



Fairfield High School

Behaviour for Learning Policy

This policy is regularly reviewed to ensure compliance with current regulations

Approved/reviewed by	
James Barnes	
Date of next review	July 2023

Principles

Our mission at Fairfield High School is to provide high quality educational opportunities in a challenging, safe and stimulating atmosphere, enabling individual development for all within a culturally rich and caring academy. In order to achieve this we expect the members of our school community to work together to create an atmosphere of mutual respect, self-discipline, courtesy, security and concern for the welfare of all.

Our core values form the principles that underpin our behaviour and rewards policy. As members of the Fairfield Learning Community we are-

- **Ethical:** We ensure our actions are informed by what is right, just and fair.
- **Inclusive:** we value and respect everyone's unique characteristics, identity and contribution to Fairfield
- **Creative:** we think in original ways to achieve new and valuable results
- **Aspirational :** We foster ambition and perseverance so that all achieve at the highest possible level
- **Individual:** we recognise everyone's needs and talents and allow everyone to flourish
- **Global Citizens:** working for a just, sustainable future in local, national and international communities

This policy aims to:

- Set out clear boundaries for positive behaviour in order to promote clear values and a clear moral code at Fairfield High School;
- Ensure that students, parents/carers and staff are familiar with the school's reward and behaviour for learning frameworks for managing student behaviour;
- Ensure that students, parent/carers and staff are aware of the powers available to them to sanction poor behaviour;
- Prevent all forms of bullying;

1. Code of Conduct

The academy recognises that every student and member of staff is responsible for promoting good behaviour. We recognise that poor behaviour is a barrier to achievement and to this end it will not be tolerated.

The "**Home/Academy agreement**" (**Appendix 1**) appears in the student planner and parent handbook and gives specific advice about learning, preparing to learn and expectations about behaviour. The Home/Academy agreement is reviewed each year and signed by the Academy, the parent/carer and the student.

The academy's working document on school discipline is "**FHS Code of Conduct for students**"(see **Appendix 2**). This gives students specific advice about learning and preparing for learning within a framework of orderly, well-mannered behaviour. This promoted in academy environment and is available on the website.

All students receive a copy of the student planner. The parent handbook and other relevant policies are available on the academy website. Parents may request a hard copy of the handbook or any other policy via the Academy's reception.

2. Promoting Positive Behaviour – ‘Positive Attitudes to Learning Framework’

Praising students helps raise self-esteem enabling them to appreciate their strengths and recognise the success of others.

Staff are expected to reward students who model positive behaviour and achievement expected of them at Fairfield High School. In order to achieve this aim we have set common expectations and responses through the Positive Attitudes to Learning Framework. This outlines the type of reward available at Fairfield High School and a tariff for their use. This list is not exhaustive (**Appendix 3 – Teacher’s Detailed: Positive Attitudes to Learning Framework**)

3. Dealing with Negative Behaviour – ‘Negative Attitudes to Learning Framework’

We recognised that academies are complex places and so we at Fairfield High School will endeavour to ensure that the use of sanctions has regard to the individual situation and the individual student and that school staff will use their discretion in their use.

Staff are expected to apply sanctions fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students, and offering support as necessary.

Staff are expected to display and adhere to a set of common expectations and responses (where appropriate) through the Negative Attitude to Learning Framework in order to achieve this aim.

(Appendix 4 - Teachers’ Detailed: Negative Attitudes to Learning Framework)

When reporting issues of a serious nature, an Incident Report Form must be completed. This must be completed by the relevant member of staff or student involved, as well as any witnesses. The consequence of the incident will be decided by the designated SLT Day Manager, using the Negative Attitudes to Learning Framework and the appropriate action will be taken and recorded on SIMS.

4. Detentions

Detentions are used as a sanction in response to punctuality, poor quality classwork, lack of/poor quality homework and to address negative behaviour concerns. Detentions will take place either in student’s AM break period or their lunch period. Detentions will be recorded using the school’s Behaviour Management Data systems and parents/carers will receive updates on detentions given. Student’s will be notified in advance of detentions and when they need to complete them.

