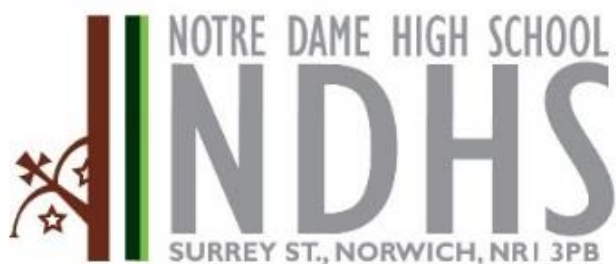


Date formally ratified at
Full Governors Meeting
3 July 2025



Review
Pastoral & Admissions
Committee

BEHAVIOUR FOR LEARNING POLICY

NOTRE DAME HIGH SCHOOL

Part of St John the Baptist Catholic Multi Academy Trust
Company No: 7913261
Registered Office: Surrey Street, Norwich NR1 3PB

THE SCHOOL MISSION STATEMENT

I have come so that they may have life and have it to the full
(John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus,
specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and
compassionate young leaders.



If you need this document in large print, audio, Braille, alternative format or in a different language please
contact the Company Secretary on 01603 611431 and we will do our best to help.

Behaviour for Learning Policy

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A. Aims

- To set out clearly the rights, rules and responsibilities for all students to achieve good behaviour and effective learning at Notre Dame High School
- To ensure that all staff motivate their students by using a variety of rewards to recognise good behaviour, as individuals and as a whole class in a structured way
- To set out for students, staff and parents the expectations of acceptable behaviour in and around the school
- To show how students are encouraged to value themselves and their own efforts, their class and their school, so that they can grow socially, personally, spiritually, and academically.
- To acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).
- To ensure consistent procedures by all staff in the management and recording of behaviour
- To ensure that the relevant forms are used to record events and process sanctions. These are indicated in *italics* and can be found in the Staff/Pastoral/Templates folder

B. Principles – Behaviour Standard for students and staff

Learning how to behave and form positive relationships is as important to learn as any other subject. Our expectations of students are made explicit in lessons and also articulated through assemblies, the student planner, school website, newsletter, notices and displays around the school.

Following the teaching of Christ we will respect others, and be ready to:

- Respect each other and our environment
- Develop an ethos that supports forgiveness and reconciliation
- Use restorative approaches to resolve issues
- Follow instructions and cooperate
- Take pride in our appearance
- Learn to the best of our ability and encourage others to do the same
- Attend every day and arrive on time for school and all lessons
- Bring the right equipment
- Come and go in an orderly manner

Student responsibilities are to:

- Abide by the principles of the Behaviour for Learning Policy
- Work to the best of their ability and encourage others to do the same
- Treat others with respect and understand the effect that their behaviour has on others
- Be punctual, fully equipped, and ready to work
- Follow instructions first time, cooperate with others
- Take care of property and the environment
- Wear correct uniform/dress code at all times

Our expectations of staff are articulated through the Cornerstone handbook, policies and other documentation, at staff, Form Tutor and department meetings and training. The school's measures to prevent all forms of bullying amongst students are addressed in the school's Anti-Bullying Policy.

Staff responsibilities are to:

- Model leadership inspired by the image of Christ
- Seek to raise the self-esteem of all students and develop their full potential
- Work in close cooperation with parents in matters of behaviour management and encourage students to reflect on and take responsibility for their own behaviour
- Create and maintain an ordered and calm atmosphere in which all feel secure
- Monitor any difficulties and take early action as appropriate to minimise negative behaviour
- Recognize and celebrate students' achievements

- Implementing the behaviour policy consistently
- Recording behavioural incidents promptly on the school bromcom system
- The Leadership team will support staff in responding to behavioural incidents

The Headteacher responsibilities are to:

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

The governing board responsibilities are:

- To monitor this behaviour policy's effectiveness and hold the headteacher to account for its implementation

C. Parental (or Carers/Guardian) participation

We believe that partnership with parents is essential. Based on good relationships and effective communication, it will contribute to the success of students in the school. Our relationship with parents is based on the below key principles, which form a contract between parent/student (6th Form) and school upon acceptance of a place for their young person at this school.

At Notre Dame High School:

- Parents/carers are involved at an early stage when a student's behaviour causes concern
- parents/carers attend parents' evenings and functions
- parents/carers attend meetings to discuss their young person as requested
- parents/carers check and sign the student planner weekly
- parents/carers support the school in achieving a minimum of 90% attendance rate for their young person
- parental letters, emails or telephone calls are dealt with promptly
- interviews are arranged quickly and appropriate information made available
- parental requests for reports on work and/or behaviour are dealt with efficiently
- records are kept of all home-school communication on Bromcom (Central Management Information System)
- parents/carers support the use of after school detentions
- parents/carers support and abide by all policies and procedures in place upon enrolment of their young person and as amended from time to time
- parents/carers inform the school of any changes in circumstances that may affect a students behaviour

D. Rewards

The essential importance of creating a positive atmosphere characterised by genuine praise and encouragement is recognised by numerous means including:

- informal praise from staff
- written comments on work
- positive phone call or letter home

- Celebration assemblies including certificates and prizes
- Learner Profile credits on Bromcom
- work put on display
- Prefect or Head Student status
- congratulations in the newsletter

Staff should strive to give appropriate praise in every lesson to acknowledge students' positive attitude to learning, behaviour and progress.

