are not covered by policy, never previously experienced or are so historic that they were not believed to reoccur.

The priority in all such incidents is to ensure that physical, emotional, and mental wellbeing is safeguarded.

Where reasonable force by school staff is not appropriate and there is risk of physical injury the police and ambulance service should be contacted.

Members of staff should not be left alone during the incident.

Where possible the vicinity of the incident should be cleared of staff and students who are not involved.

Where there is a threat to multiple members of the school community school evacuation procedures should be followed.

Following the incident all staff/ students involved should be debriefed and their wellbeing checked. If necessary outside agencies should be involved if further therapeutic support is required.

A risk assessment should be made, and a plan put in place in the event of the incident ever reoccurring.

Support from External Agencies

Where appropriate the school will use a range of external support interventions to support the emotional wellbeing and behaviour of students.

A non-exhaustive list is as follows:

- Education Support Centre
- Attendance Improvement Officer
- Student Support Worker
- Counselling services
- Educational Psychologist
- The Police – School Liaison Officer

• The Police – Community Police Officer

Working with parents and carers we may also seek input or advice from:

• Family doctor

• Child and Family Centre

• Social Services

• Family Support Worker

Under the guidance of SLT, pastoral members or SENCo will refer to the relevant agency.

Communication and Recording within School

EDULINK ONE is the platform where all staff will record achievement points and add concerns.

Concerns regarding the wellbeing of a student should be recorded on CPOMS.

Information recorded should always be worded in professional language with accurate, factual detail.

Staff should also apply this to any report form that is completed.

All communications with parents or carers should be recorded on CPOMS.

All referrals to outside agencies should be uploaded to CPOMS.

Communication with Parents and Carers

Barnwell School values positive and timely communication with parents and carers.

Parents/carers will normally be informed on the same day where there has been:

• A serious behaviour incident.

• A suspension.

• A significant safeguarding concern.

• Use of reasonable force.

• A search for prohibited items.

• An incident involving discriminatory behaviour, bullying or child-on-child abuse.

• Police involvement.

In exceptional circumstances, communication may be delayed where this is necessary to support safeguarding, police investigations or the welfare of those involved.

All communication with parents/carers should be recorded on CPOMS in accordance with school procedures.

Malicious Allegations

The school takes all allegations seriously and will investigate concerns thoroughly and fairly.

Where a student is found to have knowingly made a false and malicious allegation against another student or member of staff, this will be treated as a serious breach of the Behaviour Policy.

Appropriate action may include:

• Restorative interventions.

• Behaviour support measures.

• Reflection.

• Suspension.

• Other sanctions deemed appropriate according to the circumstances.

The school recognises the difference between an allegation that is deliberately false and one that is unsubstantiated following investigation.

Appropriate wellbeing and safeguarding support will be offered to all parties involved.

Suspensions

Suspensions are a last resort. The Barnwell way is to seek to eliminate the use of these by making suspension unnecessary rather than by simply refusing to use them. When they are required as a last resort, they are used as a protective consequence and/or to reset the school support plan for that student.

In keeping with current DfE guidance the school operates two forms of exclusion from school:

• Suspension

• Permanent Exclusion

In most cases suspension will be the last resort after a range of measures have been tried to improve the student's behaviour. We follow DfE and LA guidelines on suspensions and the final decision to suspend can only be made by the Executive Headteacher / Headteacher or nominated member of the Senior Leadership Team in the Headteacher's absence. When deciding to suspend a student the Headteacher will ensure there has been a thorough investigation and that a record is kept of their actions and those of other staff. The mitigating and aggravating circumstances of the situation or incident will be carefully considered. A student cannot be suspended pending an investigation into an incident - they will be isolated within school.

In addition, the length of the suspension will be decided by the Headteacher with reference to:

- whether the student belongs to any vulnerable group
- Mental health of the student is given reasonable weight in any decision
- the age of the student
- the disciplinary record, including the primary or previous school record, if appropriate
- the nature of the offence
- the home backgrounds.
- exam obligations

When a student is suspended, the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any suspension.
- undertake to set and mark work for that student for the first five days of the suspension.
- provide full-time education (off-site or in a shared provision) from the sixth day of any suspension lasting six school days or more.
- advise any consequences that may be imposed for non-attendance of the provision for the sixth day onwards.
- consider how the time out of school might be used to address the student's problems; and consider what support will best help with the student's reintegration into the school at the end of the suspension.

