Relationship and Behaviour Expectation Policy

Approved by: Ellie Bulmer Chair of Trustees Signed by: Chair of Directors	September 2026
Updated By: Dan Kelly- Deputy Head Ruth Green- Designated Safeguarding Lead	September 2026
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Relationship and Behaviour Expectation Policy

This policy is to be read in conjunction with these other policies: Anti Bullying Policy; Attendance Policy; Online Safety Policy, the Safeguarding and Child Protection Policy and the Child-on-Child abuse Policy. These policies are linked below. In addition, it should be read alongside the following DfE documents that provide guidance and statutory duties for schools with regards to managing the behaviour of students: Behaviour in Schools. Advice for Headteachers and school staff, February 2024; Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, (updated 2026); Searching, Screening and Confiscation Advice for schools (updated 2023); Use of reasonable force Advice for headteachers, staff and governing bodies (updated 2025).

Ethos and Introduction

Fairfield High School believes that all students and staff in our school are important and valued individuals and deserve to be treated with respect. We are committed to the well-being of all our students, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole community, and a place where everyone can work effectively, free from violence, bullying and any form of harassment.

We understand that the key to developing this environment is strong, professional and positive relationships between all members of the community and this lies at the very heart of this policy. We understand that a student's behaviour can be adversely affected by a range of external influences and where possible we should look at strategies to support them with these.

We know that young people learn best when they feel happy and secure and there are consistent systems in place to support them. This policy is rooted in our commitment to becoming an attachment secure school and provides the guidance and procedures to achieve this. It is based on the training and guidance we have received from professionals to support an Attachment, Regulation and Competency (ARC) Framework and practice when managing students' behaviour expectations.

This policy has included input from students, members of staff, the governing body and parents/carers. This policy is for all staff, students, parents/carers, Trustees, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

The policy applies to all aspects of student behaviour throughout school including in the classroom, around school, to and from school, on external visits and towards the individual. It is recognised that all members of the school community have a responsibility for themselves, others and the school environment and for discouraging behaviour, which is disruptive, challenging or disrespectful.

Responsibility for good behaviour is held jointly between school staff, individual students, parents/carers and Trustees. However, ultimately the responsibility for behaviour across the school lies with Head Teacher. Establishing a positive working relationship between all parties involved is of paramount importance. We would wish to develop a shared approach where parents/ carers and students themselves are involved fully in the implementation of this policy and associated procedures.

Fairfield High School will always look at the need of the individual alongside the impact of behaviour and the needs of the whole school community when dealing with any behaviour management concern.

Aims of the relationship and behaviour expectation policy

- Expectations around behaviour will be clear and consistent
- Managing these expectations require a common sense approach towards students' personal circumstances
- Strong staff/student relationships will exist across the school
- Everyone will have mutual respect of others irrespective of age, disability, gender identity, race, religion or belief, sex or sexual orientation
- It will provide a positive, safe and inclusive environment that meets the needs of all students
- Our students will be able to recognise the difference between right and wrong and will understand the consequences of their behaviour and actions
- Our students will learn & develop the skills to self-regulate
- Our students will develop confidence, resilience and know how to keep themselves mentally healthy
- Our students will be able to use of a range of social skills in different contexts, and with different people and have the skills and attitudes that will allow them to participate fully in, and contribute positively to life in modern Britain as responsible, respectful and active citizens
- Our students will be able to work well with others and be able to resolve conflicts effectively

How can we provide a safe and secure learning environment for our students?

This requires everyone to develop and cultivate strong relationships between staff, students, and parent/carers. Everything we do must be based on building mutually respectful relationships with other members of the school community and if these, for any reason break down, actively seek to repair, and restore these.

Having a trauma informed approach does not mean having lower expectations, no routines, or no structure. On the contrary, for students to feel safe, their educational environment needs to be high in both nurture and structure.

Students need predictable, consistent routines, expectations, and responses to behaviour. All staff are expected to have high expectations, be proactive in developing strong professional relationships with students and apply consistent routines in line with the school ethos.