E. Lesson – expectations for behaviour, learning and attendance

We operate a 12 point plan for lessons:

1. Lessons start promptly on the bell
2. Teacher greets students at the door with a view of the corridor and the classroom
3. Class enter calmly and quietly, welcomed and uniform/dress code checked on entry and exit, students begin retrieval practise, which is on the board. This is completed in silence.
4. Seating plan, identifying vulnerable students, in use – recorded on Brom Com
5. Subject register taken and submitted (5 minute window)
6. Learning outcomes, including how the learning links to previous learning, and what the learning will lead on to, are shared with students including behaviour expectations if required
7. When the teacher talks the class are silent
8. Students remain focused on their learning throughout the lesson with the teacher stopping any off task talking or playing with equipment
9. The teacher build periods of silent work into their lesson to allow deep thinking to take place
10. Quiet calm dismissal at the end of the lesson, students dismissed row by row swiftly and efficiently
11. Students only leave the classroom for the toilet if authorised by the Head of Year or in the event of an emergency. (Staff will use professional judgment and liaise with HOY if requests are frequent)
12. There is to be no refilling of water bottles during lesson time

F. Behaviour Management Procedure

Staff are seen to be effective in the eyes of students when they clearly take responsibility for the conduct of those they teach. These procedures are to be seen as a coherent support structure, which should encourage departmental staff to take initial responsibility. The biggest factors in ensuring good classroom discipline are ethos, a restorative approach, routines, shared expectations, consistency, fairness, good teaching & learning, scaffolding, applying knowledge of SEN and any other relevant needs. Discipline is not something you do to a student; it is something you help a student to achieve. This behaviour policy is in accordance with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN) and in accordance with section 91 of the Education and Inspections Act 2006, which states that the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. All staff utilise the Norfolk Steps training to support de-escalation and behaviour management .

Our behaviour management procedure has at its core 7 principles:

Before:

1. Set out our expectations
2. Model the behaviour and language you expect

During:

3. Give students choices, rather than box them into a corner
4. Avoid the public arena by being prepared to defer issues
5. Think – *de-escalation(Norfolk Steps focus)*

After:

6. Create a *Restorative* opportunity to enable the student and staff to have a fresh start
7. Record serious and/or persistent events on Bromcom including the action taken
8. Persistent behavioural issues could result in the student being issued with a positive behaviour plan – produced with the input of all appropriate professionals working with the student.

Many issues can be quickly resolved by a discreet gesture or quiet word with student concerned ("What are you doing? What should you be doing?"). Most incidents can be resolved with in-class strategies before having to rely on school system. A small number of identified students are allowed to attend the Learning Support Centre (LSC) by prior arrangement. If this is the case, they will have permission in their planner. If the situation is not resolved, stick clearly to the school behaviour procedure:

Stage 1: Verbal warning – You are told what you have done wrong and how to behave appropriately

Stage 2: Recorded warning – You may be asked to leave the room. You will show that you understand what you did wrong and agree to behave. You will be told that if your behaviour does not improve, Leadership assistance will be requested, and you may be sent to Time Out. **The incident is recorded on Bromcom.**

Stage 3: Time Out/Dept. detention – Leadership Team on Call will be contacted, to discuss the behaviour of the student and where in the best interests of the class (at the discretion of the teacher), to escort individual pupil to the LSC (for 6th Form, 6th Form pastoral). On arrival, you will be given the opportunity to reflect on your behaviour and how to improve. Alternatively, you will receive a Dept. Lunchtime Detention to help you to reflect on how to improve within that subject. **The incident is recorded on Bromcom.**

Stage 4: Head of Year support – This is required if you are involved in a serious incident or a number of minor incidents in a short period of time. HoY support is also requested if you fail to attend a lunchtime detention. The Head of Year provides an appropriate sanction such as an after-school detention or removal from lessons. Your family will be informed and you may be put on report or a Behaviour Agreement or a Pastoral Support Plan. When appropriate, the HoY will arrange additional support, such as sessions with a Mentor and/or a restorative meeting.

Stage 5: Senior Leadership support – This is required if you are involved in a very serious incident, or if you misbehave for a longer period of time. The Head or Deputy Headteacher will provide an appropriate sanction such as an inclusion or a suspension for a fixed period of time. Restorative meetings will be arranged with those involved. You may be put on a Pastoral Support Plan and regular meetings will be arranged with your family. The Deputy Headteacher/HoY may request a referral to work with other agencies to assess the needs of the student displaying continuous disruptive behaviour.

When a student is sent to Time Out or the 6th Form pastoral office they must comply. Finding their Form Tutor or Head of Year (HoY) is not an option. If they refuse to leave the room, or if you are concerned that they cannot be relied upon to go to Time Out without supervision, contact main reception to request Leadership Team support.

If an incident is sensitive an email to relevant staff should be completed instead of putting an event on Bromcom. For Safeguarding incidents, use CPOMS to refer to the Safeguarding Team.

If witness statements are required a **Witness Statement Form** should be completed by the student(s) concerned in Pastoral Office or the LSC. However, if a potential safeguarding issue, do not request a witness statement written by the student. Instead alert the **Safeguarding Team via CPOMS**. Further advice on the procedures for dealing with specific serious incidents can be found in the Safeguarding Policy, Anti-Bullying Policy and the Drugs Education Policy.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (DfE Guidance, Use of reasonable force 2013).

