

THOMAS MILLS HIGH SCHOOL & SIXTH FORM



POLICY DOCUMENT 21

BEHAVIOUR and EXCLUSION POLICY

Date approved by Board of Trustees	14/07/2026
Next review due:	Academic Year 2028 - 2029
Policy review cycle:	Every 3 years
Policy Owner:	Headteacher

Vision Statement

'Together we aim high, discover talents, and build a brighter future'

Thomas Mills High School is an Academy and a company limited by guarantee incorporated in England & Wales under number 7605059

We regard the following as central to our purpose:

- ***Acceptance of personal responsibility***
- ***Equal value accorded to all persons***
- ***Courtesy, self-discipline and respect for others***
- ***Honesty, moral courage and integrity***
- ***Good fellowship***

This policy should be read in conjunction with:

Drugs Policy
Educational Visits Policy
Home School Agreement
Online Safety Policy
Safeguarding and Child Protection Policy
SEND Policy
Sixth Form Behaviour Expectations (appendix A)
Main School Detention Protocol (appendix B)
Staff Code of Conduct
Anti-Bullying Behaviour
Attendance

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Section 1 - Responsibility for School Discipline

- The Trust sets the framework of a school's disciplinary policy through a written statement of general principles.
- The Trust will provide clear advice and guidance to the Headteacher on which he can base the school behaviour policy. In providing this guidance the Trust will not seek to hinder teachers' powers by including "no searching" or "no contact" policies, nor to restrict their power to discipline pupils for misbehaviour out of school.
- The role of the Headteacher is to promote good behaviour and discipline in the school by acting in accordance with the Trust's statement of general principles. The Headteacher must publicise the policy at least once a year to pupils, parents and staff. The school prides itself on its calm and purposeful atmosphere and expects pupils and parents to support this ethos.
- The behaviour of the majority of pupils is something of which the school is rightly proud. Pupils should understand that it is the responsibility of all staff and pupils to uphold and maintain our School Code of Behaviour. For occasions when this is proving not to be the case a restorative approach is used initially to help pupils understand the impact of their actions and give them the opportunity to put things right. Professional judgement is also an important factor in maintaining behavioural expectations and standards. Good practice by staff, including positive modelling of expected standards and high quality teaching, assists in maintaining good behaviour. Behaviour for Learning is part of our Teacher Toolkit under 'positivity' and teachers have a consistent protocol to deal with classroom behaviour. (Annex F)
- Before sanctions are used it is important to consider the individual needs of the pupil (information shared by the Head of Year or via the SEND register, for example), and not simply apply a set sanction. Intervention and provision could follow the assess, plan, proceed and then review. A graduated approach will also support the assessment of a pupil's (unmet) needs. This should be borne in mind when considering 'hierarchy of sanctions'. The school is mindful of the Equality Act and consideration of reasonable adjustments. However, good behaviour is linked to safety and safeguarding and these always take priority. All students are expected to follow reasonable instructions.

Section 2 – The Fundamental Principles

Introduction

We want to sustain a culture with high expectations of behaviour that supports a calm, orderly and safe environment conducive to effective learning. Children need to be taught how to behave well (Appendix I). Poor behaviour can impact on lost learning, child on child abuse, anxiety, bullying, violence and distress and there can be no place for that. Staff can support high expectations through a consistent approach. The typical pupil will exercise self-discipline and thrive within a calm and purposeful environment. Some students will require specific intervention and support to reach this standard and thrive too. Excellent respectful relationships are at the heart of the school's achievement culture.

2.1 The School's Charter of Values

The roots of the School's policy on behaviour can be found in the Charter of Twelve Values which underpin our vision for the school. Of particular relevance to the behaviour policy are the following:

- Acceptance of personal responsibility.
- Equal value accorded to all persons.
- Courtesy, self-discipline and respect for others.
- A determination to achieve excellence in all we do.
- Honesty; moral courage.
- Respect for the traditions and achievements of the school.

These values also lie at the heart of the School Code of Behaviour.

2.2 The School Code of Behaviour

We should:

- respect each other and treat others in the way we would like to be treated;
- accept that everyone is different but equally important;
- always be polite and avoid using language which might offend;
- allow others to work without disruption;
- respond helpfully if someone is in difficulty;
- observe and uphold the school regulations on uniform, jewellery, mobile phone and portable music player usage, drugs, smoking, alcohol and care of the environment.

This Code should be widely displayed, including classrooms and teaching spaces in the school, and is also in pupil log books.

2.3 Safeguarding and Welfare

Safeguarding is always of paramount importance and safeguarding procedures must be followed, where relevant, without exception. Staff should be mindful of the links to child-on-child abuse and violence, and the ethos above can help ensure a culture that supports this. Safety must always come first and this consideration may override individual needs. Child on child violence is a safeguarding issue and must be reported in line with procedure as it is likely that the harm threshold has been met.

2.4 A Restorative Approach

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It encourages respect, responsibility, self-discipline, honesty and social and personal growth.

When a pupil behaves poorly they will be asked to consider and correct their behaviour so that it does not happen again. Pupils are supported in a constructive way to face up to the consequences of their behaviour. When a pupil behaves poorly staff should look to assess if the poor behaviour is a result of an unmet need.

When pupils are in conflict with School expectations or with each other they are asked:

- What happened?

- Who has been affected by this?
- What needs to happen now?

The aim is that the outcome is fair for everyone. If someone has done something wrong, they are expected and encouraged to take responsibility for their actions and fix the situation.

If a pupil is not able to respond appropriately to this approach or if misbehaviour continues, other, more serious, sanctions may become necessary.

As part of a restorative approach staff are encouraged to follow EEF (Education Endowment Foundation) research and recommendations. These can be summarised as follows:

Proactive strategies

1. Know and understand your pupils and their influences including context
2. Teach learning behaviours alongside managing misbehaviour, including encouraging pupils to be self-reflective of their own behaviours
3. Use classroom management strategies to support good classroom behaviour
4. Use simple approaches as part of your regular routine

Reactive strategy

5. Use targeted approaches to meet the needs of individuals in your class

Implementation

6. Consistency is key

Section 3 – The School's Expectations

3.1 Respect for Teachers and Adults

All members of the school community are expected to treat each other with respect and kindness. Pupils are expected to treat teachers and other adults they meet in School with politeness and respect, and to obey proper instructions from people in authority over them (including all teachers, support staff and lunchtime supervisors). Aggressive behaviour or abusive language directed at or about members of staff would always be regarded as a serious offence. Swearing is not appropriate in the school environment. Disruption to learning should not be tolerated.

3.2 Uniform

As a school, we aim to uphold a high standard of dress and appearance of our pupils. The clear policy of the school is that all pupils in Years 7-11 will wear school uniform.

It is expected that uniform will be worn appropriately.

ALL PUPILS

Shirt/Blouse: Formal, white, long or short sleeves

Tie: School Tie

Jumper: Thomas Mills Navy V-Neck jumper with school logo. No other jumper or top is acceptable.

GIRLS

BOYS

Sensible black or brown shoes, not trainers, not boots, not suede and not canvas

White or navy plain socks or black or navy tights (in a thick knit)

Pleated (stitched down) skirt in castle grey check, length on or below the knee. No other skirts are permitted

OR mid-grey trousers (straight leg, creased). Not flared or stretch fabric. Clip and zip fastening. **NOT** LEGGINGS

Grey tailored shorts, not black or charcoal, not corduroy or denim

Sensible black or brown shoes, not trainers and not suede and not canvas

Black or grey socks

Plain dark grey trousers, full length, not black and not corduroy or denim. Mid-Grey Tailored shorts

Acceptable fabric for trousers is a woven polyester (65%) and viscose (35%) mix

If the school deems anything a pupil is wearing is not appropriate for school, it reserves the right to insist the pupil does not wear that item.

Details of PE kit are in the school brochure.

Coats, hooded sweatshirts and jackets should not be worn in the building at any time but should be left in lockers or carried in a bag.

3.3 Jewellery

Ear loops, hooks, large ear rings and nose piercings are not suitable for school. Movement around the school at times becomes congested and such articles of jewellery become a safety hazard. For this reason, we ask students to confine themselves to one stud in each ear and other forms of jewellery are not acceptable. Such jewellery is liable to confiscation by tutors and teachers and may, in certain circumstances only be available for collection at the end of a term.

3.4 Hairstyles and Presentation

Extreme hairstyles are likely to be distracting and for this reason we expect pupils to confine themselves to conventional styles (and colours). Any make up should be discreet. If it is noticeable, it is excessive and should be removed. The school reserves the right to insist pupils remove make-up, including nail varnish. Nail extensions are not appropriate for school and should not be worn.

3.5 Illegal Substances or Drugs

Under no circumstances should any pupil bring an illegal substance or drug on to the school premises. An appropriate programme of drug education will be given to pupils at various stages of their development and will alert pupils to the damage which drugs and other illegal substances can cause to individuals and society as a whole.

