



LISKEARD SCHOOL AND COMMUNITY COLLEGE (LSCC)

Relationships and Behaviour for Learning Policy

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Contents

Principles	3
Aims	3
Roles and Responsibilities	4
Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?	5
Part 2 – How do we teach these skills and behaviours?	5
2.1 Through Our Curriculum	5
2.2 Through Our Routines	5
2.3 Through the Protection and Promotion of Our School Ethos	6
2.4 Through Our Pastoral Care and Use of Praise	6
2.5 Through Our Work with Parents	6
Part 3 – How we maintain high expectations	7
Part 4 – The Use of Sanctions to Improve Behaviour	10
4.1 How we address minor infringements and low level disruption	10
4.2 Repeated or more serious events that require on site detention or isolation	10
4.3 Sixth Form: professional Standards and Fitness to Study	13
Part 5 – The Use of Exclusion as a Sanction	14
Part 6 – Guidance for a selection of specific incidents	14
Physical intervention and positive handling	13
Charging for damages	13
Confiscation of inappropriate items	13
Substance Abuse	15
Smoking and vaping	16
Offensive Weapons	16
Joint enterprise	16
Part 7 – Continuous Improvement	18
Involvement of outside agencies	17
Review	17
Appendix 1: Home School Partnership Agreement	20
Appendix 2: Example Learning Expectations: Pupils	21
Appendix 3: Expectations: Learning Agreement: Teachers	23
Appendix 4: Use of Rewards	24
Appendix 5: Sanctions / Negative Consequences	26
Appendix 6: National standard list of reasons for exclusions	29
Appendix 7: Exclusion letter (example)	30
Appendix 8: Sanctions thresholds	32
Appendix 9: Fixed term exclusion reintegration meeting proforma	33
Appendix 10: Representing the School – Physical Education	34

1. Principles

We must devise and implement a curriculum that systematically builds positive and constructive relationships between all pupils and all adults. The 'learning episodes' of this curriculum happen in classrooms, shared spaces, on the journey to and from school, during school trips, in fact in all interactions between their peers and all adults. At Liskeard School and Community College our high expectations for all pupils means that we always believe in continuous improvement and so will focus on guiding the choices pupils make, intentionally praising constructive behaviour and skill development. We will always challenge inappropriate choices and establish clear and consistent boundaries as described below.

- **Clear** – pupils and staff need to know exactly what excellent behaviours are and exactly what is expected of them, where, when and why.
- **Calm** – to guide effectively we need to understand and consider people's emotions and viewpoints and to achieve this effectively we need to remain calm and focussed.
- **Caring** – we care enough to be firm and respond in reliable and predictable ways but always with compassion. Focussing on maintaining firm boundaries around which choices should be better, whilst ensuring the person continues to feel well liked, appreciated and respected as they learn these.
- **Consistent** – all pupils should expect high standards and so all pupils require predictability of expectation and response as well as being able to trust the adults they work with hence consistency is paramount.
- **Cheerful** – all individuals respond effectively when approached positively, and therefore, when supporting changes in behaviour, we will endeavour to approach these in a positive way.

2. Aims

- To encourage a safe, caring and purposeful atmosphere in the school.
- To develop children's self-discipline, self-esteem and a sense of responsibility towards themselves and the school community as a whole.
- To promote a consistent approach to behaviour for learning by Pupils, Staff, Parents/Carers, Community Partners and Governors throughout the school.
- To encourage values of kindness, resilience and courage. honesty, respect and tolerance.
- To develop a sense common purpose and consistency amongst all those involved in the school.
- To promote and support positive behaviour.

The Relationships and Behaviour Policy is a statement of good practice that covers all aspects of school life, and that promotes the development and maintenance of good behaviour, and positive ethos. All members of the school community are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. A strong sense of community is fundamental to the success of LSCC and its young people.

This policy applies to all students at all times of the day when in school uniform, when travelling to and from school, on site at LSCC or representing the school whilst on trips, online or in their community.

This policy is regularly reviewed and updated annually. The policy is available via the school website. The policy is fundamental to the Home School Partnership Agreement (Appendix 1) which is issued to all parents and carers at the start of each academic year.

3. Roles and Responsibilities

The Governing Body establishes, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keeps it under review. It ensures that it is communicated to pupils and parents, is non-discriminatory and expectations are clear. Governors support the Headteacher in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day to day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, are ALL responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They also have responsibility, with the

support of the Senior Leadership Team, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. Staff are entitled to work in a safe, orderly environment free from disruption.

Parents and carers take responsibility for the behaviour of their child both inside and outside the school (see Home School Agreement: Appendix 1). They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behavior and uniform (see Appendices 1 & 2). Parents are encouraged to raise with the school any issues arising from the operation of the policy.

Pupils are entitled to a safe and orderly learning environment to assist them in achieving their full potential. They are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They are also expected to assist with the investigation by staff of any of these incidents.

The school acts in accordance with Department for Education guidance in relation to: i) the use of reasonable force (see restraint and positive handling policy); ii) screening, searching and confiscation (see Screening, Searching and Confiscation Policy, with particular reference to section 1.2 and 4.1.1); iii) allegations made against a member of staff.

If you have a safeguarding concern or would like to contact the school safeguarding team, please email: safeguardingconcerns@liskeard.net. Please note this is not an emergency contact and this inbox will not be monitored outside of working hours.

In the case of urgent concerns or out of hours emergencies, please contact: [Cornwall Multi Agency Referral Unit](#) or contact the [police](#)

If you have an urgent mental health concern out of school hours, please call the Cornwall and Isles of Scilly NHS Mental Health response line on 08000385300. It's free to access by anyone, any age, any time of day or night.

Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

- The school demonstrates high expectations for behaviour of all students and staff
- Clear expectations and responsibilities will be displayed, shared and communicated to enable all members of the community to be aware of them.
- These expectations apply to all members of the school community without exception.
- Like all skills development, relationship building and positive behaviours are not binary measures that are just 'good' or 'bad' but rather a continuum. All pupils have a right to understand their next steps in any skill and expect these skills to be developed whilst at school.
- See Appendices 2 and 3.

Our aim is to embed routines and systems which allow us to achieve our core behaviour objectives:

- 1) every student has the right to learn without distraction or disruption.
- 2) 100% silent attention 100% of the time in when an adult or a student is speaking in a learning setting
- 3) Enable all students to access daily, weekly, termly and yearly opportunities for praise and rewards to ensure that students feel a strong sense of belonging and motivation to excel.

Our behaviour policy is based on the understanding that this curriculum provision will effectively support students to avoid behaviours that the school will not tolerate and are deemed unsafe or affect the wellbeing and/or effective education of others. Unacceptable behaviours include, but are not limited to: Physical assault against a pupil or adult, verbal abuse or threatening behaviour against a pupil or adult, use or threat of use of an offensive weapon or prohibited item, bullying, racist abuse, abuse against sexual orientation or gender reassignment, abuse relating to disability or any other protected characteristic, as well as another other behaviour deemed harmful to others. This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Part 2 – How do we teach these skills and behaviours?

2.1 Through Our Curriculum

- These skills are embedded in every lesson, a tutor or PSHE programme is included and additional guidance is provided through our character curriculum, assemblies and key events in the year and community links.
- The school is committed to engage children and adults in deeper learning experiences so that everyone understands why these skills and behaviours are so essential, what these look like in practice and so value learning them.
- By using the language of choice, we fix the locus of control, i.e. the personal responsibility, within the pupil. In other words, when they choose a particular behaviour, they are also choosing a particular consequence which may be a reward or a sanction. Utilising opportunities to explicitly teach correct behaviour alongside use of language of choice should be everyday practice from adults in the school.
- Sanctions do not in themselves change behaviour. They simply apply the limits to behaviour. Any system that seeks to rely largely, or wholly, upon sanctions will simply teach pupils how to become effective at avoiding sanctions. Therefore, every opportunity will be taken to teach pupils how to behave correctly. This process is supported by restorative justice principles within the school.

