



# PARMITER'S SCHOOL

## Behaviour Policy

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## 1. Introduction

### 1.1 Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences.

### 1.2 Legislation and Statutory Requirements

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

- [Behaviour in schools: advice for Headteachers and school staff \(February 2024\)](#)
- [Searching, screening and confiscation: advice for schools \(July 2023\)](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(Sept 2024\)](#)
- [Restrictive interventions, including use of reasonable force, in schools \(April 2026\)](#)
- [Supporting pupils with medical conditions at school \(August 2017\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice \(September 2024\)](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their Behaviour Policy and Anti-Bullying strategy online

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

### 1.3 The Parmiter's Vision

Our approach to behaviour management and expectations of all members of the Parmiter's Family are underpinned by our school vision. *Nemo Sibi Nascitur: Our values of community, aspiration and opportunity enable every individual to grow and flourish.*

Our Behaviour Policy aims to reflect these values and encourage all students to contribute positively to our school community, take advantage of the opportunities available to them and aspire to be the best they can be.

### 1.4 Roles and Responsibilities

**The Academy Governance** is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation. The policy will be reviewed annually by the Governor's Community Committee.

**The Headteacher** is responsible for:

- Reviewing and approving this Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into our behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Child Protection & Safeguarding Policy to offer students support where necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

**All staff** are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching positive behaviour, and in every interaction with students

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately
- Challenging students to meet the school's expectations

The Heads of Year, Heads of Department, Key Stage Leaders and members of the Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

**Parents and carers** are expected to:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with teachers promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**Students** are expected to:

- Develop an understanding of the school's Behaviour Policy and wider culture
- Hold themselves to the highest possible standards of good manners, diligence and consideration for others.
- Contribute in a positive way to the culture and ethos of the school both inside and outside of the classroom
- Share any concerns they have about their own behaviour or the behaviour of others with a trusted member of staff or through the Ok to Tell platform.

### **1.5 Definition of School Jurisdiction**

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when students are representing the school or are the responsibility of the staff. It applies when students are off site on study leave or work experience. When students are travelling to and from school they are considered to be representing the school, therefore the school rules still apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site, for example when allowed off site (period 5 study period) or in transit to another institution.

The school reserves the right to investigate and impose consequences for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. This includes misuse of social media and poor behaviour which is witnessed by staff or is reported to school by a member of the public.

Further details of procedures are outlined in other school policies such as, but not limited to; Anti-Bullying Policy, Exclusions Policy, Attendance Policy, ICT & E-Safety Policy, Equalities Policy, and Drugs Policy.

This policy applies to students of other educational institutions when they are on site, as well as to Parmiter's students whilst attending other institutions for educational purposes.

### 1.6 Definitions of Misconduct

**Misconduct** is defined as:

- Disruption in lessons, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misconduct** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting or any form of physical aggression
- Smoking or vaping
- Prejudice-based and discriminatory behaviour, including:
  - Racial
  - Faith-based
  - Gendered (sexist)
  - Misogyny / misandry
  - Homophobic/biphobic
  - Transphobic
  - Disability-based
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Possession of any prohibited items.
  - These include: any knives or potential weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, E-cigarettes or vapes, fireworks and pornographic images. This also includes any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the student themselves).
- Conduct which places the perpetrator or others at risk of harm.

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

Bullying is, therefore:

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

| Type of bullying                                                                                                                                                                                                                                | Examples                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                       | Being unfriendly, excluding, tormenting                                                                                                                                       |
| Physical                                                                                                                                                                                                                                        | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                            |
| Sexual                                                                                                                                                                                                                                          | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal                                                                                                                                                                                                                       | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |
| Cyber-bullying                                                                                                                                                                                                                                  | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#).

### 1.7 Implementation of the Policy

Whilst the policy sets out a level of response that is normally appropriate to misconduct, members of staff are always expected to exercise judgement according to the individual circumstances of the case. Special or individual circumstances might lead to a lesser or greater consequence being set. Repeat offending may lead to the listed consequence being increased.

### 1.8 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

## 2. Student Leadership

We believe that student leadership and responsibility should be fostered throughout the school, starting in Year 7. Areas of responsibility include the following:

- School Captains / Deputy School Captains / Form Captains
- Prefects
- Parmiter's Values Ambassadors
- Subject Ambassadors
- Student Voice subcommittees
- Sixth Form Council
- House Captains

- Sports Captains
- Leading clubs, societies and activities
- Staff/student working groups
- Peer Mentoring
- Community Service
- Lesson support
- Role modelling positive attitudes and behaviours
- Supporting with extra-curricular activities
- Sports Leaders UK Qualification (Year 10 PE Curriculum)

This list is not exhaustive and there are many other opportunities for students to demonstrate initiative and leadership across all areas of school life.

## **2.1 Positions of Responsibility in the Sixth Form**

### **School Captains**

The two School Captains, alongside the two Deputy School Captains, lead a team of prefects to support all aspects of school life. They are also the bridge between students and staff, meeting regularly with the Headteachers and other members of the Senior Leadership Team. The School Captains also chair the School Congress.

### **Prefects**

Prefects are role models for younger students, upholding our values and expectations. They help with the organisation of the various student voice sub-committees, support tutor groups, take an active role in sustainability projects, promote diversity and equality and inclusion, support supervisory staff at break times and work closely with the Sixth form Team. They also meet and tour visitors to the school.

### **House Captains (YR13) and House Vice Captains (YR12)**

Duties include passing on information about House events, organising teams and publicising forthcoming House events.

## **2.2 Positions of Responsibility in Years 7 - 11**

### **Junior and Intermediate School Captains**

There are two (Year 8) Junior School Captains and two (Year 10) Intermediate School Captains who represent their respective cohorts, Years 7 & 8 and Years 9 & 10. Their duties include supporting Heads of Year and meeting with Form Captains, meeting regularly with the Senior Leadership Team and representing the school at a number of events throughout the year. They are elected by their peers at the start of the Autumn term.