3.6 Smoking and Vaping

Smoking, including the use of vape devices by pupils is not permitted in school or whilst travelling to and from school, in close proximity to the school or on a school trip. Special arrangements apply to Sixth Formers out of school and in agreement with the Head of Sixth Form. Given that vapes can be linked to illegal substances, the procedures under the

Exclusions section may apply, resulting in either suspension or permanent exclusion. Staff must also be mindful that nicotine (alternative) products have the potential to cause harm.

3.7 Alcohol

The consumption of alcohol by pupils in school or on school trips is not permitted, neither is the bringing of alcohol on to the school premises.

The Personal Development programmes will aim to provide both factual information and the opportunity to discuss the issues arising for individuals, and within society, from the use and abuse of tobacco, vapes and alcohol.

3.8 Mobile Phones

The school is a mobile free environment.

Pupils are expected to conform to the mobile phone protocol, printed in the Logbook and on the School website. The school reserves the right to confiscate mobile phones where they are used inappropriately and request a parent to collect the phone from reception. In exceptional circumstances may ban a pupil from bringing a mobile phone into school. Such items are brought into school at the pupil's own risk and for Years 7 to 11 should be switched off and stored securely in lockers.

3.9 Confiscation

The School reserves the right to confiscate any item from a pupil if the possession or use of the item goes against school regulations or if it is causing a disturbance or if it is a risk to the health and safety of the pupil or others. Anything confiscated by a teacher will either be returned to the pupil directly or in the case of a dangerous item or smoking materials, for example, parents will be invited to collect the item from school. See later for further guidance on confiscation.

3.10 Use of toilet facilities

- Toilet facilities are unlocked and available to all pupils and students throughout the school day
- Pupils are encouraged to access these facilities between lesson times. However, pupils and students will not be denied access to facilities when needed
- Individuals with known health conditions (staff will be informed by the Head of Year) will be allowed to leave lessons without consent as the need arises
- A note will be recorded in the pupil log book if other pupils use toilet facilities during lessons
- If concerns arise that individuals are taking advantage of toilet use to disrupt lessons or for inappropriate use, this will be shared with the appropriate Head of Year

3.11 Beginning and end of lessons

- Pupils should wait in the classroom in an orderly manner for their teacher. They should only wait outside designated rooms. They should place the books and other materials needed for the lesson on the tables ready.
- When required, pupils should stand, in silence, until the teacher is ready to begin. At the end of the lesson, pupils stand, pick up any litter in the room and place chairs

under the tables (or on top if it is the last period of the day or the last lesson of the day for that classroom).

- Pupils are asked to stand when the Headteacher, Deputy Headteacher or Assistant Headteacher enters the room. Year groups will stand for their Head of Year.

3.12 Care of the Environment

- No food or drink should be consumed in form rooms, the corridors, the library, Sports Hall balcony or changing rooms at Break and Lunchtime.
- Pupils in Years 7-11 who bring a packed lunch must eat it in the canteen or outside.
- All pupils must ensure that their tutor bases are litter-free at the end of break and lunchtimes.

3.13 Movement around the School

3.13.1 Corridors

- In no circumstances should pupils walk around eating or drinking.
- The main entrance is usually out of bounds to pupils unless they are visiting an office or it is the beginning or end of the school day.
- Pupils should not linger in areas where their presence inconveniences others.
- To ease congestion, pupils adhere to the one-way systems and keep to the left in corridors if not designated.

3.13.2 Classrooms

- Pupils should not sit on the heaters or on the tables.
- Windows and blinds/curtains must only be operated with the permission of a member of staff.
- Each tutor group is responsible for the condition of its tutor base.
- The procedure to follow in case of loss of an item of property is displayed on form notice boards.
- During lunchtimes pupils must abide by rules displayed in the classrooms. They should not write on the board or interfere with displays.
- Pupils should work in collaboration with the teacher to maintain the cleanliness of the classroom.

3.14 School Buses

Pupils are expected to observe the same high standards of behaviour on their journey to and from school and to obey instructions from the bus driver and Sixth Form students. The Headteacher reserves the right to punish those pupils who behave badly or dangerously. Bus companies also reserve the right to withdraw a pupil's bus pass for persistently poor behaviour.

3.15 Derogatory and Discriminatory Language

There is no place for such language and further detail about sanctions, including suspension is included in section 5. A guidance sheet for teachers is included in Appendix D.

Section 4 – The Rewards System

4.1 Rationale

At the heart of Thomas Mills High School lies the value placed on pupil success. The virtues of a success culture are as follows:

- raises individual self-esteem and self-confidence;
- To achieve their best;
- provides positive feedback for parents;
- reinforces the values we stand for;
- develops a stronger corporate loyalty towards the school;
- provides a means of countering an anti-achievement culture;
- improves standards of behaviour;
- sustains an ethos of optimism, buoyancy and confidence.

4.2 We aim to create a success culture in a number of ways:

- Displays of pupils' work in classrooms and corridors;
- Awards Evening;
- House Merits and Achievement Certificates;
- Marking Policies;
- The Reporting System;
- Displays of plaques and shields;
- "Outlook" and frequent appearances in the local press;
- Headteacher and Head of Year Assemblies;
- Termly Achievement Assemblies;
- Display of Outstanding Achievement;
- Departmental "postcards".

4.3 The House Merit System

4.3.1 Criteria for Awarding House Merits

- (i) Equal access for all regardless of ability. For the scheme to be effective, all pupils must have an equal opportunity to obtain these merits.
- (ii) They should be awarded for effort beyond that normally expected from an individual pupil. It is impossible to be more precise and it is up to each teacher to decide what the normal expectations are for a particular pupil. However, it is important that every subject area and every teacher applies these criteria in roughly equal measure.

- (iii) House Merits can be awarded solely for achievement and effort in a curriculum subject. In addition, they can be awarded on the basis of certain commendable social virtues, i.e. being polite, picking up litter, etc!

4.3.2 Applying the House Merit System

Each Head of Department is issued with house merit stickers. Subject teachers award these for achievement in the subject. Pages of the Log Book are squared off for the pupils to attach the sticker.

Years 7 - 9

In Years 7-9 each sticker continues to be noted and cancelled by the House Prefect on a weekly basis. Totals are entered in a "House Merits" book in the Year Office.

- (i) 10 House Merits in five different subjects (not over a set period) earn a Thomas Mills High School Bronze Award Achievement certificate which is issued by the Head of Year.
- (ii) House Merits in five different subjects (not over a set period) earn an award and Thomas Mills High School Silver Award Achievement Certificate which is issued by the Deputy Head or Assistant Headteacher.
- (iii) 30 House Merits in five different subjects (not over a set period) earn an award and a Gold Achievement Certificate which is issued by the Headteacher.

It is the Form Tutor's responsibility to validate candidates who have met criteria. Heads of Year also reward pupils for progress report excellence in a number of ways.

4.4 Extra-Curricular Achievements

Appropriate recognition will be available for pupils who represent the school in an extra-curricular guise. Such activities include sport, music, drama, Young Enterprise. It is for the staff who are kind enough to run other activities to discuss with the Headteacher the kind of recognition which they feel appropriate and the basis for any award. Any award in this category will be solely for those who represent the school in an activity over a prolonged period of time. It is a means by which the school acknowledges their contribution to the reputation of the school. The awards will be made by the Headteacher at the end of a season/production etc.

4.5 Awards Evening

School Prizes are presented at the Annual Awards Evening. Prizes are awarded to pupils according to their commitment to learning. Subject specific awards and other prizes are also presented on the evening.

4.6 Thomas Mills Award

All pupils will be introduced to the Thomas Mills Award (Copper) in an Assembly at the start of Year 7 and encouraged to complete the 12 tasks, linked to the Schools Charter of Values. Pupils in Year 8 will be challenged to complete the Bronze Award, and Year 9 pupils to Gold Award. Successful completion will result in an award being given at a celebration event in the Summer Term.

Section 5 – Pupils Discipline and Sanctions

5.1 Key Points with Reference to Pupil Discipline

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

5.2 Pupils' Conduct outside the School Gate.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

5.3 A teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- is in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

5.4 Hierarchy of Sanctions

Although the expectation is that pupils exercise self-discipline, from time to time, intervention is required and this follows a hierarchy of sanctions. It is expected that staff will intervene early but there will be occasions as shown on the Hierarchy of Sanctions below, where a Head of Year/Department, Senior Team or Headteacher will be involved very early on.