2.2 Through Our Routines

We want everyone to be given the mental space to think deeply about their learning and about how they work best with others. This is why we are committed to creating age appropriate routines so we don't waste mental space on all those things that we shouldn't need to think about such as:

- How to act on hearing a fire alarm
 - How to share equipment fairly or queue for dinner fairly
 - Who to talk to if things are not going well or you have a question
 - How to make suggestions and improvements
 - How to have the right equipment and the right books at the right time
 - How to safely move around the school site
 - What happens when someone has the wrong uniform on
- Shared expectations and a common approach to managing young people needs to be acknowledged and applied by all staff consistently. These expectations are posted in a prominent position in every classroom. Behaviour for Learning posters are displayed in all classrooms and prominent areas and provide a summary of the school's routines, rewards and sanctions policies.

2.3 Through the Protection and Promotion of Our School Ethos

- All staff are required to actively promote the ethos of the school at all times including the role modelling of positive relationships and praise for behaviours that support peers and learning.
- Assemblies are used to model school values and publicly exemplify positive behaviours that reinforce the school's ethos.
- Strong expectations of professionalism and the importance of language in setting and maintaining these expectations throughout staff training and events.
- The school encourages staff and pupils to take pride in their working environment.
- *The school actively promotes CPD for staff and apply the leadership ladders which are defined in the SMART expected standards document.*

2.4 Through Our Pastoral Care and Use of Praise

- Positive consequences (rewards) are the key to the promotion of socially acceptable behaviour. Systems that emphasise praise for socially acceptable behaviour are consistently more successful in teaching pupils to make more positive choices.
- Pupils model the relationships they witness and so all interactions witnessed by the teacher are potential learning experiences in which guidance can be given.
- A school ethos of praise and encouragement, both formal and informal, is central to the promotion of good behaviour. As such, staff regularly praise and/or reward people who show what great behaviour looks like. Examples of such rewards appear in appendix 4.
- The school gives opportunities for children and staff to praise their peers if they showed great skill in helping them learn or improve their behaviour.
- Staff should clearly state when peer on peer or pupil to adult interactions fall short of our high expectations.
- The relationships curriculum is the responsibility of all staff and pupils at all times and the school will include regular staff training including identifying specialist teams who can deal with more complex restorative practices.
- Pupils who report incidents that have made them feel unsafe or uncomfortable will always be taken seriously and the issue dealt with respectfully.

2.5 Through Our Work with Parents

- The school will review their policy in consultation with parents/carers and pupils.

- The school will hold parent events to pass on examples of when children have shown real skill in their behaviours and their learning
- The school will provide consultation opportunities with parents to share ideas
- The school will provide time with parents to talk through plans for improving behaviour such as when children are finding it difficult to understand their behaviour
- The school will actively encourage positive relationships with parents and carers to develop a shared approach by involving them in the implementation of the school's policy and associated procedures;
- The school is outward facing and aim to make connections with the communities they serve, as contributors, role models and advocate for pupils and staff
- The school will publicise the achievements and excellent behaviours of their pupils and staff using use of local media and our website.
- The school will actively promote their ethos and values to parents to help them understand the expected culture and practices in school, in ways that are respectful, even when there may be different cultures operating at home

Part 3 – How we maintain high expectations

Good order and discipline are essential to the provision of high standards of education. Pupils cannot learn, and teachers cannot teach if standards of behaviour are not acceptable. Strong and effective management, working in partnership with teaching staff and support staff, is essential to the establishment and maintenance of acceptable standards of behaviour. The school firmly believes in:

- Every student has the right to learn without distraction or disruption.
- 100% silent attention 100% of the time when an adult or a student is speaking in a learning setting.

Pupils make choices about their own behaviour. Therefore, it is not possible to control directly a pupil's behaviour. Rather, what effective practitioners do is to influence behaviour by consciously affecting the consequences which arise from the pupil's choice.

All staff who witness behaviour out of line with the ethos of the school or the breaking of a well-defined rule, will make sure the pupil knows they have made a mistake and understands what this mistake is so that they are less likely to repeat it. In this way, this event offers an opportunity to correct a misconception.

If the rule breaking is more serious or more frequent, it is vital that it is securely and centrally recorded. The recording and sharing of such incidents allows for the concept to be revisited more effectively as well as supporting the school when it reviews its system of rules, how clearly they are defined and how consistently they are reminded.

The Contract of Mutual Respect – Applicable in all cases

When an inappropriate choice is made the response of those involved should be subject to a contract of mutual respect as described below.

- The member of staff has a duty to avoid all forms of labelling and instead only talk about a mistaken or inappropriate choice that has been made. It is the inappropriate choice that must be the focus of the discussion and not any suggested fault in the character of the person.
- The person (pupil or staff member) has a duty to openly apologise in the first instance and to avoid using body language to give a false or staged apology. Taking assumed responsibility is recognised as a praiseworthy position.

- A pupil who has made an inappropriate choice, must avoid asking the adult who has pointed this out, to publicly justify their statement. Instead they should recognise the authority and apologise in the first instance, trusting that there will be an opportunity for them to make their case confidentially and be listened to at another occasion should they need to.
- It is the responsibility of the Headteacher to ensure that all staff receive the necessary training to enable them to fulfil this contract effectively. This includes providing access to a senior member of staff who has the skills necessary to step in and arbitrate to complete the contract and ensure both parties learn from the process.
- Where the pupil has an identified special need that requires specialist support, a team with the appropriate skills should be available to the member of staff to complete the contract in a way that will progress the understanding of the pupil on their behalf. Reasonable adjustment may need to be made in liaison with the SENCo in line with the current Code of Practice.
- Every incidence of non-compliance makes future behaviour management harder and weakens this contract even if no further punishments occur after the apology.
- If the contract of mutual respect has not been followed, then the issue is not yet closed and hence the opportunity for learning will have been lost. It must be the aim of all such events to identify responsibility for an inappropriate choice to decrease the chance of repetition. This process should always aim to be free of the concept of blame, trial and error being a recognised and valued form of learning.

The Role of Restorative and Peer Mediated Approaches

If a pupil who has made an inappropriate choice can consider the impact of their actions from the perspective of others and particularly from the perspective of the victim, then this often leads to a deeper understanding of the principles, a reduction in reoffending and greater confidence in the community that poor behaviour is less unpredictable or stressful. Such approaches, however, require high levels of training and understanding by those who manage them.

A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

- An independent [evaluation](#) of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.
- In [Barnet](#), an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.

All of these reports highlight the importance of recognising specialist teams to support behaviour.

At LSCC, we have invested in the training and provision of specialist staff to enable specific pastoral support and bespoke interventions to support excellent behaviour.

The Role of Collaborative Practice

Standards of behaviour and the approaches the school takes should have wide support and wide involvement. Hence pupils and staff must be consulted regarding any substantive change proposed and should be surveyed as part of the review into effectiveness

Proactive combating of prejudice

The school has zero tolerance of prejudice and discrimination between peers or between pupils and adults. All staff and pupils have the right to equal opportunity and to feel safe from harassment or prejudice in any form.

