

To aspire, endeavour and thrive together

Behaviour Policy

Revision	Description of Changes
Sept 2021	The entire policy has been reformatted and a contents page added. Sections around banned items, smoking and searching moved to the appendix. Addition of PE C3 detention, zero tolerance approach to incidents around sexual harassment, sexual abuse, sexism. Zero tolerance approach to incidents relating to all forms of discrimination including homophobia, racism and disability
Sept 2021	Addition of school THRIVE rewards and other forms of celebration for students demonstrating positive behaviour
Sept 2022	Section 7.6: Expanded our section on searches, screening and confiscation to explain that only the headteacher, or a staff member authorised by the headteacher, may carry out a search. It also includes information on support for the pupil after a search, strip searches, and the role of the appropriate adult. Section 13.1: Added a line about using the results of data analysis to determine whether policies need to be reviewed

Revision	Authorised by	Date	Adopted by	Date	Date for Next review
New Policy	Headteacher	June 2019	FGB	8/07/19	
Updated Policy	Headteacher	September 2021	FGB	22/09/21	September 2022
Updated Policy	Headteacher	October 2022	LGB		September 2023

SignedH Page
Chair of Governors

Date...12/10/22...

Contents

1. Aims	4
2. Legislation and statutory requirements	4
3. Definitions	5
4. Bullying	7
5. Roles and responsibilities	8
5.1 The governing board	8
5.2 The headteacher	8
5.3 Teachers and Staff.....	8
5.4 Parents and Carers	9
5.5 Pupils	9
6. Behaviour Curriculum	10
7. Responding to behaviour	11
7.1 Classroom management	11
7.2 Safeguarding	11
7.3 Responding to good behaviour	11
7.4 Responding to misbehaviour	13
7.5 Reasonable force	15
7.6 Confiscation, searches, screening	16
7.7 Off-site misbehaviour	20
7.8 Online misbehaviour	21
7.9 Suspected criminal behaviour.....	21
7.10 Zero-tolerance approach to sexual harassment and sexual violence.....	21
7.11 Malicious allegations.....	22
8. Serious Sanctions	23
8.1 Detention	23
8.2 Removal from classrooms.....	23
8.3 Isolation.....	24
8.4 Isolation at a partner school	25
8.5 Community service based sanctions.....	25
8.6 Governors’ Behaviour Panel	25
8.7 Behaviour Contracts.....	25
8.8 Managed moves.....	25
8.9 Suspensions and permanent exclusion.....	25

9.0 Responding to misbehaviour from pupils with SEND	26
9.1 Recognising the impact of SEND on behaviour.....	26
9.2 Adapting sanctions for pupils with SEND.....	27
9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND ..	27
9.4 Pupils with an education, health and care (EHC) plan.....	27
10. Supporting pupils following a sanction	27
11. Pupil transition	28
11.1 Inducting incoming pupils.....	28
11.2 Preparing outgoing pupils for transition.....	28
12. Training	28
13. Monitoring arrangements.....	28
13.1 Monitoring and evaluating school behaviour.....	28
13.2 Monitoring this policy	29
14. Links with other policies	29
15. Pupil transition	30
Appendix 1: Written statement of behaviour principles.....	30
Appendix 2: C1-5 System and suggested sanctions for behavioural issues	30

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation and statutory requirements

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](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

3. Definitions

Glossopdale School and Sixth Form defines misbehaviour as activities that undermine the ethos and culture of the school, and which may disrupt the education of the perpetrator and/or other students including but not limited to:

- Lateness
- Low-level disruption and talking out of turn in class
- Failure to complete classwork and/or lack of effort
- Rudeness or discourtesy; verbal and/or non-verbal
- Lack of correct equipment, including subject specific items such as PE kit

Non-compliance to expectations for uniform, including jewellery, hair colour, hair-style, nail varnish / gels / acrylics, and piercings (for further information refer to the uniform policy)

- Use of mobile phones, electronic devices and headphones in the school building (for further information refer to the mobile phone policy)
- Complicit with disruptive behaviour
- Truancy from lessons

Glossopdale School and Sixth Form defines a “serious unacceptable behaviour” as any behaviour that may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

Discrimination – not giving equal respect to an individual on the basis of ethnicity/national origin, culture, religion, gender, disability, gender identity or sexual orientation

Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals

Sexual abuse and/or sexual harassment/assault, including derogatory language (see section later in this policy for further details)

Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Bullying – a type of harassment which involves persistent actions, criticism or personal abuse which humiliate, intimidate, frighten or demean the individual

Threatening behaviour towards students or staff

Online bullying / bullying via social media - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Smoking (including e-cigarettes)
- Refusal to comply with disciplinary sanctions
- Theft

- Swearing and verbal abuse
- Damage to the school environment / property / graffiti
- Physical assault / fighting
- Any illegal behaviour
- Unauthorised selling

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Sanctions will be issued in line with this policy for any of the behaviours deemed as unacceptable (including

but not exclusively, those behaviours listed above)

Where aggressive and/or threatening behaviour is displayed including harassment or abuse, or illegal activity discovered, Glossopdale School and Sixth Form may contact the police. Any student, staff member or visitor displaying aggressive and/or threatening behaviour **may** be removed from the premises. Further details can be found in our policy for dealing with persistent or vexatious complaints in school.

Serious unacceptable behaviour - At Glossopdale School and Sixth Form, we take severe behaviour breaches very seriously. We will not hesitate to act in the best interest of the students within the school.

Following an allegation of serious unacceptable behaviour, the student will be placed in 'isolation' whilst an investigation takes place.

If, following an investigation, the allegation is found to be true; the Senior Leadership Team has a number of disciplinary measures that they may use including fixed or permanent exclusion.

Further information regarding sanctions can be found in Appendix 3. This highlights the sanction associated with a behaviour. This list is a guide, is not exhaustive, and may be liable to change at the discretion of the Headteacher or Chair of Governors.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Further information around Glossopdale's strategy and approach to preventing and addressing bullying are found in the Anti-Bullying Policy.

- How the school will prevent bullying

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Behaviour Curriculum

As part of our ongoing commitment to maintaining a culture of safety and learning for all students, they will receive ongoing direct learning opportunities through our personal development curriculum, as well as indirect learning opportunities through observing the professional behaviour of the adults around them. This will include but is not limited to:

- learning how their behaviour impacts others and their own future selves
- learning about identity, protected characteristics, prejudice and discrimination
- learning about ways to seek help and support
- building trusting relationships with staff
- learning from the professionalism and conduct of staff

All students have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves or their peers.

We expect students to:

- Behave in an orderly and self-controlled way
- Be punctual
- Bring correct equipment to lessons
- Stay on task in lessons
- Follow any instruction given by staff at the first time of being asked
- Move between lessons in an orderly, calm and considerate manner

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the THRIVE values and PREPARE learning habits
- Develop a positive relationship with pupils, which may include:
- Implement our culture and learning routines
- Highlighting and promoting good behaviour
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [here](#)

7.3 Responding to good behaviour

We believe that effort and achievement should be recognised at all levels. Through the rewards system, we aim to motivate and praise all students for their effort, participation and achievement both as individuals, and as groups (such as in tutor groups and year groups).

Principles

- We strongly believe that praise and reward is the most important part of any approach to motivating and encouraging students

- The key to instilling positive behaviour is consistency
- Staff will issue rewards for positive behaviours
- Staff use our THRIVE system of positive praise as a method through which students can be credited for doing well
- THRIVE reward points consolidate our high expectations and aspirations for all of our students

ClassCharts is Glossopdale's method of communicating achievement (THRIVE points) and behaviour points (including detentions) to parents and carers. We strongly encourage all parents and carers to sign up to ClassCharts in order to monitor conduct and achievements on a daily basis.

Positive behaviour will be rewarded with:

- THRIVE reward points
- In tutor periods and lessons
- One student per class will be awarded 'THRIVE student of the week'
- Around site - breaks and lunchtime
- Through extra- curricular activities or representing the school
- THRIVE points are awarded through the ClassCharts system
- Students work towards gaining their 6 lettered pin badges for their blazer lapel by achieving 30 points in a category (T,H,R,I,V,E)
- Once the full set has been achieved, students are then awarded a 'full THRIVE' badge to wear. This is regarded as a significant achievement
- If a student has achieved a full set of THRIVE badges, they should then aim for the 'next layer' of recognition in earning THRIVE + (plus) awards. They are aiming to earn 60 of any of the T, H, R, I, V, E categories over a period of time

In addition to THRIVE points on Class Charts, students' achievements are acknowledged in:

- Phone calls and letters home
- Reward Trips/Events
- Rewards Assemblies
- Celebration Evening
- Top Students' Displays

- Verbal and written praise in lessons and around school

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Classroom Based Sanctions will be applied in line with the consequence system outlined below. Where possible the consequences system will be displayed in every classroom.