However, managing these expectations may require flexibility. Being 'fair' is a considered and careful combination of equality and equity.

How we expect our students to behave.

We expect our students to behave in a way that shows they are ready to learn. The key expectations are shown below but are not intended to be exhaustive:

1. ENTER the classroom quietly, get your books and equipment out and stand behind your chair until you are asked to sit down.
2. SIT where the teacher asks you to sit, every time.
3. LISTEN to the teacher, and to other members of the class. Don't talk when other people are talking – you may miss something important!
4. FOCUS on doing your best work every time, at school and at home.
5. THINK about presentation and content.
6. ASK for help if you need it – try and work it out yourself first.
7. CHOOSE to speak and behave positively, so that others can learn too.
8. PLAN ahead – go to the toilet or get a drink at break and lunch – not in lessons.
9. REMEMBER to write down homework by checking the online systems– and complete it on time.
10. ALWAYS treat other people as you would like to be treated yourself.

Rewards

At Fairfield High School, we pride ourselves on acknowledging and celebrating the achievements and successes of all our students. We strongly believe that students should be regularly and fairly rewarded for their achievements, to not only celebrate their successes, but to also inspire, engage and motivate young people to achieve their very best and become confident, courageous and independent learners.

We offer a range of rewards that link directly to our school values and creative critical thinking themes and include recognition for academic achievement & progress; contributions to the classroom and the whole school community; a consistently positive attitude; good attendance & punctuality and significant improvement in attitude or achievement.

Possible rewards:

See Appendix A for a full range of escalating praise and reward strategies which can be given to the students.

Procedures for managing behaviour expectations:

When managing behaviour, we expect all adults to respond in a non-judgmental, empathetic way that focuses on the emotional needs that drive a behaviour, rather than the behaviour itself and look at ways to support the students who present in this way, as well as any parties who have been harmed/wronged.

We expect key pastoral staff to engage with restorative practices as these enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

We also expect key pastoral staff to put in place, or support staff to put in place, procedures which:

- Understand and take account of students' individual circumstances
- Provide all students with the opportunity to reflect on their behaviour and make the correct choices
- Get to the heart of why students behave in the way they do
- Help ALL members of the school to understand the impact of their behaviour and develop empathy
- Ensure that any consequences are fair and proportionate
- Develop students' ability to self-regulate their behaviour moving forward.
- Address any unmet needs the student may have

Fairfield High School's Child-on-Child Abuse and Safeguarding and Child Protection Policy should be referred to in cases where a safeguarding concern is raised or a child-on-child abuse incident has occurred. Please see links to the relevant policy below.

A. Classroom Management & Restorative Meetings:

The aim is always to keep a student in class, learning, but not at the expense of others in the class. If a student is becoming de-regulated (for example, is off task and unable to return their focus to the lesson) staff should use the strategies and processes available to teaching and support staff.

If these are unsuccessful there is the facility to ask for support via the amber and red card system. The student may be removed by the Head of Faculty or a member of Senior Leadership Team so the teacher can have a 'quick chat' outside the classroom; this will help the student to 're-set' so they can return to their lesson.

However, if it is not appropriate for the student to return to the lesson, they may either be taken to the Head of Faculty, SLT office, Head teachers office, Learning Loft or Nigel Davies Wing.

In such cases the class teacher MUST:

I. Ensure the student has appropriate work (and this is completed during their reflection time either with the teacher later OR as home learning)
II. Speak to the form tutor and contact the student's parent/carer and discuss the situation to see if there are any reasons why the student has become dysregulated
III. Reflect on what could have been done to prevent the student becoming dysregulated (was the work too hard, too easy, was there something going on in their personal life you were unaware of?)
IV. Where appropriate a restorative meeting will take place with the student and teacher prior to the next lesson to establish clear strategies moving forwards. This may be supported by key pastoral staff where necessary.

B. Managing our most dysregulated students:

As an inclusive school we have some students who, if they become anxious, may become significantly dysregulated and present behaviour which challenges.