The school will include in the formal curriculum concepts of discrimination and clearly advertised mechanisms for the anonymous reporting of any incident that makes a pupil feel uncomfortable, victimised or excluded. These will include;

- Reporting of unwanted physical contact.
- Reporting of offensive or threatening images or messages.
- Reporting of terms or language they find offensive.
- Reporting of text books, AV and print materials that show bias or do not reflect their cultural or gender identities.
- Understanding of the term 'protected characteristics' and examples of where unintentional or intentional bias can occur.

The Deputy Headteacher is able to access reporting mechanisms and compile recommendations for SLT consideration.

Proactive prevention of bullying and peer on peer abuse

A separate anti bullying policy specifically deals with the positive promotion of peer relationships and the prevention of bullying and peer on peer abuse. However, the common principles of this policy appears below.

Peer-on-peer abuse is any form of physical, sexual, emotional, financial abuse, or coercive control, exercised between children, and within children's relationships, friendships and wider peer associations. Bullying and cyberbullying are the intentional repetition of such abuse over time on a particular individual.

- The school aims to create an environment based on equality and informed choice allowing pupils to know their rights, what to do if they are unhappy with something and what it means to give true consent.
- The school actively take reports of peer abuse and bullying seriously, keep records and decide at which point intervention in any peer relationship should be proposed.
- The school consistently aims to understand the wider context in which pupils live and appreciate the complexity and fluidity of circumstances meaning that pupils experiencing abuse in one context may be a perpetrator in another.
- The school aims to ensure young people know the risks – talk about peer on peer abuse in an age appropriate way including the concept of power, peer pressure and coercive control.
- The school trains staff to spot common signs and know what to do.
- All staff must understand that peer on peer abuse is enormously destructive and must be assumed to be always present and, so continuous vigilance and reinforcement of healthy relationships must be regularly built into the working pattern of the school.
- Restorative methods have been shown to be particularly effective in this area and the school has staff trained in these practices who can be called on in difficult cases.
- The school aims to clarify to pupils that they take every available step to protect the identity and ensure the safety of those who provide information.

Part 4 – The Use of Sanctions to Improve Behaviour

Sanctions are needed to respond to inappropriate behaviour. Our behaviour model and the range of sanctions used are clearly defined in the procedures (Appendix 5) and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedure makes a clear distinction between the sanctions applied for minor and major offences. Staff have a critical responsibility in ensuring the fair and equitable application of sanctions.

4.1 How we address minor infringements and low level disruption

A [basic two page checklist](#) for a consistent system is provided by DfE

What the law allows is set out in [DfE guidance](#) and is summarised below:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil.
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
 - 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
 - 2) The decision to punish the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- The consequence can relate to an incident that happened off site if the pupil was in transit to or from school, on a school trip, in school uniform or engaging in behaviour that could pose a risk to others, a risk to the reputation or could have repercussions on the orderly running of the school.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

Sanctions are recorded centrally using Class Charts and where patterns or persistent behaviours emerge, the school has trained staff who can also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

4.2 Repeated or more serious events that require on site detention or removal from lessons

Detention or removal from lessons for a limited period can signal more serious or persistent lapses in behaviour. The aim should be to close the behaviour incident with a reliable indication that learning has taken place (such as a sincere apology). Failure to close the incident should be escalated. In order to legally restrict the freedoms of individuals as a sanction the following conditions must apply.

- The conditions set out above for minor infringements must also apply
- The level of supervision must ensure the pupil's health, safety and welfare.
- There are no legal restrictions on the amount of time a pupil can be removed from lessons (or isolated) but this time must be spent as constructively as possible.

- Schools should also allow pupils time to eat or use the toilet.

Removal from a timetabled class

- This must be to a location which is under staff supervision.
- Work will be provided within a reasonable time, which is as closely matched to the work undertaken by the rest of the class.
- The event will be recorded on Class Charts and any patterns analysed regularly for the attention of pastoral leaders and senior staff.
- Each event must be considered a serious event which requires a resolution.
- Reflection and analysis of the incident should occur between the staff member and their line manager to check for the need for further support or training.
- An incorrect use of the sanction should be seen as the responsibility of the line manager who should ensure training takes place for the member of staff.
- Whether the use of the sanction was correct or not correct should be confidential to the member of staff and not discussed with the pupil.
- *Specialist response*
 - The main aim is for the child to recognise the mistake and use the opportunity to improve their understanding of behaviour. If specialist teams for SEND or any other group believe that a child requires a different form of sanction, then providing they can demonstrate it has impact for the child this alternative can be agreed by a member of the senior team.
 - Any alternative sanction must publicly be seen as identical and therefore non-discriminatory by others. Hence, they may be treated in a different way but still effectively removed from their usual class.

A detention / reflection time during school hours

- This can take place without notice.
- Such detentions/reflections do not require the permission of a parent
- Any such detention/reflections should be supervised at all times
- Detentions/reflections can be punitive in nature or can focus on the insistence of practice in good self-control and hence can be conducted in silence.
- If detentions/reflections are used to address the causes of the poor behaviour then they are more effective if teacher who reported the incident is present for the discussion.

Sanction Duty:

Sanction duty is a form of “community service” which will be issued whenever a pupil damages school property or is caught littering.

Sanction duty is a sanction whereby the pupil will engage in a lunchtime or after school task designed to aid the smooth running of the school

Sanction duty must be clearly related to the incident of misbehaviour and must be designed as a way of increasing the pupil's empathy of the impact of their actions to prevent re-offending. Such examples could include:

- Supporting the caretakers or cleaning staff
- Supporting technician staff
- Supporting individual departments in tasks
- Collecting litter

In carrying out these tasks it is essential that Health & Safety requirements are fulfilled.

Detentions out of school hours

The school has a clear legal authority to detain pupils/students without parental consent. However, the Trust has agreed the following conditions

- Parents/carers should be informed of the time and length of an out of hours detention with at least 24 hours' notice. This notice will be provided via Class Charts. Parent/carer log in details for their Class Charts account will be provided annually as well as upon request.
- Parental inconvenience or travel arrangements can be disregarded provided that the pupil is not placed at risk.
- Detentions can be set on INSET days but not in holidays or weekends.

School staff should not issue an out of hours detention in the following cases;

- Where they know that doing so would compromise a child's safety, place them at risk or compromise their special needs or religious requirements.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- If the detention would result in the member of staff being isolated from other staff without a line of sight supervision, camera or adjacent circulation space.

Monitoring and Escalation

All detentions/reflections and periods of isolation must be recorded on Class Charts and clear guidance set for review. The school must set upper limits for the number of hours, days or occasions such sanctions are used and decide at what threshold a referral for internal review is made. See appendix 7 (p.35) for a list of threshold actions.

Students with an identified Special Need

Where a student has an identified Special Need, careful consideration will be taken to ensure that the escalation issue did not occur as a result of the child's needs not being met.

That if a sanction is to be given it is appropriate to the student's needs and/or disabilities and as such might be different to that given to a student without such needs, e.g. A series of detentions rather than internal suspension or exclusion, or in learning support rather than Refection.

The SENCo should be involved in the decision-making process for serious sanctions involving students with SEND and any subsequently discussed with parents.

Representing the school – Physical Education

Representation of the school for sporting fixtures is a privilege. To ensure any student is available for representation, first they must represent themselves in school in an appropriate manner. All students are expected to follow the school policies and procedures during curriculum time, whilst on / off site and when representing the school on a sports fixture or event. See appendix 10.

4.3 Sixth Form: Professional Standards & Fitness to Study

Sixth Form students have chosen to continue their education with us post-16 and have been accepted based on agreed criteria. This voluntary status creates a partnership based on mutual commitment. The expectations below reflect the professional standards required for success in higher education and employment.

