



Stowupland
High School

Always striving for success

Behaviour Policy

History

	Date of Review	Committee	Lead	Comments	Next Review
V.1	Summer 2024	RIB	CSI		Summer 2025
V.2	November 2024	RIB	CSI		Summer 2025
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V.4					



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This policy should be read in conjunction with:

- Anti-Bullying Policy
- Suspension and Exclusion Policy (Trust)
- Attendance Policy
- Uniform code on website
- [DfE 'Working Together to improve school attendance' \(2024\)](#)
- [Searching, Screening and Confiscation. Advice for schools - July 2022](#)
- [DfE Behaviour in Schools \(2024\)](#)
- [DfE Suspension and Permanent Exclusion Guidance](#)

1. Rationale

Students have a right to learn and teachers to teach and, without good behaviour, neither is possible. The school has a responsibility both to manage students' behaviour and to encourage students to manage their own behaviour in such a way that learning and teaching can be effective in school, on school visits and on their way to and from school. Whilst it is possible to produce a list of school rules, students' good behaviour is secured in the longer term through modelling very high expectations, respectful and courteous interactions, positive relationships and clear boundaries.

The management of students' behaviour in schools is a complex and challenging area for schools' and school leadership and the aim is to ensure that effective learning and teaching can take place in all areas of the school environment. Therefore, the school's expectation of student behaviour is high.

This policy will also apply at other times when misbehaviour could have repercussions for the orderly running of the school or poses a threat to another student or member of the public, or might bring the school into disrepute.

2. Purpose

Our aim is to encourage students to adopt values, attitudes and standards which will produce a positive learning environment and a happy and ordered school removing unnecessary barriers, so we are "always striving for success." This will be achieved by:

- Students following instructions first time every time
- Students being as polite to adults as adults are to them
- Staff and students adopting the principles of SLANT, STEPS and SHAPE
- Modelling positive behaviour by rewarding students with MERITS and GOLDEN TICKETS
- Issuing sanctions where expectations are not met and the behaviour policy has been breached
- involve parents/carers in the management of their children's behaviour
- provide staff, students and parents with common standards and guidelines for behaviour management

By clarifying expectations and responses through this Policy, all members of the school community should feel confident that they are learning to the best of their ability in a safe and supportive environment.

3. Principles

We believe that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. We therefore seek to create a caring learning environment in the school by:

- embracing a culture built on genuine mutual respect. Where students understand their responsibility to learn and respect all staff at the school, contributing to the maintenance of that culture.
- Students and staff being warm, welcoming and friendly - students and staff are never ignored and positive interactions are the norm.

- Adopting an attitude of gratitude where students show their appreciation to staff through positive interactions
- Ensuring that students experience consistency and predictability in and around the school with regard to maintaining high expectations
- encouraging a positive relationship with parents / guardians /carers to develop a shared involvement in the implementation of the school's policy and associated procedures
- having due regard to the school's legal duties under the Equalities Act 2010, in respect of students with Special Educational Needs.

4. Roles and responsibilities

The **Local Improvement Board** will:

- Challenge review and endorse agreed strategies.
- Discuss the implementation and impact of this policy using the Principals termly report and regular visits to the school

The **Principal** will:

- Ensure that all staff have an opportunity to discuss strategies and review them.
- Determine the strategies and procedures.
- Discuss development of the strategies with the Senior Team and other staff.
- Ensure appropriate training is available.
- Ensure that the procedures are brought to the attention of all staff, parents and students.
- Report termly to the Local Improvement Board.

The **Senior Leadership Team** will:

- Be responsible for the day-to-day management of the policy and systems.
- Keep the Principal informed of severe incidents.
- Ensure that there are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere.
- Determine how best to involve parents/carers and other agencies in the solution of individual problems, including addressing support for students with additional needs where those needs might affect behaviour.
- Report regularly to the Principal via school Quality Assurance procedures

Pastoral teams will:

- Be responsible for ensuring the school's pre-emptive strategies are put into practice.
- Know the school's procedure and deal with incidents that are reported.
- Play a key role in supporting individual students to change their behaviour.

All Staff will:

- Know the policy and procedures.
- Be observant and try to create an environment where behaviour incidents do not arise.
- Deal with any incidents consistently according to the policy.
- Challenge and report if necessary, when student's comments or actions run counter to our policy.

4.1 To ensure the principles of this policy are met students are expected to adhere to all expectations of SLANT, STEPS AND SHAPE as well as line ups and conduct in corridors:

SLANT

- Pens and pencils down and **S**itting up straight with arms folded
- **L**istening to teacher
- **A**sk and answer lots of questions
- **N**ever interrupt staff
- **T**racking the member of staff - “eyes on me”

STEPS

- **S**ir/Miss at the end of each sentence. This is the Stowupland full stop.
- **T**hank you
- **E**xcuse me
- **P**lease
- Stowupland **S**tyle - Warm, Welcoming and Friendly, communicated by interactions and Body Language, Tone of Voice and Facial Expression.

SHAPE

- Answer in full **S**entences
- **H**and away from mouth so students can be heard
- **A**rticulate your answer
- **P**roject your voice
- “**E**yes on me”

Line ups

- Students are positioned at their morning line up position at 8.55 each morning. Arriving after this time means they are late.
- Walking in single file and in silence from morning line up to their tutor bases
- Students are silent once the bell sounds for the start of morning line up as well as following break and lunchtime
- Students only line up in their designated or appropriate line up area to mitigate any issuing of demerits as a result of challenging behaviour or lateness
- Students have their equipment and exercise books out ready for when they arrive at the door of each lesson including their tutor base

Corridor conduct

- Keeping to the left-hand side in corridors and using staircases as directed
- Walking responsibly and safely in single file
Moving directly to our destination
- Being courteous, communicating politely and quietly at all times

4.2 In order for the principles of the policy to be met:

- All staff will be responsible for ensuring that the policy and procedures are followed consistently
- Students have the opportunity to reflect on their behaviour via issuing of detentions or time spent in the schools Internal Exclusion Room (IER)
- Incidents of unacceptable behaviour will be recorded on Arbor
- Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school
- Parents will be encouraged and expected to work in partnership with the school to maintain high standards of behaviour
- Parents will be expected to ensure that their child attends any sanctions that have been imposed. This may include re-arranging, cancelling or postponing other commitments to ensure the child is able to serve the sanction in a timely manner.
- Parents will have the opportunity to raise with the school any issues arising from the operation of the policy by communicating in the first instance with the students' tutor.
- The Local Improvement Board will establish, in consultation with the Principal and senior team, staff and parents, the behaviour principles and policy for the promotion of good behaviour in the school and will keep these under review.
- The Local Improvement Board will ensure that it is: communicated to students and parents/guardians/carers, is non-discriminatory and that the expectations are clear
- The Local Improvement Board will support the school in maintaining high standards of behaviour