5. Exclusions

Internal Exclusions

The academy operates a system of internal exclusion and students are placed in Room 1E05 when their behaviour falls below the parameters of being considered acceptable. The internal room operates daily and at alternative hours to the normal academy day. Length of Internal Exclusion can be from half-day exclusions to multiple day exclusions.

External Exclusion (FTE)

The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State. (*Exclusion from maintained schools, academies and pupil referral units in England September 2017*)

The Senior Leader at the end of each day is legally responsible, following investigation and guidance from the Principal/Vice Principal, for the exclusion of particular students and for gathering and preparing all exclusion documentation.

Following exclusion, a meeting between the academy, the student and the parent/carer is arranged in which a return from exclusion agreement is signed. Students are not permitted to re-join normal classes until this meeting has taken place.

Permanent Exclusions (PEX)

The Governor's PEX panel is involved in all permanent exclusions as set out by the law on Exclusions.

All External and Permanent exclusions are considered with regard to the Equality Act (2010) and the Special Educational Needs Code of Practice (2014) to ensure statutory duties are complied with.

6. Pre/Post School Duties and Break/Lunchtime Duties

All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership Team provide further support by patrolling key areas of the academy during every break and lunchtime. The Duty rota is published in the staff handbook and a copy can be found in the atrium.

7. Duty

All students are expected to behave in accordance with the "**FHS Code of Conduct**". Where students fail to comply either in or out of the classroom, it is important that such behaviour is challenged accordingly by use of the **Negative Attitudes to Learning Framework** and behaviour points are allocated as appropriate. Should a situation arise in a classroom where a student's behaviour escalates it will be necessary for the teacher to call for Duty support through the email system to Reception who will then contact the member of staff on duty.

The aim of Duty is to resolve situations in the classroom and allow the student to continue with their learning in the lesson. Where the member of senior staff considers there to be a risk that poor behaviour may continue, they may choose to move the student to an alternative learning environment.

Where a student has caused a significant breach of health and safety they will be automatically removed from the class and the matter will be investigated by a member of the Pastoral Support Team and dealt with by a member of the Senior Leadership Team. This may result in internal or fixed term exclusion.

Where staff are finding recurring issues with certain students or classes, we advise that they seek support from other appropriate staff members e.g. Tutor, Achievement Coordinator, and Pastoral Support etc. It is recognised that we all face difficulties with students from time to time and staff should feel confident to ask for help.

The Duty procedures set out the expectations for the Duty system .

8. Student Conduct Out of School

Staff have the power to discipline students, to a reasonable extent, for misbehaving outside of the academy gates. Examples of situations that this may occur are when:

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

However, staff may also use the Negative Attitudes to Learning Framework to discipline a student at any time, whether or not the above conditions apply if their behaviour:

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

Incidents that occur off Fairfield High school premises which are witnessed by a member of staff or reported to the academy will be investigated in line with the procedures outlined in **Section 3: Dealing with poor Behaviour**. The decision to implement a sanction will be made by a member of the Senior Leadership team on the academy premises, or where the student is under the lawful control of the staff member (e.g. school trip). (*Behaviour and discipline in schools - Advice for headteachers and school staff - January 2016*)

9. Confiscation of inappropriate items

Staff are permitted to confiscate, retain or dispose of a student's property as a punishment or if it is a barrier to learning. Staff may confiscate any item from students if possession is against academy rules or the items cause, or are likely to cause, a contravention of the academy rules in any way. Items include but are not limited to, outdoor coats, lighters, laser pens, electronic cigarettes, items on the prohibited items list, non-uniform footwear/jewellery. As mentioned previously this list is not exhaustive and the academy maintains the right to confiscate any item considered dangerous, offensive, and inappropriate or may compromise safety.