All Sixth Form students sign a Partnership Agreement upon enrolment and this policy section should be read alongside that agreement. We are committed to supporting the personal and academic success of Sixth Form students and as a matter of principle would work to support students to make positive choices further to collaborative working to action academic or pastoral support.

Professional Expectations

Attendance and Punctuality: Students are expected to maintain high levels of attendance and arrive punctually to all lessons, tutor sessions, and assemblies. Students must notify the Sixth Form team before 8:30am if unable to attend; if a student is unable to make contact, parents/carers should do so on their behalf. Attendance records form part of UCAS references and may be discussed with employers and training providers.

Independent Study: Students are expected to engage in a minimum of 15 hours of focused, independent study each week outside of timetabled lessons.

Deadlines and Academic Integrity: All work must be submitted by agreed deadlines. Academic dishonesty, including plagiarism and the misuse of AI tools, may result in disqualification by examination boards and will be reported in references.

Privileges: Sixth Form students are granted privileges including use of dedicated facilities and the opportunity to leave site during non-contact periods. These privileges are conditional on demonstrating professional standards and may be adjusted as part of a supportive intervention.

Serious Misconduct

The following behaviours are incompatible with Sixth Form membership and may result in immediate formal action, including suspension or withdrawal of a place. This list is not exhaustive:

- Violence, threats of violence, or carrying weapons.
- Bullying, harassment, or intimidation, including online.
- Discrimination relating to protected characteristics under the Equality Act 2010.
- Theft, dishonesty, or deliberate damage to property.
- Use, possession, or supply of illegal substances or alcohol on the school site or at school-related activities.
- Attending site under the influence of alcohol or controlled substances.
- Misuse of IT and electronic devices, including taking or sharing images/videos of others without consent in a way that could cause distress.
- Using AI or digital tools to counterfeit human likeness or identity (e.g., deepfakes, voice cloning, impersonation).
- Severe academic misconduct, including examination malpractice.
- Any behaviour that endangers the wellbeing, health or safety of others.
- Criminal activity or behaviour that could bring the Sixth Form into serious disrepute.

Supportive Intervention Process

When concerns arise regarding attendance, engagement, or conduct, a staged process is used:

Stage 1 – Professional Dialogue: An informal conversation with the Form Tutor or Sixth Form team to identify concerns and agree support.

Stage 2 – Targeted Support: A formal meeting with the Subject Lead, Pastoral Lead, or Head of Sixth Form. A written action plan with measurable targets will be agreed. For students under 18 or with an EHCP, parents/carers will be notified.

Stage 3 – Collaborative Review: A formal meeting chaired by the Headteacher, supported by the Head of Sixth Form and, where appropriate, the SENDCo. The student will receive at least 5 working days' notice and copies of relevant evidence, subject to data protection considerations. The student may be accompanied by a parent, carer, or other adult supporter. Outcomes may include: a further support plan; no further action; temporary withdrawal (with clear return conditions); or permanent withdrawal. The outcome will be communicated in writing within 5 working days.

If a student at Stage 3 commits further serious misconduct, their place may be reviewed for withdrawal immediately without a further panel. This will be confirmed in writing; the student may request a review by the Headteacher.

Fitness to Study

Where poor attendance or engagement appears symptomatic of underlying health or personal difficulties, a Fitness to Study review may be initiated. This is separate from disciplinary procedures.

A review may be initiated when:

- Health or wellbeing is significantly affecting attendance or engagement despite support.
- Reasonable adjustments are not enabling the student to meet course requirements.
- Continuing to study may not be in the student's best interests.

Outcomes may include: additional adjustments; a reduced timetable; a temporary break with a return plan; or, in exceptional cases, withdrawal with support for alternative pathways.

Criminal Offences

Where staff have reason to believe a student may have committed a criminal offence, the matter may be referred to the Police, depending on the nature, seriousness, and any safeguarding considerations. The Sixth Form may continue its own processes or suspend the student pending police enquiries.

Part 5 – The Use of Exclusions and Suspensions

Refer to the South East Cornwall Multi Academy Regional Trust School Exclusions and Suspensions Policy for further information on the use of exclusions and suspensions: [School Exclusions and Suspensions](#)

Part 6 – Guidance for a selection of specific incidents

Some behaviours require specific guidance and training. These are listed below:

Physical intervention and positive handling

See the Positive Handling Policy.

Charging for damages

Please see the Charging Policy.

Confiscation of inappropriate items

- A teacher can lawfully confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- A teacher can lawfully search without consent for "prohibited items" including:
 - those which must be handed over to the police
 - knives and weapons
 - extreme or child pornography
 - Those which must be retained:
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - vapes and associated paraphernalia
 - fireworks
 - pornographic images
 - any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - Those which the school defines (Force cannot be used to obtain these):
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Any such searches will be conducted in a space that is not overlooked by other pupils, with at least one other member of staff present at all times (see the Screening and Searching Policy).
- The pupil should empty their bag, pockets and shoes themselves, but force can be used where this is reasonable (see the Positive Handling Policy).
- A record of each search should be made (see the Positive Handling Policy appendices).

Substance Abuse

The taking/use of substances listed below will be referred to as substance misuse and the possession of such substances in school is not permitted:

Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols); over-the-counter medicines (e.g. Paracetamol, cough medicines); prescription medicines (e.g. tranquillisers, amphetamines, anabolic steroids); alcohol, tobacco, vapes, other legal drugs (e.g. caffeine), legal highs, illegal drugs (e.g. cannabis, heroin, LSD, or ecstasy).

The school works to try to prepare for the world in which they will live and will do all possible to prepare, inform and educate young people about the possible consequences of drugs use. We are committed to the health, safety and well-being of members of the school community and we will actively pursue a policy of "protection for everybody".

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To provide relevant information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues, e.g. sex and sexually transmitted diseases, crime, HIV, AIDS and hepatitis (in conjunction with Sex Education/Health Education Policies).
- To seek to minimise the risks that users and potential users face.
- To encourage positive dialogue and learning through inter-active teaching within safe classroom boundaries e.g. PSHCE lessons.

Incident Response

The school will consider each substance misuse incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. If there is any suspicion of wrongful intent with regard to substances etc., the school will consider very carefully the implications of any action it may take. It seeks to balance the interests and welfare of the students involved, other school members and the local community. Permanent exclusion is likely to be strongly considered in cases of substance misuse.

Actual/Rumoured

In instances involving substance misuse, possession of or supply of (either actual or rumoured) parents/carers will be informed at the earliest opportunity by the Headteacher (or other designated person if not available). The school and the parents/carers can then work together to support the young person involved.

Disclosure

If a student wishes to disclose any information regarding substances, either personally or regarding others they should inform a member of staff. Staff will never guarantee a child absolute secrecy and the boundaries of confidentiality will be made clear to a young person before he/she is encouraged to disclose information. The whole school community recognises the need to deal sensitively with any issues related to children and their families and will not disclose information to any individual or agency without first considering the health and safety of the student.

Where it is suspected that substances are taken or sold on the premises, details regarding those involved, as well as any relevant information, will normally be passed to the Police Liaison Officer or appropriate agencies.

Working in partnership

The school works in close partnership with a range of agencies involved in the control of banned substances. These include the police service and outside agencies involved in the education of children around the dangers of substance abuse.

Smoking and vaping

The school maintains a no smoking / vaping policy within the building or on the school site. The school takes the smoking of cigarettes, vapes or e-cigarettes (or associating with smokers) by students very seriously, either on site or whilst travelling to and from school.