All staff should make themselves aware (eg from the IEPs, pastoral updates) of who these students are to try to avoid presenting them with 'triggers' to their anxiety and to understand the individual strategies that may help to calm the student and help them to become re-regulated.

Often a student in such a heightened state of anxiety will only respond to someone they consider their 'key adult' in school, so in such instances staff are advised to seek support from specialist staff from the Learning Support Team, Student Services Team or the student's Head of Year (Year 7 only) or Head of Key Stage.

C. Consequences and interventions:

As part of any restorative meeting, it may be decided that a sanction is appropriate and where possible this should be relevant to the behaviour presented.

It is important that for everyone to feel safe and secure in the school, that students understand there are consequences to making poor choices. At Fairfield High School, we do not have a system of 'tariffs' for when a student does not meet behaviour expectations; instead we look at a range of factors including:

1. The severity or level of the behaviour
2. Any mitigating circumstances
3. How the sanction might improve a student's behaviour in the future
4. How a sanction might compensate the party who has been harmed or wronged
5. Whether the behaviour is repeated.

Examples of consequences include:

- **Catch up work:**

Extra work or repeating unsatisfactory work until it meets the required standard. If a student is sent out of a lesson the teacher MUST ensure they catch up on the work missed either through a detention or by giving the student work to do at home (depending upon individual circumstances).

- **Missing social times:**
  Students can lose their lunch and break times, but staff must ensure that the student receives her/his/their lunch and allow reasonable time for the student to use the toilet. They must also be supervised during this time.
- **Monitoring reports:**
  Regular reporting or being placed 'on tracker' for behaviour monitoring.
- **Reparations:**
  If a student breaks or damages school property or the fabric of the building through poor or aggressive behaviour they will be expected to pay for this either in full or contribute to the repair or replacement of the broken item (depending upon individual circumstances) or undertake a suitable amount of community service.
- **Detentions and community service:**
  At Fairfield High School all members of staff can issue a student with a detention but only Heads of Faculty, Head of Key Stage or members of Senior Leadership Team can issue a detention outside of school hours. The law states that 'same day' detentions can be issued, and whilst "Parental consent is not required for detentions" we endeavour to provide 24 hours' notice for these to allow for the arrangement of transport home.

  The times outside normal school hours when detention can be given (the 'permitted day of detention') include: a) any school day where the student does not have permission to be absent; In extreme circumstances we do operate detentions on non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

  This time may be used for a student to meet with a member of staff to reflect on and discuss their behaviour, do work that has not been completed satisfactorily or to undertake "school-based community service– such as tidying a classroom" (DfE Guidance, Behaviour in Schools, September 2022).

  When issuing a detention, it is the responsibility of the parent/carer to ensure their child is collected on time /and or can make their own way home safely.

- **Searching and confiscation of property:**

At times it is necessary for a student's property to be searched. This usually relates to a concern that the student may be in possession of prohibited items.

In the first instance we would always ask a student to hand over any such items. However, if they are unwilling the school has a duty to ensure that all members of the school are safe and as such, the school's general power, as set out in Section 91 of the Education and Inspections Act 2006, "enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects them from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully". The DfE Guidance, Searching, Screening and Confiscation,

Updated 2023) also states: “Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item”, this may include drugs, alcohol, tobacco, cigarettes, vapes “or any other item that the school rules identify as being prohibited” .

Powers to search without consent:

If a student refuses to give permission to search their property, it can still go ahead. The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

1. knives and weapons
2. alcohol
3. illegal drugs
4. stolen items
5. tobacco and cigarette papers
6. fireworks
7. pornographic images
8. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
9. any item banned by the school rules including legal highs and drug paraphernalia. (DfE Guidance, Searching, Screening and Confiscation, 2023 Update).

Confiscation of property:

A member of staff has the power to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The staff and the school are protected by the law from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully. As set out in legislation the school is then obliged to hand over weapons, knives and extreme or child pornography to the police.