Classroom Behaviour Protocols

In the classroom, staff are expected to follow the 4 R's, more details are in Appendix F, but in summary:

REMIND – (first warning)

RESET – (second warning)

REMOVE

RESTORE

Tutor Actions

Level	Examples of behaviour	Sanction	Other Actions
1	Poor Uniform, Jewellery, Late to registration	Tutor Warning	Confiscate jewellery Record on Arbor Note in Log Book
2	Repeated Level 1	Tutor Detention	Confiscate jewellery Record on Arbor Contact Home
3	Repeated refusal to cooperate with Tutor	HoY to issue Main School Detention	Confiscate jewellery Record on Arbor Parent Meeting

Teacher and Senior Staff Actions – Hierarchy of Sanctions

Level	Examples of Behaviour	Sanction	Issuing Staff	Other Action
1	- Homework is not completed to a satisfactory standard, but some attempt has been made. - Disrupting the learning of others (e.g. talking/out of seat). Lack of or misuse of equipment. - Being late without a valid reason. - Not following staff instructions. - Insufficient completion of classwork.	Teacher Warning	Teacher	Staff make note in Log Book
2	- Homework is not attempted. - Repeated infringements as covered in Level 1. - Eating or drinking (other than water) in class. - This can include where a teacher has given two warnings such as for low level disruption. - Littering / Chewing gum.	Tutor Intervention	Teacher	Teacher records on Arbor Teacher phones home.
3	- Detention not attended. - Refusal to cooperate with teacher instructions. - Plagiarism on internal work. - Repeated infringements at level 2. - Removal from Lesson.	Department Detention	HoD	HoD records on Arbor HoD phones home Restorative Conversation with Teacher.
4	- Non-Attendance at Department Detention. - Persistent disruption of learning. - Provoking another student/situation. - Persistently being in areas not designated for year group before school or at lunchtime. - Use of device/mobile phone. - Being in the vicinity of smokers. - Late to lessons or tutor time 3 times in the same half term. Truancy. - Repeated incorrect uniform. - Lying or rudeness to a member of staff/arguing. - Repeated infringements at level 3. - Removal from Department.	Main School Detention	HoD HoY SMT Duty Staff	Recorded on Arbor MyConcern Standard Letter Home Restorative conversation with Staff / Pupils
5	Repeated infringements at level 4.	Main School	SMT	Recorded on Arbor

	- Swearing at or about a member of staff (minor swearwords). - Bullying / Physical intimidation of pupils. - Poor behaviour in Main School Detention. - Refusal to cooperate with removal from lesson. - Walking away from member of staff. - Inappropriate language including swearing or sexual content in conversation.	Detention (45 mins)		MyConcern Standard Letter Home Restorative conversation
6	- Repeated infringements at level 5. - Swearing at or about a member of staff (Major Swearwords). - Poor behaviour in previous interventions. - Public comments of a sexualised or discriminatory nature. Deliberate defiance. - Repetition of Bullying or Physical intimidations. - Fighting (no serious harm). - Alcohol on Site. - Anti-social behaviour towards the local community. - Making unfounded serious accusations against a student. Refusal to cooperate with investigation of an incident. - Refusal to cooperate with Detention system.	SMT Isolation/ Intervention	SMT	Recorded on Arbor MyConcern Phone call and Letter home Parent Pupil Meeting Restorative process
7	The examples below are not exhaustive and also overlap with level 8 depending on the circumstances. - Repeated infringements at level 6. - Refusal to cooperate with SMT. - Making malicious comments about staff or pupils. - Intimidating staff. - Assault (including violent fight). - Persistent bullying. - Inappropriate physical contact. - Intentional behaviour will be confirmed if a pupil has had a previous intervention about a specific issue, e.g. discriminatory behaviour, bullying etc. Intentional discriminatory behaviour e.g. racist, homophobic or misogynistic (sexist) language/behaviour. - Using ICT devices to commit illegal acts (including taking photos of staff) or distribute material to bully or harm others. - Consuming alcohol in school. - Offensive or widespread graffiti or major damage to school facilities or equipment. - Cultural intolerance. - Bringing the school into significant disrepute e.g. shoplifting, abuse of members of the public, fighting in public. - Smoking/Vaping on site and/or the possession of cigarettes or lighters or vapes.	Suspension	HT	Recorded on Arbor MyConcern Phone call and letter home Parent Pupil Meeting Restorative process

8	• See Exclusions Policy • A serious breach or persistent breaches of the policy • Where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school	Permanent Exclusion	HT & Trustees	Police referral / referral to statutory guidance.
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5.5 Searching and confiscation of inappropriate items.

- School staff can search a pupil for any item banned under the school rules, if the pupil agrees.
- The Headteacher and staff authorised by him (members of SMT and Heads of Year) have a statutory power to:

search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, smoking paraphernalia (including vape devices and liquids) and stolen items.

- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

5.5.1 Searching with consent

- School staff can search pupils with their consent for any item which is banned by the school rules.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. Banned items include knives or weapons, alcohol, illegal drugs, smoking paraphernalia (including vape devices and liquids) and stolen items.

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances an appropriate disciplinary penalty may be applied.

5.5.2 Searching without consent

Prohibited items that may be searched for include knives or weapons, alcohol, illegal drugs, smoking paraphernalia (including vape devices and liquids) and stolen items.

- A search without consent may be conducted by the Headteacher, members of SMT and Heads of Year. The member of staff conducting the search must be the same identified sex as the pupil and there must be a witness to the search (also a staff member). The witness should also be the same identified sex as the pupil wherever possible.
 - A search may be conducted when the member of staff has reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item.
 - The search should be restricted to a request that the pupil empties his or her pockets and removal of coats or shoes, hats, scarves. Bags and lockers may also be searched in the presence of the pupil and a witness.
 - Weapons and knives must always be handed over to the police. Controlled drugs must also be handed over to the police. If stolen goods that are of significant value (e.g. media devices) are discovered the police may be informed. Items such as alcohol may be disposed of appropriately.
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- Records should always be maintained and parents contacted.
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5.5.3 Rationale

In order to ensure our expectations are met, it may be necessary to apply one of a range of sanctions. Before applying a sanction, the following criteria will be considered.

5.5.4 Criteria

It is difficult to be too prescriptive about when a particular sanction should be applied because individual circumstances can vary so much. However, the following principles will guide the decision-making process:

1. The sanction should be proportionate to the offence. For example, exclusion (fixed-term or permanent) will only be used for serious cases of misbehaviour.
2. The age of the pupil.
3. In serious matters, the previous history of the offender should always be taken into account.
4. The impact of the offence on individuals, the rest of a class or the school community as a whole.
5. The pupils should always be given the opportunity to make reparation where appropriate.

The following range of sanctions may be applied.

5.5.5 Removal from Lessons

This will normally be applied in three situations:

1. For a brief cooling off period (up to a maximum of 5 minutes). This is known as RESET under the classroom protocol.
2. Where the continued presence of a disruptive pupil is undermining the learning opportunities of the rest of a class. Such decisions will normally be managed by departments who will make temporary alternative arrangements. This is known as REMOVE under the classroom protocol.
3. Where a serious offence has occurred and the Headteacher or member of the Senior Management Team decides that the pupil should work on his or her own for a whole school session or more. Whenever possible parents will be informed that such action has been taken. This is termed an 'isolation' and must be recorded and reported to trustees.
4. Where the Head of Year or SENDCo has circulated a protocol to meet the individual needs of a pupil (for example, to comply with EHC plan requirements).

5.5.6 Setting Additional Work or Other Impositions

Additional work should be set when poor behaviour has prevented a pupil from completing the work due to be covered in a lesson. A written imposition or a community service task such as litter-picking will be given for minor offences committed outside lessons.

5.5.7 Referral and Recording System

All teachers are asked to observe the following procedure in order to ensure that disciplinary incidents are dealt with in an efficient manner and at an appropriate level.

It is preferable that every member of staff should exercise his or her own discipline both in class and around the school whenever possible. However, there will be occasions when colleagues wish to refer a disciplinary matter to more senior staff for advice and support. Except in the case of very severe misdemeanour (which should be referred immediately to a senior member of staff), the following procedure should be observed:

- In the case of bad behaviour during lessons, the pupil concerned should be referred, in the first instance, to the appropriate Head of Department who will deal with the situation; in the case of persistent offences, refer it on to the Head of Year.
- In the case of bad behaviour in the tutorial group or around the school, the first point of reference would be the tutor and then the appropriate Head of Year who will decide what further action should be taken.
- NB: In all cases, the Head of Year must be consulted and kept informed of any contact with parents where this seems desirable. The tutor should be kept informed of any problems in his/her group by subject staff, Heads of Year or senior members of staff.
- The Head of Year and, in some cases, the Head of Department, may decide that serious behaviour should be referred to a senior member of staff or, in extreme cases, to the Headteacher who alone has the power to exclude pupils from school where no other alternative seems viable. In all such cases, parents would be automatically involved and staff concerned with the incident would be requested to provide an objective written account of the incident concerned. Incidents will be recorded on Arbor. A paper incident form is still available, Appendix C (also available

electronically) should be completed for future reference, when reporting misdemeanours to the Head of Year or other Senior Staff.