### **House Captains**

Each House will have two House Captains in every year group. The captains will be selected by the Head of Houses via an application process. The House Captains will be responsible for promoting participation in House competition and providing a positive role model.

### **Student Voice**

Every student is welcome to attend the various sub-committee meetings which steer the agenda for the School Congress. The sub-committees are Community, Creativity, Equalities, Teaching & Learning and STEM.

### **Form Representatives**

Each form elects a Form Captain, who assists the Form Tutor and Head of Year with any required task or duty. They will also work with Congress Prefects to collect agenda items for student voice subcommittees.

### 3. Rewards

#### 3.1 Positive Conduct Points

An ethos of encouragement, affirmation and praise is central to the promotion of good behaviour. Presenting awards rewards and celebrating success is a very effective way of achieving this.

Positive Conduct Points are awarded when a student demonstrates behaviours beyond the expected norms. These are recorded by teachers electronically with rewards given depending on totals achieved.

The categories of Positive Conduct Points reflect the 'Parmiter's Learner' traits that were identified by our student body as the characteristics needed to be successful lifelong learners. The Parmiter's Learner traits have been categorised by our three school values to further promote the importance of community, aspiration and opportunity.

| Community                   | Aspiration     | Opportunity            |
|-----------------------------|----------------|------------------------|
| Creativity                  | Confidence     | Exceptional Effort     |
| Contribution to School Life | Growth Mindset | Improved Effort        |
| Kindness                    | Metacognition  | Independence           |
| Responsibility              | Resilience     | Intellectual Curiosity |

Each individual event logged by staff will equate to the award of one positive conduct point.

Rewards are issued to all students based upon the number of net conduct points (positive conduct points - negative conduct points) that students receive throughout the year. Rewards are issued for reaching certain thresholds.

| Reward                                   | Threshold |
|------------------------------------------|-----------|
| Email home from Form Tutor               | 20        |
| Email home from Head of Year             | 40        |
| Lunch passes (4 tickets)                 | 60        |
| Break passes (4 tickets)                 | 70        |
| SLT certificate                          | 90        |
| Lunch passes (4 tickets)                 | 100       |
| Break passes (4 tickets)                 | 120       |
| Headteacher's certificate & blazer badge | 130       |

| Termly Rewards                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A blazer pin badge will be awarded to the student in each year group who has the highest number of positive conduct points from each of the school values. |
| Opportunity Ambassador,<br>Community Ambassador and<br>Aspiration Ambassador.                                                                              |

| Reward                            | Threshold |
|-----------------------------------|-----------|
| Parents meet with the Headteacher | 150       |

### 3.2 Speech Night

Junior and Senior Speech Nights are held annually to celebrate our students' successes throughout the year. These are formal evening events and are attended by students, parents/carers and guests of the Headteacher. A wide range of prizes are awarded, celebrating successes across all subject areas as well as students' wider contribution to school life.

### 3.3 School Colours

School Colours are awarded to recognise those students who embody the Parmiter's ethos whilst making a significant contribution to school life.

There are four tiers of colours awarded at Parmiter's

- Junior School Colours - awarded to students in Year 9
- Intermediate School Colours - awarded to students in Year 11
- Senior School Colours - awarded to students in Year 13
- Full School Colours - the highest school accolade a Parmiterian can achieve. Awarded to students in Year 13.

In order to achieve School Colours, students need to have made significant contributions to school life in each of the following areas:

- Achievement
- Attitude
- Service
- School Representation
- Leadership

The award of colours is decided by the Colours Committee and Colours are presented at the end of term assembly.

- Autumn Term - Senior Colours and Full School Colours
- Spring Term - Key Stage 4 Colours, Senior Colours and Full School Colours
- Summer Term - Key Stage 3 Colours

### 3.4 Other Rewards

Other rewards include Headteacher's breakfasts and year group / form parties. Departments and Heads of Year may adopt a range of other rewards and events as appropriate. The School Congress and Senior Leadership Team review rewards at all levels on a regular basis.

## 4. Formal Disciplinary Procedures and Consequences

If the behaviour is sufficiently serious to warrant an immediate consequence, the following **formal disciplinary procedures** are used:

### 4.1 Negative Conduct Points

Negative conduct points are issued by the teacher where student behaviour is having a detrimental effect on learning or the learning of others. Interventions and consequences are implemented based upon the number of net conduct points (positive conduct points - negative conduct points) that students receive throughout the year.

| Behaviour                          | Value |
|------------------------------------|-------|
| Chromebook not charged             | -1    |
| Eating out of bounds / Chewing gum | -1    |
| First incomplete homework          | -1    |
| Inappropriate behaviour            | -1    |
| Inappropriate language             | -1    |
| Incorrect uniform / Make-up        | -1    |
| Lack of effort                     | -1    |
| Lack of equipment                  | -1    |
| Punctuality to lesson              | -1    |
| Disrupting the learning of others  | -2    |
| Rudeness or Defiance               | -3    |

| Consequence                         | Intervention                                                                           | Threshold |
|-------------------------------------|----------------------------------------------------------------------------------------|-----------|
|                                     | Form Tutor email home                                                                  | -5        |
| Head of Year Detention              | Form Tutor Report (2 weeks)                                                            | -10       |
| Full School Detention               | Head of Year Report (2 weeks)                                                          | -20       |
| Loss of Break (one week)            | Head of Year to meet with parents/carers<br>External intervention considered           | -40       |
| Loss of Break & Lunch<br>(one week) |                                                                                        | -60       |
| Senior Leadership Detention         | Student meeting with SLT                                                               | -80       |
|                                     | Key Stage Leader to meet with parents/carers<br>Pastoral Support Programme Implemented | -100      |
| Internal Suspension (2 days)        | Key Stage Leader Report (2 weeks)                                                      | -120      |
|                                     | Senior Leader to meet with parents/carers                                              | -140      |
| Suspension (3 days)                 | Reintegration meeting & SLT Report (2 weeks)                                           | -160      |
| Suspension (5 days)                 | Reintegration meeting & SLT Report (2 weeks)                                           | -180      |

## 4.2 Detentions

The following misconduct could result in a detention: defiance, disruptive and inconsiderate behaviour, damaging property, forgetting equipment for lessons, not producing homework, inadequate work, dropping litter, persistent lateness to school, persistent lateness to lessons, truancy, wearing jewellery, make-up etc., poor standard of uniform, out of bounds, eating out of bounds, chewing gum, using a mobile phone or any other personal electronic equipment without permission. Other misdemeanours, such as bullying, will be dealt with appropriately. The school is aware that there may be exceptional circumstances that make it difficult (on occasions) to deliver homework on time. Students should anticipate this and discuss it with the teacher(s) concerned.