With all other items the school will decide on each case if and when to return a confiscated item. Parents may be required to collect confiscated items. (DfE Guidance, Behaviour and discipline in schools: Advice for Headteachers and school staff, February 2024 (with reference to the Education Act 2006 section 91) and DfE Guidance, Searching, Screening and Confiscation, 2023 Update)

Please be aware the school accepts no responsibility for the loss of damage of any property confiscated because of students breaching school rules.

- **Other consequences:**

If students repeatedly fail to improve their behaviour other consequences include:

- time in reflection
- exclusion from lessons
- half or whole day internal suspension
- loss of privileges, for instance the loss of a prized responsibility or not being able to participate in additional enrichment opportunities such as trips/visits, school productions and representing the school in any sporting event or other activity.
- behaviour intervention programme
- escalated support and intervention for persistently not meeting the school's positive behaviour expectations
- going on a Pastoral Support Plan

- **External Suspension**:

At Fairfield High School we actively try to seek other alternatives to external suspension however in the event of persistent poor, aggressive or dangerous behaviour or when a student fails to respond to all other consequences, the school may have to resort to this.

A suspension is for a specific period. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The following list includes examples of when a student may be given a suspension. This list is not exhaustive and other behaviours may lead to a suspension.

- Persistent breaches in the school's Relationship Policy
- Serious breaches of health and safety rules - verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences/other prohibited items (e.g. cigarettes and vapes)
- Wilful damage to property
- Homophobic or racist behaviour
- Bullying and targeted bullying (including cyberbullying, prejudice-based bullying and discriminatory behaviour)
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Minor assaults or fighting that is not premeditated or planned
- Inappropriate use of social media or online technology

Please note: every effort is made to avoid suspending students from school because in such cases parents/carers/other appropriate adult are expected to collect their child immediately and be responsible for them for the duration of the suspension. We appreciate that many of our parents live and work considerable distances away and thus the inconvenience this can cause.

- **Permanent Exclusion:**

On rare occasions the school may decide to permanently exclude a student. This decision will be made by the Headteacher in accordance with the DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England and pupil movement, August 2024. See link below.

Suspension and permanent exclusion guidance

In brief, this would be because:

a. There has been a serious breach or persistent breaches of the school's behaviour policy;
b. and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In exceptional circumstances, it may be appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:

1. serious actual or threatened physical assault against another student or a member of staff
2. sexual abuse or assault
3. severe homophobic or racist abuse
4. supplying an illegal drug
5. possession of an illegal drug with intent to supply
6. carrying an offensive weapon and / or weapon of offence or items judged by the Headteacher or the Board of Trustees to be carried with the intention to inflict injury on another individual (*see below)
7. bringing explosives (including fireworks) into school and setting them off
8. making a malicious and/or serious false allegation against a member of staff
9. potentially placing members of the public in significant danger or at risk of significant harm
10. persistent disruption including bullying (which would include cyberbullying, prejudice-based bullying and discriminatory behaviour)
11. repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

In addition, the school also considers the following to be serious incidents resulting in the possible recommendation of permanent exclusion of a student:

a. Deliberate activation of the fire alarm without good intent
b. Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network
c. Repeated verbal abuse of staff.

**The school has determined that, any bladed article including knives, irrespective of length, constitutes an offensive weapon and / or weapon of offence and should not be brought into the school. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons and / or weapons of offence. If a student is found in possession of any of these or other illegal items, the student will be referred to the police and along with an appropriate sanction, may be required to undertake a specific educational programme. Please note that when establishing the facts in relation to a suspension/permanent exclusion the Headteacher "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.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen" (DfE Guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil Movement. 2026 Update)*

D. Recording and monitoring behaviour:

All staff should record both positive and negative behaviour on Arbor using the appropriate category.

E. Partial timetables:

To support a student with anxiety and/or their mental health, the Headteacher, in rare circumstances, may make use of a partial timetable. This is done in agreement with parents/carers, reviewed regularly and should never be a long-term solution. All documentation is recorded with the Local Authority.