Teachers are asked at all times to support the general philosophy of the school which discourages confrontation and promotes a genuine sense of responsibility and self-control on the part of all pupils. However, it is recognised that even in the best ordered school there are still occasions when pupils misbehave and the accent then must be on providing adequate support and help to members of staff who feel that their position is challenged. In no circumstances should a colleague feel that, in referring a disciplinary matter which has proved difficult to solve, to senior members of staff, that his or her professionalism is thereby called into question. We want the school to be a supportive community for staff as well as pupils and in this respect, colleagues are invited to discuss any disciplinary situation that worries them with Heads of Department and Heads of Year and other staff before the crisis point is reached.

Pupils should not be required to stand outside the main Staff Room door as a punishment at break or lunch times as they then become a focus of interest for fellow pupils.

It is possible to negotiate the use of a laboratory for detaining pupils out of the public gaze. They should be supervised by a teacher, of course. The detention of whole classes is not to occur except in very exceptional circumstances which should be notified to a Senior Staff Member.

A Lunchtime Detention is operated by Heads of Year and Senior Staff - (it takes place in N4 from 1.00 – 1.30pm). A record is kept online. Only SMT or Heads of Year may place pupils in this detention. See Main School Detention Protocol (Appendix B)

For higher level sanctions SMT detentions/interventions will be held as required.

5.5.8 Isolation

On occasions, it may be appropriate for a pupil to undertake work away from other pupils under the supervision or guidance of a Head of Year or Senior Member of Staff.

An isolation issued by the Headteacher, or in his absence by the Deputy Headteacher, is usually considered as an alternative to exclusion and would be issued for serious breaches of, or persistently disruptive, behaviour. It should be made clear to pupils that this is a serious level of intervention. The aim is to change the behaviour and where appropriate, allow an outcome through resolution. It is not envisaged that this sanction becomes an alternative educational provision. Continuous use of this sanction is likely to be ineffective and, as with the frequent use of exclusions, could place a pupil at risk of permanent exclusion.

5.6 Bullying

The school defines Bullying as:

- Behaviour (including online) which is intended to cause hurt or suffering on the part of the victim and a sense of power and influence on the part of the bully.

It is likely that the staff primarily concerned with a bullying incident will be Heads of Year and Form Tutors. The normal procedures regarding parental contact will be observed.

The Anti-bullying Report Form (Appendix G) and the Self Reflection Form (Appendix H) are key documents in the school's processes. This enables individual monitoring as well as analysis of emerging trends and patterns.

The basic guidelines for staff on the issue of Bullying are:

- never ignore
- be assertive yourself, not aggressive
- don't get tied up in "truth" debate (instead "here's a problem, we need to find a solution")
- give time for pupils to talk
- write it down
- involve parents early
- support victim
- ensure that pupils who alert you to a problem know that something has been done

Incidents of a racist, sexual (including sexual harassment and sexual violence), violent or against LGBTQ+ will never be tolerated or allowed to pass unremarked. Such matters will be treated as a form of bullying and appropriate sanctions will be used.

The Headteacher makes a point of informing parents at the New Intake Evening each year of the school's attitude towards this issue and this is actively reinforced as pupils go through the school.

The school condemns the use of mobile phones, or 'cyber-bullying' by other electronic means, to cause hurt or suffering. Parents are advised, however, that there is necessarily a limit to what the school is able to do about such incidents when they happen outside school.

General advice is to report (to provider) and block (sender).

5.7 Illegal Drugs and Substances

- Where there are reasonable grounds for believing that a pupil has an illegal drug or substance in their possession at school or in the course of any associated extra-curricular activity, they will be suspended from school by the Headteacher for a fixed period. The Headteacher will also inform the Police.
- Where a pupil is found to be taking drugs, supplying drugs to others or seeking to supply drugs to others he or she will be permanently excluded by the Headteacher who will inform the Police.

NB Staff should note that if, in dealing with the kind of incidents described above, they come into possession of any illegal substances, these must be handed immediately to the Headteacher who will pass them on to the Police, having recorded details of the finding. Staff must be mindful that vapes can contain illegal substances. See Drugs Policy.

5.8 Restrictive Intervention and Reasonable Force

Key points with reference to Use of Reasonable Force and Restrictive Intervention.

- Staff will only use force in extreme circumstances and will always try to use other means to resolve a situation. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- The Headteacher will support staff when they use this power appropriately
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- Force is used for two main purposes – to control pupils or to restrain them
- the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force/restrictive intervention can and cannot be used.

Reasonable force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts.

Any incident involving the use of force or restraint should immediately be reported to the Headteacher or the Deputy Head, and a written account provided through the Safeguarding reporting. This should include:

- Name of pupil and staff involved.
- Needs/circumstances of pupil including SEN or disability.

- Time, date, location, duration of incident.
- Brief account. Causes/triggers/any de-escalation and what reasonable force was applied, including any physical injury.
- Why force was necessary.
- Any post-incident support.

Parents should be informed.

It is always **unlawful** to use force as a punishment.

5.9 Hate Crime / Incident Definition

An incident is considered a hate incident when the victim or anyone else believes that the incident was motivated by hostility or prejudice based on the following characteristics

- disability
- race
- religion
- transgender
- identity
- sexual orientation

When hate incidents become criminal offences they are known as hate crimes.

5.10 Child on child sexual violence and sexual harassment

Staff must follow all statutory guidance as outlined in Keeping Children Safe in Education. In summary this will involve following safeguarding procedures and therefore the Designated Safeguarding Lead will oversee all referrals working with other agencies and the Headteacher, as appropriate. Personal Development curriculum will cover harassment and how to raise a concern.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

All inappropriate behaviour (even if it appears innocuous) must have an intervention.

Staff should be aware according to Keeping Children Safe that girls are more likely to be the victims of sexual violence and harassment and more likely it will be perpetrated by boys. All victims must be reassured and taken seriously. Safety and safeguarding are paramount.

Staff must not downplay behaviours that could relate to abuse as this leads to a culture of unacceptable behaviour and possibly a culture that normalises abuse. The hierarchy of sanctions and guidance in Appendix D will be helpful to staff. The starting point is that there is a zero tolerance to sexual harassment and violence.

Decisions (including risk assessments) must be made on a case by case basis and the DSL and Headteacher should seek advice from other agencies, with reference to harmful sexual behaviour, a child displaying this may be an indication that they are a victim of abuse themselves.

Although the wishes of the victim should be considered in how the school proceeds, this will need to be balanced with the school's duty and responsibilities to protect other children.

Only the Headteacher can make the decision to exclude in line with statutory guidance and the procedures in this policy.

Section 6 – Exclusions

Suspensions and Permanent Exclusion

6.1 Exclusions of Pupils from School

Subject to the exceptions referred to below, the Academy Trust shall act and shall ensure that the Headteacher and the Trust act in accordance with the law on exclusions as if the Academy were a maintained school. The Academy Trust will follow the current statutory guidance from the Department for Education.

The Academy Trust shall ensure that Suffolk Local Authority and, where the pupil concerned resides in the area of a different Local Authority, the Local Authority in which the pupil is ordinarily resident, is informed of an exclusion decision in the same circumstances and within the same timescale as a headteacher of a maintained school is required to inform the Local Authority (or Local Authorities) of an exclusion.

Subject to the exception below the Academy Trust shall ensure that the Headteacher and the Governing Body of the Academy have regard to the Secretary of State's guidance on exclusions when excluding or reviewing the exclusion of a pupil and in relation to any appeals or review process as if the Academy were a maintained school.

The Academy Trust shall make arrangements for enabling appeals against, or review of any decision of the Governing Body to permanently exclude a pupil. The Academy Trust shall ensure that appeal/review panels are impartial, and are constituted in accord with the Secretary of State's guidance. The Academy Trust shall comply with any decision of an appeals panel, or direction of a review panel.

The Governing Body has a duty to consider parents' representations about an exclusion. The Governing Board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if the exclusion is permanent; it is a suspension which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or it would result in a pupil missing a public examination or national curriculum test.

The exception to the duties referred to above is:

The Governing Body of the Academy Trust is not expected to seek the advice of a Local Authority officer when considering an exclusion although a Local Authority officer may attend any meeting to consider an exclusion (including an appeal hearing or review) at the request of the parent.

In accordance with paragraph 30 of the Funding Agreement with the Secretary of State the Academy Trust shall, if invited to do so by Suffolk Local Authority, enter into an agreement in respect of the Academy with Suffolk Local Authority which has the effect that where:

- a. The Academy Trust admits a pupil to the Academy who has been permanently excluded from a maintained school, the Academy itself or another Academy with whom the Local Authority has a similar agreement; or
- b. The Academy Trust permanently excludes a pupil from the Academy

payment will flow between the Academy Trust and the Local Authority in the same direction and for the same amount that it would, were the Academy a maintained school.