Smoking and vaping offences will result in a minimum consequence of a fixed term Internal Suspension.

Offensive Weapons

Any student who brings an offensive weapon onto the school site will receive a minimum consequence of an suspension, the duration of which will be decided by the Headteacher. The police will be notified in these instances.

Any student using an offensive weapon to physically harm or use the weapon to visibly threaten or harm on the school site will be permanently excluded.

The school will consider each incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with such incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. to ensure that all members of the school community remain safe.

Joint enterprise

The UK law of 'Joint enterprise' enables the police to charge an entire group with a crime hence such measures are deemed to be a legally permissible response for use in schools. The use of this law

however has sometimes been misinterpreted as joint responsibility for any action. There are however ways of determining relative involvement even when the quality of evidence is poor.

Praiseworthy actions within this definition.

- Those seeking help – these are the individuals who should be most highly praised and who represent the promoted model.
- Those distancing themselves – also should be praised but also given guidance when seeking help is needed.
- Those being critical of the group or supportive of the victim – whilst such actions may help, they can also inflame tensions and extend the incident. Such actions can also put the individual in harms way and should be discouraged. A balance must be struck between sensitive use of such role models and ensuring the care of individuals.

Actions which should lead to education and disciplinary action.

- Observers – is it clear to those feeling intimidated that the observers are not part of the victimising group? If there is a clear connection then their role can be interpreted as hostile witness or part of the role of intimidation. This role should be reprimanded and recorded but is not in itself subject to serious disciplinary action. Observers who fail to provide evidence may be themselves intimidated hence this cannot be used as a rule. The understanding from those in the group that they are connected is the evidence that should be used.
- Participation
 - Encouragement – If the individual has uttered anything or made noises with their hands for example that could be interpreted by others as giving their support or enjoying the issue or urging others on, then the law counts them as being partly responsible for the crime. There are cases of individuals under the law being fully charged for the offense for such actions
 - Named – If the individual is named in the investigation as having had a role then this increases the scope for disciplinary action.
 - Direct action – If the actions of the named individual enabled the crime to occur. If they for example were to have made suggestions that were followed or prevented the individual from leaving intentionally but without physical contact.
- Physical contact
 - Those making intentionally harmful or restrictive physical contact with the individual as part of an unequal gang that outnumbers the victim group should be placed at a level of responsibility above those earlier listed and hence the disciplinary measures could extend to permanent exclusion depending on the circumstances and nature of the contact.
- Leadership
 - Those who orchestrate a situation regardless of carrying it out themselves or not should be held at that highest level of responsibility.

Part 7 – Continuous Improvement

The Governing Body and the member of the Senior Leadership Team (SLT) with responsibility for continued professional development (CPD) will endeavour to secure appropriate high quality training on all aspects of behaviour management to support the implementation of the policy for all staff. Training in behaviour management must be available to all teaching and non-teaching staff. Training must be research led, making use of peer reviewed work such as the independent review of behaviour in schools by [Tom Bennet on behalf of the DfE](#)

Involvement of outside agencies

The school actively engages with other schools in the South East Cornwall area, including the Caradon Alternative Provision Academy to support pupils. The school also fully engages in multi-agency intervention in liaison with the Local Authority and external agencies, including the police. It seeks appropriate support to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour for learning policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. This will take place through a variety of forums.

The Governing Body and the Trust Board will receive a regular statistical review of pupil management issues and information about difficulties concerning individual pupils.

The Governing Body will regularly review this policy and procedures through the monitoring of pupil data (merits; referrals; internal exclusions; exclusions; managed moves, etc.) by whole school and by specific groupings (gender; ethnicity; Children in Care; Register of Need; Gifted and Talented; Year group) to ensure its continuing appropriateness and effectiveness.

The outcome of the review will be communicated to all those involved, as appropriate.

The school has adopted this policy with due regard to Government guidance.

A number of events can trigger a review to occur in school. These include the following;

- A national serious case review
- A noted new repeated pattern of behaviour in the school
- Lines of enquiry arising from anonymous reporting
- If an incident occurs in school which results in more than three pupils receiving exclusions.

Links

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School Exclusion](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Documents, articles and books that have also influenced this work include

- When the adults change everything changes – Paul Dix 2017
- Leading on pastoral care – Daniel Sobel 2019
- [Tom Bennet on behalf of the DfE](#) independent review of Behaviour Policy – 2017
- Our SECRET Skills framework – [this version](#) 2019

Appendix 1: Home School Partnership Agreement

PARENTS / CARERS WILL:

- ✓ Encourage and support our child in their learning, at school and at home.
- ✓ Praise them for showing, courage, resilience and kindness.
- ✓ Praise them for achieving positive attitude scores in progress checks.
- ✓ Provide the necessary equipment and uniform.
- ✓ Inform the School directly if we have any concerns or queries (rather than share them publicly on social media) so that they can be dealt with immediately.
- ✓ Ensure regular, punctual attendance.
- ✓ Support the policies of the school in maintaining high standards of behaviour and uniform.
- ✓ Attend parents' evenings.
- ✓ Check this planner weekly for notes.

Parent / Carer signature _____

STUDENTS WILL:

- ✓ Be punctual and attend school regularly (including bringing notes to explain any absences).
- ✓ Bring the correct equipment to all lessons.
- ✓ Wear the correct uniform and be smart in appearance.
- ✓ Have a positive attitude to learning. Show courage, resilience and kindness wherever possible.
- ✓ Try our best in all lessons, working sensibly with classmates.
- ✓ Follow the school rules and be respectful, polite and courteous.
- ✓ Co-operate with adults in school without argument.
- ✓ Take responsibility for communication between home and school. Show any messages from school to home immediately.
- ✓ Respect and take responsibility for the environment.
- ✓ Comply with the ICT Acceptable Use Policy.
- ✓ Report any concerns to a member of staff or to your parents/carers.

Student signature _____

STAFF WILL:

- ✓ Care for and support students.
- ✓ Build constructive working relationships with students and parents/carers.
- ✓ Promote and praise courage, resilience and kindness
- ✓ Provide high standards of teaching.
- ✓ Use rewards and sanctions consistently and clearly.
- ✓ Provide a safe and attractive physical environment for learning.
- ✓ Communicate with parents/carers regularly.
- ✓ Listen to concerns and respond appropriately.

Tutor signature _____

Appendix 2: Learning Expectations: Pupils

Learning Expectations: Pupils

Our core aims are:

Every student has the right to learn without distraction or disruption.

Students demonstrate 100% silent attention 100% of the time when an adult or a student is speaking.

Everyone has the right to work successfully, safely and enjoyably without distraction. To enable this to happen we need to be clear about the rules and expectations.

Going to Lessons

- Walk calmly and quietly about school using the most straightforward or recommended route;
- Always keep to the left when walking in crowded areas;
- Move quickly to your next lesson;
- Queue outside the room quietly in single file.
- Arrive at each lesson punctually

Start of Lessons

- Enter rooms sensibly and sit where you are asked to.
- Take out the correct books, pens and equipment.
- Put bags away (not on desks) preferably under your table or seat.
- Remain silent during the register (except when your name is called).

During Lessons

- When your teacher talks to the whole class remain silent, listen and concentrate.
- If the class is asked a question, do not call out. Wait until you are asked to answer.
- You are expected to work sensibly with your work partners; do not distract or annoy them. Speak only with a 'partner voice', do not call across the room.
- Display appropriate listening protocols when others are speaking.
- Eating and chewing in class is not allowed.
- Mobile phones are brought into school at the pupil's own risk. They must be turned off and out of sight in a school bag at all times whilst on the school site.
- When answering questions or talking be polite, speak clearly and do not distract or disrupt others.