5. General Expectations

Students should:

- Comply with all student-related policies
- Be warm, welcoming and friendly at all times
- Adhere to all expectations of SLANT, STEPS and SHAPE as well as line ups and conduct in corridors
- Be dressed appropriately for school in line with uniform policy
- Be courteous and polite at all times and adopt an attitude of gratitude
- Follow instructions first time every time
- Be as polite as adults are to them
- Switch off mobile phones & other electronic devices including headphones and leave them in bags and out of sight when in school
- Keep the school clean and tidy, disposing of all litter in the available bins as well as volunteering to pick up any litter or by request
- Conduct themselves to a high standard on journeys to and from school
- Strive to achieve MERITS and GOLDEN TICKETS
- Avoid DEMERITS and therefore detentions and time in IER

Students must not:

- Smoke/vape on the school site nor to and from school or at any time whilst wearing school uniform
- Use mobile phones whilst in school

- Photograph or record students or staff in or outside of school without consent. This includes searching and taking images from internet including social media platforms and circulating them without consent
- Be in possession of banned or prohibited items in school
- Leave the school premises at any time without prior, agreed, arrangement from parent/carer. All students leaving must be collected by a parent/carer who is registered on the emergency contact list. Other responsible adults collecting students must be arranged in advance. All students must sign out at Reception.
- Drop litter or damage the fabric of the school or the school premises
- Bring into school nor consume 'energy' drinks (i.e. drinks high in caffeine or other similar stimulant chemicals) or any high sugar carbonated drinks
- Eat during lessons, unless for authorised medical reasons, drink anything other than still water or diluted squash from a sensible plastic bottle during lessons (at the teacher's discretion)
- Refuse to follow instructions of any staff member
- Walk away from staff until they have complied with instructions and/or relinquished items that have been confiscated in accordance to the behaviour, (e.g. mobile phones) or uniform policy (e.g. jewellery)
- Deliberately misbehave in the aim to disrupt learning, intimidate others and hold staff in contempt

Staff should:

- Utilise a range of positive behaviour management strategies
- Regularly communicate and model high expectations
- Support students and guide students to making positive choices about behaviour
- Endeavour to provide consistency when issuing sanctions and praise
- Maintain consistent expectations at all times
- Attempt to build positive working relationships with students, contributing to a culture of genuine mutual respect
- Understand the needs of students and try to look for causes of unacceptable behaviour
- Ensure students are supported appropriately in a way that leads to positive and improved behaviour.

Please note: these are not exhaustive lists.

6. Behaviour in and around the school and wider community

6.1 Behaviour in and around the school

- In movement around the school, students should move in an orderly and quiet fashion. They should arrive to lessons on time, enter when invited by teacher calmly and leave all classrooms only when dismissed by staff
- All bells are 'action' bells and students should move when informed by the member of staff
- Students must be on time for school and for lessons, have the necessary equipment and books with them as well as be dressed appropriately in correct uniform, with jumpers on (no coats to be worn inside the classroom).
- Students should only use the official entrances to the school grounds.
- Students must respect the school's "no smoking or vaping" policy and neither be in possession of or, participate in smoking/vaping, nor associate with smokers/vapers

- Students will respect the school's Online (E-Safety), Internet and Mobile Phone Policy at all times both on and off the school site
- Students will remain in authorised communal areas at social times.
- Students should not congregate in large groups or in areas of privacy, such as toilet areas.
- It is forbidden for more than one student to be in a toilet cubicle at any one time. Such circumstances will be dealt with as a behaviour and safeguarding concern where sanctions will be issued that are proportionate to students ignoring this rule
- Students must ensure that behaviour issues, or potential issues, are always reported to a member of staff. Students will not attempt to resolve potential issues themselves.
- Students will always engage in behaviour which reflects well on themselves and the school. They will not become involved in student matters that do not concern them and they will not encourage others to escalate any potential issue
- Students will never engage in behaviour that could be deemed as abusive from child to child, or that is of the nature which defines sexual harassment or violence

6.2 Behaviour on Trips and Visits

- Students are required to view trips and visits as an extension to the classroom. As such they should adhere to the same expectations as if they were present at Stowupland High School
- Students should view themselves as ambassadors for the school and conduct themselves in a way that promotes a positive view of the school and as individuals
- At the time of registering for a school trip or visit, the school will review the students' behaviour. Students with a history of severe breaches of the behaviour policy may not be granted access to the event or be removed from the event if there is a deterioration in behaviour following the booking process (this includes representing the school in public events and sports fixtures)
- Students who fail to meet the expectations of the school whilst on a trip or visit will have appropriate sanctions applied and may be restricted from accessing future events

6.3 Behaviour Off-Site

In line with Department for Education guidance (Behaviour in schools - Advice for Headteachers and school staff February 2024), the school will also apply sanctions for misbehaviour which occurs outside the school day, or term-time:

- when travelling to or from school;
- when wearing school uniform;
- when in some other way bringing the school into disrepute;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student or member of the public.

6.4 Behaviour while Travelling to and from School

- Students should always behave responsibly and safely when travelling to and from school. Those using school buses should follow the guidance issued by Suffolk County Transport ([Suffolk On Board - Code of Conduct](#)).
- Students whose behaviour breaches the Suffolk County Transport Code of Conduct may be banned from using the County Transport system and such action will be supported by the school.
- In addition to any action taken by County Transport, school sanctions can, and will, be imposed as appropriate, for behaviour which is in breach of the standards expected.

- Students walking/cycling to school should do so safely, be cautious and respect road users and be respectful of local residents

6.5 Use of mobile phones

- At Stowupland High School the use of mobile phones on the school site is not permitted. They must be switched off and in bags and kept out of sight whilst on the school site including break and lunchtime.
- Telephone communication between parents/carers and students is not permitted unless supervised by a member of staff via a school land line. Parents/Carers are specifically requested not to send (or respond to) text messages from students during the school day.
- The school reserves the right to confiscate the mobile phone if it is seen, heard or otherwise clear that communication of this nature has taken place during the school day.
- If a member of staff sees or hears a student's mobile phone or other electronic device between 8.35am and 3.40pm (or 4.50pm if students are in afterschool detention or structured/scheduled revision sessions/clubs), the device will be confiscated by the member of staff concerned and kept safely until the student has collected the phone at the end of the school day.
- All such devices will be kept securely in the school's safe
- Due to the rural location of the school and the use of online bus passes, the school will not retain phones overnight unless a student fails to collect at the end of the school day. However, persistent confiscation will be dealt with as persistent refusal to respect the school behaviour policy and the school will direct students to leave phones at home or hand into a member of staff at the start of each day. Failure to comply with any such directive will result in an escalation of sanction.
- Refusal to cooperate with a request to confiscate a mobile phone or any item, is considered a severe breach of the behaviour policy and will lead to a suspension if the student remains uncooperative.