The law protects staff from liability for damage or loss of, any confiscated items. (*Behaviour and discipline in schools - Advice for headteachers and school staff - January 2016*)

Prohibited items

The list of prohibited items includes but is not exclusive to:

- Weapons (guns, plastic weapons, replicas etc.), knives (blades, pointed items)
- Illegal drugs
- Stolen items
- Fireworks
- Alcohol
- Cigarette papers and tobacco
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Students found in possession of prohibited items will have them confiscated and the incident will be referred to the Negative Attitudes to Learning Framework for a sanction to be considered. Any incidents involving weapons, knives and extreme/child pornography must always be handed to the police.

Searching Students

School staff can search a pupil for any item if the pupil agrees. (*Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - January 2018*)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Under what circumstances?

The staff conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

10. Positive Handling – The power to use reasonable force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. (*Behaviour and discipline in schools - Advice for headteachers and school staff - January 2016 & Use of reasonable force – Advice for Headteachers, staff and governing bodies - 2013*)

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

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 can and cannot be used. Schools can use reasonable force 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 in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, the Principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

11. Sexual Harassment and Sexual Violence

The academy sees sexual harassment and sexual violence as unacceptable, neither will ever be tolerated and we do not see either as an inevitable part of growing up. Consideration will be given regarding Police involvement for incidents involving sexual violence and/or sexual harassment.

Sexual violence or sexual harassment will not be tolerated or dismissed as “banter”, “part of growing up”, or “just having a laugh”.

We will challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

We adopt the definitions of sexual violence, sexual harassment and harmful sexual behaviours as defined in ‘*Sexual violence and sexual harassment between children in schools and colleges*’ (2018)

Associated DFE Documentation

- *Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016)*
- *Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies (January 2018)*
- *Special educational needs and disability code of practice: 0 to 25 years (January 2015)*
- *Keeping children safe in education- Statutory guidance for schools and colleges (September 2020)*
- *Working Together to Safeguard Children (July 2018)*
- *Exclusion from maintained schools, academies and pupil referral units in England (September 2017)*
- *Offensive weapons in Educational Settings – Guidance for schools, colleges and other educational settings (2020)*
- *Use of reasonable force – Advice for Headteachers, staff and governing bodies (2013)*
- *Sexual violence and sexual harassment between children in schools and colleges (2018)*

Date of Policy: July 2021

Reviewed by: JBA

Date to be reviewed: July 2023

Appendix 1:

HOME – ACADEMY AGREEMENT

Within the strong family ethos, moral code and values embedded in our academies, children and young people are taught to appreciate the world in which we live and respect others as well as themselves. Providing education of the highest quality, so that pupils grow into responsible, enthusiastic learners is a joint enterprise that involves the academy, parents, carers and the children themselves, working together in mutual support. We hope that all parties involved are able to see this Home-Academy Agreement as an expression of our partnership and the importance each academy puts on this relationship.

At FHS we value and celebrate the diversity of our community. We have developed our curriculum in-line with legislation and best practice to ensure that our students leave Fairfield equipped to take their place as tolerant, well-informed British citizens. By joining our school, parents and carers are agreeing to support this curriculum. We expect all our students to participate actively in every lesson. We will teach every topic, however controversial, with sensitivity and respect for all.

The Academy

We will aim to:

- Offer a friendly, secure and supportive learning environment that encourages pupils to be inspired by learning;
- Go beyond the requirements of the National Curriculum;
- Meet, wherever possible, the individual needs of each pupil;
- Encourage enjoyment in learning and recognise effort and achievement in all areas of academy life;
- Promote high standards of work and encourage all to do their best at all times by setting appropriate challenges and marking work in a way that recognises success and gives support for further improvement;
- Teach pupils to respect others, themselves and the environment;
- Teach pupils to become resilient, responsible, confident learners who believe they can make a difference;
- Treat all with courtesy and respect;
- Treat seriously any concerns;
- Let parents/carers know of concerns or problems that affect their child's work or behaviour;
- Share reasons for celebration;
- Be open and welcoming at all times and offer opportunities for families to become involved in the daily life of the academy;