End of Lessons

- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- When told, stand and push in your chair and tidy the tables; pick up any litter near you.
- Only when your teacher dismisses you may you leave the room. Leave quietly and sensibly.

Working with adults in the school

- Teachers and other staff are in the position of parents/guardians while you are in school; This means that there is no excuse for rudeness, disrespect or insolence towards any member of staff.
- Any reasonable request from a teacher should be carried out at once and without argument.
- Do not answer back. Talk problems through with your teacher later.
- Similarly, all staff will treat young people with respect whether they are teaching them, praising them, or issuing sanctions

Uniform

- Uniform expectations are clearly communicated to parents and students.
- Inappropriate uniform, including unauthorised jewellery, will be confiscated.
- Efforts will be made by the school to provide reasonable alternatives to support students to meet the uniform expectations

- Removal from lessons in Reflection will be used if confiscation or provision of appropriate and reasonable alternatives is not appropriate, practical or is refused by the student (wearing leggings or unnatural hair colour for example) or where repeated failure to wear correct uniform is reported.

Mobile phones

- Mobile phones are brought into school at the pupils' own risk.
- They should be turned off and out of sight in a school bag at all times whilst on school site.
- Mobile phones will be confiscated if seen or heard.
- Please note pupils can use either the Head of Year office or the Learning Support Department to make urgent calls.

Appendix 3: Expectations: Learning Agreement: Teachers

Expectations: Learning Agreement: Teachers

It is the classroom teacher's job to create and sustain a positive, supportive and secure learning environment. Well prepared stimulating lessons engage enquiring minds and support good behaviour. Behaviour incidents (positive and negative) must be recorded accurately on Class Charts, in a timely manner.

In more detail this means that teaching staff should:

- Foster a climate that supports our 'basic classroom expectations', agreed norms and protocols.
- Support good order in corridors at the start of the day, at lesson change overs, at social times and at the end of the day, whenever possible.
- Arrive before the class and begin on time. 'Meet and greet'.
- Ensure pupils are lined up quietly when applicable.
- Be prepared for the lesson and ensure that lesson purpose is known by pupils.
- Know the pupils as individuals – by name and by attainment. Call them by their first names.
- Abide by the school's expectation from the first lesson onwards.
- Model the standards of courtesy expected from pupils.
- Ensure that all pupils are able to participate fully in the lesson.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing, fair and consistent use of reprimands and target the right pupil.
- Address the behaviour and not the person.
- Use private rather than public reprimands where possible.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Use positive language – this includes using the 'language of choice' to outline next steps if behaviours continue.
- Use every opportunity to reteach and promote positive and appropriate behaviours.
- Avoid whole group punishments and humiliation.
- Keep to time in the lesson and finish on time.
- Ensure an orderly exit.
- Reflect upon classroom management and learn from it.

It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves in the first instance. Teachers in the classroom can apply a range of positive discipline strategies including:

- Use non-verbal communication e.g. zip the lips for silence.
- Point out the learning expectations and remind them regularly.
- Teach basic social interactive rules then remind and monitor.
- Demand reciprocal respect e.g. 'I'm not speaking to you like that'.
- Use the least intrusive intervention e.g. talk to latecomers later.
- Give the pupil a face-saving alternative.
- Deal with individuals away from their peers to avoid unnecessary confrontation.
- Make sure routines and procedures are properly established
- Influence pupils through positive role modelling.
- Explain what the student has done when disciplining.
- Use 'language of choice' to explain next steps if inappropriate behaviours continue. Use this opportunity to reteach positive behaviour.
- Make sure the student knows you 'care' about what happens.
- Appeal to the emerging adult within clear boundaries
- Set clear time boundaries and stick to them.
- Follow up problems later (as long as the class realises this is happening) pointing out that uninterrupted teaching and learning are of paramount importance.
- Clarify what you expect 'next time' - reteach positive behaviour.
- Be positive, have high expectations, be optimistic.

Appendix 4: Use of Rewards

Pupils have a right to receive fair and consistently applied rewards for good behaviour and hard work. We consider it important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour, leadership, help and support and adherence to the school's expectations. All pupils should be valued regardless of the academic ability or behaviour. It is expected that good standards of behaviour will be encouraged through the consistent application of our expectations supported by a balanced combination of rewards and punishments within a constructive school ethos

The following is a list of possible reasons to reward students. It is likely that staff can come up with many more, but the key issue is how to reward students for desirable behaviours.

- Good work – academic, sporting, cultural, artistic, and so on
- Completing work to the best of a pupil's ability
- Increased and/or sustained effort
- Sustained reliability
- Spontaneous helpfulness including being considerate, courteous, co-operative, responsible
- Giving up time voluntarily in service to the school
- Good attendance and punctuality
- Sustained improvement in attendance/punctuality
- Behaviour which improves the reputation of the school such as community links, or encourages and strengthens international links
- Behaviour which helps the school to run smoothly
- Taking responsibility for and care of our school environment and/or being involved in strengthening environmental awareness
- High standards of appearance and behaviour
- Leading or organising activities
- Participating in extra-curricular activities (fully, regularly, well)

Praise is always effective. Staff will know by experience how public this should be for each pupil. Praise can be awarded to individuals for displaying desirable attributes. Praise can be verbal congratulation, non-verbal or through the allocation of merit recorded on Class Charts.

Displaying pupils' work in the classroom and elsewhere (both in school and in the community) is a very powerful method of rewarding endeavour and high achievement. Staff should use this opportunity to show off a selection of work. For certain types of work e.g. drama, dance and music, assembly time might be an appropriate venue for display.

Use of merits

Merits must be consistently awarded by all staff to reward pupils for their achievements, as well as for displaying positive behavioural traits in line with the school ethos and expectations. Staff should enter a merit using Class Charts when wishing to acknowledge such achievement. Staff are encouraged to award 3 merits per lesson and should consider it to be an accepted part of the lesson.

Merit Awards	KS3 & KS4
Bronze	50
Silver	100
Gold	150
Platinum	200
Double Gold	300
Double Platinum	400
Triple Gold	500
Tripe Platinum	750
Diamond	1000

HOY will monitor awarding of merits and use the data to inform and improve good practice.

Postcards and letters home from either tutor, HOY/HOF, SLT, is a significant reward. A letter home is normally used to convey disapproval of social or academic behaviour so a positive postcard is less predictable and therefore greatly valued.

Pupil successes are also celebrated via student of the week and student of the month awards, on the website, in the local press and by letters home from the Headteacher and/or Governing Body. Heads of Year also use end of term celebration assemblies to celebrate student success.

Students of the Week are nominated by Faculty areas.

A Student of the Month is selected by the Headteacher from staff nominations. Nominated students are seen to have gone above and beyond in terms of resilience, kindness or courage, either in their learning or as part of the wider school community.

Annual award evenings take place to formalise the achievement process and raise the profile of celebration of success as a team together. This is a formal process where parents/carers and family members are invited to attend. They take place at the end of the summer term. Staff are asked to nominate pupils for this prestigious event and relevant staff are required to attend as part of their directed time, which further raises the profile of this event.

A Character Day initiative runs across Years 7 – 11 to reward students and is designed to reward children for getting the basics right in school, all day, every day. This includes:

- Attendance: attending school every day.
- Behaviour: behaving well in lessons and meeting basic expectations across the school.
- Completion: completing SPARX Maths and SPARX Reader homework every week.
- Plus, earning merits in lessons and through wider school life.