At Glossopdale School and Sixth Form, we firmly believe that in **all** cases, students must be given a chance to **correct** their behaviour. Students that display poor behaviour in the classroom environment are then to be given a **choice** to either conform, or face further **consequences**. In lessons we follow the C system of chance, choice, consequence as outlined below.

C1: Formal warning after students have been verbally told about their behaviour and given a choice to correct it. This will be recorded on the board where possible or by verbally informing students they are on a **C1** warning. The student may be asked to move seats within the classroom

C2: This will be issued if there is no improvement following a **C1**. The teacher may ask the student to remain behind after the lesson or they might make a phone call home

C3: This will be used if there is no improvement following a **C2**. The teacher will do an 'on call support' for the student who will be spoken to (by the 'on call' staff) with the intention to return them to the lesson. A 20-minute whole-school same day detention will be issued. This event will be recorded electronically by the subject teacher on ClassCharts, upon requesting the call out

C4: This will be used if there is still no improvement. If the student continues to exhibit undesirable behaviours, a second call out will result in the student being removed from the lesson (either to a replacement classroom or area of isolation within the school building for the remainder of the lesson such as a Year Manager office) and the student will serve a 40 minute whole-school same day detention. This event will be recorded automatically on ClassCharts by the subject teacher upon requesting the further call out

If the student refuses to go into a replacement classroom, they will be placed in isolation

If a student receives multiple call outs in one day (**C3** and/or **C4**) they may have to serve the rest of the day in Isolation (alternative classroom or isolation in another area of the school such as a Year Manager office) or they may be placed in Isolation (alternative classroom or isolation in another area of the school) for the full following day. Parents/carers will be informed by the Year Manager of this decision

Behaviour and THRIVE points will be monitored weekly by Year Managers and Year Leaders and further interventions / support will be given for students receiving an unacceptable number; e.g. a 40 minute detention after school, 1:1 meeting with Year Manager / Year Leader, monitoring on report, parental/carer meeting, individual support plan

C2s will be issued for any homework assignment that is not completed. The class teacher is best placed in the first instance to judge the appropriate action. For example, an extension might be granted or a phone-call home to notify parents/carers. This list is not exhaustive but teachers are empowered to use their best endeavours to ensure homework infringements are dealt with appropriately to the circumstances including offering opportunities to complete the work in school

Students do not necessarily need to progress from **C1 – C4**. More serious incidents can be entered directly as **C4 or C5** as appropriate (see appendix of suggested sanctions)

Students who fail to attend their 20 minute on call support after school detention will attend a 40 minute whole-school detention after school the following day

Students who fail to attend their 40 minute detention will be placed in a Head of Key Stage detention for 60 minutes

Students who fail to attend their 60 minute detention will be issued with an 80 minute SLT detention after school on a Friday

Students may also be placed directly into this 80 minute detention by SLT for more serious incidents

If students fail to attend the 80 minute SLT detention they will be placed in Isolation (alternative classroom or isolation in an area of the school) for a whole school day and will continue to serve an 80 minute detention on the same day where possible, or a Friday. Failure to comply with this escalation process could result in the student being issued with a Fixed Term Suspension

Students continuing to exhibit poor behaviour will trigger 'intelligence events' by ClassCharts. Students with multiple call outs in one week, for example, could be required to attend a meeting with their Year Manager and/or Year Leader, Parent/Carer and if deemed appropriate, Head of Key Stage or SLT link for their year group. Intelligence events (for example multiple points in one week) will also inform actions such as monitoring on report and/or implementing forms of additional support

Sanctions for lack of PE Kit

All students are expected to bring their PE kit on days where they are timetabled to have PE. If a student has a medical note excusing them from taking part, they must still bring their kit. Failure to bring PE kit will result in a C3 detention (20 minute whole-school same day detention). Failure to attend the detention will result in an escalation of sanctions as outlined below.

Sanctions for poor punctuality

For full details, refer to the Attendance and Punctuality Policy

Students who arrive late to school (without valid reason) will be required to attend a 20 minute detention after school on the same day

Students who miss this 20 minute detention will be required to attend a 40 minute detention after school on the following day.