7. Rewards

7.1 Purpose of rewards

Rewards have a motivational role in helping students to realise that good behaviour and personal achievement is valued. Our view is success is its own reward, but we also recognise that students respond positively to a system whereby they can earn accreditation for meeting high expectations of performance and standards of good behaviour. To that end, all students can earn MERITS and GOLDEN TICKETS from school staff for their positive contributions and warm, welcoming and friendly persona.

All rewards are recorded electronically on the Arbor system which maintains a behaviour profile for every student in the school. Staff can, and will, refer to this profile when collating information for academic reports, reward trips and references. Behaviour points, both positive and negative, are accessible for parents/carers to track via the Arbor app.

The criteria for issuing merits is not fixed but includes the following:

- positive attitude.
- high levels of effort
- ask and answering lots of questions
- displaying positive energy

- showing confidence with full sentence answers and good voice projection
- take pride in all work including handwriting.
- being warm welcoming and friendly

Golden tickets are awarded to only 1 student in each class. These are awarded to students who meet the criteria for achieving merits but perform at a level that makes them stand out amongst their peers.

7.2 Acknowledgment of behaviour points

Students with the highest number of MERITS are celebrated at the end of each week, half termly and at the end of each term.

7.3 Celebration Evenings

Following each term there is a formal recognition of achievement where students will be recognised for their efforts and receive certification. Parents/carers are invited to attend and join in with these celebrations.

7.4 Recognition of Leadership Roles

Many students play a key role in the life of the school through the Year and School Councils, Prefect system, mentor Scheme and as Sports Ambassadors. Students also undertake leadership roles for specific departments, events or occasions.

8. Sanctions

At the Principal's discretion, the authority to administer sanctions in line with this policy applies to all paid staff with responsibility for students.

Sanctions are needed to respond to inappropriate behaviour; a sanction serves as a punishment, a deterrent, and an opportunity to reflect. Reasonable penalties can include: confiscation, retention, or disposal of a student's property, detentions, internal exclusion in the Internal Exclusion Room (IER).

Principals can also decide to suspend a student from the school premises for a fixed period (suspension) or to permanently exclude them.

The school uses detentions as a form of sanction; whilst home/school communication is important, parental consent is not required with regard to the serving of detentions, and parents/carers are responsible for their children's journey home following an afterschool detention.

Staff will utilise evidence to inform their decisions with regard to issuing sanctions. Evidence might include statements from staff, statements from students (including victims, perpetrators and other witnesses). It is not always essential to take a statement from the perpetrator in the case of corroborating evidence or staff witness statements.

All detentions are after school. However, the school may decide to hold detentions during school social times should the circumstances deem it appropriate.

Out of courtesy the school will endeavour to notify parents/carers via email regarding the setting of an afterschool detention (outside normal school hours) at least the day before the detention.

The school believes that students must learn to take accountability for their actions and therefore have open and honest conversations with their parents/carers about their school day and any misbehaviour that may have occurred. The school will inform parents/carers using a generic communication system. Communication regarding sanctions will not be personalised by providing in depth description of the student’s behaviour. DEMERITS can’t be issued by accident and therefore the student has breached the behaviour policy either within or outside the classroom. Parents/carers can see the classification of behaviour incidents recorded on Arbor via the Arbor App. It is the responsibility of the student to provide the description of their behaviour to the parent/carer and be accountable for their actions.

Sanctions that may be used and follow up communication:

Sanction	Communication
Afterschool Detention <ul style="list-style-type: none"> ● minimum of 20mins ● 20mins per every 2+ DEMERITS received in a lesson ● Maximum of 60min afterschool detention 	<ul style="list-style-type: none"> ● Recorded on Arbor – accessible by parents/carers ● Email to confirm date of detention
Internal Exclusion Room (IER)	<ul style="list-style-type: none"> ● Recorded on Arbor – accessible by parent/carer ● Email of confirmation
Suspension	<ul style="list-style-type: none"> ● Recorded on Arbor – accessible by parent/carer ● Phone call to inform parent/carer ● Formal letter of confirmation ● Formal reintegration meeting - face to face. Note – this can be held virtually or over the phone (at request from parent/carer)
Permanent Exclusion	<ul style="list-style-type: none"> ● Recorded on Arbor – accessible by parent/carer ● Phone call to inform parent/carer ● Formal letter of confirmation ● Formal exclusion hearing

After School Detention

Afterschool detentions are set as a result of (not an exhaustive list):

- one off breach of behaviour policy
- accumulating 2 or more DEMERITS in a lesson
- being removed from a lesson
- Missing an after school detention, and being rescheduled

The staff members’ decision is final – parent/carer consent or agreement is not required, however, parents/carers will typically be informed of the After School Detention, at least the day before it is due to take place.

If an Afterschool Detention is missed, the student will spend a minimum of 30mins the following day in the IER with the detention being rescheduled for the same day and increasing by 20mins. Please

note, that the escalation of sanction is not a double punishment, but is an additional consequence. This is because a missed detention is a new behaviour incident.

The school reserves the right to set a detention after school on any day of the week.

The school is not obliged to re-arrange any After School Detentions unless there is a clash with an emergency medical/hospital appointment or exceptional circumstance. Parents/carers may be asked to provide medical evidence to support the re-scheduling of any detention period that has been set. The school does not accept parental refusal as reason for a student not to attend detention.

The school understands that parents/carers have responsibilities that may be inconvenienced as a result of collecting their child from an afterschool detention. However, parents/carers must understand that the child's poor behaviour has created inconvenience for the normal running of the school. The easiest way for students to avoid having to sit periods of detention is to behave appropriately and meet the high expectations of the school.

The length of the after school detention ranges from 20 minutes to 60 minutes and is determined by the accumulation of Demerits throughout the school day.