F. Use of alternative provision/off-site direction:

The school works closely with other local secondary schools and sometimes it is agreed with parents/carers that a student requires a 'fresh start'. On such occasions the school can seek to establish a Managed Transfer. In addition, in very rare cases, "where all other interventions or targeted support have not been successful in improving a student's behaviour" the Headteacher can direct a student off-site to attend either an alternative provision or other education setting. (DfE Guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. 2026 Update)

Useful School Policy Links:

SEN Policy and Information Report- **SEND Policy and Information Report 2026.doc**
Staff Code of Conduct Policy- **Fairfield Code of Conduct Policy.docx**
Safeguarding and Child Protection Policy- **Safeguarding and Child Protection Policy 2026-27.docx**
Child on Child Abuse Policy- **Child on Child Abuse Policy 2026-27.docx**
Staff Whistleblowing Policy- **Whistleblowing or Confidential Reporting Policy .docx**

Appendix A: Escalating praise and reward strategies

Fairfield High School Praise Interventions

Level 1

Verbal praise

House points

Positive feedback at parents and carers' evening

Positive written feedback

Celebration on school bulletin

Level 2

Postcard home

Communication with parents and carers by email or phone

Monthly subject star

Star of the form

Form tutor reports

Level 3

HoKS Letter of Commendation

End of term prize for highest points in each year group, key stage 3 and key stage 4

Weekly box of chocolates for form with highest

Level 4

Head teacher's award

Communication with parents and carers by Head teacher

Appendix B: Behaviour Levels interventions and consequences

BEHAVIOUR AND INTERVENTION PATHWAYS (see below)

	EXAMPLE OF BEHAVIOUR TYPE	INTERVENTION/STRATEGIES FOR LEAD STAFF	
Allstaff	Models positive behaviour and meets behaviour expectations	Achievement points on Arbor Postcards home	Allstaff
Form tutor/class teacher	Low level disruption Smart start equipment Failure to complete H/W Failure to being P.E kit Inappropriate language Late to lesson / School Failure to bring lesson equipment Failure to follow instruction Break Lunch incident Chewing Gum Insolence Inadequate work Smart start uniform Use of mobile phone	Discussion with student during tutor time / Break / At end of lesson Incident recorded on Arbor Smart start equipment loaned Smart Start recorded on Arbor School's mobile phone policy used Detention recorded on Arbor	Form tutor/class teacher
Form tutor/ class teacher	Damage to property Defiance Did not attend detention Misuse of ICT equipment Persistent defiance Persistence low-level disruption Persistent failure to bring class equipment/P.E kit Repeated failure to do H/W Discriminatory Behaviour (racist; homophobic; sexual) non targeted	Referral to Student Services / Tracker request through pathway referral form Communication home through phone call or email recorded on Arbor Discussed with student at the end of lesson / Break / Lunchtime Detention given – escalated to HOF/HOK Scheduled and recorded on Arbor Referral to HoF Referral to attendance officer Anti discriminatory behaviour strategy	Formtutor/ class teacher

HOF/HoK/SLT

Serious Break / Lunchtime incident

Serious damage to property

Persistent defiance

Persistent failure to attend detention

Serious disruption to lesson (lesson cannot continue)

Serious misuse of ICT equipment

Verbal abuse to student / Targeted bullying

Truancy on site / Off site

2nd Discriminatory Behaviour
(racist; homophobic; sexual) non targeted

Fighting

Incident out of school incl. journey to and from school

Persistent lateness to lesson / school

Smoking/vaping – using or supplying

HoK Internal Suspension recorded on Arbor

Phone call / Meeting with parents
/ Carers recorded on Arbor

HoF / Faculty detention lunch
/ After school recorded on Arbor

HoF support and strategies

Class / Form move - Meeting with parent

Letter sent home - Tracker

After school detention or internal suspension

Recorded on Arbor / Red Card system implemented HoF
/ Faculty detention

Referral to Student Services
/ Tracker request through pathway referral form

HoF support and strategies

School discriminatory behaviour policy

HoF support and strategies

School discriminatory behaviour strategy

HOF/HoK/SLT

Schoolbehavioural+Pastoral lead

3rd Discriminatory Behaviour or targeted
(racist; homophobic; sexual) non targeted