The parents or carers of a student who is suspended for a single or cumulative period of 6-15 days in any one term can request a meeting with the Governors to review the suspension. The Governors will meet within the required statutory timescales to review the suspension. If a student is suspended for more than 15 days in a term the Governors will review the suspension in accordance with current statutory guidance. After a suspension a student should attend a re-admission meeting with their parents and a member of the Pastoral Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Permanent exclusion will usually be considered as a 'last resort' action. This is in response to a serious breach or persistent breaches of the school's behaviour policy, where allowing the pupil to remain in school would harm the education or welfare of the pupil or others such as staff or pupils in the school

One off incident may include (but are not limited to):

- actual or threatened violence against a member of staff.

- theft from the school, a student, or a member of staff
- serious actual violence against another student
- sexual abuse or assault
- supplying or intent to supply an illegal drug or possession of an illegal drug in school on more than one occasion.
- carrying an offensive weapon with intent to cause harm.
- making malicious allegations against a member of staff

These instances do not constitute an exhaustive list but indicate the seriousness of an offence for which the Headteacher may, in their judgement, impose a permanent exclusion for a first or “one-off” offence.

In considering whether permanent exclusion is the most appropriate consequence, the Headteacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School’s Policy and b) the effect that the student remaining in the school would have on the education, welfare and safety of other students and staff. Repeated persistent offences could ultimately lead to permanent exclusion

In line with its statutory duty, the Governors’ Student Discipline Committee, when it meets to consider the Headteacher’s decision to suspend or permanently exclude would require the Headteacher to explain the reasons for the decision and will look at the appropriate evidence.

Reintegration Following Suspension

Following any suspension, a reintegration meeting will take place involving the student, parents/carers and an appropriate member of staff.

The purpose of the meeting is to:

• Reflect on the incident.

• Re-establish expectations.

• Identify any additional support required.

• Review any reasonable adjustments that may be necessary.

• Agree strategies to promote future success.

The school will seek to ensure that students return successfully to education and remain fully supported.

Screening / Searching and Confiscation
The schools’ common law powers to search:

When can a search be undertaken?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Screening / Searching

'Screening' refers to the use of security measures designed to detect prohibited items or identify potential risks without conducting a physical search of a pupil or their belongings. The use of handheld wands is classified as 'screening'.

'Searching' refers to an examination of a pupil, their possessions, or school property allocated to them where authorised staff have reasonable grounds to suspect that prohibited items may be present.

Searching/screening with consent

School staff can screen or search pupils with their consent for any item.

You must be the same sex as the pupil being screened or searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

Search records will be completed for all searches and uploaded to CPOMS. A formal search record is not required solely because a student has been screened using a hand-held metal detector (wand).

Screening / Searching without consent

What can be screened or searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, vapes, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

During the screening or search

Extent of screening or search

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Confiscated items

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
All confiscated items must be handed to a member of SLT.

Refusal to submit to screening or searching

If a student walks away from staff and refuses to cooperate with a search, staff should not pursue the student in a manner that may escalate the situation. The member of staff should immediately inform the appropriate pastoral lead and make prompt contact with the student's parent/carer, requesting that they attend the school as a matter of urgency to support with the search and resolution of the concern. The reasons for the search and the student's refusal should be clearly explained to the parent/carer.

Where a parent/carer is unable or unwilling to attend, and the student continues to refuse a search, the matter must be escalated to the Headteacher or designated senior leader. At this stage, the level of risk should be considered significantly heightened, as staff are unable to establish what item the student may be concealing. This could present a potential risk to the student themselves, other students, staff, and visitors on site. As the school has a duty of care to safeguard all individuals within the school community, consideration should be given to seeking support from the police via 101 or, where there is an immediate risk of harm, 999. The rationale for any decisions made, actions taken, and communications with parents/carers and external agencies should be fully documented in accordance with the school's safeguarding and behaviour procedures.