G. Restorative Approach

If staff have sent a student to Time Out/6th Form pastoral, staff will meet with them prior to the next lesson to discuss what went wrong. Actively listening to the student's perspective and making explicit expectations. It is also important to show forgiveness as this is fundamental to our Mission Statement. The next lesson is a fresh start for student and staff. Staff may request support in the meeting to speak to the student from the relevant HoY or a member of the LSC Team.

When a student has physically and/or verbally abused another student, in most cases it is important that a restorative meeting takes place to enable them to resolve the situation and to understand what happened from each other's perspective. This approach can also be used when a student has disrupted the learning of their peers in order for them to understand the negative impact of their actions.

H. School sanctions guide

The 3 aims of any sanction are to ensure that the student understands **why** their behaviour was inappropriate, **how** they should behave and **what** they need to do to change their behaviour. When addressing behavioural issues it is important to be assertive rather than passive or aggressive.

Passive ✗	Assertive ✓	Aggressive ✗
Inconsistent reaction, lack of routines/rules	Sets fair boundaries and clear routines	Unfair expectations/rules
Tolerates/accepts poor behaviour	Listens to student and makes own expectations clear.	Poor listening, confrontational, sarcastic
Gives praise even when students do not deserve it	Gives genuine praise for achievement and effort	Labels students and does not acknowledge when they improve

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. When necessary, a range of sanctions are available. There is no simple fixed tariff, however, the Behaviour Agreement Stages (BA1-8 Stages) provide guidance on a choice of recommended options. Decisions about consequences and the level of sanction are based on the precise circumstances of an incident and what led up to it. Consideration as to whether the student has special educational needs and/or behavioural, emotional, social difficulties are taken into account. Sanctions are monitored as appropriate to ensure that they are applied in a consistent and appropriate manner by all staff.

The school should consider whether the behaviour under review gives cause to suspect that a young person is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Issues within Department until 3rd Action becomes ineffective or inappropriate.

In Class Behaviour	Level 1 Action	Level 2 Action	Level 3 Action
Disruptive / Unco-operative	In class verbal warning	Outside class warning /moved, Bromcom event	Dept. Det./Inclusion or Time Out, Bromcom event

Issues requiring HoY intervention. BA = Behaviour Agreement Levels – (refer to section T outlining behaviour for learning agreements levels in detail.)

BA1 – Lunchtime Detention

BA2 – Afterschool Detention/Formal School Detention

BA3 – 1 Day in Remove

BA4 – 2 Day in remove

BA5 – 1 Day or more inclusion in another school/or 1 day or more suspension

BA6 – Short suspension of up to 5 Days

BA7 – Longer Suspension/ consideration of DOWIMM (Directed off site with intent to manage move)

BA8 – Permanent Exclusion

Behav. for Learning	Level 1 Action	Level 2 Action	Level 3 Action	Level 4 Action
Persistent disruption to 2+ subjects	BA 1	BA 2	BA 3	BA4+ (Pastoral Support Plan)
Persistent failure to do work in 2+ subjects	BA 1	BA 2	BA 3	BA 4+ (Pastoral Support Plan)
Failure to attend Subject Det.	ASD	FSD	Meet with Deputy Headteacher + FSD	BA 3+
Social Behaviour	Level 1 Action	Level 2 Action	Level 3 Action	Level 4 Action
General poor behaviour in/around school	BA 1	BA 2	BA 3	BA 4+
Rude or lying to staff	BA 2	BA 3	BA 4	BA 5+
Swear at or defy staff	BA 3	BA 4	BA 5	BA 6+
Malicious accusations against school staff	BA 5	BA 6	BA 7	BA8
Dangerous/Anti-Social Behaviour	BA 3	BA 4	BA 5	BA 6+
Sexual Violence/harassment	BA3	BA4	BA5	BA6+
Bullying – for example involving racism, homophobic, cyber, sexist, sexual.	Meeting with HOY/ Deputy Head teacher BA 3.	BA 4	BA 5	BA 6+
Poor behaviour on transport	Meeting with Deputy Headteacher /HOY. BA 2	BA 3	Up to 4 days ban on transport, BA 4	5+Days ban or suspension BA 5+
Fighting/Physical Violence	BA 3	BA 4	BA 5	BA 6+
Systems	Level 1 Action	Level 2 Action	Level 3 Action	Level 4 Action
Smoking/Vaping anywhere in uniform on/off school site. Or not in uniform smoking off site before/ after school	BA 2	BA 3	BA 4	BA 5+
Truancy – on site	BA 2	BA 3	BA 4	BA 5+
Truancy – off site	BA 3	BA 4	BA 5	BA 6+
Inappropriate uniform	Interview with FT. Send to Pastoral	Interview with HoY. Letter to parents	BA 3	BA 4+
Inappropriate piercings (until removed)	Send to Pastoral. Interview with HoY. BA 2	BA 3	BA 4	BA 5+
Missing FSD	Discussion with the HOY. BA3	BA 4	BA 5	BA 5+
Poor behaviour in LSC.	Repeat day in remove BA3	BA 4	BA 5	BA 6+
Illegal Substances/prohibited items Or Theft	Student removed to LSC. Headteacher and Deputy informed.	BA5	BA6+	BA7+

Mobile phone use on school site	BA2	BA3	NA	NA
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I. Allegations against staff

Notre Dame High School will not support any member of staff who abuses young persons, or who threatens the safety of young persons (also refer to whistle blowing policy).