6.2 The decision to exclude

- A decision to exclude a pupil **permanently** should only be taken:
 - a. in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
 - b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- A decision to exclude a pupil for a **fixed period** (suspension) should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.
- Only the Headteacher (or in the absence of the Headteacher, the Acting Headteacher) can exclude a pupil.
- A decision to exclude a pupil **permanently** should only be taken where the basic facts have been clearly established *on the balance of probabilities*. It will usually be the final step in a process for dealing with disciplinary offences following a range of other strategies which have been tried without success.
- There will, however, be exceptional circumstances where in the Headteacher's judgement, it is appropriate to permanently exclude a pupil for a first or "one off" offence. These might include:
 - a. serious actual or threatened violence against another pupil or a member of staff;
 - b. sexual abuse or assault
 - c. supplying an illegal drug. Illegal and other unauthorised drugs have no place at Thomas Mills High School; or
 - d. carrying an offensive weapon.

The above instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

6.3 Factors to consider before making a decision to exclude

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period the Headteacher should:

- (a) ensure that a thorough investigation has been carried out;
- (b) consider all the evidence available to support the allegations;
- (c) allow and encourage the pupil to give his or her version of events;
- (d) check whether the incident may have been provoked for example by bullying, or by racial or sexual harassment;

- (e) if necessary, consult others, including the SENDCo, but not anyone who may later have a role in reviewing the headteacher's/teacher in charge's decision, for example a member of the governing body;
- (f) keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.

6.4 Standard of Proof

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may exclude the pupil. This is not the same as requiring the criminal standard of "beyond reasonable doubt" to be applied. Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it may still be possible for the Headteacher to make a judgement on the balance of probabilities on whether to exclude the pupil.

6.5 Length of fixed period exclusions

Regulations allow a pupil to be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year.

6.6 Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day. Lunchtime exclusions will not be counted towards the school's duty to provide full time education from day six of a fixed exclusion.

6.7 Procedures following a suspension

- The school's obligation to provide education continues and must be met during a fixed period exclusion. Parents are expected to co-operate with the school in this regard.
- Where a pupil is given an exclusion of 6 school days or longer the parent will be responsible for transporting the pupil to and from school in order that the pupil can complete days in excess of five days, whilst working in isolation.
- During the first five days of a suspension the school will set work for the pupil to complete and will make arrangements for this work to be marked.

6.8 Reintegration Interview

- Where appropriate the Headteacher, or Senior Staff, or Head of Year, will arrange a reintegration interview with parents and will always arrange a reintegration interview following the expiry of a suspension of five or more school days.
- The purpose of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. Heads of Year will monitor, re-

integrate with a report, and where relevant, reviews from staff. Additional SEND support may be considered.

6.9 Procedures for review and appeal

- Within one day, the Headteacher must notify the governing body and LA of:
 - a. permanent exclusions;
 - b. exclusions which would result in the pupil being excluded for more than 5 school days in any one term; and
 - c. exclusions which would result in the pupil missing a public examination.
- The Governing Body Discipline Committee must review all permanent exclusions from the school and all fixed period exclusions that would result in a pupil being excluded for more than 15 school days in any one term. Every effort will be made to ensure that a pupil does not miss a public examination as a result of exclusion.
- In the light of its consideration, the Governing Body can either:
 - decline to reinstate the pupil; or
 - direct reinstatement of the pupil immediately or on a particular date.

6.10 Procedures following permanent exclusion

- The pupil remains on roll until any independent review is determined; until the time limit for the parents to lodge an appeal has expired without an appeal having been brought; or the parent has informed the LA in writing that no appeal is to be brought.
- During the first 5 days of a permanent exclusion the school should send work home for the pupil to complete.

6.11 Behaviour outside school

- The behaviour of pupils whilst on school business is subject to the same sanctions as any incidents of misbehaviour taking place on school premises. Examples are: school trips, sports fixtures, visits or work experience.
- For behaviour out of school but not on school business the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.
- Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

6.12 Pupils with a disability

When considering whether or not it is appropriate to exclude a pupil who may have a disability within the meaning of the Disability Discrimination Act 1995, the Headteacher should consider four questions:

Does the pupil have a disability?

The Act covers pupils whose physical or mental impairment has a long term and adverse effect on their ability to carry out normal day to day activities

Is the exclusion for a reason related to the pupil's disability?

This means that if there is any connection between the behaviour resulting in the exclusion and the pupil's disability, this is considered less favourable treatment for a reason related to the pupil's disability.

Would another pupil, to whom the reason did not apply, be excluded?

A comparison has to be made between the pupil with a disability, who has been excluded for a reason related to their disability, and other children to whom that reason for exclusion does not apply.

Can the exclusion be justified?

An exclusion of a pupil with a disability can be justified if there is a material and substantial reason for it. Maintaining order and discipline in the school may well be a material and substantial reason if there was a specific incident that gave rise to the exclusion. If reasonable steps were taken to support the pupil but the incident still happened, then the school is likely to be able to justify the exclusion.

6.13 Preventative Measures

- The school is mindful of the guidance that states Alternative Provision can be important in managing behaviour and providing alternatives. The school may also consider off-site direction or managed moves. In cases where a student is at risk of permanent exclusion a number of support strategies is likely to be in place and usually overseen by the Head of Year.

6.14 The role of the Headteacher

- The Headteacher will follow carefully the procedures set out in law and in statutory guidance.
- In some cases, following a suspension there will be further investigation which could result in a further sanction.
- A decision to exclude a pupil will be communicated to parents by telephone and followed up by a letter. Notices must be in writing and must state:
 - (a) for a fixed period of exclusion (suspension), the precise period of the exclusion;
 - (b) for a permanent exclusion, the fact that it is a permanent exclusion;
 - (c) the reasons for the exclusion;
 - (d) the parent's right to make representations about the exclusion to the governing body;
 - (e) the person whom the parent should contact if they wish to make such representations;
 - (f) the school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted or given a fixed penalty notice, if they do not do so;
 - (g) the arrangements made by the school for enabling the pupil to continue his or her education during the first five school days of an exclusion, including the setting and marking of work.
- Letters should also mention:

- (a) the latest date by which the governing body must meet to consider the circumstances in which the pupil was excluded (except where the exclusion is for a total of not more than five school days in any one term, and would not result in the pupil missing a public examination);
- (b) in the case of a **suspension** the date and time when the pupil should return to school;
- (c) if the exclusion is **permanent**, the date it takes effect and any relevant previous history;
- (d) the name and phone number of an officer of the LA who can provide advice; and
- (e) the telephone number for the Advisory Centre for Education (ACE) exclusions information line – 0 3000 115 142 on Monday to Wednesday from 10am to 1pm during term time.

6.15 Responsibilities of the Governing Body

- The governing body must consider certain exclusions and must consider any representations about an exclusion made by the parents of the excluded pupil. The governing body can delegate some or all of its functions in respect of exclusions to a committee consisting of at least three governors and such a committee may be called the Discipline Committee. Where the governing body establishes a Discipline Committee it should appoint a clerk to the Committee. The quorum for a Discipline Committee meeting is three members. If any governor has a connection with the pupil, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Chair has the casting vote in all cases where an even number of governors are considering the case.
- The Headteacher will report exclusions once a term to the governing body.
- The governing body must, in the case of a fixed period exclusion of 5 school days or fewer in one term, consider any representation made by the parent. If representations from the parent are received the governing body must consider them, but they cannot direct reinstatement, although they can place a copy of their findings on the pupil's school record.
- On receiving notice of an exclusion from the Headteacher, the governing body:
 - (a) must, in the case of a fixed period exclusion of more than 5, but not more than 15 school days in one term (which does not bring the pupil's total number of days of exclusion to more than 15 in one term), convene a meeting between the 6th and 50th school day after receiving notice of the exclusion, to consider the exclusion, **but only if the parent requests such a meeting**;
 - (b) must in the case of a permanent exclusion, or a fixed period exclusion or a fixed period exclusion of more than 15 school days in one term (or which brings the pupil's total number of days of exclusion to more than 15 in one term) convene a meeting between the 6th and 15th school day after the date of receipt of notice to consider the exclusion. If a pupil's total number of days of fixed period exclusion exceeds 15 school days in one term, any subsequent fixed period exclusion(s) of the same pupil in the same term would again trigger the governing body's duty to consider the circumstances of the exclusion;

- (c) must invite the parent (or the pupil if aged 18 or over) and the Headteacher to the meeting at a time and a place convenient to all parties (but in compliance with the relevant statutory time limits);
 - (d) should ask for any written statements (including witness statements) in advance of the meeting; and
 - (e) should circulate, at least five days in advance of the governing body meeting, any written statements (including witness statements) and a list of those who will be present at the meeting to all parties.
- The governing body must comply with the statutory time limits but are not relieved of their obligation to carry out the relevant duty if they fail to comply. Accordingly, their decision will not be invalid simply on the grounds that it was made out of time.
 - The governing body's role is to review exclusions imposed by the Headteacher, who alone has the power to exclude. It cannot increase the severity of an exclusion. The governing body can uphold an exclusion or direct the pupil's reinstatement either immediately or by a particular date. If the governing body cannot direct reinstatement because the period of exclusion has expired and the pupil has returned to school, they can place a copy of their findings on his or her school record.