Persistent targeted Bullying

SLT callout

Verbal / Physical abuse towards staff

Smoking / Vaping – using or supplying – REPEAT offence

Theft

Assault

Illicit substances - using or supplying

Peer on peer abuse

External suspension

Offsite direction

Permanent exclusion

Any of the above may include involvement or
support of external agencies

School behavioural+Pastora lead

Appendix C: Support and Intervention Pathways

FAIRFIELD HIGH SCHOOL INTERVENTIONS AND SUPPORT PATHWAYS

	SAFEGUARDING/WELLBEING*	SEND	ATTENDANCE	BEHAVIOUR	ACADEMIC	
LEVEL 1	Student is supported by form tutor and teaching staff. Conversation with student. Signs of wellbeing form completed. Communication with parents/ carers (where appropriate) recorded on Arbor. Strengths and Difficulties Questionnaire. Provision map referred to and key staff communicated with.	Discussion with student about difficulties. Parents/Carers Meeting. Amend seating plan. Ensure resources for SEN are provided e.g. Overlays. Use 5 quick wins for SEN strategies when teaching. Discussed student with HoF and produced a plan of action. Initiated faculty specific targeted intervention. Provision map referred to and key staff communicated with.	100% attendance letters. Improvement in attendance letters. Best form weekly attendance award. Weekly attendance on the noticeboard for students to see progress in all years, houses. Form tutor initiatives to celebrate good attendance. Signs of wellbeing form completed. Discussion with student by form tutor. Provision map referred to and key staff communicated with. Form tutor conversation with student.	Fresh start for students with each lesson. De-escalation strategies used In class/form/social time. Discussion with a student by form tutor/subject teacher. Signs of wellbeing form completed. Communication with parents/ carers by form tutor/subject teacher recorded on Arbor. Letter sent home. Detention given & recorded on Arbor Smart start equipment loaned. Recorded on Sims. Provision map referred to and key staff communicated with. Praise strategies utilised and recorded on Arbor.	Quality first teaching. 5-a-day strategies. Discussion with student by subject teacher. Signs of wellbeing form completed. Communication with parents/ carers by subject teacher recorded on Arbor. Effective use of LSA in lesson to support student. Seating plans. Support work through google classroom. Provision map referred to and key staff communicated with.	Form/subject teacher
LEVEL 2	Referral made to Learning managers for 1-2-1/wellbeing group support. MyConcern referral completed Support strategies shared with key/whole staff (where appropriate). Team around student created. Communication with parents/carers logged on Arbor. Pathway referral completed.	Full SENDCo assessment. Teacher meet. Provision mapping of Students' needs. SEN specific intervention group e.g. Dyslexia, numeracy or ADHD. Support in classroom. Referral to SENDCo for 1-2-1 SEND support. Student pursuit. Pathway referral completed.	HoKs conversation with student. Under 90% letter home to parents/carers. Communication with parents/carers. Referral to LMs. Strategies put in place to support regular attendance e.g. 1-2-1/group work. Penalty warning letter. GP letter. SENDCo. Pathway referral completed.	Student meeting with HoF/HoKs HoKs/HOF lesson intervention Tracker request, support and strategies put in place. Behavioural support. Strategies shared with student's teachers/whole staff. HoKs/HoF detention & letter home. HoKs/HoF communication with parents/carers on Arbor. Incident recorded on Arbor. Referral to Learning Managers/ SENDCo. Student pursuit. 1-2-1/small group support. Pathway referral completed.	Student meeting with HoF. Targeted classroom intervention. Change of teaching group. Phone call with parents/carers by HoF. Tracker request. Careers/aspirations support. Faculty resources offered e.g. revision books, equipment. Pathway referral completed.	HoF /HoKs internal support