However, the school takes false, mischievous or malicious allegations seriously. We will act to protect staff against whom malicious allegations have been made (refer to DfE Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff, 2012). Staff will endeavour to understand what the motivation for the false accusation was and take appropriate action if required. In serious cases, suspension or permanent exclusion may apply, and referral to the police if there are grounds for believing a criminal offence may have been committed.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

J. Uniform

Our school's uniform policy plays an important role in developing our community spirit. Students who wear the correct uniform and look smart give a clear message that they are a member of our community. In lessons, students who are dressed appropriately show their teachers that they are engaged in their learning and have set themselves high standards to achieve their best. As the vast majority of our students do support our uniform policy, it is unjust for a small minority not to comply. All students are issued with a school planner at the start of each academic year this contains a uniform card. If a student is not wearing the correct uniform or wearing their uniform inappropriately as described in the planner and on the school website they will be issued with a mark in their uniform card. Every time a student equates 3 uniform marks on their card they will be issued with an ASD. It is the responsibility of the member of staff signing the 3rd mark on the students uniform card to send them to the pastoral office where they will be issued with an ASD stamp in their planner. Persistent breaches of uniform is deemed as defiance and appropriate sanctions will be used.

It is the Form Tutor's responsibility to ensure that every member of their class is wearing the appropriate uniform as described in the planner. Any students wearing the wrong uniform, or missing part of their uniform must be sent to the Pastoral Office by 9:05. The event must also be recorded by the Form Tutor in the student's uniform card in the planner. It is the teacher's responsibility to ensure that every member of their class enters the classroom looking smart. If a student is inappropriately dressed on more than one occasion, the teacher must record this on Brom Com so that appropriate action can be taken. Where uniform problems become a matter of defiance, the student is removed by their HOY and parents/carers informed. Regular uniform checks will be carried out by HOYs and PSWs.

The Headteacher or a person authorised by the Headteacher may ask a student to go home briefly to remedy a breach of the school's rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach. The student's parents/guardians must be notified and the absence should be recorded as authorised. When making this decision, the student's age, vulnerability, how easily and quickly the breach can be remedied, and the availability of the parent, will need to be considered. If the student then repeatedly infringes the school's rules on uniform or appearance, this may be grounds for exclusion.

Staff should be considerate and discreetly try to establish why a student is not appropriately dressed. A student should not be made to feel uncomfortable, nor discriminated against, if their parents are unable to provide them with the required items of school uniform. The school will give parents time to purchase the required items and advise on

charity or other sources of funding. The school also has a second-hand uniform facility that all parents and students can access to support with free uniform, details can be found on the schools website under uniform.

For 6th Form students see the 6th Form Dress Code Policy.

K. Attendance

It is a legal requirement for Form Tutors to complete the Bromcom register at the start of each morning and teaching staff to complete a pm registration after lunch break at the start of period 4. Wherever possible – and certainly where there are concerns about attendance – parents or carers will be contacted by a truancy call text on the day of an absence or called by a member of the Pastoral Support Team.

All students (other than sixth formers) must remain on the school site at lunchtime.

If a student is unwell, they must report to student reception where their condition will be assessed and appropriate action taken. Students must not phone home and ask parents to come and get them.

Lateness to school and lessons is monitored for all pupils in Yr7 to 11. If a pupil repeatedly arrives late to am registration without a legitimate reason they will be issued with a lunch time detention from 12.35 – 1pm on the day of lateness. Persistent lates to lessons are monitored by the HOY and school Attendance Lead - If this persists HOY will invite parents in for a meeting with the School Attendance Lead to discuss concerns.

The HoYs have a regular formal meeting with the Attendance Lead to discuss issues including attendance. They set attendance targets for individual students and review these regularly. This information is communicated to governors and parents. In instances of poor attendance, the Attendance Lead works in conjunction with the school's Attendance advisor and Young Person's Services to inform families and address concerns, following the school attendance policy and DfE working together to improve attendance guidance 2024.

L. Behaviour off school premises

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 and the DfE Guidance on Behaviour in Schools (2024) gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." As an underlying principle we consider a student's behaviour on a school trip, travelling to and from school and in the city centre, whether in school uniform or in some way identifiable as a member of the school to be as much a matter of our concern as their behaviour when on the school site. Students are expected to represent the good name of the school among the wider community. Misbehaviour at any time 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 will be subject to the school behaviour policy. Appropriate sanctions will be applied as for similar incidents on the school site and when required the police will be informed and/or the incident will be referred to appropriate authorities by the Leadership Team/ Headteacher.

Suspected criminal behaviour

In cases where a member of staff or the headteacher suspects criminal behaviour, the school will follow the DfE Guidance on Behaviour in School (2024), that states the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and school should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school should ensure any further action they take does not interfere with any police action taken. However, school retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

M. Behaviour Online and on the School's IT Network

The way in which students relate to one another online can have a significant impact on the culture of the school. Negative interactions online can damage the school's culture and can lead to the school feeling like an unsafe place. The school expects the same standards of behaviour of students online as apply offline, and everyone should be treated with kindness, respect, and dignity.

If a complaint is made about a student's behaviour online and/or on our network, either during or out of school hours, the incident will be investigated by appropriate staff.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following our school child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where school suspects a student of criminal behaviour online, we will make an initial assessment of whether the incident should be reported to the police following the Behaviour in Schools guidance outlined by the DfE Feb 2024.