### **Departmental Detention:**

Duration of 30 minutes, either at lunchtime (1.45pm – 2.15pm) or after school (3.30pm – 4pm). The day of the detention will depend upon the department

### **Head of Year Detention:**

Duration of 30 minutes (1.45pm – 2.15pm) every Monday or Friday

### **Full School Detention:**

Duration of one hour (3.30pm – 4.30pm) every Wednesday

### **Senior Leadership Team Detention:**

Duration of 1 hour 30 minutes (3.30pm – 5.00pm) every Friday

Issues associated with classroom behaviour are normally dealt with by the subject teacher with referral to the Head of Department when necessary. Extraordinary situations may demand immediate referral out of the classroom to SLT via the Pastoral Support Team.

**If parents/carers are unable to collect a student at the end of an after school detention, arrangements can be made for the student to remain in school until 6pm. This would be organised by the Head of Year or Key Stage Leader.**

- For each subject, students will receive one warning for a missed homework. The warning will allow for the completion of the homework by a revised due date (usually the next day). After this warning, a departmental detention will be issued when homework is missed. One warning will be given each half term. Heads of Department may use their discretion with regards to missed homework sanctions.
- Detention slips will be issued to students for all Departmental and Head of Year detentions. These require a signature by parents/carers and should be returned to the school by the student for collection at the time the detention is sat. Parents/carers will also receive a SMS message informing them that a detention has been issued.
- Parents/carers will be informed about SLT detentions via email.
- All detentions will be recorded on SIMS, our electronic Behaviour Management System.
- Attendance at detentions is compulsory.
- Detentions will not be rearranged for clashes with in school or out of school activities. Detentions will only be rearranged in exceptional circumstances.

## DETENTION STRUCTURE

The subject teacher / form tutor will have attempted to resolve the situation using other appropriate strategies prior to a detention being issued. Detentions should only be set as the final course of action.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Departmental (HoD) Detention</b><br/>(time specified by subject)</p> <ul style="list-style-type: none"> <li>• Issued by subject teacher</li> <li>• Result of subject based misdemeanour (behaviour, rudeness, poor effort, lack of homework etc.)</li> <li>• Regarding homework, 1 warning is given, then Departmental Detention issued</li> <li>• Recorded electronically on the student's record</li> </ul> <p style="text-align: center;">Failure to attend will result in a Full School Detention.</p> | <p style="text-align: center;"><b>Head of Year (HoY) Detention</b><br/>(Monday &amp; Friday lunchtime 1.45 – 2.15pm)</p> <ul style="list-style-type: none"> <li>• Issued by HoY</li> <li>• Result of incidents outside of lessons that have been reported to HoY</li> <li>• 2 x late to registration in a week. Lateness to all lessons will also be monitored (late = arriving after the register has been called)</li> <li>• -20 negative net Parmiter's Values points</li> <li>• Recorded electronically on the student's record</li> </ul> <p style="text-align: center;">Failure to attend will result in a Full School Detention.</p> |
| <p><b>Full School Detention</b><br/>(Wednesday 3.30 - 4.30pm)</p> <ul style="list-style-type: none"> <li>• Issued by HoD/ HoY/SLT</li> <li>• Result of:               <ol style="list-style-type: none"> <li>1. Failure to attend a HoD/HoY detention</li> <li>2. General misconduct</li> </ol> </li> <li>• Recorded electronically on the student's record</li> </ul> <p style="text-align: center;">Failure to attend will result in an SLT detention.</p>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Senior Leadership Team (SLT) Detention</b><br/>(Friday 3.30 – 5.00pm)</p> <ul style="list-style-type: none"> <li>• Failure to attend a Full School Detention</li> <li>• Serious incident of misconduct</li> <li>• Recorded electronically on the student's record</li> <li>• -50 net Parmiter's Values points</li> </ul> <p style="text-align: center;">Failure to attend will result in a two day internal suspension the following week.</p>                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### 4.3 Removal from Lessons

If a student is disrupting the learning of others in the class, the students will be removed, initially for a brief period of reflection and then, if the problem persists, to another room under the supervision of the Head of Department / senior member of the department. On the rare occasions where a serious matter such as physical or verbal abuse is involved, the student will work outside of normal lessons under supervision while the matter is investigated. Parents/carers will be informed.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Senior Leadership Team.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

#### **4.4 Report Cards**

If students fall below expectations in terms of effort, behaviour or uniform, it may lead to them being placed on report to their Form Tutor, Head of Year, Key Stage Leader or other senior member of staff depending on the nature and persistence of the indiscretion. This will be discussed with the student and parents/carers. Targets will be set to help the student improve in the area of concern. The student will serve a specific period of time on report during which progress will be monitored by staff. Parents/carers are expected to check and sign the report card every day. There is an expectation that there will be an improvement both during and after the period on report.

#### **4.5 Internal Suspension / Working in the Pastoral Support Base**

Continued disruption of the learning of others in a particular subject is likely to lead to a period of working in isolation when that subject is timetabled. This will be done in consultation with a member of the Senior Leadership Team, Head of Department, Head of Year and Key Stage Leader, with parents/carers being informed. It could also lead to exclusion from free time, functions or trips.