Date June 2020

This document forms part of our Academy Trust's statutory documents as required by the DfE (Department for Education)

The parents/carers

I/We will aim to

- Let the academy know about any concerns or problems that might affect my child's work, behaviour or attendance as soon as possible;
- Ensure my child attends daily and arrives on time;
- Support the academy's aims and values;
- Support the academy's policies and guidelines – paying particular attention to the Attendance, Safeguarding, Uniform, E-Safety/IT and Behaviour policies;
- Support my child in homework and other opportunities for home learning – including listening to them read regularly and encouraging independent reading;
- Take a lively interest in school life and work with the academy to support the education of my child;
- Read letters and newsletters, returning any permission slips and consent forms promptly;
- Attend parents' evenings and discussions about my child's attainment and progress;
- Treat staff and pupils with courtesy and respect;
- Act safely and considerately when delivering or collecting pupils by car;
- Fully support the academies aims, values and curriculum;

Name (please print) _____

Signed _____ Signed _____

Date _____

The pupil

I will aim to:

- Bring equipment I need and wear the correct uniform;
- Carry out my homework and give it in on time;
- Take an active part in the life of my academy and help to make it a better place;
- Listen carefully to adults and follow instructions;
- Act on marking and feedback from my teachers to help me improve;
- Work as independently as possible, but ask for help when I need it;
- Tell someone that I trust if something is making me unhappy and I need help with sorting it out;
- Act as a responsible messenger between home and my academy;
- Treat others as I would like to be treated;
- Play fairly and safely;
- Take responsibility for my actions and do what I know is right even when it is sometimes difficult;
- Always try my best;

Signed _____ Date _____

Appendix 2:

Fairfield High School Code of Conduct For Students

As a part of the Fairfield Community adhere to the following core values:

- ☑ We are **Ethical**;
- ☑ We are **Inclusive**;
- ☑ We are **Creative**;
- ☑ We are **Aspirational**;
- ☑ We are **Individual**;
- ☑ We are **Global citizens**.

Our code of conduct reflects these values. We expect our students to:

1. Complete all work and homework to the best of their ability, remembering that we learn from our mistakes and perseverance is the key to success **(Aspirational; Creative; Inclusive)**.
2. Take every opportunity to learn and never disrupt the learning of others **(Aspirational; Creative; Inclusive)**.
3. Behave and speak with respect to others, using appropriate language **(Inclusive; Ethical; Individual)**.
4. Take care of one another, speaking up when people are being unkind and reporting any unkind or bullying behaviour to an adult **(Inclusive; Ethical; Individual)**.
5. Arrive at school and lessons on time with the correct equipment which will help in their learning **(Aspirational)**.
6. Wear correct uniform, (refer to policy) at all times and behave in a way which brings honour to the school **(Individual; Global Citizens)**.
7. Have respect for their own and others' possessions. Keep our school building clean and tidy, reporting any accidents, damage or breakages immediately to an adult **(Individual; Global Citizens)**.
8. Walk quietly around the building, keeping to the right in corridors **(Individual; Global Citizens)**.
9. Use the internet and communication technology safely and appropriately **(Individual; Ethical)**.
10. Have an interest in, and care for, our local, national and international communities **(Global;Citizens;Aspirational)**.