When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Such reports or concerns will be followed up using the principles set out in Keeping children safe in education. The UK Council for Internet Safety also provides guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture and school will sanction students when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

For any online incident outside of school, the families of the students concerned will be written or spoken to. They will be given advice on how to deal with the situation and of any sanctions incurred. Web addresses for more information and how to report incidents to the police if appropriate will be shared.

If the incident has a safeguarding element to it, the Safeguarding Team will lead the investigation.

For incidents using the network, the student will receive an appropriate sanction and attend a meeting with the Network Manager and their parent/guardian to resign the Acceptable Use Policy.

N. Child-on-child sexual violence and sexual harassment

The school follows a behavioural approach, including sanctions when appropriate, to reinforce a culture where child-on-child sexual violence or sexual harassment offline or online is not tolerated. The school and its staff will challenge all inappropriate language and behaviour between students with the aim to create a culture in which sexual harassment of all kinds is treated as unacceptable. The school will not normalise sexually abusive language or behaviour by treating it as 'banter', we advocate for high standards of conduct between our students and staff and strive to demonstrate models manners, courtesy and dignified and respectful relationships.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis. The safeguarding Team, Head and Deputy Head will make a decision on the need to report the incident to the police or local children's social care.

The incident will then be investigated by appropriate staff and the incident will be recorded on the school CPOM system shared with the Designated Safeguarding Lead and the Safeguarding Team. The Safeguarding team will lead the investigation as required and appropriate sanctions will be actioned in line with the guidance outlined in the DfE Behaviour for Schools Feb 2024 document.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will the victim ever be made to feel ashamed for making a report or their experience minimised.

The school works closely with Local Safeguarding Partners (LSPs) so we are aware of the range of support available to young person and young people who are victims or who perpetrate harmful sexual behaviour.

O. Illegal substances

The bringing into school of any harmful substances is not allowed, and students are reminded of this.

Management of Drug Incidents

- i. If a student is discovered possessing or suspected of, using or supplying any drugs, by any member of teaching or non-teaching staff, they will be referred to the Headteacher, Deputy Headteacher or Head of 6th Form.
- ii. Should any drugs be found in a student's possession whilst in school, irrespective of whether for their own use, passing, receiving or supplying, the student will be immediately isolated from other students pending further investigation (preferably to the Learning Support Centre). This will be a neutral action of removal from lessons until evidence or proof of wrong-doing (or otherwise) is available.
- iii. The Headteacher or Deputy Headteacher will arrange to interview the student in the presence of another adult witness. They will seek to secure the voluntary production of any substance believed to be concealed on the student's person, following the Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies, DfE Document (2022). The student/s will also be asked to complete a witness statement regarding the incident.
- iv. Should the investigation prove positive relating to an illegal substance, the police will be consulted. Parents/Carers will also be contacted and the school's DSL will be informed. In the event of a student voluntarily disclosing possession of illegal substances the above actions by staff will also apply. (See the Drugs Education and Substance Abuse Policy and DfE Guidance for Behaviour in School 2024).
- v. Suspensions are given for possession or supply of any drugs. However, there may be circumstances in which a student is permanently excluded for a one off offence for possession or supply of an illegal substance. The decision to exclude a student permanently always balances the needs of the individual against the greater good of the school community.

P. Screening, Searching and Confiscation

The school complies with the Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies, DfE Document (2022).

Key points of the document

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

- Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes or vapes, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 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.
- Weapons and knives and extreme or young person pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.
- The member of staff conducting the search must be the same gender as the student being searched. Another member of staff must be present and when possible, they should be the same gender as the student being searched.

Notre Dame rules on screening, searching and confiscation

- The school defines banned items as anything that is illegal and/or could harm someone or damage property.
- When possible, the student should be searched without other students being present.
- When possible, the search should be undertaken by a Head of Year, Deputy Headteacher, member of the Safeguarding Team or a member of the Leadership Team.
- Items confiscated within the school must be taken straight away to the Pastoral Office by a member of staff to be stored securely.
- Students taken to be searched must take with them all their belongings including bags and clothing. Students' lockers should be included in the search.
- If an illegal item is confiscated, the student's mobile phone also needs to be confiscated. The student should have no contact with peers or people outside school as these could be involved in a subsequent criminal investigation.
- If the decision is made to involve the police, they will then lead the investigation. This includes a decision about contacting parents, which should not happen before the police advise.
- If on a school trip, the search should be undertaken by the trip leader when possible, or be delegated to an appropriate member of school staff. Any confiscated items must be given to the trip leader to store securely.
- The student's parent/carer will be contacted to inform them why their young person has been searched.
- For further information on incidents involving illegal drugs, refer to the school's Drugs and Substance Misuse Policy.
- Any searches by a member of staff for prohibited items and all searches conducted by the police will be recorded on the school safeguarding reporting system (CPOMs). The report will follow the DfE guidance outlined in section 45 of the Searching, Screening and Confiscation advice for school document.

Q. Physically restraining Students

In exceptional situations, it is necessary to physically restrain a student as a last resort. This means that students should only be restrained when restraining them cannot be avoided and restraining them is necessary because of your duty to care to the student or others (DfE Guidance, Use of reasonable force 2013). Leadership Team should then be requested by contacting main or student reception. You can only ethically justify denying the student's right to freedom of movement if the circumstances are exceptional and restraining them is the only practical way you can secure their welfare or the welfare of others.