Continued disruption of the learning of others across a number of subjects is likely to lead to a period of internal suspension including supervised break and lunchtimes. This will be done in consultation with a member of the Senior Leadership Team, Head of Year, Head of Key Stage and Form Tutor, with parents/carers being informed. It is likely to lead to exclusion from free time, functions or trips. With regard to functions or trips, the school is obliged to put the issue of health and safety, including the ability to follow instructions, as a priority.

Serious incidents of misconduct could result in a student being internally suspended for a designated period of time. Work will be provided for lessons missed. In the unlikely event that a student does not behave appropriately whilst internally suspended, an escalation of consequence is highly likely.

#### **4.6 Suspension from School**

This will be used to deal with serious cases of misconduct. The Headteacher will be responsible for the decision to suspend any student, however a Deputy Headteacher may carry out this procedure in the absence of the Headteacher. A period of suspension at lunchtimes (when a parent would be required to supervise their child over the lunchtime period) may be needed for serious disruption on the site outside lesson time.

Following a suspension, a reintegration meeting will be held involving the student, parents/carers, Key Stage Leader and a member of the Senior Leadership Team. In the event of repeat exclusions or where the nature of the exclusion dictates, the Headteacher will also be present at the meeting. Depending on the circumstances of the suspension, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Agreeing a behaviour contract or Pastoral Support Programme
- Implementing a Safety and Support Plan
- Putting a student 'on report'
- Internal suspension
- Programme of support from external partners

#### **4.7 Permanent Exclusion from School**

This procedure is carried out by the Headteacher and must be endorsed by the appropriate Academy Governance panel, in accordance with DfE guidance, for repeated serious misconduct or for one-off misconduct of exceptional seriousness. The school will endeavour to work with parents/carers and outside agencies to balance the use of consequences with support strategies for students where appropriate. This may include a Pastoral Support Plan (PSP) where repeated misdemeanours have placed a student in danger of permanent exclusion from school.

Further details regarding the process for suspensions is available in our [Exclusions Policy](#).

#### **4.8 Zero-tolerance Approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Consequences for incidents of sexual harassment and/or violence will be determined based upon the specific nature of the offence but may result in Permanent Exclusion in the most serious cases.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

#### **4.9 Off-Site Behaviour**

Consequences may be applied where a student has misbehaved off-site when representing the school. This means misconduct when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Consequences may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misconduct:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

#### **4.10 Educational Visits**

Misconduct on educational visits may lead to consequences once the student has returned to school. This might include permanent exclusion for a very serious offence. However, immediate action might be required, particularly if the visit is residential or overseas. Consequences might include:

- on-site community service;
- restrictions to the student's activities and privileges;
- confiscation of illicit items;
- a student might be returned to school early, or a parent may be required to collect him/her at their own expense.

Previous conduct will be taken into account when deciding whether students are allowed to participate in educational visits. Students may be excluded from participating in visits if their conduct in school or on previous visits indicates that their behaviour could pose a safeguarding risk, or negatively impact the experience of the visit for other students.

Any student who has a negative conduct point total will require approval from the Senior Leadership Team to attend any category 3 trip. This includes all trips overseas or with an overnight stay.

#### **4.11 Malicious Allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse against staff or other students.

#### 4.12 Referral for Police Advice

In the case of serious offences, the Senior Leadership Team will make a decision as to whether the matter is to be reported to the police for additional advice.

#### 4.13 Recognising the Impact of SEND on Behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

### 5. Informal Disciplinary Procedures

As part of the **informal disciplinary procedures**, students will receive:

- Clear guidance on the effort and behaviour expected of them at the beginning and throughout their course, e.g. by reference to the Behaviour Policy, during induction, at regular intervals during form periods, subject lessons and parent consultations.
- A timely and clear indication on each occurrence when their effort or behaviour is not appropriate or sufficient, in order that they are aware of what is expected of them and the steps needed to remedy the situation. This support may commence at any stage but there will normally be a progression through the following steps:

#### **(a) Interview / discussion or 'quiet chat'**

Staff should treat cases of petty misconduct or minor failures to comply with the Behaviour Policy informally, that is by a clear, but informal, chat with the student to (i) indicate that their effort or behaviour needs attention and (ii) counsel the student as to the improvement required.

#### **(b) Verbal warnings/community payback / loss of time at break or lunchtime**

Where misconduct is repeated or is considered to warrant stronger, but still informal treatment, staff may give a verbal warning to the student concerned, require community payback or detain them informally for a short period of time at break or lunch. These warnings will be recorded and monitored by the Form Tutor and Head of Year who may then take further action, should they be repeated across several areas.

### **(c) Concern email or letter/s**

In slightly more serious cases, but where the actions are not sufficient to warrant use of the formal procedures, an email expressing concern may be sent to the Form Tutor, who will discuss it with the student in the next tutor period. An email of concern may also be sent home to inform parents/carers by the subject teacher or Form Tutor. This is the most 'formal' of the informal processes but is not part of the formal disciplinary procedures.

## **5.2 Positive Interventions**

Following consultation with parents/carers, additional positive interventions may be employed to support students in improving their behaviour. This may include mentoring, counselling or mental health support. We currently operate the following programmes of support:

- Peer mentoring
- Staff mentoring
- External mentoring
- Outreach support from Chessbrook ESC and access to their tiered programme of additional intervention.
- Individual and small group mental health support delivered by our Mental Health Support Team.

## **5.3 Withdrawal of Privilege**

As an alternative to other consequences, senior staff may require that:

- a student attends school on days when they would otherwise not be required in school. This might include INSET days and end of term where students normally leave early.
- a student is removed from participation in educational visits or extra-curricular activity.
- a student's lunch and break-times are withdrawn.

These are examples of the types of privilege which may be withdrawn, although it should not be considered to be a fully inclusive list.

## **5.4 Suspension of Consequences**

In certain circumstances and in line with the principles of restorative practice, a senior member of staff may issue but choose to "suspend" the execution of a consequence for a period in order to offer a student the chance to amend their conduct. A period is defined during which the consequence can be invoked and the punishment will be executed if it is seen that the student has failed to change their behaviour as required.