2+ Demerits = 20 minutes

4+ Demerits = 40 minutes

6+ Demerits = 60 minutes

The maximum afterschool detention that can be issued is 60 minutes. If students accumulate more than 60 minutes of detention in one day or miss a 60 minute detention, they will spend a minimum of ½ a day in IER as well as serving the 60 minute afterschool detention.

The persistent failure to engage with school sanctions will result in the application of extended IER time or suspensions at the discretion of the Principal.

Internal Exclusion Room (IER)

Unacceptable behaviour may result in a student needing to be removed from general circulation in the IER. This often relates to severe breaches of the behaviour policy or persistent breaches of the behaviour policy over a short period of time. Examples of reasons why students are placed in IER are as follows:

- accumulating 3 DEMERITS in a lesson and being removed from a lesson
- missing an afterschool detention
- breaches of the behaviour policy during social times
- wearing of incorrect uniform and failure to cooperate with resolving uniform issues
- whilst investigating a potential severe breach of the behaviour policy
- aggressive, impolite behaviour towards students and staff
- Failure to meet the expectations whilst in IER
- deliberate defiance of staff and school policies

Students will spend a minimum of 30mins in IER. Release from the IER is conditional to students:

- being extra polite
- completing work in line with expectations and as instructed
- following instructions first time every time
- not calling out, distracting or interacting with others

- there is 30mins or more left of the current period remaining (returning students near the end of the lesson is disruptive to the learning environment)
- students will not be returned to the lesson they have been removed from
- being warm, welcoming and friendly

Please note that the IER is an oversized classroom space and students are not housed in a separate isolated room. The environment is deliberately set up like a classroom so that students can show they are able to conduct themselves appropriately in order to return to the classrooms that form their timetabled lessons.

All mobile phones must be handed to the supervising member of staff before being registered in IER. Failure to comply with this expectation will result in suspension.

Failure to meet the above expectations will result in additional time spent in IER or suspension

If students are unable to meet the expectations of the IER, they will be suspended.

All missed afterschool detentions will result in time spent in the IER.

IER will also be used if an investigation needs to take place following an incident. The school's decision to place students in IER pending the outcome of an investigation is done for the safety of the students. If a student is found to not have been involved in an incident that meets the threshold of a severe breach of the behaviour policy, the student will be permitted to return to their regular timetabled day. Depending on the outcome of the investigation the student may be required to serve further time in the IER or the sanction may be escalated.

Direction Off-Site

Off-site direction is when the Local Improvement Board of any school requires a student to attend another education setting as a result of their behaviour. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision or another mainstream school. During the off-site direction to another school, students will be dual registered (registered both at the original and host setting). Where this sanction is applied, the matter will be discussed with parents/carers and followed up in writing in line with DfE guidelines.

This sanction can act as an alternative to or extension of a suspension. This sanction is also not negotiable and parents/carers are unable to refuse. Schools have the right to direct any student to an alternative educational establishment when they feel necessary. Students who commit multiple severe breaches of the behaviour policy or significant one-off incidents are likely to be considered for being directed off-site.

The school will explore any support with regards to transport to any Off-Site Direction placement, however this is not obligatory. However, it remains the parent/carers responsibility to ensure their children arrive at school regardless of the location of the placement.

Refusal to attend the directed setting will be dealt with in line with the Attendance Policy. A failed Off-Site Direction by means of non-engagement or continued severe breaches of the behaviour policy in the new setting, will provide evidence towards any future decision regarding a student's future at the school. Refusal to engage with the Off-Site Direction process will be documented as a student/parental barrier to supporting a student's education and wellbeing

At the end of any Off-Site Direction placement to a mainstream school, a conversation will be held as to the suitability of a Managed Move.

Managed Move

The school participates fully in the managed move process which involves students transferring to other local schools, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the school. A successful managed move will result in a permanent transfer to the receiving school.

Suspension

All Suspensions will be conducted in line with statutory guidelines (Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England August 2024).

Any student who receives a suspension will have severely breached the school's behaviour policy or will not have responded to previous strategies. The length of a suspension will depend on the context, the misdemeanour in question and any previous sanctions applied. All suspensions are decided upon by the senior management team and can only be authorised sanctioned by the Principal or Deputy Headteacher (under direction of the Principal).

All parents/carers must engage with a readmission meeting following a period of suspension. This can be face to face or virtually.

Students must complete a minimum of 30 mins in IER following any period of suspension. This period in IER is used to gauge the student's readiness to reintegrate back into the school community. Students in IER following any period of suspension are expected to meet the expectations of IER in order to be released.

The school may decide to issue longer periods of time in the IER depending on the severity of the behaviour breach or safeguarding concerns.

Where a suspension will take the pupil's total number of days out of school above 15 for a term, including suspensions that total 15.5 days, then the Local Improvement Board will convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension or permanent exclusion.

It is very rare for students to receive more than one suspension in any school year. Where this is the case the following staged procedure will apply:

- Stage 1- After the first suspension there is a re-admittance meeting with student, parents and a member of the Pastoral Team (normally the Progress Leader).
- Stage 2- After the second suspension there is a re-admittance meeting with student, parents, and SLT member
- Stage 3- After the third suspension the student is at risk of being permanently excluded and there would be an urgent meeting to review next steps/actions held with the Principal and where possible a member of the Local Improvement Board (LIB).

Clarity concerning any, or all of the stages that a student reaches, is shared via communications in writing with the parents and carers.

Permanent Exclusion

Permanent Exclusion is not taken lightly and will be conducted in line with statutory guidelines ([Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)).

Students who display persistent and ongoing unacceptable behaviour and disregard for the school's behaviour policy may be permanently excluded if appropriate levels of improvement are not evident. The school treats permanent exclusion as a last resort.

The school can, and will, exclude permanently for a first infringement should the nature of the incident warrant this.

The following list, influenced by DfE guidelines, provides examples of conduct which could, legitimately, lead the school to impose an exclusion for a first offence. Please note this list is not exhaustive:

- Serious actual or threatened violence
- Carrying an offensive weapon
- Significant child on child abuse (in person or online)
- Sexual abuse or assault / Sexual harassment or violence / Participation in sexual activity on school site
- Possession/supply of drugs, illegal substances or any illegal item (whether upon electronic devices or their person)

The school will look to use a range of strategies to avoid a student being permanently excluded. However, not all levels of support are provided for all students as they may not be relevant to those individual students.

A useful flowchart to explain the process of Permanent Exclusion and the role of the Local Improvement Board can be found on page 39 of [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England \(including pupil movement\) 2024](#).