Strip Searches

The school will follow current statutory guidance where a strip search is considered necessary.

A strip search can only be undertaken by police officers.

Where possible:

• Parents/carers will be informed.

• An appropriate adult will be present.

• The dignity, welfare and privacy of the student will be prioritised.

Following any strip search:

• Appropriate pastoral support will be provided.

• Safeguarding considerations will be reviewed.

• The incident will be recorded on CPOMS.

• Relevant staff and agencies will be informed where appropriate.

Notes

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found because of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- Schools are not required to inform parents before a screening or search takes place nor are they required to seek parental consent to screen or search their child. However, parents should always be informed that a search has taken place. Please ensure a record of this parental conversation is made on CPOMS as a contact with parent/carer, ideally this will be added as an action to the student search. Search record paperwork should also be uploaded to CPOMS on the same incident log.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Examples of illegal or potentially harmful items include (but are not limited to):

- Knives
- Multi tool
- Replica/fake/toy weapons
- items that the school believe may be used as a weapon
- alcohol
- illegal drugs
- legal highs
- suspected stolen items

Anti – Social Behaviour

Students are expected to identify the perpetrators of anti-social behaviour so that the school can deal with issues effectively.

The Police

It will be for the Headteacher or a member of the Senior Leadership Team to decide whether the Police should be involved in any given incident. The Police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents will be informed immediately if a decision is taken to contact the Police. The possession of illegal substances on the school premises will always lead to the involvement of the Police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practice for Police interviews to take place at school only in the presence of parents or carers. If parents cannot be contacted, the interview will take place with the Headteacher or a member of the Senior Leadership Team.

Staff should not obstruct the Police in the course of their duty. The Police have the right to enter the site without permission of the Headteacher but should only exercise this right in exceptional circumstances.

When to call the Police

- once a ‘prima facie’ case has been established, school led interviews and investigations should stop and the Police should be called.
- accurate records of interviews and admissions should be kept as a member of staff could be called as a witness
- once a criminal investigation is under way school investigations and/or interviews MUST stop
- Offences where the Police may be called include theft, harassment (bullying), assault, damage, drugs and offensive weapons.

Any illegal or potentially harmful items will be passed to the Police or the Police Community Support Officer.

With regard to stolen items of low value such as pencil cases, it may not be reasonable to involve the Police or pass items on to them. However, the school may deem it appropriate to contact the Police regarding any theft.

Prohibited Use of AI

Students must **not** use AI technologies in any way that could cause harm, distress or disruption. This includes, but is not limited to:

1. Deepfakes and Manipulated Media

- Creating, sharing or editing images, videos or audio recordings of any student, member of staff or individual connected to the school without consent.

- Producing deepfake material that falsely places someone in a situation, behaviour or location they were not involved in.
- Using AI to alter someone's appearance, voice or actions in a way that could deceive, embarrass, intimidate or threaten.

2. Misuse of Images

- Taking or uploading photos or videos of others without permission.
- Using AI tools to enhance, distort or repurpose images for harmful, humiliating or inappropriate purposes.
- Sharing or circulating altered or unaltered images of others on social media, messaging apps or online platforms without consent.

3. AI for Bullying, Harassment or Discrimination

- Generating AI-based insults, abusive messages or impersonations.
- Using AI to create content targeting protected characteristics (race, disability, gender, religion, etc.).
- Creating or distributing AI-generated rumours, misinformation or harmful narratives about individuals.

4. Academic Misconduct

- Using AI to complete assignments, assessments or examinations dishonestly.
- Submitting AI-generated work as one's own without proper acknowledgement.

Consequences of Misuse
Misuse of AI or digital images will be treated as a serious breach of the Behaviour Policy. Consequences will depend on the severity and intent of the misuse, and may include:

- Conversations with staff to reflect on choices.
- Guidance on safe digital behaviour.
- Parents/carers being informed.
- Restrictions on device or network access.
- Confiscate devices for inspection in line with school policy.