There will be students who because of increased levels of risk require individual risk assessments and behaviour intervention plans. The intention of such documentation is to protect the safety and interests of both students and staff. It is the duty of the individual member of staff to be fully aware of the contents of any such risk assessment or behaviour intervention plan and any amendments.

During physical intervention Norfolk Steps protocols should be followed at all times. These include:

- Monitoring the health of the student
- Minimising as far as possible any pain or discomfort
- Avoiding pressure on or across joints
- Constantly reviewing the need for the physical intervention to continue and the nature of that physical intervention

It is important to end the physical intervention as soon as possible, based on experience and knowledge of the student. The safest approach to take involves gradually through dialogue and ongoing assessment allowing the student to regain control. It is essential at this time to avoid any recrimination or blame and to communicate in a calm and controlled way.

After any serious incident involving physical intervention the following procedures must be followed:

- The Deputy Headteacher, Student Welfare, Headteacher and Head of 6th Form (where appropriate) are informed as soon as possible after the event
- A serious incident report is completed prior to the member of staff involved leaving the building
- Parents/carers are informed as soon as possible
- Any other agencies are informed in line with school policy
- That in the event of an incident triggering a review of any existing individual risk assessment or behaviour intervention plan that this is completed

R. Bromcom Recording and Tracking – Events

Bromcom events are used to build up a more complete picture of our students – assessing their Learner Profile, behaviour concerns and mentoring targets. Bromcom events need to be simple and not include the names of other students. Also select what action has been taken. The Learner Profile Credits are also used to generate individual and form rewards.

HoYs do a daily sweep of their year group's events. They will then organise additional sanctions and/or interventions if required. The events are compiled and included in each student's review/report. They are also used by Form Tutors to identify students for mentoring and to form a basis for setting targets.

Learner Profile Credits	Give a reason for the credit and which aspect of the profile it relates to
Personal Organisation	Punctuality, uniform, planner, key task/coursework/hwk. incomplete
Behaviour – Action taken	Give short description of the event and select which action taken <ul style="list-style-type: none"> • Level 1 Student moved within lesson • Level 2 Student discussion outside lesson • Level 3 Time Out (LT callout) / Dept Remove Report • Departmental Detention
Serious Behaviour Concern (entered by Pastoral Support Worker or LSC staff)	<ul style="list-style-type: none"> • Truancy • Chewing Gum • Community Service • Remove • After School Detention • Suspension or Exclusion
Mentoring	<ul style="list-style-type: none"> • LSC Mentoring • External Mentoring

S. Serious Incident Reporting Process

Different Routes to Identifying Issues

- Students speak to a member of staff and complete witness statements to be sent to Pastoral Office
- Staff record incidents as Bromcom events

- Form Tutors, Teachers, LSAs, PSWs and/or LSC staff raise concerns with HoY/Deputy Headteacher Student Welfare
- Parent(s) communicate via letter, email or phone, this may lead to a parental meeting to explore the issues further

Investigating and Recording

- The evidence of the issue is given to the HoY
- The HoY speaks to students and staff concerned and requests additional witness statements/Bromcom events if required
- If LSC support required, HoY informs the LSC Manager by phone or email.
- If request for Suspension, HoY emails SIR draft or discusses with the Deputy Headteacher Student Welfare and Headteacher. They then agree on who leads Suspension process.
- When issue resolved HoY updates the Serious Incident Report and emails to PSW.
- Relevant hard copy evidence including SIR and witness statements are stored in Students school file by PSW.
- If the issue includes child-on-child sexual violence and sexual harassment offline or online the Safeguarding Lead is alerted by the HoY and this is recorded on the school CPOM system .
- The PSW updates the Serious Incident spreadsheet.

Communicating with Parents/Carers

- If parents contact the school, the HoY either directly, or delegates a member of the Student Welfare Dept. to make an initial response to acknowledge that the issue is being investigated
- If a student is physically or emotionally hurt by a serious incident, the HoY or delegated person contacts parents to inform them and explain how the incident will be followed up
- If a student is the victim or instigator of a racist incident, the family must be contacted by the HoY
- If a student is a victim or instigator of child-on-child sexual harassment or sexual violence offline or online the parent or carer will be contacted by the Designated Safeguarding Lead or a member of the safeguarding team.
- If parents make a complaint or raise a serious concern, the Deputy Headteacher Student Welfare or Head of 6th Form (where appropriate) must be informed within the day of receiving the communication
- Record of communication with parents must be recorded on SIR.
- If parents request or are invited for meeting, Deputy Headteacher Student Welfare must be informed
- A follow up communication must be made by the HoY or delegated person once the issue has been resolved. This can be done by phone, email, or letter as appropriate.

Interventions

- An appropriate sanction given to any student who has physically or verbally hurt another student. This could include community service arranged by the LSC.
- Behaviour Agreement Stage 3+ for the perpetrator(s) if a parental meeting(s) required
- HoY to consider whether any of the students require any form of mentoring, or intervention
- HoY to arrange a restorative meeting
- HoY to ensure FT(s) and relevant staff (including Lunchtime Duty Team) informed as required
- HoY contacts parents/carers as required

T. Behaviour for Learning Agreements

These are brought into use by HOYs when a pattern of behaviour develops that causes concern for the learning of the student or their peers. The aims of the agreement are to inform the student about the continued consequence of their behaviour, to set targets to enable them to improve and how their progress will be monitored. The ***Behaviour Agreement Form*** is considered a formal school document and will be sent home from Stage 3. A student can start at any stage and skip stages if required. If there is a particular concern that staff need to be aware of, such as one requiring a risk assessment or particular strategies, a Staff Guidance and information sheet should be completed.