Appendix 3 – Teacher’s Detailed: Positive Attitudes to Learning Framework

Stage	Reward	Examples of student actions	Teacher actions	Suggested Teacher language
1	Verbal praise/tick on board	<ul style="list-style-type: none"> • Good work in lesson/improved effort in lessons • Assisting another student • Demonstrating good manners • Handing out/collecting resources in class • Positive contribution to learning/lesson 	<ul style="list-style-type: none"> • Positively reinforce good behaviour • Praise in front of others • Be specific about praise 	Thank you for handing out the books, you have helped everyone else get started quickly
2	<p>Achievement Point*</p> <p><i>*Note – teachers should aim to give 5 students Achievement points per lesson – fairly. There are occasions when more (or fewer) students will merit them but aiming for 5 students per lesson encourages consistency and fairness.</i></p>	<p>Three or more ticks in a lesson</p> <ul style="list-style-type: none"> • Completion of extension task • Working consistently at target level in a lesson • Significant improvement in work • Supporting tutor/AC/HoH with task • Act of courtesy on corridor/in communal space • Helping to tidy atrium/picking up litter • Random act of kindness • Participation in extra-curricular activity/team 	<p>As above, plus:</p> <ul style="list-style-type: none"> • Sign in planner/give merit slip (tutors to log onto Class Charts) <p>OR</p> <ul style="list-style-type: none"> • Log on Class Charts <p>OR</p> <ul style="list-style-type: none"> • Email tutor to ask to be added 	Well done, that was extremely helpful. Thank you – I am awarding you a house point.
3	Postcard/text/email/phone call home (3 Achievement points)	<ul style="list-style-type: none"> • Excellence in a lesson/sequence of lessons • Work above target level (aspirational) in a lesson • Unexpected/unprompted kind act which had clear impact • Significant contribution to extra-curricular event/activity/team • Consistently exceeding expectations (see above) • Taking on responsibility for activity/successful outcome 	<ul style="list-style-type: none"> • Departmental postcard written and handed to student to pass to tutor • Text/email prepared and sent (cc tutor) • Phone call made – email tutor to confirm and record 	Your work this week has been exceptional, particularly x. I am awarding you a praise postcard/will be calling home

		<ul style="list-style-type: none"> Action demonstrating aspect(s) of school values 		
4	Nomination for house star award (10 house points + celebration in assembly)	<ul style="list-style-type: none"> Make a positive contribution to the image of the school in the community Significant contribution to student wellbeing Significant contribution to school community Exceptional work/effort/achievement in subject(s) Exceptional improvement in behaviour/effort/standards Behaviour embodying aspect(s) of school values Notable success in extra-curricular event/activity/team 	<ul style="list-style-type: none"> Email to HoH giving reason(s) for nomination – read out in assembly and rewarded 	Doing x has made a real difference to x. Thank you. I am nominating you
5	Celebratory tea/cakes	<ul style="list-style-type: none"> Rating of 5 for all areas of Attitude to Learning on report Improvements in Attendance/Behaviour Highest House Points in Term High effort for community activities 	<ul style="list-style-type: none"> List collated by data team 	
6	Nomination for Principal's award (termly)	<ul style="list-style-type: none"> Forwarded by HoH from nominations given for House Star awards – academic or community focus 	<ul style="list-style-type: none"> Add comments to justify the nomination/detail as required 	<i>HOH passes on recommendations to JBA termly via email</i>

Appendix 4 – Teacher's Detailed: Negative Attitudes to Learning Framework

Stage	Consequence	Examples of Student Behaviour	Staff Actions	Suggested Staff language
1	Warning	<ul style="list-style-type: none"> Talking out of turn Preventing others working Refusal to follow an instruction 	<ul style="list-style-type: none"> Positively reinforce good behaviour 	'This is a Stage one warning. You need to stop (be clear what