# **6. Ancillary Powers of Staff**

## **6.1 Confiscation**

If necessary, searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Consistent with this guidance, it may be necessary for teaching staff and designated support staff in exceptional circumstances to search students for items such as stolen items, drugs and substances of abuse, or items which could be harmful to others.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. Parents/carers will be given an opportunity to collect confiscated items or request that we dispose of them.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

## **6.2 Restrictive Interventions**

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on students, staff and parents/carers. At Parmiter's, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

Our Use of Restrictive Interventions Policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies.
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary.
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint.
- Protect the safety, wellbeing and dignity of all students and staff, and help create a positive and safe place for everyone at school.

## **6.3 Searching a Student**

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

If an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or Deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If a student refuses to co-operate, the member of staff will contact the student's Key Stage Lead or a member of the SLT, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching students' possessions**

Possessions means any items that the student has or appears to have control of, including bags and lockers. A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

### **Support After a Search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Child Protection & Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip Searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with the police. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances. The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7. Consequences of Negative Conduct**

The following actions are a breach of Parmiter's expectations. In cases of greater severity, the school may choose or be obliged to involve the Police.

### **Attendance and Punctuality** (see also Attendance Policy)

- Students deliberately missing lessons or playing truant are expected to make up the time missed and are issued with an appropriate detention. (Parents and carers are expected to inform the Attendance Officer via email or telephone before school on the day of any absence).
- Persistent absence will be addressed in accordance with the procedures outlined in the Attendance Policy.
- If a student is late twice for registration in a week, without a valid reason, a Head of Year detention is issued. This consequence will be escalated to a Full School Detention on the third occurrence.
- If a student is persistently late to school or lessons, the Head of Year will contact parents/carers to discuss strategies for addressing the issue. This will likely include the removal of break and lunch times on days that the student is late.
- Removal of privileges and other more serious consequences may be applied for persistent offenders.

### **Not Being Equipped for Learning** (see also Appendix 1 – Conduct for the Classroom)

- Students are required to have the correct books and equipment for each lesson and activity each day. Students frequently without vital materials can expect to receive a departmental detention.

### **Deliberate Classroom Disruption** (see also Appendix 1 – Conduct for the Classroom)

- Classroom disruption is unacceptable as it adversely affects the learning of others. It will initially be dealt with by the classroom teacher who may impose an appropriate consequence. At times students may be asked to work in another classroom for a period of time. Persistent offenders may be required to work in another classroom or supervised area for an extended period of time.
- Withdrawal from lessons is a serious matter. Long-term withdrawal may require modification of the curriculum that the student usually follows, and parents/carers will be informed if such action is required.
- Behaviour incidents are recorded and monitored weekly by Heads of Year.

### **Uniform, Jewellery and Make-Up**

- Uniform expectations are outlined in our [Uniform Policy](#).
- Where non-uniform items (coats, scarves, hoodies, etc.) are worn, they may be confiscated or failure to comply may result in internal suspension of the student.
- It is essential that students taking public examinations attend properly dressed in full uniform. A student who repeatedly fails to wear the required uniform may not be admitted to the examination.
- Jewellery which is not permitted in our uniform guidelines will be confiscated.
- Students wearing make-up will be sent to have it removed. Heads of Year and Heads of Key Stage will provide nail varnish remover and make-up wipes. Refusal to comply will lead to parents/carers being contacted and internal suspension of the student until the situation has been rectified.

### **Hairstyles**

- Expectations regarding hairstyles are outlined in our [Uniform Policy](#).
- If a breach of this policy cannot be resolved to the satisfaction of staff, it may result in the removal of break and lunch privileges until the situation has been addressed. Students should be clean shaven (the only exception being for religious reasons where a note must be provided).

### **Eating and Drinking**

- Chewing gum is prohibited on school premises. Persistent offenders may be required to carry out community service activities.
- The only areas where students in Years 7-11 may eat and drink (other than water) are the Dining Rooms, designated outdoor eating areas, or at an extra-curricular activity with the permission of a member of staff. Students are not permitted to eat or drink whilst moving around school. Students found in breach of this rule will have the item confiscated – community service (such as litter picking, removing gum from tables etc.) or a detention may be imposed.
- Energy/cafeine drinks or food and drinks with high sugar content are prohibited on school premises and will be confiscated.

### **Smoking and Vaping**

- Smoking/vaping is not allowed on the school site or in school uniform off site. If students are caught smoking/vaping, or are part of a group in which people are smoking/vaping, or are in possession of smoking/vaping materials, they are subject to the following consequences:
  - First offence - Senior Leadership Detention
  - Second offence - Internal Suspension, the duration of which to be dictated by the individual circumstances of the incident.
  - Third offence - Suspension, the duration of which to be dictated by the individual circumstances of the incident.

### **Offensive Language**

- Any student caught swearing or using offensive language (loud enough to be heard is loud enough to face a consequence) will be issued a detention.

- Verbal abuse towards other people is not acceptable and will be dealt with more severely as will persistent offenders. In these cases, a more serious consequence will be applied.

### **Damage to Property/Graffiti**

- A student committing reckless or deliberate damage to school property will receive a consequence proportionate to the gravity of the offence. Parents will be billed for any subsequent costs incurred for repair/replacement by the Director of Finance & Resources.
- Damage in teaching areas will be dealt with by the subject teacher/Head of Department in charge of that area. Parents/carers will be billed for any subsequent costs incurred for repair/ replacement by the Director of Finance & Resources.

### **Going Out of Bounds**

- For their own safety, all students are expected to be in designated areas during break and lunchtimes, and before and after school. Defiance of this rule will result in further consequences.

### **Misuse of Equipment**

- The school has a clear policy on the appropriate use of school computers and other devices. Misconduct in this area, such as “hacking” or improper use of the internet, may result in a range of consequences from simple loss of privileges to exclusion from school (see also [ICT and E-Safety Policy](#)).
- Malicious discharge of a Fire Alarm/Fire Extinguishing equipment or making a hoax 999 call is highly dangerous and places others at risk of harm. This will be dealt with by a member of the Senior Leadership Team; the likely consequence will be a suspension.