6.16 Procedure at the Governing Body meeting

- The meeting should be conducted in line with statutory guidance from the Government or advice from the Local Authority.
- Where the allegation of misconduct is in dispute the governing body should apply the balance of probabilities standard of proof.
- An LA representative or supporter may be present if requested by the parent.
- The Headteacher should be present to clarify points and answer any questions.
- The governing body should make its decision alone and ask other parties to withdraw. The clerk may remain in order to assist with the wording of the decision letter.
- The governing body must inform the parent, the Headteacher and the LA in writing within one school day of the hearing, stating the reasons.
- Where the governing body decides to uphold a permanent exclusion its letter to the parent should also include the following information:
 - (a) the reason for the exclusion;
 - (b) their right to appeal to an Independent Review Panel, together with the name and address of the person to whom any notice of appeal should be sent;
 - (c) the date by which any notice of review should be lodged (15 school days after the day on which notice in writing was given of the governing body's decision);
 - (d) that any notice of appeal must set out the grounds on which the review is made; and
 - (e) that any claim on the grounds of disability discrimination should also be set out in the notice of appeal.

6.17 Police involvement and parallel criminal proceedings

The Headteacher need not postpone his or her decision to exclude a pupil simply because of the possibility that criminal proceedings may be brought in the same incident, but the critical factor in any such case will be the evidence that is available to the Headteacher. In such circumstances a judgement must be made on the basis of the evidence available. If having considered the evidence, on a balance of probabilities the Headteacher concludes that it is distinctly more likely that the pupil committed the alleged offence, then the Headteacher may proceed to take a decision on exclusion.

6.18 Independent Review Panel

- In reviewing the decision, the panel must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.
- Following its review, the panel can decide to:
 - uphold the Governing Board's decision;
 - recommend that the Governing Board reconsiders reinstatement;
 - quash the decision and direct that the Governing Board reconsiders reinstatement.
- The panel should apply tests on illegality, irrationality and procedural impropriety.
- An SEN expert will provide advice but it does not include making an assessment of the pupil's special educational needs.
- Where the panel directs or recommends that the Governing Board reconsider whether a pupil should be reinstated, the Governing Board must reconvene to do so within ten school days of being given notice of the panel's decision.

Section 7 - Monitoring and Evaluation

Most aspects around the behaviour culture is captured through data, enabling staff to monitor and analyse. This assists with reporting. Data can consider historical comparisons as well as identify trends. As always it is important to consider data from a range of angles including pastoral groups as well as protected characteristics. The focus should be on data driven actions. Such data must be scrutinised at the level of governance and management.

Data can include:

- incident data
- attendance
- permanent exclusion and suspension data
- use of internal exclusion
- detention data
- surveys

As always, the best use of data is to use multiple perspectives in order to drill down. This helps with identifying causes, systems issues or identification of support. It's also important to consider links with other areas such as SEND, attendance and safeguarding for example.

Appendix A: Sixth Form Behaviour Expectations

Thomas Mills High School has high expectations and the Sixth Form provides greater opportunities for independence and therefore self-discipline. Behaviour in the Sixth Form is taken very seriously. It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The Behaviour Policy is therefore designed to promote an environment where everyone feels happy, safe and secure. The policy should be read in conjunction with the Sixth Form Yearbook.

Every member of the school community is expected to behave in a considerate way towards others. All students are treated fairly and the Behaviour Policy is applied in a consistent way.

Entry to the Sixth Form

Students will be offered a place in the Sixth Form subject to the following conditions:

1. That an appropriate course is available for the student
2. That the student has achieved the entry requirements for the courses chosen

Students who were previously at risk of permanent exclusion will have the opportunity for a fresh start with expectations and support shared at the start of an academic year. This may be conducted with the Headteacher if the Assistant Headteacher/Head of Sixth Form or the parent feels this is appropriate.

Sixth Form Behaviour Expectations

Students within the Sixth Form are considered young adults who should set a model of good behaviour for pupils in younger years. The expectations apply to outside of the school and Sixth Form students are ambassadors for the school. As such, they are considered to be able to make informed choices about their conduct.

1. 95% attendance and punctuality to registration and lessons
2. Responsible behaviour in and around the school
3. Adherence to the expectations for Sixth Form students including dress code, work ethic and behaviour
4. Respect for all within the school community and the school buildings
5. The completion of all schoolwork on time.

Sixth Form Sanctions/Intervention

Persistent failure to meet the expectations of Sixth Form students will trigger a number of interventions being put in place. These will include:

Support interview with member of staff, normally the tutor and/or Head of Year/Deputy Head of Sixth Form

Practical support to improve learning behaviour

Supervised private study

Withdrawal of privileges

Concern letter/email sent home

Contact with parents/carers

Meeting with parents/carers

Personal Support Plan

Meeting with the Assistant Headteacher/Head of Sixth Form

Meeting with the Headteacher

Thomas Mills High School Sixth Form Behaviour Interventions

Stage One

Concerns raised by subject teacher, form tutor, Head of Department or the Sixth Form Team will trigger a conversation between the student and their tutor, who may then pass the concern to the Head of Year /Deputy Head of Sixth Form for further discussion with the student. Behaviour will then be monitored. Appropriate interventions could include:

lesson monitoring; lesson report; supervision of study; contact with parents/carers; subject report; Head of Year Report; Head of Sixth Form's warning letter

Recording will be through Arbor behaviour recording.

Stage Two

Support will be offered to the student. The nature of this support will be tailored to both the circumstances and the individual student.

This may take the form of:

- Meetings with the Sixth Form team to discuss progress, study skills etc;
- Being put 'on report' in order to enable the Sixth Form team to monitor progress.

At this point, parents may be contacted to alert them to concerns.

Stage Three

The student will attend a formal meeting with the Assistant Headteacher / Head of Sixth Form, in which they will be given a verbal and a written warning. At this point parents will be contacted and may be asked to attend a meeting. The student will be placed on a Pastoral Report.

Stage Four

The student will attend a formal meeting with the Sixth Form team. Parents will be asked to attend the meeting. A further formal written warning will be given to the student and parent.

Stage Five

Headteacher's intervention letter will be sent. This may include reference to the student being at risk of permanent exclusion.

Fixed Term or Temporary Exclusions

There may be circumstances where a student is excluded, for a fixed term, from Sixth Form. This will be a similar procedure for the rest of the school as outlined in the behaviour policy.

Behaviour likely to lead to fixed term exclusion may include:

- Threatening behaviour;
- Rudeness to members of staff;
- Violence;
- Bullying;
- Vandalism;
- Racism;
- Deliberate disobedience;
- Repeated disruption to the learning process;
- Behaviour deemed to undermine the good order of the school.

Following fixed term exclusion, parents / carers will be expected to attend a formal scheduled readmission meeting.

Permanent Exclusion

This sanction is used as a last resort or on occasions where the behaviour is serious and threatens the safety and wellbeing of students and staff in the school.

The Headteacher may decide that permanent exclusion is necessary. The reasons could include but are not limited to the following:

- When steps to encourage the student to obey the school rules have failed;
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school;
- Persistent and defiant behaviour including homophobic, sexist or racist bullying;
- Serious actual or threatened violence against a student or member of staff;
- Sexual misconduct;
- Supply or possession of an illegal drug;
- Carrying an offensive weapon.

Appendix B: Main School Detention Protocol

- **The only staff who can authorise a pupil being placed in a lunchtime main school detention are: Heads of Year and members of the Senior Management Team.**
- Where behaviour issues raise cause for concern **in lessons**, in the first instance, individual departments should apply their respective behaviour policies. These should normally include;
 - Notes in log-books
 - Subject staff detention
 - Departmental detention(s)
 - Should it be needed, arrangements in place for individual pupils to be removed from lessons and supervised by another member of the department (within their lesson where necessary)
 - Departmental report
 - Letter and/or telephone call home (with Head of Year knowledge and agreement)
- If a pupil refuses to attend a departmental sanction, it is the responsibility of the Head of Department to follow this up in the first instance.
- Form tutors and Heads of Year **must** be kept informed of departmental actions **in writing**, including copies of any letters or emails sent home, or notes from any discussions with parents via the telephone or in an arranged meeting (all of which need to be discussed in advance with Head of Year). This should also be recorded on Arbor.
- Where a pupil fails to engage with departmental sanctions and behaviour concerns persist, the Head of Department and/or subject teacher should liaise with the relevant Head of Year to discuss whether a lunchtime main school detention has become appropriate.
- Pupils will be informed by 'red slip' delivered to their Pd4 lesson, and Pd4 class teacher will be emailed and asked to deliver pupils to N4
- Where behaviour raises concerns **outside lessons** - for example, during lunchtime – the member of staff dealing with the incident can escort the pupil to main school detention between 1:00pm – 1.30pm and place them in detention with the supervising member of staff.
- Should the above occur at any time outside lessons, including lunchtime, it becomes the responsibility of the member of staff who initially deals with the incident to inform the relevant Form tutor and Head of Year, and report on Arbor.
- It remains key that the **behavioural expectations** outlined in the log-book are **applied consistently and fairly by all** to ensure that the very 'basics' are not undermined, and that respect for school rules and values are supported and upheld.
- Where a pupil's behaviour raises safeguarding concerns, these should be directed immediately to Louise Armes (Designated Safeguarding Lead) or Adam Chittock / Philip Hurst (Deputy Designated Safeguarding Leads), via My Concern.