		<ul style="list-style-type: none"> • Poor work rate • Unkind behaviour • Inappropriate use of IT (phones out in lessons to be taken) 	<ul style="list-style-type: none"> • Use the language of choice • Clarify expectations • Change seating plan • Identify underlying causes of behaviour 	needs to stop) Make a better choice.'
2	Personal catch-up session (15 mins)	<ul style="list-style-type: none"> • No planner or equipment • Incorrect uniform • Continuing with stage 1 behaviour after warning. • Inappropriate language (e.g. swearing) • Homework not completed/inadequate. • 	<ul style="list-style-type: none"> • As above, plus: • Log personal catch up session using Class Charts. Student required to complete sanction and/or staff communicate behaviours with home. 	'This is a stage 2. You have chosen to disrupt others' learning. The consequence is a personal catch-up detention of 15 minutes.'
3	Lunchtime detention (45 mins)	<ul style="list-style-type: none"> • Choosing to miss, or not complete a personal catch-up session. • Being sent to a Partner Class • Refusing to engage in learning after warning. • Persistent lateness to lessons or registration • Out of lesson without permission/truancy • Failure to attend Stage 2 sanctions for incomplete/inadequate homework • Inappropriate language used to offend. • Refusal to follow an instruction where the authority of a member of staff is undermined or not following may result in risk. • Repeated Stage 1 or Stage 2 behaviour • Play fighting/ dangerous behaviour in the building. • Uncooperative or rude to staff. • Inappropriate use of online/social media. • Refusal to hand over phone to teacher 	<ul style="list-style-type: none"> • Log partner class and faculty/ AC detention using Class Charts. • Restorative approach, possibly involving Pastoral Support team where deemed appropriate. 	'This is a stage 3. You are still choosing to disrupt learning. Go to *****'s room as a partner class'

4	Community Service (supplementing other sanctions where appropriate)	In particular for: <ul style="list-style-type: none"> • Vandalism • Bringing the school into disrepute • Witnessing an event and not reporting, eg allowing a bullying incident/a fight 	<ul style="list-style-type: none"> • SLT decide on appropriate activity at EOD • Could include e.g researching and delivering assembly or supporting the site team's work • AM on EOD calls home to notify parents of decided action 	Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day
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Stage	Consequence	Examples of Student Behaviour	Staff actions	Suggested Staff language
5	Internal Exclusion (half or whole day)	<ul style="list-style-type: none"> • Severe dangerous behaviour • Swearing/queerphobic/racist/sexist/disablist language used to offend • Refusing to leave at Stage 3 • Persistent Stage 3 or 4 behaviour • Bullying, verbal, racist, disablist or queerphobic abuse (including through social media) • Fighting • Smoking (including e-cigarettes/"vaping") • Missing a lunchtime detention (half day) • Witnessing an event and not reporting e.g allowing a bullying incident • Collusion in an incident e.g organising a fight or encouraging any such incident. 	<ul style="list-style-type: none"> • As above, plus: • Student and staff complete incident form. • Pastoral support team collect witness statements if needed. • Pastoral support log on Class Charts 	Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day

		<ul style="list-style-type: none"> Filming of a fight/sharing images on social media as to cause harm or disrepute to others or the academy Sexual harassment/on-line sexual abuse of others/ Sexual name calling 		
6	External, fixed term exclusion	<ul style="list-style-type: none"> Physical assault of a pupil Physical assault of an adult Verbal abuse/threatening behaviour against a pupil Verbal abuse/threatening behaviour against an adult Bullying Racist abuse Sexual misconduct Drug and alcohol related Damage Theft Persistent Disruptive Behaviour Use or threat of use of an offensive weapon or prohibited item Abuse against sexual orientation and gender identity Abuse relating to disability Inappropriate use of social media or technology Wilful and repeated transgression of protective measures in place to protect public health 	<ul style="list-style-type: none"> As above, plus: Student can wait in IE pending SLT decision and contact home. SLT contact home via phone and email/KKS Return from exclusion plus signed agreement from school, student and parent on preventing further incidents. 	Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day
7	Permanent Exclusion (Decided by Principal)	<ul style="list-style-type: none"> A serious breach, or persistent breaches of the school's behaviour policy have taken place (see above) Allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school. Persistent Stage 6 behaviour 	<ul style="list-style-type: none"> Referred to SLT as part of end of day Decision made by Principal 	Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day by SLT staff. Incident

				discussed with Principal.
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