Points will be allocated as follows on a weekly basis:

- 100% attendance each week = a student will receive 50 Character Day points.
- No negative behaviour points each week = a student will receive 50 Character Day points.
- SPARX homework completed = a student will receive up to 50 Character Day points.
- Plus the number of merits earned each week will be added to the weekly score.

Appendix 5: Sanctions / Negative Consequences

Sanctions are used to recalibrate pupil's unwanted behaviours. They are designed to change behaviours not simply to punish. Where pupils do not amend their behaviours, the sanctions will escalate but at all times the school will seek to put in necessary support to help the pupil make the desired change. Dealing quickly and appropriately with minor incidents often prevents them turning into more serious issues.

The school follows a 3 strike system which enables pupils to see clearly the response of the teacher to their behaviours and gives them ample opportunity to change. Behaviours are recorded on Class Charts, allowing patterns of behaviour to be identified.

In the first instance it is imperative that the teacher takes ownership of challenging inappropriate behaviour via the implementation of classroom and pupil expectations and the rewards and sanctions systems. It is critical that staff adhere to the policy to achieve consistency across the school. Staff should follow the flow chart below. The timings and tariffs shown are indicative and may be subject to adaptation depending on staffing and individual circumstances. The Headteacher holds the ultimate decision making responsibility for all behaviour sanctions and consequences.

The 3 strike system

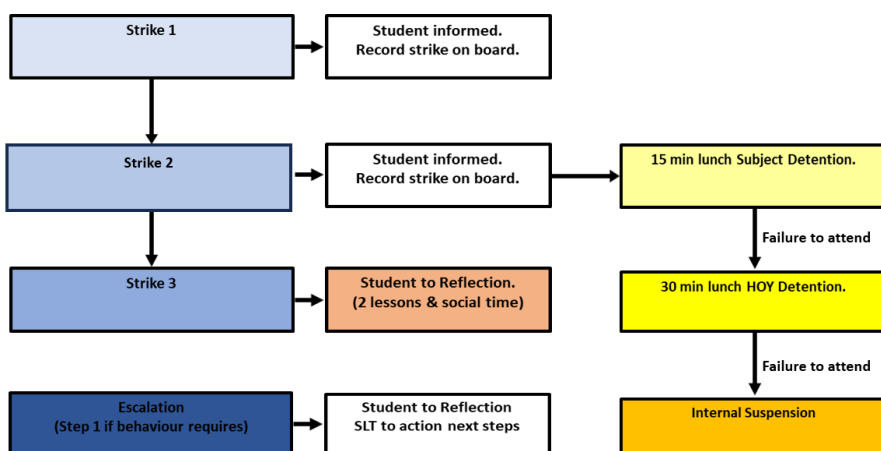
1 strike: Use 'language of choice' to explain potential next step. **Reteach positive behaviour.**

2 strikes: Student informed. Teacher records 2 strike offence using Class Charts*. Reteach positive behaviour. 15-minute Subject Detention recorded on Class Charts. * **-1 point added to student record**

3 strikes: (Could be step 1 if incident requires). Student removed from lesson and sent / escorted to Reflection for 2 lessons and a social time. Teacher records 3 strike offence on Class Charts. * **-2 points added to student record**

Escalation: (Could be step 1 if incident requires). Patrol called to remove student to Room A for period of time. Escalation offence recorded on Class Charts. Further action depending on incident. * **-3 points added to student record**

Internal Suspension: Failure to attend upscaled 30 minute HOY detentions will result in SLT action day in Reflection.



Non completion of homework will be sanctioned accordingly (see sanctions thresholds in Appendix 7).

Escalation issues:

Escalation issues are very serious misbehaviours and include, but are not limited to, the following:

- Swearing at anyone abusively
- Swearing in response to an instruction
- Violent behaviour
- Bullying
- Racial and homophobic abuse
- Refusal to follow instructions
- Truancy

Escalation processes:

- The escalation issue will be investigated by an AHOY / HOY / SLT. The probable outcome will be, as a minimum, an Internal Suspension (defined as being 8.45 am until 3.15 pm) or, in some circumstances, immediate fixed term suspension or even permanent exclusion.
- Failure to comply in Internal Suspension may result in a 1, 2, 3 or 5 day Fixed Term Suspension. If this is the case a pupil will complete the Internal Suspension on return to school.
- It is vital that all parties involved in the incident are given the opportunity to make representations. It is best for written statements to be taken and put on record. Incident details should be recorded on Class Charts and a student's behaviour record (available on SIMS and Class Charts) should be viewed and taken into consideration.
- The decision to Fixed Term Suspend can only be taken by the Headteacher/delegate. The member of staff investigating the incident will always refer on before a decision to suspend is made. If the Headteacher is on site, they should be one of the two decision makers. When the Headteacher is off site, the Deputy / Assistant Headteacher (or other person in charge) takes on this role.
- The school may choose to issue an Internal Suspension in place of a fixed term suspension if this is deemed in the best interests of pupil safety and wellbeing.
- It is good practice for the school to contact a parent/carer by phone in the first instance. It is not permitted to send home a student without parental permission.
- When issuing a fixed term suspension, a formal letter must follow as soon as possible (see exemplar on p.33), normally the same day. In the letter, schools are bound to indicate: why the pupil has been excluded; state clearly the length of the exclusion; make clear the arrangements for re-admission; inform the parents of their right to appeal; explain that copies of the letter will go to the chair of Governors, the LA, EWO and the local police Youth Interventions Officer.
- Copies of letters will be kept in students' records.
- If the fixed term suspension is for more than 1 day the pupil should be given work to do at home. Work will be emailed to parent and student as required.
- The school refers to the National Standard List of reasons for suspensions (appendix 6).

Following a suspension or exclusion:

- Following internal or fixed term suspension pupils and their parents/carers will be expected to attend a reintegration meeting. Please note this is not a legal requirement, and a pupil cannot be refused re-admission just because a parent declines to attend. In practice this is not normally an issue as most parents are keen to work with staff. It is recommended that the Assistant Headteacher (Inclusion) is present at all readmissions for pupils with Education Health and Care pupils and Children in Care.
- In this meeting, the conditions of returning to lessons will be laid down, including repair and rebuild with the offended parties as well as putting support in place to enable the pupil not to re-offend (see reintegration meeting proforma in appendix 9). Restorative justice approaches will also be suggested if deemed appropriate.
- Returning to school is a fresh start but the suspension remains; it is not an indication that the student can work their way through the levels of sanctions again. Parents and students are informed that further incidents will result in another longer suspension or permanent exclusion.
- Students who disrupt persistently will be subject to a Pastoral Support Plan, which may include an exit strategy such as a Managed Move to enable the pupil to have a fresh start in another school. The plan will specify manageable short-term targets to monitor and improve the behaviour and achievement of the student. At this stage it is essential to consider what, if any, in-school support can be engaged to help matters. For some students, it might be appropriate

to have an amended curriculum plan, e.g. work experience or part-time school as a part of a planned reintegration progression, etc. In some circumstances a risk management plan and/or external agency will be introduced or, if already in place, will be reviewed. If a team teach plan is required, the child will be shown the positive handling procedures prior to them being employed (see Restraint and Positive Handling Policy).

- Any pupil with two Internal Suspensions cannot represent the school during that half term and will be allowed on school visits ONLY if integral to their curriculum. It may be necessary for a risk assessment to be undertaken depending on the nature of the pupil's behaviour record.
- Pupils in Year 11 may be withdrawn from the privilege of attending the Leavers' Prom if their behaviour is persistently poor.