### **Plagiarism**

- Any work submitted by a student for assessment must be the student’s own work. This applies to homework/coursework/controlled assessment, public and internal examinations and key internal assessments. Students who submit work copied from elsewhere as their own, be it from a peer, text source, internet or from any other source, should expect a consequence. This includes the inappropriate use of AI systems to produce work on behalf of the student.
- Students who assist a peer by knowingly allowing their work to be copied will also face a consequence. For all cases reported to the examination boards it is for the boards to decide on the appropriate consequence. For internal cases consequences may include: a warning, loss of marks, removal of a student from future examinations. Students will normally be required to rewrite/resit an assessment or examination; normally this will be done in a detention. Parents will be informed of all instances of malpractice.

### **Bringing the School into Disrepute**

- Students are expected to be good ambassadors for the school at all times. Bringing the school into disrepute may result in a range of consequences from simple loss of privileges to exclusion from school.

### **Conduct that poses a risk to others or to self**

- Students are expected to conduct themselves in a manner which does not place themselves or others at risk of harm. Any student who behaves in a way which may pose a risk to themselves or others whether through intent or lack of due care will be subject to the implementation of consequences as determined by a senior member of staff. Serious misconduct may result in consequences up to and including permanent exclusion.

### **Offensive conduct and physical contact towards other students**

- Unwanted / unnecessary / non-consensual physical contact will not be tolerated and face an appropriate consequence.
- Bullying (ongoing physical or verbal, including racial, cultural, gender, disability or relating to sexual orientation) or harassment is not tolerated (see our Anti-Bullying Policy and Single Equality Scheme). All such incidents will be dealt with in line with the school's Anti-Bullying Policy.
- Violent conduct towards another student will lead to a severe consequence to be determined by a senior member of staff.
- Where a student's conduct is reckless and dangerous, placing others at risk, a severe consequence may be imposed even where the student's intent was not malicious.
- Retaliation: if a student is harassed physically or verbally by another student within the school, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.
- Use of electronic means to harass, alarm or distress ("cyberbullying"), such as by email, website, social networking sites, social media or text message, comes within the remit of this policy and will lead to a consequence.
- Peer on peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). This can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence. (See Child Protection policy)

### **Offensive Conduct to Members of Staff**

- Abusive language/rudeness to or defiance of a member of staff is very serious. A member of the Senior Leadership Team should be informed immediately. A student found culpable will receive an internal suspension or suspension.
- Harassment of a member of staff, abuse of their property or their family, including beyond the bounds of the school day or school term, is also extremely serious and will result in internal suspension, suspension, or permanent exclusion. Threatening or aggressive conduct, damaging conduct, or repeated misconduct of this sort, are aggravating factors which will make the application of exclusion more likely which may be permanent. If a student is found to have wilfully made a malicious allegation against a member of staff, this will be a very serious offence likely to lead to an exclusion.
- Use of electronic means to harass, alarm or distress such as by e-mail, website, or social media comes within the remit of this policy and will lead to a consequence.
- Violent conduct towards staff is likely to lead to permanent exclusion from school.

### **Offensive Conduct to Members of the Public**

- Such misconduct, either in word or deed, is always serious. A member of the Senior Leadership Team should be informed immediately. A student found culpable can expect that a serious consequence will be implemented most likely a internal suspension, or suspension as appropriate.

### **Theft**

- All cases involving theft, including taking items from the canteen without payment, will be investigated by the Head of Year. Students caught stealing will be required to return, replace or pay for the property. The level of consequence will be dependent on the individual situation.

### **Sale of Items in School**

- We insist that no article should be bought or sold, nor should any collection of money take place within the school, without permission of a senior member of staff. Where items are brought to school with the intention of selling them to other students the items will be confiscated and returned to parents/carers.

## **Improper Conduct**

- Sexualised activity of any kind 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 exclusion from school.
- Even when contact between students is consenting, consequences may be set where behaviour goes beyond what the school views as appropriate affectionate behaviour.

## **Alcohol and Drug Related Offences**

- All incidents suspected to involve alcohol, drugs or psychoactive substance abuse will be dealt with as described in the Drugs Policy. Where the substance is not illegal but thought to be a danger to the individual or to others, confiscation will be followed by a form of consequence up to and including permanent exclusion. In cases where illegal or dangerous substances are involved, the police may need to be informed and the procedures for suspension or permanent exclusion will be followed.
- 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 exceptionally serious and is likely to lead to permanent exclusion. This will not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance, or making an arrangement to sell a substance off the school premises, or intent to supply, are also illegal and of utmost seriousness, and may lead to permanent exclusion.

## **Possession or Use of an Offensive Weapon**

- An offensive weapon is **"any article made or adapted for use to causing injury to the person, or intended by the person having it with him/her for such use"** (legal definition). Items within the category of weapons include knives and blades of any length, catapults, any item capable of firing a projectile, fireworks and any noxious substances. Our policy also includes possession or use of replica items. Such items are not permitted within school.
- Bringing an offensive weapon onto school premises is a very serious offence which is likely to lead to a long suspension or to permanent exclusion; this will depend on the degree to which the student carrying such a weapon intended to use it to cause harm, alarm or distress to others; and the potential for the item to cause harm, alarm or distress to others. The weapon will be confiscated and the police contacted,
- Threatening someone with an offensive weapon on school premises is a criminal offence which holds a maximum sentence of 4 years in prison. Such an act will be reported to the police and lead to permanent exclusion.
- Laser light pens are potentially highly dangerous, even if students do not intend to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a consequence.phone

## **Use of Mobile Phones and Headphones**

- Mobile phones must be powered off, secured, and not visible or audible anywhere on school premises until after 3:20pm. This restriction applies to all times prior to 3.20pm, including before the start of the school day. Any mobile phone that is seen, heard or staff become aware that it is switched on will be immediately confiscated. Exceptions will be made for the small number of students who require their mobile phone for documented medical reasons.
- Confiscated mobile phones will not be returned to the student and must be collected by a parent or carer. Confiscated phones will be available for collection between 8.00am and 5.00pm on each school day, parents/carers should inform the school in advance of when they will attend to collect the phone.
- Headphones may only be used in lessons or co-curricular activities where directed by the teacher and must only be connected to the student's Chromebook or PC. Headphones are not permitted at any

other time before 3.20pm. Headphones that are used other than as outlined above will be confiscated and returned to the student at the end of the school day.