	SAFEGUARDING/WELLBEING*	SEND	ATTENDANCE	BEHAVIOUR	ACADEMIC	
LEVEL 3	EHA completed. Support through external agencies e.g. CLIMB; WMWA; CAMHS. Contact with MASH education officer. Home Visit. Meeting with parents/carers logged on to Arbor. MyConcern referral.	Assessment by Educational Psychologist. 1-1 Support in classroom. Request Pediatrics or CAMHS assessment. Referral to Outside Agency e.g. ASD Advisory Service. Refer for targeted intervention by Outside Agency (see well-being). Amendment to classes/options e.g. entry level. Additional funding request through SEN team. EHA.	EHA completed. Home visits. Reduced/alternative timetable e.g. intervention support in place. Attendance support plan. Emotionally based school avoidance support e.g. WEST; counselling; 1-2-1/wellbeing groups; CAMHS. Penalty notices.	SLT callout/red card. SLT detention. SLT meeting with parents/carers. Recorded on Arbor. Internal removal from the classroom. LA PSP/behavioural support. Whole school strategies. External agencies involvement i.e. LA; Police; CLIMB; WMWA; CAMHS; CE. Internal suspension.	SLT/HoF meeting with parents/carers. Additional support sessions/ after school support arranged.	Referral for external support
LEVEL 4	MyConcern referral. MARF/Police/CE/CSE/CAMHS referral completed. Initial keep safe strategies put in place with student/parent/care.	EHCP. Funded ongoing curriculum adaptions. Accessibility Amendments. Change of provision request.	Part time timetable/blended learning and LA informed. H3. Alternate Provision Penalty notice. MARF.	Fixed-term suspension. Off-site direction. Permanent exclusion.	Individualised timetable/curriculum. Work related learning.	LEVEL 4

*Any immediate safeguarding concern about a student must be reported on MyConcern.

APPENDIX D – PROCEDURES FOR SPECIFIC INCIDENTS

1. **Smoking & illegal substances:**

Students are not allowed to smoke/vape in school. If they are caught smoking/vaping (including in the outdoor areas and whilst travelling to and from school) the student will be issued with a sanction, according to level of persistence. See Appendix B - Behaviour Intervention Pathways.

Items relating to smoking including e-cigarettes, vapes, lighters etc will be confiscated. These will NOT be given back to the student but are usually able to be collected by the parent/carer in person; however, the school reserves the right to hand them to the police.

If a student is found to be smoking/vaping it could lead to further consequences or involvement with external agencies.

Any selling of vapes, cigarettes or other illegal substances (including those which are deemed illegal to a person below the age of 18 years) is not allowed and will result in an appropriate sanction. See Appendix B - Behaviour Intervention Pathways.

Students must not bring drugs or other illegal substances onto school. They must not use or come to school under the influence or intoxicated by such items. They must not supply drugs or other illegal substances to other students (supplying means giving to another person and does not have to involve the exchange of money).

If students are suspected of being in possession of either drugs or other illegal substances it will be dealt with in line with our Behaviour Intervention Pathways (Appendix B) and may require the student and/or their possessions to be searched in line with the DfE Guidance, Searching, Screening and Confiscation, July 2022).

2. **Mobile phone & electronic devices:**

We appreciate that parents/ carers may wish their child to bring a mobile phone to school to keep them safe whilst travelling to and from school. However, they are an unnecessary distraction in school time and are not required as part of the school day. Mobile phones will be locked securely in a phone pouch between 0845hrs and 1525hrs.

If your child needs to contact you, we can make a phone available to them through the school office. If you need to contact your child, please ring the school office; do not ring your child directly as the phone will be switched off and locked away.

If your child is concerned about something that might be happening outside of school (e.g. a parent/carer is unwell) they should speak to a member of staff, and we will support them to ring from the school office or an appropriate quiet space.

If a phone is seen or heard by a member of staff, it will be confiscated and left in the main Admin Office; it will only be returned to a parent/carer/named adult at the end of the day. There is no mitigation for a first offence.

Please be aware the school accepts no responsibility for the loss or damage of mobile phones or any such items if they have been confiscated because of students breaching these rules.