Those students permanently excluded will require a pupil discipline committee hearing to review the Permanent Exclusion via 3 governors and/or trustees. Parents and carers alongside the student are invited to this permanent exclusion hearing.

9. Screening, Searching and Confiscation

9.1 Searching

Information below is in line with [DfE guidance - Searching, Screening and Confiscation Advice for schools July 2022](#).

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Principals and authorised staff have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in or any other item that the school rules identify as an item which may be searched for.

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children’s social care services. See [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#).

Electronic devices including mobile phones can be searched and their data/files searched/erased if there is good reason to do so.

When exercising their powers, schools must consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

The Principal can authorise individual members of staff to search for specific items, or all items, set out in the school's behaviour policy.

The Designated Safeguarding Lead (or a Deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in paragraph 3. The staff member should also involve the Designated Safeguarding Lead (or Deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the Designated Safeguarding Lead (or Deputy) finds evidence that any child is at risk of harm, they should make a referral to children’s social care services immediately (as set out in part 1 of Keeping children safe in education). The Designated Safeguarding Lead (or Deputy) should then consider the circumstances of the student who has been searched to assess the incident against potential wider safeguarding concerns.

Before a search:

Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the cooperation of the student before conducting a search. If the student is not willing to cooperate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a student continues to refuse to cooperate, the member of staff may sanction the student in line with the school’s behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If a student refuses to attend school because they will not allow himself/herself/themselves to be searched, it will be recorded as an unauthorised absence, not a suspension.

If there is a concern that the student has an item that could cause significant harm physically or is committing a crime, the school may choose to inform external agencies (for example the police) to assist in the matter. Parents/carers would be informed should this decision be made.

During a search:

An appropriate location for the search should be found. Where possible, this should be away from other students. The search must 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.

Whenever possible the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search (the member of staff acting as witness may not be of the same sex)

A member of staff may search a student's outer clothing, pockets, possessions (including school bag) or lockers.

The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

The school does not have the power to carry out a strip search. If the school feels that a strip search is required due to the level of risk, the school will inform parents/carers of this decision at the earliest time possible unless doing so would present a further risk to the student. There is strict guidance that should be followed by police and the school should a strip search take place. This information can be found within DfE guidance - Searching, Screening and Confiscation Advice for schools July 2022. Please note that a strip search is highly unlikely to be requested and that the school would attempt to avoid any such action which led to this decision by liaising closely with the student and the parents/carers to resolve the matter.

After a search:

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the Designated Safeguarding Lead (or Deputy)

If any prohibited items are found during the search, the member of staff should follow the guidance on confiscation. ([DfE: Searching, Screening and Confiscation, 2022](#)).

If a student is found to be in possession of a prohibited item that is illegal or could cause harm, then the staff member should alert the Designated Safeguarding Lead (or Deputy) and the student should be sanctioned in line with the school's behaviour policy to ensure consistency of approach

Any search by a member of staff is recorded on the school's safeguarding reporting system.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable.

A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

9.2 Confiscation

An authorised staff member can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or students;
- prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

The school can seize any prohibited item found as a result of a search and can use its discretion to confiscate, retain and/or destroy any item. This includes destroying cigarettes/ tobacco paraphernalia/vapes or alcohol as examples.

Illegal items will be passed to the police or reported to the appropriate agency.

DFE guidance on electronic devices states that schools may examine any data or files on a device if they think there is a good reason to do so. In determining a 'good reason' to examine a device the staff member must reasonably suspect that any data or file on the device in question has been, or could be, used to cause harm, disrupt teaching or break the school rules.

If a mobile phone is seized, staff may then decide to return the device to the owner, or it may be retained and passed to the police. Despite the school's power to examine students' phones the school will always look to cooperate with the student first and then the parents/carers to support in order to respect an individual's privacy. However, the use of electronic devices to target other students or hold illegal content breaches school policy. In these circumstances' parents/carers should respect the school's authority and cooperate in allowing the student to take responsibility for their conduct or cooperate with the school in taking action to keep all students safe from potential harm.

Students found in possession of prohibited items may face suspension from the school.

Furthermore, students found in possession of offensive weapons/illegal drugs/explicit pornographic material (not an exhaustive list) should expect permanent exclusion to be considered by the school.

Students who do not relinquish banned or prohibited items (inc. mobile phones) will not be allowed to return to normal lessons until the item in question has been confiscated. Students will be paced in IER until the item requested is handed over for confiscation. All mobile phones must be handed to a supervising member of staff in IER. Refusal to do this will result in suspension.

Where mobile phones are confiscated, the school will return the item(s) at the end of the school day unless the school believes that the phone contains content that breaches the school behaviour policy. In this circumstance the school will attempt to make contact to report this to the parents/carers so that they can collect the phone. Depending on the nature of the phone's content, the phone may need to be retained and passed to the police.

All other items that are confiscated, including jewellery, will be placed in the school safe and can only be collected by parents/carers. However, it will be the responsibility of the child to inform the parent if an item is confiscated.

The school reserves the right to only return any confiscated item to the parent and not to the child. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully

10. Use of restrictive physical intervention

Our approach is based on guidance from the DfE on the [use of reasonable force](#).

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force; 'reasonable' means using no more force than is necessary. The Children Services department acknowledges that there may be times when physical intervention is an appropriate response to the risks present in a given situation. The intervention must be reasonable and proportionate in relation to the situation. The force used needs to be in proportion to the risks present and the minimum needed to achieve the desired result. All school staff may use physical control or restraint when a student is:

- (a) committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- (b) is causing personal injury to, or damage to the property of, any person (including the student himself/herself/themselves);
- (c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

All incidents requiring the use of reasonable force or restraint will be recorded on the staff safeguarding form available from the school office, and parents/carers will be informed of any such incidents involving their children.

11. Support strategies

A key area to ensure success is working with parents/carers to offer support through engaging them with strategies highlighted below (list of support not exhaustive). Phone calls, other communication and face to face meetings will allow the process of parental engagement to ensure there is support within the family home for any child(ren) who display negative behaviours.

11.1 Supporting Social, Emotional, Mental Health (SEMH)

It is often the case that additional factors play a role in the chosen behaviour of a student. We place a great emphasis on supporting all students to prevent behavioural issues before they arise. In line with Keeping Children Safe in Education, support for any victims of child on child abuse and sexual harassment & violence will be put into place to minimise risk to all involved. This type of behaviour will not be tolerated and the behaviour policy will be applied fully as one example of a supportive measure. Healthy and Respectful relationships will be encouraged within PSHE and pastoral time (assemblies and tutor time) to assist and support this. It is likely that at the end of any external criminal action proceedings, related to the implementation of these types of behaviours, will result in the highest sanction being applied from the policy to the perpetrator, to ensure full support for the victim.