In all cases the school will record the incident on the student's behaviour file.

For more serious incidents, the school may apply:

- **Reflection**
- **Fixed-term suspension**, particularly for deepfakes, harassment, bullying or reputational harm.

- **Referral to external agencies**, including the police, if the behaviour meets the threshold for criminal activity (e.g., harassment, defamation, malicious communications, data protection breaches).
- **Permanent exclusion**, in cases involving severe, repeated, harmful or abusive use of AI or digital manipulation.

Education and Prevention
The school will support students in learning how to use AI responsibly through:

- Digital literacy teaching in the curriculum.
- Assemblies, workshops and safeguarding sessions.
- Guidance for staff, parents and students on emerging technologies.

Students are encouraged to seek help from a trusted adult if they encounter harmful content or feel uncomfortable about anything AI-related online or in person

Appendix 1 -Behaviour Management Systems

Remind then remove

The ‘Remind then Remove’ Plan is used to manage behaviour within all learning spaces, this approach ensures consistency across the school when undesirable behaviour is displayed. The system is clear and easy to follow for both staff and students and has a tiered consequence process at each step.

Students are expected to attend the remind then remove room when requested by their teacher. If a student refuses to leave the lesson or fails to attend the remind then remove room, they will be supervised by a member of the Leadership/Pastoral team for the remainder of the day.

Students are expected to complete the work provided to them. If removed from lessons, students will be provided with work booklets from core subjects to complete work from.

The 2 Step Behaviour Plan (Appendix 1)

Step 1 – Remind	Verbal Reminder with Reminder card placed on student desk by teacher
Step 2 – Remove	Student is removed and placed in the removal room for the remainder of the lesson
Students removed from 2 lessons in the same day will be placed in reflection the following day. Any further incidents will result in the student being supervised by a leadership member of staff for the remainder of the day.	

Responsibility (Ry)

- Bullying
- Corridor Conduct
- Equipment
- Exam Conduct
- First Aid visit
- Homework Non-Completion
- Homework Quality
- Inadequate Work
- Inappropriate ICT Use
- Lateness to Lesson
- Lateness to school
- Lost Character Card
- Missed detention
- Missed Gate
- Missed lunchtime detention
- Mobile phone
- Not met expectations in reflection
- Out of bounds
- Overdue Book
- PE Kit- Missing Parts
- PE Kit
- Removal from lessons
- Substance association
- Substance Misuse
- Toilet use during a lesson
- Truancy
- Uniform
- Weapon Possession
- Weapon Use

Respect (Rt)

- Aggressive Behaviour
- Bringing the school into disrepute
- Damage to property
- Defaced Character Card
- Defiance
- Discriminatory Comments
- Dishonesty
- Eating in class
- Fire Alarm Conduct
- Graffiti
- Harmful Sexual Behaviours
- Health and Safety
- Inappropriate Language
- Inappropriate Response
- Left lesson without permission
- Littering
- Making a false allegation against a member of staff
- Not following instructions
- Out of seat
- Physical assault
- Reminder in lesson
- Setting Fire Alarm
- Swearing directly at a member of staff
- Swearing out loud
- Talking out of turn
- Theft
- Throwing water
- Verbal Abuse
- Verbal conflict

Respect or Responsibility concern	Staff Involved
• Concern entered on EduLink One • Pastoral Support contact parents/carers • On Call • Refusal to attend detention - 1hr extended detention on a Monday or Tuesday • Failure to attend extended detention- Reflection	Classroom teacher Pastoral Support Head of Year SLT

Detentions

- Respect / responsibility concerns are held at lunchtime. Any concern entered on the system before the end of Period 3 lessons will be issued for the same day. Any concerns issued after the start of period 4 will be processed as a lunchtime detention the following day. Students will be provided with an opportunity to collect their lunch once they have completed their detention
- Homework and inadequate homework detentions are for up to 1 hour after school and take place the day after the concern is issued. Parents/carers are informed via a message on EduLink/School Comms.
- Extended detentions are held on Monday and Tuesday after school from 3.00-4.00pm.