If a HoY wishes to monitor a student's behaviour on a daily basis they should be issued with a ***Report Card or Attitude to Learning Card***. If a HoY wishes to gather data on a student's behaviour over a period of time they initiate an ***Interim Report Form*** via email to the student's teachers. Where a student's behaviour seems likely to lead to repeated suspensions or a permanent exclusion, the HoY initiates a ***Pastoral Support Plan***, which involves parents the Deputy Headteacher Student Welfare and other agencies as a way of trying to secure the student's place in school.

In the 6th Form, students work within their 'contract', warnings are accumulative – see appendix 1. Depending on the severity of the issue a student may skip stages if required.

Behaviour Agreement Levels = BA1 to BA 8

One	Lunchtime Detention 12.25-1.pm. with HoY. Interview with FT. Student placed on report by HoY if required. Individual Behaviour Plan if required. Referral to LSC for Mentor support as necessary. Record made against 6 th Form contract.
Two	Formal After School Detention: Wed or Fri depending on circumstances. Interview with HoY/PSW – targets adjusted. HoY phone call to parents. Report Card to HoY. Individual Behaviour Plan if required.
Three	1 day <i>Remove</i> in LSC. Parental Interview with Head of Year & PSW arranged and this form completed. Restorative meeting arranged if required. Individual Behaviour Plan or Report Card if required.
Four	2 day <i>Remove</i> in the Learning Support Centre. Individual Behaviour Plan if required. Reintegration meeting with senior staff, Head of Year and parents/carers. Interim Report. Pastoral Support Plan (PSP) started if concern that Suspensions may occur.
Five PSP	1 day or more inclusion in another school. 1 day or more suspension. Parental interview to establish a Pastoral Support Plan (PSP) led by HoY and involving a senior member of staff & parents/carers. Regular meeting schedule set up. Report if required. Support requested from outside agencies if required.
Six	Short Suspension – up to 5 days. Reintegration meeting with Headteacher or Leadership Team and PSP targets reviewed. PSP led by Deputy Headteacher Student Welfare. A staff Guidance sheet including risk assessment is put into place if required. Outside agency support is considered and requested if required. Consider a managed move. Consider an Alternative Provision(AP) – this could include outreach support or short term placements of time limited intervention away from their mainstream school.
Seven	Longer Suspension. Consider managed move. Governors Disciplinary Committee meets
Eight	Directed off site with intent to manage move (DOWIMM)/ Permanent Exclusion

U. Detentions

Staff have the power to issue detentions to students (aged under 18) although detention in the 6th Form is unusual. Parental consent is not required for detentions. With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet. School staff should not issue an after-school detention where they know that doing so would compromise a young person's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the student. We recognise that this may be inconvenient for the parent, but this is not in itself a reason why a detention may not be issued.

Departmental Lunchtime (30 mins) Detention

Monday	History, Technology
Tuesday	English, PE
Wednesday	Maths, RE
Thursday	Science, Drama

Friday	MFL, Geography
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Example reasons:

- Failure to complete a key task in a lesson
- Failure to hand in homework
- Repeatedly forgetting equipment
- Repeated low level disruption

Wed After School Detention (ASD)

Example Reasons:

- Failure to attend a lunchtime detention without a legitimate reason
- Chewing Gum
- Repeated incidents of make-up, jewellery or inappropriate uniform
- Three behavioural logs in one week
- Using a mobile phone once on school site
- Failure to bring their pupil planner to school
- Water Fights, games or water squirting from any object.

Friday Formal School Detention (FSD)

Example reasons:

- Failure to attend an ASD detention without a legitimate reason. Requested by PSW
- Failure to attend a Lunch time issued for lateness to and in school
- Serious Transport incident. Requested by HOY or Deputy Headteacher Student Welfare
- Serious incident in school or a combination of minor events in several subjects. Requested by HOY/LT

Students are given at least a day's notice before an after school detention. A student will receive a maximum of three ASDs after which FSDs will be used as the lowest after school sanction. After three FSDs, the student will receive lunchtime removes as the lowest formal sanction. We track the number of ASDs, FSDs, removes and suspensions every student has and ensure that appropriate interventions are also being put in place to support the student in improving their behaviour.

V. Remove in the Learning Support Centre

Two types of internal exclusion are used:

1. Withdrawal of a student from normal timetable in an emergency, following a serious incident or while a situation is being investigated. Supervision is provided by LSC staff.
2. **Remove** - an organised sanction used after serious problems. This is a step away from formal suspension from school, or an inclusion in another school. Students are timetabled to work in the LSC for a full or part day. Appropriate work is set and students are supervised.

The staff in charge of internal exclusion must ensure the health and safety of students and any requirements in relation to safeguarding and student welfare. They should ensure that students are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. They should also allow students time to eat or use the toilet.

W. Suspension or Exclusion

Suspensions are given for offences including defiance towards staff, repeated disruptive behaviour, a sustained injury towards a peer or possession of a banned item.

The behaviour of students outside school can be considered as grounds for exclusion in accordance with the school's published behaviour policy.

There are two types of suspension from school:

- Up to 5 days – Work is provided by the school
- 6+ days – The school has a duty to arrange suitable full-time educational provision from the 6th day (or from the first day for a Looked After Young person).