Students who fail to attend the 40 minute detention will attend a 60 minute detention with their Head of Key Stage

Students who fail to attend the 60 minute detention will attend an 80 minute SLT detention

Repeated poor punctuality - students who arrive late 3 times will receive a 40 minute detention (and a 40 minute detention each time they are late thereafter)

Escalation of sanctions

Escalation of sanctions will usually follow the order as outlined below. Other actions in accordance with internal protocols may apply (for example sessions in the THRIVE Centre or alternative provision or other forms of support as listed above)

20 minute detention (Year Manager/Year Leader)

40 minute detention (Year Manager/Year Leader)

60 minute detention (Head of Key Stage)

80 minute SLT detention

Day in Isolation (classroom or other area of school in isolation e.g. YM / SLT office)

Day in Isolation at a partner school

Fixed-Term suspension

Governor Panel

Permanent exclusion

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

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

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the senior leadership team, to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks

Lockers

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

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

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

Who will be present

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

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

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

The appropriate adult agrees

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

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

The appropriate adult will:

Act to safeguard the rights, entitlement and welfare of the pupil

Not be a police officer or otherwise associated with the police

Not be the headteacher

Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

Internal exclusion - Isolation

Screening

We do not screen students on entry to school.

7.7 Off-site misbehaviour

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from school
 - Wearing school uniform
 - In any other way identifiable as a pupil of our school

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

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, a member of the senior leadership team or pastoral lead manager/leader will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Incidents relating to the above are considered as forms of 'serious misbehaviour'. Such examples include;

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

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

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Periods of isolation/ isolation at a partner school / fixed-term suspension / managed move / permanent exclusion
- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
 - Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

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

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

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

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

8. Serious Sanctions

8.1 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are placed in a replacement classroom or will be supervised by a year manager or other pastoral lead, and will be removed for the rest of the lesson.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with year managers
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Hive/Thrive provision
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Isolation

Isolation at Glossopdale will be used for students who have committed a breach of the behaviour policy.

Students may be placed in Isolation on a pre-planned basis or as a consequence of poor behaviour during a school day.

Work completed by students

- Students in Isolation will continue to focus on learning and will complete tasks that will allow the student to maintain progress in-line with work experienced by other students in their classes
- Reading, Literacy or Numeracy tasks will be allocated to support learning
- Isolation/Intervention tasks maybe allocated in order to improve behaviour choices

Students who fail to meet expectations whilst in Isolation

- Where students fail to meet expectations in Isolation and cause disruption, or show an inappropriate attitude, or fail to follow the behaviour policy, they will be supported in modifying their behaviour by staff

- A persistent refusal to cooperate with Isolation expectations may result in parents/carers being contacted and informed that their child has failed Isolation and they may then be placed in isolation at a partner school or sent home with a fixed term exclusion (FTE)
- Consecutive days of failing Isolation or repeated days of failing isolation could lead to a longer fixed term exclusion at the discretion of the Headteacher or associated members of the senior leadership team with the authorisation to exclude

8.4 Isolation at a partner school

- Glossopdale School and Sixth Form staff will issue this sanction as a measure to prevent Fixed Term Exclusion.
- Year Manager will communicate with the student and parent/carer regarding arrangements (including date, times, travel and lunch arrangements). The student will be educated at the partner school (work will be supplied by the partner school's staff in collaboration with Glossopdale School and Sixth Form staff).

8.5 Community service based sanctions

We aim to encourage students to take pride in their environment and develop their sense of community responsibility in school by keeping them regularly informed of the school's expectations. Glossopdale will use community service based sanctions such as; picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times, or removing graffiti amongst others, if students do not conduct themselves in a way which is in line with our high expectations. Glossopdale will make a judgment on when to apply this sanction and the length of time it will be used. The Year Manager or Year Leader will inform parents/Carers of this sanction.

8.6 Governors' Behaviour Panel

- Accumulation of formal school detentions, serious breaches of the behaviour policy and in some cases serious individual incidents will trigger a case review of a student and may result in a meeting with representatives from the school's Governing Body
- A Student Support Plan may be constructed around the specific needs of students who repeatedly transgress and who have been offered the support already outlined above. This will trigger interventions used to address poor behaviour and may involve a range of strategies to prevent permanent exclusion

8.7 Behaviour Contracts

Students displaying continued poor behaviour may be asked to sign a behaviour contract.