11.2 Child-on-Child abuse

Child-on-child abuse can come in many forms and can take place both in and out of school, in person and/or online; these include (but are not limited to):

- Bullying and Intimidation
- Homophobic abuse
- Racist abuse
- Sexual abuse

The school operates a zero-tolerance approach to child-on-child abuse. The school takes all allegations of child-on-child abuse seriously. The school will ensure that all incidents of child-on-child abuse, including those examples listed above, are met with a suitable response and never ignored. Students will always be listened to and never blamed. The school will continue to promote the message that abuse of this kind can never be accepted as a joke or banter; indeed, incidents of this nature can never be accepted even where both perpetrator and victim claim that the behaviour was a 'joke'. As such, all incidents will be sanctioned strongly in line with the school's sanction system.

Incidents of sexual harassment might include: making sexual comments, jokes, remarks or taunting towards another, interfering with another's clothing (e.g. pinning bra straps, lifting skirts, pulling shorts down, etc), making unwanted physical contact, upskirting, sexting, etc). All of these incidents will never be dismissed as 'banter' and students will be regularly reminded that being subjected to this type of harassment is not a normal part of growing up. These behaviours are of the highest severity and will be dealt with using proportionate sanctions. Parents/carers should expect that permanent exclusion is considered under these circumstances.

Incidents of sexual violence/assault include: rape and other forms of non-consensual penetration are also never acceptable. When disclosures like this are made, the school will always work with the victim, the victim's family and other external agencies (including the police, Early Help, Children's Social Care, etc), to ensure the best possible support for the victim.

Incidents of homophobia and racism will always be reported. Perpetrators will always be sanctioned in line with policy.

Use of discriminatory/prejudicial language sits as a severe level of behaviour. Using this kind of language to directly abuse another is seen as more extreme behaviour. These behaviours are not acceptable in our school, and we will never tolerate this type of child-on-child abuse.

In summary, the school's response will be proportionate, considered, supportive and judged on a case-by-case basis. Both victims and perpetrators will be supported – perpetrators will reflect, facilitated by staff, on their behaviour and how their behaviour affects their peers and students of all other ages. All incidents of child-on-child abuse will be reported to parents/carers.

11.3 The Behaviour Policy in relation to the Equality Act 2010

In respect of students with Special Educational Needs (and) Disability (SEND), Stowupland High School acknowledges its legal duties under the Equality Act 2010. All incidents are investigated, and reasonable adjustments should be considered for students on the SEND register. The named SENDCo will be consulted on behaviour issues relating to SEND students where appropriate or where behaviour problems may be the result of social, emotional or mental health issues.

11.4 Direction Off-Site

Off-site direction is when the Local Governing Board of any school requires a student to attend another education setting as a result of their behaviour. Where interventions or targeted support

have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision or another mainstream school. During the off-site direction to another school, students will be dual registered (registered both at the original and host setting). Where this sanction is applied, the matter will be discussed with parents/carers and followed up in writing in line with DfE guidelines.

11.5 Police Partnership Programme

The school has strong links with Police Community Support Officers (PCSO) and the presence of these in school benefits the whole community enabling young people to forge positive and productive relationships with the Police. From time to time, police officers may wish to address groups of students as part of an assembly or speak to individual students. For individual students, unless the situation constitutes an emergency, parents/carers will always be contacted and permission sought for this. Any programmes of support will be through working partnership with the police School Liaison Officers and Suffolk Youth Justice System.

11.6 Additional Support

The school will always look to utilise other supportive systems and approaches where possible e.g. Mental Health Support Team, mentors (peer or staff), Report Cards (various) and work in line with the Local Authority Family Services team to implement support. Social time arrangements to support behaviour during break and lunch time. High level support needs will be guided through the local authority team who can offer alternative strategies to prevent permanent exclusions.

12. Training

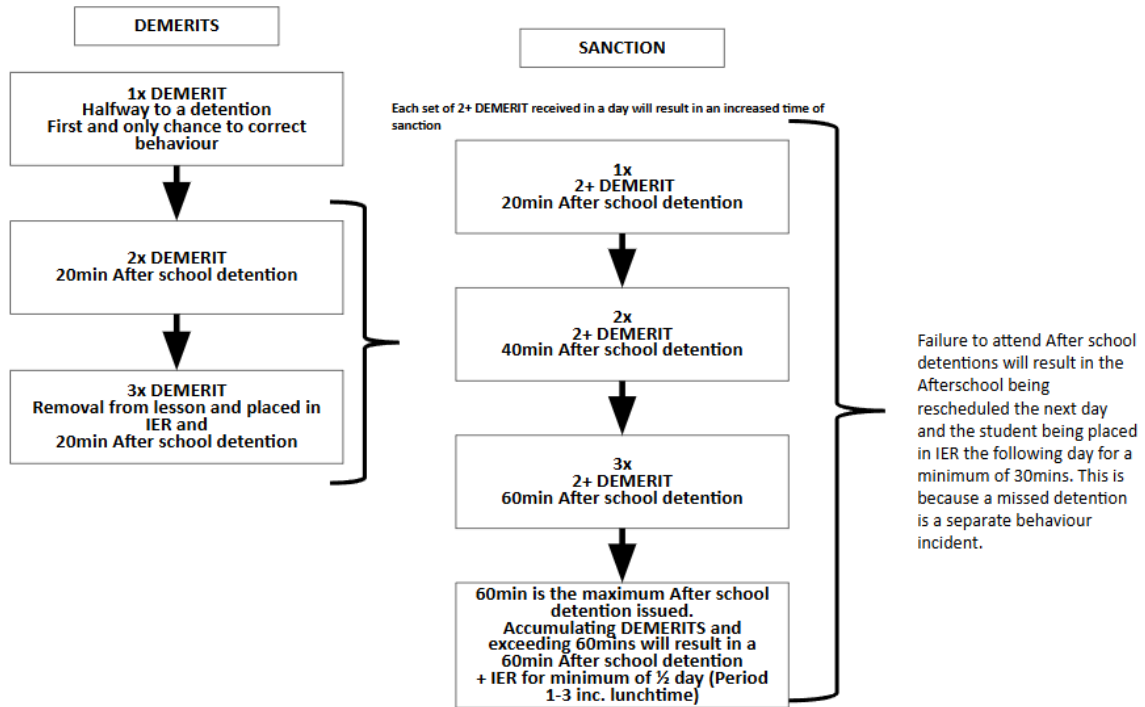
The Governing Board will ensure that the Senior Leadership Team will provide appropriate high-quality training on all aspects of behaviour management to support the implementation of the policy. The Senior Leadership Team will ensure all staff are aware of different forms of child-on-child abuse and understand their responsibility to report this and support victims of this abuse. Staff will also be trained to use the policy effectively, to provide consistency within the school's behaviour management process.