Email home to parent to inform of Main School Detention

Dear

This email is to inform you that served a Main School Detention at lunchtime today.

The reason given was

I would appreciate your support by discussing this at home with to reflect upon and consider actions to ensure the behaviours that led to the detention are not repeated, and that the focus can return to learning.

Please contact 's form tutor, in the first instance, should you wish to discuss further.

Yours sincerely,

The Pastoral Team

Appendix C: Paper Incident Form



THOMAS MILLS HIGH SCHOOL –

INCIDENT REPORT FORM

Pupil

Form

Staff

Date

Factual account (*note: may be viewed by parents*):

Type of incident: Behaviour / Bullying / Violent / Sexual* / Racist* / LGBTQ+* / Other (note below)

What happened, where and when?

Continue over if necessary

Names of others involved:

Immediate action taken:

Continue over if necessary

Signed
.....

Date

Head of Year Action

Information added to Arbor ☐

Feedback to staff ☐

Signed

Date

Appendix D: Tackling Inappropriate (discriminatory or derogatory) Language and Behaviour

Purpose: To introduce the L, Q, E, E to insure a consistent approach to changing the discriminatory or derogatory use of language and behaviour to create a more kinder and inclusive community.

Context:

Nearly half of lesbian, gay, bi and trans pupils (45 per cent) – are bullied for being LGBT at school. Stonewall, 2017

Nearly one in ten trans pupils (nine per cent) are subjected to death threats at school
Stonewall, 2017

One in eight LGBT people aged 18-24 (13 per cent) said they've attempted to take their own life in the last year

Stonewall / YouGov 2018

99 per cent of gay young people say that they hear phrases such as 'that's so gay' and 'you're so gay' in school and 96 per cent hear homophobic remarks such as 'poof' and 'lezza'. The use of homophobic language often goes unchallenged by teachers and other school staff and at the same time is fuelled by celebrities using homophobic language in the public eye.

In 2020, 95 percent of young black people have witnessed or heard racist language at school in the United Kingdom, with 31 percent of respondents advising they experience this all the time

D. Clarke: 2021

Over half (54%) of female students and a third of male students (34%) say they have witnessed someone using sexist language at school.
'It's Just Everywhere':2017

- Deal with language every time it occurs

When dealing with inappropriate language consistency is key. The schools that are most effective are those that take this approach. This means that all members of staff, including non-teaching staff, challenge homophobic, transphobic, sexist and racist language whenever it is used.

- Report and record

Recording how, when and where each instance of biased language happened and what actions were taken as a result allow schools to identify trends and hotspots. It also helps to ensure that every incident is dealt with in the same way. If, for example, one particular friendship group keeps using inapparent language then a meeting with parents might be needed. If incidents are taking place across a particular year group then a specific interventions could be used. Students will often report issues using the online 'Speak up, Speak out'.

- Explaining language

Banning the use of certain words or phrases may seem like the easiest way to tackle biased language. Often, however, this isn't the best approach – we all know that the moment you tell a young person not to say something they will want to say it more. Many pupils who use inappropriate language don't realise that they're being homophobic and hurtful to gay people and will stop.

For example:

A Primary School in Wiltshire introduced a zero-tolerance approach to homophobic language. Whilst the use of such language decreased, the word 'gay' remained loaded. This became clear when a year six boy was talking about his uncle and mentioned that he was gay. 'You can't say that!' was the immediate response of several of his peers. It became apparent that an unintended consequence of the work was to suggest the word gay should never be used. The school realised that wider work to explain what gay means in its correct context was needed.

Talking about racist, sexist or homophobic remarks often helps young people to understand why the language is wrong.

- Changing the Culture

- Interrupt
- Question
- Educate
- Echo

Interrupt

You must speak up against every biased remark, every time it happens. Letting one go, then speaking up against the next one, sends an inconsistent message: that sometimes bias is ok; other times it isn't. Letting the first instance go without comment also sends the message to anyone within earshot that it's ok to say bigoted things.

So interrupt it. Every time. In the moment. Without exception.

Question

Asking simple, exploratory questions in response to bigoted remarks can be a powerful tool: "Why do you say that?" "What do you mean?" "Tell me more."

This doesn't work if you pepper the speaker with aggressive questions: "What exactly do you mean by that?"

Aggressive questioning can be counterproductive, closing off

communication rather than opening it. The gentle-but-clear "tell me more" approach extends the conversation rather than shutting it down.

Tone matters in these moments. Your goal is to understand the roots of the speaker's prejudices, then help add context and information to dispel them

Educate

Hate isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to diverse populations. Other times, people simply don't know the negative power behind certain words or phrases.

A good first step in a moment of bias—particularly if it's the first time you've encountered it with someone—is to explain why the term or phrase is offensive.

So, if someone says, "That's so lame" or calls someone a "bitch," not knowing the discriminatory or sexist power behind these words, you can offer background and context to encourage the person to choose a different expression

Echo

It's powerful to be the first voice that interrupts bias. It's also powerful on another level to be the second, third or fourth voice to join in the interruption. In group settings, if someone has said something biased, and not one but four people speak up, the echoing power of those voices can have a multiplying effect.

As the echoing voice, you can reiterate the anti-bias message, or you can thank the first person for speaking up—or both!

I overheard a side conversation where a student said, 'That's so gay.' I was shocked. I thought that phrase was rarely used. (Maybe I just wasn't aware.) Immediately, another girl in the group said that was a wrong thing to say. The first girl giggled and said she was just being funny. The second girl said it's not funny because it hurts people. I was impressed, so I jumped into the conversation. I told her, 'Thank you. I have a lot of respect for you speaking up like that, and I totally agree with you.'

Summary

- **Interrupt**

Speak up against every biased remark—every time, in the moment, **without exception**. Think about what you'll say ahead of time so you're prepared to act instantly

- **Question**

Ask simple questions to find out why the speaker made the offensive comment and how you can best address the situation. Try asking: "Why did you say that?" or "What do you mean?"

This also allows time for self-correction.

- **Educate**

Explain why a term or phrase is offensive. Encourage the person to choose a different expression. Hate isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to a diverse population.

- **Echo**

If someone else speaks up against hate, thank her and reiterate her anti-bias message. One person's voice is a powerful start. Many voices together create change. Try saying: "Thanks for speaking up, Allison. I agree that word is offensive and we shouldn't use it."