CONCERN	LENGTH OF DETENTION
Responsibility	Lunchtime detention (25 minutes)
Respect	Lunchtime detention (25 minutes)
Inadequate Work/Homework	Maximum of 60 minutes or when work is completed

- Students can be kept on the same night for up to 10 minutes without prior notice.
- All detentions must be recorded on EduLink One
- We do not allow whole class detentions

- Extended detentions are for up to 1 hour after school, usually on a Monday or Tuesday. Should a student need to sit an extended detention parents/carers will be contacted by the most relevant member of staff.

Truancy from lessons

Punctuality is essential for students to fully engage with all aspects of the lesson, including the DNA activity. Missed learning time negatively affects academic progress. Therefore, it is equally important to implement appropriate consequences to discourage lateness and minimise disruption to teaching and learning.

- If a student is up to 5 minutes late to a lesson, staff will log a ‘Lateness to lesson’ concern and the student will remain in the lesson. The student will be issued with a lunchtime detention.
- If a student arrives to lesson over 5 minutes late, staff will log a ‘truancy’ concern and the student will remain in the lesson. The student will be issued with an extended detention
- If a student receives 2 ‘truancy’ concerns in a day, they will be placed in reflection for the remainder of the day

Reflection Room

Students may be withdrawn from lessons and placed in the Reflection Room on either campus. For the purposes of this policy, "Reflection" refers to a placement in the school's Reflection Room, where students complete supervised work away from mainstream lessons as a consequence and opportunity for reflection and restoration. Students may also be placed in reflection with a member of staff where they will remain supervised.

The Reflection Room operates from 9am to 3pm. Students will sign in via Reception at 8:55am. During their time in Reflection, they will be given an opportunity to purchase food and use the toilet at designated times.

Some examples of behaviour which may lead to a placement in reflection are:

- Consistently disrupting teaching and learning
- 2 x removal from lesson in a day
- 2 x truancy/lateness to lessons in a day
- Behaviour which contravenes the schools Emotional Well Being Policy
- Rudeness towards a member of staff
- Failure to attend an extended detention
- Refusal to accept the code of conduct
- Persistent bullying
- Smoking
- Refusal to wear correct school uniform
- Damage to property

- Defiance
- Verbal abuse
- Weapon possession /use
- Discriminatory behaviour
- Aggressive behaviour
- Setting off the fire alarm
- Substance misuse and association
- Health and safety
- Theft
- Mobile phone

Students placed in reflection will:

- Be supervised
- Complete the work provided for them

Parents/carers may also be called into school to discuss the incident and the way forward.

The context of the incident leading to students being placed in reflection will be reflected in the length of time a student spends away from the classroom. Any child who refuses to complete their reflection will be issued with a suspension as will a series of reflections. If students are issued with a suspension for refusal to complete the reflection, they will still be expected to complete the reflection on their return. Students and parents/carers will always be informed when this is the case. All incidents are logged in EduLink One and in more serious cases on the students' file.

Remind then remove room

If a student is reminded then removed from a lesson, they will be expected to take themselves to the Remind then remove room. Once removed from a lesson, students will be expected to:

- Report directly to the Remind then remove room
- Sit in the seat allocated by the supervising member of staff
- Complete the work provided
- Remain in silence while avoiding any form of communication with other students

Should a student refuse to leave the classroom when requested or fail to report directly to the Remind then remove room, 'On Call' will be contacted to remove the student before they will remain with a Pastoral or Leadership member of staff for the remainder of the day.

Should a student cause disruption while in the reflection room, they will be removed and supervised by a Pastoral or Leadership member of staff.