8.8 Managed moves

A managed move may be used in order to prevent permanent exclusion – the 'home' school (Glossopdale), 'receiving' school (other local school) and parents/carers must be in agreement for this to take place

8.9 Suspensions and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information [here](#)

9.0 Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include:
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

[Adapt this section to include information about your strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals]

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- How trauma affects behaviour
- The proper use of restraint

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the assistant headteacher for culture and student behaviour.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy
- Uniform Policy
- Attendance and Punctuality Policy
- Anti-Bullying Policy
- Sex and Relationships Policy
- Online Safety Policy
- Special Educational Needs & Disability Policy

15. Pupil transition

To ensure a smooth transition from Primary to Secondary school, students have transition sessions with their new teachers. In addition, staff members hold transition meetings. For students transferring in-year to Glossopdale School an admissions meeting is held with members of the new student's year team.

To ensure behaviour is continually monitored and the right support is in place, information related to students' behaviour issues may be transferred to relevant staff at the start of the term or year (from other schools and internally between our staff).

Appendix 1: Written statement of behaviour principles

- Every student understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Exclusions will only be used as a last resort
- Students are helped to take responsibility for their actions
- Families are involved in behavioural incidents to foster good relationships between the school and students' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This zero-tolerance approach also applies to sexual harassment, peer-on-peer abuse/assault, discrimination (including racism, homophobia, transphobia and discrimination on the grounds of disability and/or difference).

Appendix 2: C1-5 System and suggested sanctions for behavioural issues

Type (Low level behaviours)	Points	Suggested Sanctions
C1 Behaviour/interruption	0	Verbal Warning/class intervention

C1 Equipment e.g. pen	0	Verbal warning/note on planner/contact home
C1 Eating/drinking in class (water bottle only permitted in lessons other than IT, Music and Science)	0	Verbal warning/class intervention/contact home
C2 Equipment (subject specific e.g. Calculator, Food Tech ingredients)	1	Student kept behind after lesson (break/lunch/after school to speak to the teacher), phone call home
C2 Refusal to comply	1	Student kept behind after lesson (break/lunch/after school to speak to the teacher), phone call home
C2 Disruption to learning	1	Student kept behind after lesson (break/lunch/after school to speak to the teacher), phone call home
C2 Not following instructions	1	Student kept behind after lesson (break/lunch/after school to speak to the teacher), phone call home
C2 Inappropriate conversation	1	Student kept behind after lesson (break/lunch/after school to speak to the teacher), phone call home
C2 Late to lesson	1	Student kept behind after lesson (break/lunch/after school to speak to the teacher), phone call home
C2 No homework or insufficient homework	1	Student kept behind after lesson (break/lunch/after school to speak to the teacher), Extension of deadline/phone call home by teacher
C3 Dropping litter in the corridors/outside or chewing gum	2	Staff member logs on ClassCharts, 20 minute after school detention
C3 Tutor non-negotiable late to school (after 8:45am)	2	Tutor logs late on ClassCharts, 20 minute after school detention
C3 Tutor non-negotiable basic equipment - pen, pencil, ruler, planner	2	Form tutor check, log on ClassCharts, 20 minute after school detention
C3 Tutor non-negotiable uniform (incorrect/not worn)	2	Form tutor check, log on ClassCharts, 20 minute after school detention, send student to SS to borrow uniform, Pastoral staff contact home.
C3 Failure to attend subject teacher detention	2	20 minute faculty detention
C3 Call Out 'support and return'	2	20 minute faculty detention
C3 Refusal to comply	2	20 minute whole-school call out support detention