Witness statements are taken by the student(s) involved and any staff who witnessed the event. Once it has been ascertained what took place the evidence is presented to the Head or Deputy. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Head teacher and governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

The Headteacher or their designated representative decides how many days the suspension will be. The family are contacted by phone the day before the suspension and a letter is sent home setting out the reason for the suspension. Appropriate work and a reflection is either sent home with the student the day before the suspension, in the post, or via email. The local authority will also be notified without delay of any suspension regardless of length of the suspension. Where a pupil has a social worker or is a Looked After Child and they are subject to a suspension or at risk of a permanent exclusion the Designated Teacher or Safeguarding Lead should contact the social worker, and local authority Virtual School.

There is a limit of 45 days suspension when aggregated per student. The school will arrange suitable full-time educational provision from the 6th day (or from the first day for a Looked After Young person). If a student is suspended for more than 15 days in a term or misses a public exam as part of the suspension, it must be reviewed by a Governors Panel. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the end of one suspension.

At the reintegration meeting the student demonstrates that they understand what they did wrong. Any causal factors for the student's behaviour should be identified by relevant staff and the family. Relevant targets to enable the student to get back on track are identified and ways to review them are agreed. Appropriate additional interventions such as a Pastoral Support Plan are also put in place if required. Multi-agency assessments that go beyond the student's educational needs will also be considered.

Schools have the power to direct a student off-site for education to improve his or her behaviour. A student can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents.

X. Permanent Exclusion

In line with the DfE guidance on suspensions and permanent exclusions from maintained schools, academies and student referral units (2024), permanent exclusion will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies which have been tried without success. Permanent exclusion is used for persistent and defiant behaviour. However, there may be exceptional circumstances in which a student is permanently excluded for a one off offence (such as serious actual or threatened violence; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon).

The decision to exclude a student permanently always balances the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities. A complete record of all exclusions is maintained by the Headteacher and is regularly reviewed with relevant staff and by the governors.

Once a permanent exclusion has been decided by the Headteacher or their designated representative, the family, Young Person's Services Attendance and Inclusion Team must be informed, governors informed and panel arranged to take place within 15 school days. If the student lives outside the local authority in which the school is located, inform the student's 'home authority' of the exclusion without delay. Student's home authority arrange suitable full-time education for the student to begin no later than the sixth day of the exclusion. For a LAC student arrange alternative provision from the first day following the exclusion.

Where a school has concerns about the behaviour, or risk of exclusion, of a young person with additional needs, a student with a statement of SEN or a looked after young person it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a student's SEN. Where a student has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review.

Where parents (or excluded student, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded student, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded student. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a student, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a student has special educational needs (SEN), all parents (or students if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the student.

Excluded students are enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Y. Further Sources of Information

Associated resources (external links)

- [Education Act 1996](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [School Information \(England\) Regulations 2008](#)
- [Equality Act 2010](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [Education Act 2011](#)
- [Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2012](#)
- [The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)
- [St John the Baptist Catholic Multi Academy Trust Online Safety and IT Acceptable Use policy](#)
- [Home school agreements](#)

DfE Advice and Guidance

- [Behaviour and Discipline in Schools 2024](#)
- [Statutory Guidance on Exclusions](#)
- [Governors Handbook](#)
- [The Department's advice on the Equality Act 2010](#)
- [Use of Reasonable Force – advice for headteachers, staff and governing bodies](#)
- [Screening, Searching and Confiscation 2022– advice for headteachers, staff and governing bodies](#)

- [Dealing with Allegations of abuse against teachers and other staff](#)
- [SEN Code of Practice](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [checklist on the basics of classroom management](#)
- [Keeping Children Safe in Education](#)
- [Supporting pupils with medical conditions at school](#)

Sixth Form Contract

This procedure is designed ultimately to support students in their learning and as a way to keep students focused on their academic achievements. At the same time, it acts as a way of enabling all concerned (students, parents and teachers) to know at which stage of the procedure a student is at during any given time. All targets are reviewed fortnightly.

Stage	Action	Examples of Conduct
1	Verbal warning – recorded.	Conduct <ul style="list-style-type: none"> • Unsatisfactory punctuality to registration / assembly / lesson • Failure to adhere to the dress code • Failure to bring parental note to authorise absence • Failure to bring note from Form Tutor to authorise absence • Being on site having consumed intoxicating substances Progress <ul style="list-style-type: none"> • Failure to complete homework • Unsatisfactory preparation for lesson • Unsatisfactory quality of homework • Unsatisfactory use of study time • Missed deadline • Unsatisfactory participation in lessons • Lack of effort during the lesson time • Poor coursework performance due to lack of effort • Inappropriate behaviour / attitude
2	Letter home to parents from Sixth Form Team.	<ul style="list-style-type: none"> • Repeat examples of behaviour as indicated above.
3	Phone call and discussion with parents from Assistant Director of Sixth Form with targets set. Student placed on specific report if appropriate.	<ul style="list-style-type: none"> • Repeat examples of behaviour as indicated.
4	“Cause for Concern” meeting. Meeting involving student, parents/carers, Director of Sixth Form and/or Assistant Director of Sixth Form.	<ul style="list-style-type: none"> • Failure to meet targets set at stage 3.
5	Final written warning – with specific timescale for improvement. Meeting involving student, parents/carers, Director of Sixth Form and/or Assistant Director of Sixth Form.	<ul style="list-style-type: none"> • Failure to meet targets following “Cause for Concern”
6	Student removed from Sixth Form	