- Should the need arise, students may request staff permission to use their mobile phone for the purpose of contacting home. Authorised use is strictly limited to the designated areas: the foyer of the Bethnal Green Entrance and the School Reception.
- The consequences for a mobile phone being seen, heard or switched on before 3.20pm are as follows:
  - 1st Offence: Head of Year Detention & phone to be collected by parent/carer
  - 2nd Offence: Full School Detention & phone to be collected by parent/carer
  - 3rd Offence (and subsequent offences): SLT Detention & phone to be collected by parent/carer.
- Following the third offense students will no longer be permitted to have access to their mobile phone on site.
- Where a phone has been misused, for example taking photos or videos of other students on site or misuse of social media a higher level of sanction may be necessary.
- VI Form students are permitted to use their mobile phone only whilst they are in the dedicated VI Form common areas.

### **Possession of Other Inappropriate Items**

- Students may not, during the school day, use electronic equipment such as, MP3 players, CD players, or digital cameras. They will always be confiscated if seen in a student's possession on school premises during school hours and a detention issued, unless a member of staff has explicitly requested that the student bring in the item. Further consequences will be imposed if the item is being used in a way detrimental to good order.
- Possession of pornography, racist or other inflammatory literature is forbidden and such will be confiscated and subsequently destroyed. The incident will be dealt with by means of consequences ranging from detention to exclusion, depending on the degree to which the misconduct would cause real or potential harm. Permanent exclusion would also be considered in aggravated cases or where the conduct was repeated.

### **Obstruction of Justice**

- If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who willfully conceal important information will face consequences up to and including suspension. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of consequence/s imposed. School staff reserve the right to confiscate phones and will ask the student's permission to access the phone's memory where they believe that in doing so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a student withhold permission to follow a reasonable request, the student will be liable to a consequence for obstruction of justice, and, in serious cases of student misconduct, the police may then be informed in order to gain access to this information.

## **8. Travelling to and from School**

Students walking to and from school do so in compliance with our dress code, i.e. full school uniform. When travelling to and from school, students are beholden to the School Behaviour Policy.

### **8.1 Pedestrians**

Students should be mindful when using mobile devices when walking to and from school as concentration and awareness may be compromised. Reflective strips on clothes and bags are recommended in the winter months to aid visibility.

## 8.2 Cyclists

Students must be competent cyclists. All bikes must be roadworthy, and helmets must be worn on the journey to and from school. Students should not wear headphones while cycling. Cyclists should be clearly visible to other road users, especially in the winter months – bicycle lights, high visibility clothing, reflective strips on clothes and bags. The bike sheds are not locked during the school day. Therefore, students must have a suitable lock to secure their bike. If students do not adhere to the rules regarding safe cycling they will face the following consequences:

- 1<sup>st</sup> offence - email to parents/carers
- 2<sup>nd</sup> offence - Full School Detention;
- 3<sup>rd</sup> offence - student banned from bringing his/her bicycle to school.

(See School Policies > Travel Plan > Cycling Code of Conduct)

## 8.3 Electric Scooters

It is against the law to use electric scooters on public roads, cycle lanes or pavements, therefore electric scooters may not be used as a form of transportation to or from school. Government guidance on [Powered Transporters](#).

## 8.4 School Buses/Public Transport

Conduct on the buses should be exemplary, in line with our school values and expectations. School uniform should be worn correctly. Drivers are treated with respect and courtesy, as are the other passengers. Students travelling on buses are expected to wear seatbelts if they are fitted on the vehicle. They should be sat-down or where appropriate stood sensibly. Students should not be moving around the vehicle when it is in motion. Incidents of poor behaviour should be reported to staff so they can be investigated. Where behaviour fails to meet expectations the following consequences will be issued.

- 1<sup>st</sup> offence - Full School Detention
- 2<sup>nd</sup> offence - Senior Leadership Team Detention
- 3<sup>rd</sup> offence - student banned from using the buses - homeward journey only – for a week.

A fourth offence may result in a complete ban from using the school bus. In the case of a ban, no refunds will be given. In cases of serious misconduct more significant consequences may be issued to those outlined above.

# 9. Monitoring Arrangements

## 9.1 Monitoring and Evaluating School Behaviour

It is important that the school's system of rewards and consequences operates fairly and does not discriminate against or disadvantage any individual or group, particularly those with protected characteristics. Pastoral leaders are at the centre of the process of monitoring each child's progress through the school, and are mandated to monitor its operation, and to investigate where students appear to be disproportionately and unfairly likely to receive given consequences or rewards. They would have to satisfy themselves that there was due cause for any such pattern, and that no reasonable steps had been missed which could resolve it. With regard to the Equality Act 2010 and operation of the school's Single Equality Scheme, the Assistant Headteacher (Behaviour, Attendance & Welfare) is responsible for reviewing the operation of more serious consequences, such as suspension and exclusion, to determine whether these consequences have a disproportionate impact on any students with a protected characteristic, and whether there was due cause for any such pattern. The Academy Governance receives a termly report from the

Assistant Headteacher (Behaviour, Attendance & Welfare) including analysis of student data to ensure that the policy is not being implemented unfairly towards any particular segment of the student body.

Where a parent or student wishes to have further clarification of the reasons why a consequence was imposed, or to query that consequence, the member of staff concerned should be approached in the first instance. If this does not resolve the matter, the Head of Department, Key Stage Leader or Assistant Headteacher may be approached. As a last resort, matters may be dealt with by the Headteacher, or through the school's formal complaints procedure.