C3 Disruption to learning	2	20 minute whole-school call out support detention
C3 Not following instructions	2	20 minute whole-school call out support detention
C3 Inappropriate language	2	20 minute whole-school call out support detention
C3 Mobile Phone	2	20 minute whole-school call out support detention, phone confiscated
C3 Persistent uniform infringement	2	20 minute whole-school call out support detention
C3 Lack of PE Kit	2	20 minute whole-school detention
C3 Out of class behaviour e.g. corridor at break	2	20 minute whole-school call out support detention
Type (Medium level behaviours)	Points	Suggested Sanctions
C4 Call Out Removal from lesson	3	Placed in replacement classroom/area in isolation, 40 minute after school detention
C4 Bringing in items to sell to gain profit or bringing in banned items	3	40 minute after school detention and confiscation of items
C4 Bringing the school into disrepute/ Behaviour outside of school	3	40 minute after school detention/ 60 minute HoKS detention / 80 minute SLT Detention/Isolation/Isolation at New Mills School
C4 Antisocial behaviour (including more than one student per toilet cubicle)	3	40 minute after school detention/ 60 minute HoKS detention / 80 minute SLT Detention/Isolation/Isolation at New Mills School
C4 Truancy from lesson/site	3	40 minute after school detention/ 60 minute HoKS detention / 80 minute SLT Detention/Isolation/Isolation at New Mills School (for repeated incidences)
C4 Failure to attend 20 minute detention (faculty/on call support and return faculty)	3	40 minute after school detention
C4 Refusal to complete 40 minute detention	3	60 minute HoKS detention
C4 Smoking (including e-cigarettes and association with smokers)	4	40 minute after school detention
C4 Refusal to attend SLT detention	4	Placed in Isolation for a full day and SLT detention set again to complete

C4 Bullying	4	Placed in Isolation and a minimum of one hour after school detention (depending on the severity this could lead to isolation, time at New Mills or a Fixed-Term Exclusion)
C4 Refusal to comply with uniform policy	4	Isolation/ HoKS or SLT after school detention/ FT exclusion
Type (High level behaviours)	Points	Suggested Sanctions *Isolation as indicated below may be at New Mills School
C5 Environmental damage	5	60 or 80 minute detention/Isolation/community service/FT Exclusion/charges may apply
C5 Smoking (escalation, repeat offender)	5	Placed in Isolation for the remainder of the day and 80 minute SLT detention or FTE/Permanent exclusion (see section on smoking above)
C5 Swearing at staff	5	SLT 80 minute detention/ FT Exclusion/ Permanent exclusion
C5 Swearing in front of staff	5	SLT 80 minute detention/Isolation/FT Exclusion/Permanent exclusion
C5 Verbal abuse of staff/students/visitors	5	SLT 80 minute detention/Isolation/FT Exclusion/Permanent exclusion
C5 Threatening behaviour	5	SLT 80 minute detention/Isolation/FT Exclusion/Permanent exclusion
C5 Refusal to attend Isolation/ failure to follow instructions in Isolation	5	Day in isolation at New Mills School/Fixed term exclusion - number of days may vary
C5 ICT- Hacking into other peoples' accounts or wilfully damaging their work or school systems	5	SLT 80 minute detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion/Removal of ICT access /Police involvement
C5 ICT - Making, viewing or distributing indecent images of children and/or young people	5	SLT 80 minute detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion/Removal of ICT access /Police involvement
C5 - ICT Searching for, viewing, distributing inappropriate images	5	SLT 80 minute detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion/Removal of ICT access /Police involvement
C5 Malicious accusations against school staff or peers	5	SLT 80 minute detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion
C5 Physical assault/fighting	5	SLT 80 minute detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion

C5 Sexual assault, peer-on-peer abuse or harassment	5	SLT 80 minute detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion
C5 Discrimination - disability, sexual orientation, homophobia, racism	5	SLT 80 minute detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion
C5 Setting a fire	5	SLT 80 minute detention/Referral to fire officer and/or police/Govs panel/Isolation/ FT exclusion/Permanent exclusion
C5 Setting off fireworks	5	SLT 80 minute detention/confiscation/Referral to fire officer and/or police/Govs panel/Isolation/FT exclusion/Permanent exclusion
C5 Setting of the fire alarm	5	SLT 80 minute detention/Referral to fire officer and/or police/Govs panel/Isolation/FT exclusion/Permanent exclusion
C5 Striking matches in the building	5	SLT 80n minute detention/confiscation/Referral to fire officer and/or police/Govs panel/Isolation/FT exclusion/Permanent exclusion
C5 Threatening to use or actually using a weapon	5	SLT 80 minute detention/confiscation/Police involvement/Govs panel/Isolation/FT exclusion/Permanent exclusion
C5 Bringing a weapon into school	5	Confiscation/Govs panel/Police involvement/Isolation/FT exclusion/Permanent exclusion
C5 Persistent refusal to comply with uniform policy	5	SLT 80 minute detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion
C5 Drugs and alcohol - under the influence, supplying, dealing, drugs equipment	5	SLT 80 minute detention/Isolation/Govs Panel/Police involvement/FT Exclusion/Permanent exclusion