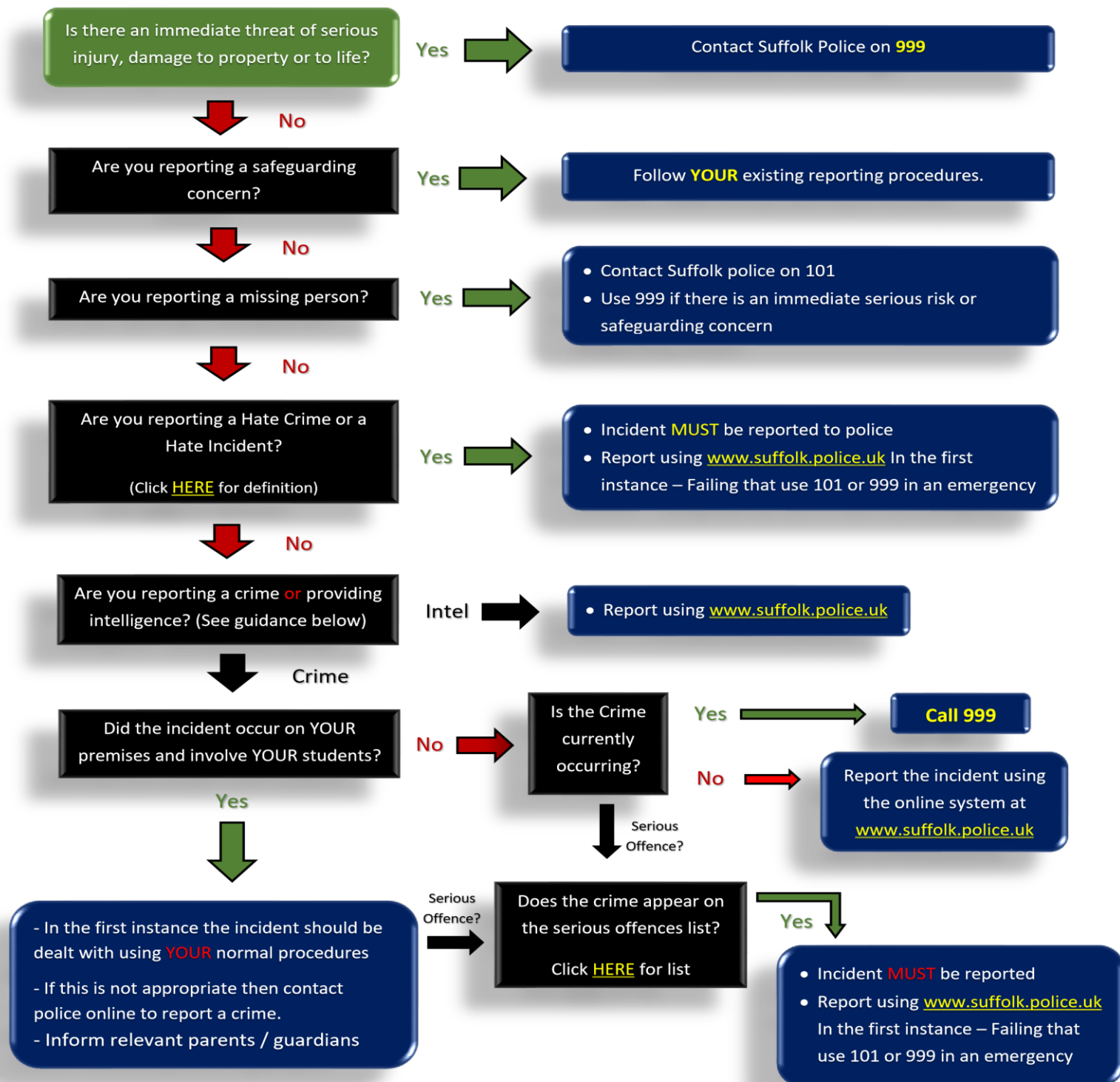
Suggested Areas for Response

1. "That's so gay"
2. "Non-binary? That's not a thing. If born a boy, you're a boy. Anything else is weird."
3. A student holds up the corners of their eyes and says "Ching chong china man"
4. "You're a faggot. I can say that, because I am gay."

5. Students are in groups & you overhear one say, "Good, you can be our token black."
6. "That's so retarded. You got such a low mark – you're definitely a retard!"
7. On the way to lunch, you hear a girl say to her friends, "C'mon bitches, let's go eat."
8. Students chant to a classmate with hearing aids, "Can you hear me now?"
9. "Oh calm down woman"

Appendix E: Reporting and Sharing with the Police

Schools Incident Reporting Flow-Chart



Please do not report incidents or intelligence to individual police officers via e-mail as the officer/s may not be on duty. The incident or intelligence might not be reviewed for some time and could leave individuals at risk.

Appendix F

Classroom Behaviour Protocols and Emergency Alert Procedures

The R's of dealing with Disruptive Behaviour

Staff will be expected to follow the 4R's, with all year groups, when dealing with disruptive behaviour in the classroom environment. These are outlined below:

What	When	How
REMIND	After initial behaviour management strategies have been tried and pupil continues to fail to meet expectations, and as a result effects the learning of others.	Re-iterate expectations and remind pupil that the behaviour they have demonstrated is not acceptable. Issue a clear, calm FIRST WARNING - REMIND .
RESET	Having given a clear first warning, if pupil continues to behave in a manner that is disruptive and impacting the learning of others.	An opportunity to "reflect and reset" (outside of the classroom if teacher deems appropriate), in the form of a short, private conversation with the pupil. Ask them to reflect on their behaviour and how is it impacting their learning and the learning of others. Issue FINAL WARNING - RESET . If this is happening regularly in lessons, classroom teacher sanctions / strategies to improve behaviour, should be considered.
REMOVE	Despite following the process at the previous two levels and allowing take up time, there is no change in pupil behaviour, which means their behaviour continues to impact the learning of others.	Teacher should ask a member of the department, as per agreed department removal timetable, to REMOVE disruptive pupil, who will remove pupil to another teaching room within the department. If this needs escalating further due to non-compliance, an available more senior member of staff can be called by pressing the "Emergency Alert" button.
RESTORE	Following a pupil being REMOVED from your lesson; after the lesson and, where possible, before the next lesson, classroom teacher should have a restorative conversation, facilitated by the Head of Department.	Teacher should telephone parent to inform of removal from lesson and (if a repeat) arrange a meeting with pupil and parents to discuss the behaviour that has led to the removal of the pupil from your lesson. Heads of Department should arrange sanction (the same or following day) and a restorative conversation, prior to next lesson to RESTORE the relationship. Department actions such as a department report should be considered.

Adjustments may occasionally be made for those whose SEND / individual needs may affect their behaviour. In such instances, **individual protocols**, which will have been shared, must be followed.

Emergency Alert Procedures (Formally on-call)

- **Medical emergencies** - In event of a medical emergency, the "Emergency Alert" button on Arbor should be pressed and as much information given as possible, so that appropriate action can be taken and first aiders can attend.
- **Incidents where safety is compromised** - In the event of an incident that compromises the safety of other students and/or staff, the "Emergency Alert" button on Arbor should be pressed and as much information given as possible, so that the staff can attend and support.
- **Removal of students from lessons** - In the event of a student being **REMOVED** from lesson and not responding to the in-department solution (or cross-department agreed plan), "Emergency Alert" should also be used, so that an available more Senior Member of staff can support.
- **Pupils missing from lessons** - In the event of a student being missing from your lesson when the register is taken the "Emergency Alert" button on Arbor should be pressed, only when there is no information on the register as to where they are (i.e. a music lesson, school nurse appointment, careers interview etc.)
- **Pupil leaves lesson without permission** - In the event of a student leaving your lesson without expressed consent (with toilet pass and logbook note).

In the final two scenarios above, office staff / support staff / SEN staff will check known *hotspots* before liaising with HOY to agree a plan of action. This will then be passed to a member of SMT.

It is **VITAL** that if/when the pupil arrives/returns, that the "Emergency Alert" button is pressed again, and the office is informed with the message: "[Insert pupil name] has arrived/returned and is in class."

With this in mind, it is the responsibility of those staff who have pupils out of lessons, to share this important information with the attendance officer / school office. In most circumstances, this should be done well in advance.

Anti-Bullying Report Form

Name of student: _____ Form: _____

Name of perpetrator: _____ Form: _____

Name of person completing form: _____

Date, time and location of incident:
Brief summary:

Pages 1 & 2 should be completed and passed to the Assistant Headteacher (Behaviour).

If there is an immediate risk of harm, follow the Safeguarding procedure.

Details of what happened:
Names of potential witnesses:

Type of bullying (Please tick)

Emotional (being unfriendly, excluding, tormenting)	
Physical (pushing, kicking, hitting, punching or use of any violence)	
Racist (racial taunts, graffiti, gestures)	
Sexual (unwanted physical contact or sexually abusive comments)	
Homophobic (focusing on the issue of sexuality)	
Verbal (name calling, sarcasm, spreading rumours, teasing)	
Cyber	

Checklist

Investigation completed	
Parents Informed	
Support Identified	

Tutor check in established	
Fortnightly check in with parent and student complete	
Head of year reviewed	
A/H reported on Arbor (perpetrator)	
A/H reported on MyConcern (victim)	
Self-reflection form completed (victim)	
Childline number issued (0800 11 11)	
Resolution:	

Bullying

Bullying is intentional behaviour that hurts someone else. It includes name calling, lifting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home and online. It's usually repeated over a long period of time and can hurt a child emotionally and physically. (NSPCC)

Action

Follow the anti-bullying procedure.

Child on Child Abuse

Child on child abuse (including harassment and violence), domestic abuse with intimate relationships, sexual violence and sexual harassment **MUST** follow the child protection and safeguarding procedures because of the risk of **HARM**.

Further Support

Childline Tel: 0800 11 11

Kidscape web: www.kidscape.org.uk

Appendix H

Bullying Incident Self-Reflection Form

(To be completed after the process and filed with log)

Has the matter been resolved? (Please circle ONE):

YES – fully	
YES - partly (explain why you think this and the lead staff member will feedback to you)	
NO (explain why you think this and the lead staff member will feedback to you)	

Has anything else happened since this incident you would like to make us aware of:

Upon reflection, how could you have behaved differently?

How do you feel about the incident now?

What would you like to happen next?

Student Signature:

Date:

Thomas Mills High School & Sixth Form Behaviour Learning Journey