As part of the continued monitoring of this policy and its implementation the school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic, where this information is available.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

## **9.2 Monitoring this Policy**

This Behaviour Policy will be reviewed by the Assistant Headteacher (Behaviour, Attendance & Welfare) and Governors' Community Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 9.1). At each review, the policy will be approved by the Governors' Community Committee on behalf of the Academy Governance.

## Appendix 1: School Rules

### Arrival and Departure

- Before school students should only enter the premises via the main gate NOT the Sports Centre or Music Centre gates.
- The LRC (Learning Resource Centre) is open from 8.15am.
- Students should go promptly to their form room when the bell rings (8.30am - registration starts at 8.35am).
- After school students should leave safely via the main gate ONLY unless they are taking the school bus.

### Respect for Others and the School Environment

- Students should be courteous to each other, to staff and to visitors and address staff as "Sir" or "Miss".
- Students should help to keep the school clean and tidy so that it is a welcoming environment. This means everyone is responsible for putting litter in the bins, keeping walls and furniture clean and unmarked, and taking great care of all displays.
- Students should move sensibly and quietly around the school, opening doors for others. Use of the main corridor is restricted to Sixth Formers and those students who are going from the Dining Hall to the Staff Room; others may only use it when accompanied by a member of staff.
- Unnecessary physical conduct will not be tolerated. A simple rule of thumb – ‘students should keep hands and feet to themselves’.
- Regarding offensive language – if a comment is loud enough to be heard it is loud enough to face a consequence.
- Students may only use mobile phones with the expressed permission of a member of staff in an appropriate area - generally, in the foyer of the Bethnal Green entrance – outside Ms Absalom and Miss Hall’s offices.
- Ball games are only allowed in the designated areas for each year group. In the interests of the safety of all students using the playground, full size balls will not be permitted and should be no more than the equivalent of a size 2 football (54-56 cm / 325-375g). An exception will be made to allow students to play basketball and full size basketballs will be permitted on the playground if used appropriately.
- At break time and lunchtime no student may proceed to the servery in the Dining Hall until the duty staff arrive. Students buying food from the canteen should queue in an orderly way, eat sitting at a table and clear up afterwards. All food and drink purchased from the school canteen or brought from home must be consumed in the Dining Hall, covered seating area or Plaza. No food or drink may be taken or consumed elsewhere on the school premises or in the mini-buses without staff permission.
- Bicycles/scooters may not be ridden on the school premises.
- Students should respect all equipment in the school.
- Students should respect the environment around the school and local area by behaving in accordance with the Behaviour Policy.

### Respect for Learning

- Students should always enter classrooms in a quiet and orderly manner. If it is necessary to wait outside a classroom, they should do so sensibly without causing an obstruction.
- Classroom disruption is unacceptable as it adversely affects the learning of others.
- No student should be in a classroom before or after school, at break time or lunchtime without staff supervision.
- Students may only leave a lesson with the permission of the member of staff.
- Students may only leave the school premises if permission has been granted. They must ensure that they sign out at reception before they leave the premises.
- Mobile telephones must be switched **off** during the school day and must **be stored in lockers or school bags**.
- Headphones may only be used with the consent of a teacher whilst connected to the student’s chromebook.

### **Forbidden Items and Serious Misconduct**

- The following items are forbidden in school: stolen items, pornographic images, aerosols, high energy drinks, chewing gum, valuable items of personal property (e.g. jewellery), make-up, expensive electronic equipment, laser pens, lighters, cigarettes, e-cigarettes, shisha pens, vapes (or similar), alcohol, fireworks or other items that may be harmful or offer a threat to the health and safety of others, such as injurious liquids or any other items deemed 'unnecessary' in a school environment.
- Possession, use or supply of psychoactive substances and drugs paraphernalia; possession of offensive weapons (including replica items) or any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person are extremely serious offences and likely to lead to police involvement and permanent exclusion.
- Students must not misuse mobile phones or electronic devices.
- Persistent defiance of school staff and/or school rules, bullying, abuse – verbal, physical, sexist, homophobic or racist, theft and bringing the school into disrepute are all offences which are likely to lead to serious consequences.

## Appendix 2: Conduct in the Classroom

- Bring all necessary books and equipment to the lesson, ensuring that your Chromebook is charged
- Arrive on time
- Check your uniform is correct
- Enter the classroom in an orderly fashion and wait behind your desk until asked to be seated by the teacher
- Listen when others are speaking
- Raise your hand to contribute or ask a question
- Value the teaching environment and the school equipment
- Respect your classmates and their property
- Remember your manners when addressing people – be polite!
- At the end of the lesson pack away only when instructed by the teacher
- Stand behind your chair and wait to be dismissed by the teacher
- Ensure your uniform is still correct
- Ensure that the room is tidy and check for litter
- Stack your chair on the table if requested to assist the cleaning staff
- Leave the classroom in an orderly manner

## **Appendix 3: Confiscation Procedures**

Once a member of staff has confiscated an item from a student, they should follow this procedure:

- Inform the student that the confiscated item will be taken to reception and advise the student that they should report to reception at 3.20pm. The item will be returned in line with the escalation procedures outlined below.
- Take the item to Pastoral Support Base where the member of staff will
  1. Place the item in a “confiscated items” envelope and seal it
  2. Write precisely what the contents of the envelope are
  3. Put the student’s name and form in block capitals
  4. Note the date of confiscation
  5. Add their own initials
  6. Hand the item to the Student Support Officer

### **At the end of the school day**

- Confiscated items will be returned to the student by a member of the school office staff . Any problems will be dealt with by a member of the SLT.
- Items cannot be collected at any other time during the school day.

### **Mobile phones and other banned items**

- Confiscated mobile phones and other items that are banned from site will not be returned to students and must be collected by a parent/carer.
- Parents/carers should contact the school office to arrange an appropriate time to collect the item.