13. Review

The Principal will undertake an annual systematic monitoring and review of the behaviour management policy and procedures in order to evaluate it and ensure that the operation is effective, fair and consistent. The Principal will keep the Governing Board informed. The Governing Board will regularly review this policy and associated procedures to ensure its continuing effectiveness and impact.

Appendix 1

DEMERITS AND SANCTIONS



Appendix 2

Rewards

Students accumulate positive points via the issuing of Merits and Golden tickets throughout the academic year.

The following recognition schemes reflect the total positive points at various milestones as well as other positive recognitions that are worthy of student praise.

Warm, Welcoming and Friendly letters - These are a recognition of students who consistently and genuinely uphold the principles of STEPS, are as polite to staff as we are to them at all time and show a persistent attitude of gratitude. Letter written by Principal once per term.

MERIT (worth 1 positive point) - Merits are awarded to KS3 and KS4 students for positive engagement in lessons most noticeably by displaying confidence, and energy for learning and participating in SHAPE answers.

GOLDEN TICKETS (worth 3 positive points) - Only 1 Golden Ticket is awarded per lesson. These are issued by the classroom teacher to the student that upholds all the principles of SLANT, STEPS and SHAPES. Who asks and answers lots of questions and maintains an energy for learning and challenges themselves throughout the lesson.

Warm, Welcoming and Friendly Friday - This is a personal recognition of students that have accumulated the most Merits and Golden Tickets over the last week.

Praise Assembly Prize Draw - prize draw each term during celebration assemblies to award students who have accumulated the most positive behaviour points.

Merit Top 50 - Publish top 50 students each half term.

Celebration events – Termly celebration events of KS3 and KS4 acknowledging those that have accumulated the most Merits over the previous term. Parents/carers are invited to these events.

Merit milestones:

Accumulated positive points will trigger specific actions throughout the academic year:

- Net points 200+ = postcard home (hand delivered via the form tutor)
- Net points 350+ = letter of recognition from Progress Leader
- Net points 400+ = hot chocolate with Progress Team and letter of recognition from Deputy Headteacher
- Net points 750+ = breakfast with the Principal and letter of recognition from Principal
- Net points 1000+ = Celebration event with parent/carers invited by Principal

Appendix 3

Banned items

Banned items at SHS:

- cigarettes/tobacco products, including e-cigarettes/vapes/shisha pens or other simulated cigarette/nicotine/flavoured related products including patches, gum, strips, snuff;
- chewing gum;
- carbonated drinks and energy drinks high in caffeine/sugar content
- any item marked as 'unfit for human consumption' or unsuitable for children;
- glass bottles including perfume bottles;
- unnecessary money;
- expensive or personally valuable items;
- fireworks/firecrackers;
- matches/lighters;
- water pistols or any toy that resembles a weapon;
- chemical substances other than controlled drugs, e.g. acids, 'legal highs';
- pornographic material (hardcopy or electronic);
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment.

Prohibited items:

- Weapons (manufactured by a company or assembled by student)
- Knives
- Tools
- Alcohol
- illegal/controlled/unclassified drugs
- stolen items.

Other:

Items of inappropriate uniform will also be confiscated such as excessive jewellery. This includes items of clothing which can be worn to school but are not permitted to be worn around the school building. For example, hoodies and coats. Please note that students are not permitted to wear hoods up around school and refusing to respect this rule will result in the item being confiscated.

The Principal reserves the right to deem additional items as banned or prohibited if they present a risk to the safety to themselves or others.

Where appropriate, sanctions will also escalate for students who repeatedly bring lower risk items into school that they should not.

BEHAVIOUR ESCALATION LADDER

We want students to be successful and achieve the best outcomes. To achieve this students must meet the high expectations of the school. If the students do not meet these expectations the school will refer to its Behaviour for learning policy and utilise the Behaviour escalation ladder to ensure that consequences and interventions are appropriate to ensure the student is aware of the severity of their actions and are able to facilitated to make sustained improvement in their attitude and conduct in school.

S E V E R E	<p>PERMANENT EXCLUSION (PEX)</p> <p>This sanction is used by the Principal for repeated disruptive behaviour, assaulting a member of staff, extreme violence towards another student, theft, damage to property, possession of an offensive weapon, dealing an illegal substance, extreme racial or sexual harassment or other serious breaches of the school’s behaviour policy. Students complete work on Arbor (5 days). On day 6 the student is provided with education from the Local Authority.</p> <p>A PEX is issued for:</p> <ul style="list-style-type: none"> ● Persistent breaches of the behaviour policy or; ● One off serious incident <p>Action Steps:</p> <ul style="list-style-type: none"> ● Parents are informed of PEX by Principal ● PEX pack produced for LIB and parents/carers ● A hearing must take place within 15 school days of the date of the PEX
S E V E R E	<p>ALTERNATIVE SCHOOL BASED EXCLUSION (ASBE) or Direction off-site - 1-6 week(s)</p> <p>This sanction is used by the Principal, where appropriate for students, when there has been repeated serious breach(es) of the school’s behaviour policy and students have accumulated multiple suspensions.</p> <p><i>Please note it is not always possible to secure a suitable placement due to the rural setting and good will of local alternative establishments.</i></p> <p>Students are required to attend alternative setting and participate in a timetable or work environment deemed appropriate by the new setting.</p> <p>The school has the powers to direct off-site. It is not a negotiation. Refusal to attend will become an attendance matter.</p> <p>ASBE is issued for (not exhaustive list):</p> <ul style="list-style-type: none"> ● Cumulative suspensions/severe breaches of behaviour policy ● One off incident presenting significant risks to other students <p>Action Steps:</p> <ul style="list-style-type: none"> ● Principals disciplinary meeting ● Deputy Headteacher/Progress Leader to meet with student post ASBE for a target setting discussion. ● Attendance officer completes daily attendance checks with host school ● Consider a referral to the SENDCo (SEN referral form - SRF)/Alternative Provision (AP)/Early help services ● Contact Local Authority regarding risk of PEX

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SUSPENSION - 4-5 DAYS

This sanction is used by the Principal when there is a serious breach of the school's behaviour policy or repeated serious breaches

Parents/carers are informed by letter and phone call.