Appendix 6: National standard list of reasons for exclusions

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

This provides descriptors of reasons for exclusions.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Note: This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The Department collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. Schools must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. ²² Up to three reasons can be recorded²³ for each suspension or permanent exclusion (where applicable).

Appendix 7: Suspension letter (example)

DATE

«Parental_addressee»

«AddressBlock»

Dear «Parental_Salutation»

«Name» DOB: «DOB»

LSCC– Fixed Term Suspension 1-5 days

I am writing to inform you of my decision to suspend «Forename» for a fixed period of __ days. This means that she will not be allowed in school for this period. The suspension begins on DATE and ends on DATE.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend «Forename» has not been taken lightly. «Forename» has been suspended for this fixed period because of:

In making the decision to suspend «Forename» I have taken her previous behaviour record both positive and negative into consideration.

You and «Forename» are requested to attend a reintegration interview with a member of the Senior Leadership Team, at school on DATE at TIME.

If that is not convenient, please contact the school to arrange a suitable alternative date and time. If you have any particular needs because of a disability or you require support if English is not your first language, please let us know in advance so that we may be ready to assist you on your arrival. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on DATES unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for «Forename» to be completed on the school days specified in the first paragraph during the period of this exclusion. The work set will be available in the school reception. Please ensure that work set by the school is completed and returned to us promptly for marking. If «Forename» has access to the internet at home she can also complete work or revise from any of the following:

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the Clerk to the Governing Body, at the school (address above) as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9BG.

You also have the right to see a copy of «Forename»'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of «Forename»'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact The Coram Children's Legal Centre. They aim to provide legal advice and information to parents on state education matters. They can be contacted on 0345 345 4345 or on <http://www.childrenslegalcentre.com/> . The advice line is open from 9am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

«Forename»'s suspension expires on DATE and we expect «Forename» to be back in school on DATE.

Yours sincerely

Head Teacher

Cc: Head of Year, Attendance Officer, Education Welfare Officer,
Youth Interventions Officer [Devon & Cornwall Constabulary]

Appendix 8: Sanctions thresholds

Lateness	Lateness after the third event of lateness in a school year will result in a 2 lesson and social time cycle in Reflection.	
Missed detentions	Failure to attend subject detention	30 minute HOY detention issued
	Failure to attend 30 minute HOY detention	1 day Internal Suspension (until 15.15). Re-admission with AHOY/HOY.
Internal Exclusions (over 1 term)	1 internal Suspension	Re-admission with AHOY or HOY depending on circumstances (or HOF if IE given for escalation within lesson).
	2 internal Suspensions	Re-admission with HOY. Any pupil with 2 internal exclusions cannot represent the school during that half term and will be allowed on school visits ONLY if integral to their curriculum. It may be necessary for a risk assessment to be undertaken depending on the nature of the pupil's behaviour record.
	3 internal Suspensions	Re-admission with SLT and HOY/AHOY. Parents advised further incident will result in 3 day exclusion.
Fixed term exclusions	10 x Strike 3 events in a half-term. More than 3 Internal Suspensions in one term. Single serious incident	Readmission with SLT & HOY. HOY Report.
	More than 3 Internal Suspensions in two successive terms 2nd serious incident 1st very serious incident	5 day exclusion. Readmission with SLT & HOY BSP written. SLT Report.
	Persistent poor behaviour or extremely serious incident	Managed move/permanent exclusion.

Appendix 9: Fixed term Suspension reintegration meeting proforma

SMART Reintegration following suspension proforma 2025/26

Date of meeting:		Time:	Staff present:	
Pupil:			Year group:	Tutor:
CP Plan:	PP:	CiC/LAC/PLAC:	SEND:	

Present

Family member present in meeting, successful readmit	
Family member present in meeting, readmit not successful – further susp and additional readmit needed	
Family member not present in meeting, successful readmit, home updated via letter	
Family member not present in meeting, readmit not successful, follow up call/meeting needed	

Details of suspension

Date of suspension:	Date of return to school:	Number of days suspended:	
Reason(s) for suspension:			
•			
Reasons(s) understood and able to move forward in a positive way?			Yes No
Total number of days suspended this term:			

Review of current attendance

Attendance (%):	
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Notes from meeting (suspension proforma document to be uploaded to SIMS/CPOMS on completion).

Positive reflections:

Support strategies already in place or to be actioned

Support / Action points					
Tier 1		Tier 2		Tier 3	
Trusted adult / key worker	In place / to action	Sanction adaptation	In place / to action	Alternative Provision	In place/ to action
Tutor report	In place / to action	HOY report	In place / to action	SLT report	In place / to action
SEND update / exploration	In place / to action	SEN Passport adjustments/additions	In place / to action	County SEN referral	In place / to action
Restorative Meeting	In place / to action	Anti-Bullying Contract	In place / to action	External mentoring programme	In place/ to action
Electronic device use agreement	In place/ to action	Safety Plan	In place / to action	Offsite direction	In place/ to action
Population/Tutor/ Subject change	In place / to action	Adapted timetable	In place / to action	Part time timetable	In place/ to action
Removal of school representation	In place / to action	Early Intervention & Inclusion Team referral	In place / to action	Ed Psych referral/helpline	In place/ to action
Additional time in Reset / RTL	In place / to action	Meeting with Careers co-ordinator	In place / to action	Governor's PDH	In place / to action
Seating Plan review	In place / to action	Attention Aids	In place / to action	Pastoral Support Plan (PSP)	In place / to action
Staff Round Robin	In place / to action	Daily updates to parents	In place / to action	Early Help Referral	In place / to action
Student mentoring (6 th form)	In place / to action	Agreed safe space	In place / to action	Area Inclusion Panel referral	In place / to action

Other support / action points agreed					
Tier 1		Tier 2		Tier 3	
	In place / to action		In place / to action		In place/ to action

Agreed targets for student to meet

Select up to three most relevant to the suspension:			
Follow staff instructions at all times		Complete tutor report cards	
Attend line up/morning greeting/roll call on time		Complete HOY report cards	
Attend all lessons		Complete SLT report cards	
Be punctual to all lessons		use toilet pass / learning support card responsibly	
Wear uniform correctly at all times		Talk to adults and students respectfully	
Comply with electronic device plan/policy		Make positive choices in social time	
Bring the correct equipment		Engage with support / education	
Seek tutor/HOY/Pastoral for support		Follow safety plans / anti-bullying contracts	
Use agreed safe spaces		Stay in correct social space	
When x happens, I will do y (detail below):			

Future actions if targets/actions are not adhered to or successfully achieved:

Continued and consistent use of the behaviour system will be used	
Time in Reflection/Reset will be used for refusal to adhere to the behaviour policy	
Further suspensions may be issued if behaviours continue	
An off-site direction will be considered	
An application for a WAVE placement will be actioned	
A Managed Move will be considered	

Appendix 10: Representing the School – Physical Education

Representation of the school for sporting fixtures is a privilege and not simply a right. To ensure any student is available for representation, first they must represent themselves in school in an appropriate manner. All students are expected to follow the school policies and procedures during curriculum time, whilst on / off site and when representing the school on a sports fixture or event. All school policies and procedures will be adhered to when representing the school.

	Action
Fixed Term Suspension	Student is not eligible to represent the school at the next fixture or event for a 3-week period.
Internal Suspension	Student not eligible to represent the school for a 2-week period from the date of the internal exclusion being set.
Reflection Cycle	Student is not eligible to represent the school if a Reflection cycle is given/set within a 1-week period of the fixture or event.
Lunchtime Detentions	Students are currently eligible to represent the school unless HoY or SLT contact the Physical Education Faculty to make them aware of any issue with constant poor behaviour.