Persistent Disruption / Refusal to accept the authority of the school

As a school, we have implemented a tiered response system to address persistent disruption and defiance of school authority. While we remain committed to reducing suspension rates, we also uphold our high expectations for student behaviour. Each stage of the system offers students the opportunity to reflect on their actions and review the support available to them. It is important to note that students may not always progress through each stage sequentially; in some cases, a higher-level consequence may be more appropriate based on the severity of the behaviour

- Stage 1- 1 day reflection: Contact home by Pastoral Support
- Stage 2- 2 days reflection: Contact home by Pastoral Manager (Explanation of IBP process)
- Stage 3- 3 days reflection: Meeting with Pastoral Manager and HOY (IBP set up)
- Stage 4- 4 days reflection: Meeting with Pastoral Manager and HOY (Review of IBP, Discussion regarding off site direction on next reflection period)
- Stage 5- 5 days reflection: Meeting with HOY and Key Stage Behaviour Lead (Offsite direction for 1 of 5 days)
- Stage 6- 1 day suspension: Meeting with HOY and Key Stage Behaviour Lead (Explanation of PSP process)
- Stage 7- 2 day suspension: Key Stage Behaviour Lead and Assistant Headteacher, Behaviour (PSP Set Up)
- Stage 8- 3 day suspension: Key Stage Behaviour Lead and Assistant Headteacher, Behaviour (PSP review)
- Stage 9- 4 day suspension: Assistant Headteacher, Behaviour and Deputy Headteacher (Alternative Provision exploration)
- Stage 10- 5 day suspension: Assistant Headteacher, Behaviour and Headteacher

Reports

Reports should be seen mainly to give students the opportunity to make a positive change and receive appropriate feedback. Students whose work, attitude, attendance, punctuality, or behaviour is giving continued or serious cause for concern may be put on report. No students will be placed on report without communication with parents/carers. Students will have targets to achieve. Teachers and parents/carers will be able to monitor what they do.

All Reports must:

- Be report booklets

- The report type must be recorded on the booklet
- Clearly state the targets for students to work towards. These must be achievable
- Be handed to the teacher at the beginning of the lesson
- Be completed by the teacher at the end of the lesson
- Be signed by appropriate member of staff at the end of the day
- Be given to the appropriate member of staff at the end of the report phase for filing

Reporting system

Form Tutor Report – 2-week report monitored by form tutor

- Contact with home, recorded on CPOMS
- Weekly contact with parent/carer from form tutor to discuss progress

Pastoral Support Report – 4-week report with midpoint review monitored by Pastoral Support

- Meeting with Parents
- Weekly contact with parent/carer from Pastoral Manager or Pastoral Support to discuss progress

Pastoral Manager Report– 8-week monitored with midpoint review by Pastoral Manager

- Meeting with parents to set up report
- Discussion about support
- Weekly contact with parent/carer from Head of Year to discuss progress
- Review meeting with HOY in week 4

Individual Behaviour Plan (IBP) – 12 week monitored with midpoint review by Head of Year

- Meeting with parents to set up report
- Review of support and interventions
- Weekly contact with parent/carer from Head of Year / Key Stage Pastoral Lead to discuss progress

- Review meeting with Head of Year / Key Stage Pastoral Lead in week 6

Pastoral Support Plan (PSP)

A Pastoral Support Plan meeting should be organised for any student who has worked their way up the reporting system without making appropriate changes. The aim of such a meeting is to ensure that all appropriate professionals are involved in providing support for the student. When the behaviour of a student is identified as a serious concern, the Head of Year in consultation with the Senior Leadership Team for behaviour will organise a meeting. Those invited should include the student, parents/carers, Head of Year, Senior Leadership Team member responsible for behaviour, SENCO and a variety of agencies. If appropriate a representative from Health or the Youth Justice Team may be invited.

The Pastoral Support Plan is intended to run for 16 weeks with a mid-term review after 8 weeks. PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. However, any member of the Senior Leadership Team may oversee a students' PSP.

The following will always apply:

- Students will be encouraged to set their own targets and sign the PSP
- Parents/carers will be involved, and will be asked to sign the PSP
- The nominated member of staff will sign the PSP
- PSPs will identify rewards and consequences
- PSPs are reviewed half-way through their set time

If at the time of review (usually after 8 weeks or at the end of a 16-week period) it is felt that the student is no longer giving cause for concern, then the student will be stepped down to a HOY report. If, however, at the time for review it is felt that extra support is needed then the student will remain on a PSP with an exploration of alternative interventions.