Students complete work provided by SHS on Arbor at home.

A 4-5 day suspension is issued for:

- Cumulative severe incidents with previous suspension record
- Severe one off incidents

Action Steps:

- Parent/carers are required to meet for a reintegration following each suspension
- Monitoring report to SLT
- Principals disciplinary meeting - if 3 or more suspension threshold is triggered
- APL completes lesson check ins upon return from suspension
- Consider a referral to the SENDCo (SRF)/AP/Early help services
- Consider a ASBE
- Contact Local Authority regarding risk of PEX
- Pupil disciplinary hearing if exceeded 15+ days in a term

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SUSPENSION - 1-3 DAYS

This sanction is used by the Principal when there is a serious breach of the school's behaviour policy.

Parents are informed by letter and phone call.

Students complete work provided by SHS on Arbor at home.

A 1-3 day suspension is issued for (not exhaustive list):

- Repeated time spent in Internal Exclusion Room (IER)
- Failure or repeated failure of IER expectations
- One off severe breach of behaviour policy
- Repeated or deliberate missing of detentions
- Repeated 1-3 day suspensions

Action Steps:

- Parent/carers are required to meet for a reintegration following each suspension
- Monitoring report to Progress Leader or SLT depending on repetition
- Principals disciplinary meeting - if 3 or more suspension threshold is triggered
- APL completes lesson check ins upon return from suspension
- Consider a referral to the SENDCo (SRF)/AP/Early help services
- Consider a ASBE if repeated offences
- Pupil disciplinary hearing if exceeded 15+ days in a term

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INTERNAL EXCLUSION ROOM (IER) - 2 DAYS

This sanction is issued for (not exhaustive list):

- repeated IER offences within a short period of time i.e 1-2 weeks

	<ul style="list-style-type: none"> • Reintegration from suspension but it is not appropriate for students to immediately return to timetabled classrooms or social times (this could be for safety or safeguarding reasons as well as guidance from external agencies) • Persistent low-level disruption which is causing significant barriers for staff to teach and students to learn. <p>Action Steps:</p> <ul style="list-style-type: none"> • Parent/carer is informed in writing and by phone call • Student is placed on monitoring report with Progress Leader for a minimum of 2 weeks • Consider a referral to the SENDCo (SRF)/AP/Early help services
<p>H I G H</p>	<p>INTERNAL EXCLUSION ROOM (IER) – 1 DAY</p> <p>This sanction is issued for (not exhaustive list):</p> <ul style="list-style-type: none"> • repeated IER offences within a short period of time • failing to meet the expectations of IER and therefore time in IER is extended • wearing of incorrect uniform and unwillingness to resolve uniform issue • Internal or external truancy • Absconding of lessons • Repeated missing of detentions • Repeated removal from lessons within a single day • refusal to cooperate with request to confiscate inappropriate items including uniform items and mobile phones • One-off high-level incident which does not warrant suspension but requires removal from general circulation <p>Action Steps:</p> <ul style="list-style-type: none"> • Student is placed on monitoring report with Tutor or Assistant Progress Leader for a minimum of 2 weeks • Parental consultation by phone and informed in writing
<p>H I G H</p>	<p>INTERNAL EXCLUSION – 1/2 DAY (3 periods inc. social time)</p> <p>This sanction is issued for (not exhaustive list):</p> <ul style="list-style-type: none"> • failing to meet the expectations of IER and therefore time in IER is extended • internal or external truancy • absconding of lessons • repeated missing of detentions • repeated removal from lessons within a single day • missed 60min after school detention • accumulating more than 60 mins of detention time <p>Action Steps:</p> <ul style="list-style-type: none"> • student is placed on Tutor report for a minimum of 2 weeks • parent consultation by phone and informed in writing
<p>M E D I</p>	<p>INTERNAL EXCLUSION ROOM (IER) - Minimum 30 minutes</p> <p>This sanction is issued for (not exhaustive list):</p> <ul style="list-style-type: none"> • 3x DEMIERTS in a lesson leading to removal by On-call duty staff

<p>U M</p>	<ul style="list-style-type: none"> missed after school Detention return from suspension investigation of a severe breach of behaviour policy misbehaviour in corridors and at social time rude and disrespectful behaviour towards staff including walking away from staff <p>If a student accumulates 3 Demerits in a lesson they are removed by On-call and placed in the IER.</p> <p>This is used to prevent further disruption to the peace of teaching and learning in the classroom.</p> <p>The student would have been informed of their;</p> <ul style="list-style-type: none"> 1st Demerit - halfway to a detention 2nd Demerit - 20min afterschool Detention <p>Prior to the 3rd DEMERIT, leading to their removal.</p> <p>Severe isolated incidents will bypass the first 2 Demerits. For example, use of offensive language in or out the classroom or leaving the classroom without permission.</p> <p>The student completes their learning in the IER for a minimum of 30 min.</p> <p>Students' attendance in IER is recorded on Arbor and parents/carers informed via email.</p> <p>Students are only released if they meet all expectations:</p> <ul style="list-style-type: none"> Polite to teacher as they are to them Complete all work as exactly instructed No rudeness or defiance No distractions or interactions with other students <p>Students are never returned to the same lesson they were removed from or with less than 30 mins of the current lesson remaining.</p> <p>If a student is placed in the IER twice in a day, they are to remain in the IER for a min of 90mins</p> <p>If a student is placed in IER for a third time they will complete the equivalent of a day in IER that will roll over to the next day where necessary and include any social times.</p>
<p>L O W</p>	<p>CENTRALISED AFTER SCHOOL DETENTION - 20/40/60 mins</p> <p>This sanction is issued for (not exhaustive list):</p> <p>2+ DEMERITS IN OR OUT THE CLASSROOM</p> <p>DEMERITS are issued when students are not meeting expectations including the completion or work within a lesson. 2+ DEMERITS in a lesson will result in a 20min after school detention. For every 2+ DEMERITS accumulated in a day the student will accumulate an additional 20min in detention time.</p> <p>1x = 2 DEMERIT = 20min 2x = 2 DEMERIT = 40min 3x = 2 DEMERIT = 60min</p> <p>If a student accumulates more than 60 mins of detention time they will be required to attend a 60 min after school detention as well as spending ½ day in IER (Period 1-3 inc. lunchtime).</p>

LATENESS TO SCHOOL

Students with persistent or unauthorised lateness to school in the morning will be 60 min after school detention.