




King
Ecgbert
School

Behaviour and Discipline Policy (including the CBM – Consistent Behaviour Model)

LGB Process Completed:	Reviewed July 2023
Signature of Chair:	
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Behaviour and Discipline Policy

King Egbert School is a caring, safe, happy and productive school that values and celebrates diversity. All our policies are based on our key values:-

- ***Academic excellence for all***
- ***Showing respect at all times***
- ***Having high aspirations and personal goals that go beyond our time in school***

We are committed to promoting positive mental health and emotional well-being for every member of our staff and student body. We pursue this commitment using both universal whole school approaches and specialised targeted intervention.

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Appendix 1	Consistent Behaviour Model
Reviewed:	November 2020 - Covid addendum to CBM model – no main policy changes
Reviewed:	November 2021 – Clarification on updates to dress code
Reviewed:	July 2023 – Changes to Consistent Behaviour Model

1. RATIONALE

At King Ecgbert School our purpose is to enable young people to develop and thrive in a stimulating, well ordered and caring environment, through which they can become well-adjusted young adults, able to succeed in a changing world and workplace. We recognise that the development of appropriate and positive behaviour is clearly essential to the academic and social success of all pupils.

2. AIMS OF THIS POLICY

To describe the processes and systems within the school which promote, encourage and reward good behaviour, and enable disruptive behaviour to be dealt with effectively.

3. OBJECTIVES OF THIS DOCUMENT

This document will:

- Ensure that every member of the school community (students, parents, teachers and all other staff working in the school) are aware of the agreed expectations with regard to behaviour and discipline which are held at King Ecgbert School
- Outline procedures to promote a well ordered teaching and learning and working environment for all students and staff through the application of positive behaviour management strategies
- Promote the development of self discipline, respect and consideration for others as a central part of the individual's personal development
- Ensure that all stakeholders are aware of their responsibilities with regard to behaviour management and discipline

4. DEFINITIONS

On Call

The system by which a member of staff can request support in dealing with students who are causing a severe disruption to learning.

Isolation

This represents one of the most severe sanctions that the school can impose in-house. Students are placed in a supervised room and remain out of lessons and circulation for an agreed length of time.

Exclusion

This represents the most severe sanction a school can impose and as such is only considered under extreme circumstances. Exclusion occurs when it is deemed that a student's behaviour has been such that they can no longer be a part of the school community.

Isolation is exclusion within the school. It may be for a full or part day and can include students' social times, such as break or lunchtime.

Fixed Term Exclusion is for a pre-defined period of time, with the aim being to reintegrate the student. The implementation of fixed term exclusion is governed by national directives.

All students who serve a fixed term exclusion are given work to be completed on the school days during the period of their exclusion.

Permanent Exclusion is when a school decides that the adverse effect a student has on the school community cannot be tolerated and they are educated elsewhere. The application of permanent exclusion is also governed by national directives.

CBM – Consistent Behaviour Model. This gives specific details about expectations and sanctions at King Ecgbert School. See Appendix One

Inclusion

A policy of inclusion means that a school will do its utmost to ensure that all students achieve and meet their potential regardless of any barriers to learning they may experience.

Pastoral Support Plan (PSP)

A PSP is a document that outlines the actions and activities a school is going to implement to ensure that a student meets their potential.

Special Educational Needs Co-ordinator (SENCO)

The designated member of staff within a school charged with ensuring that all students receive the support they need to meet their potential.

Year Manager (YM)

Year Managers have pastoral responsibility for a year group but will also have additional and/or safeguarding responsibilities within the school.

Head of Department (HOD)

The HOD is in charge of a department and is responsible for teaching standards, learning and behaviour within that department. HODs are also expected to support the behaviour and rewards policy on a whole school basis.

Sanction

A sanction may lead to a punishment. It may take the form of a detention, isolation, fixed term exclusion or other intervention. Students will be sanctioned in lessons through a 3 step system (First Warning, Final Warning, On Call) see Appendix One.

Detention

A detention is when a pupil is expected to give up some of their own free time in order to make recompense for a misdemeanour.

Late detention occurs daily at lunchtime. Detention is given for lack of homework or behaviour which disrupts but falls short of on call. These detentions also take place at lunchtime. Parents are notified by text.

On Call detention is given as a result of a student receiving an On Call or for other serious behaviour. These detentions are for 45 minutes at the end of the school day. Parents are notified by text.

The sanctions system on SIMS will generate the detention and students and parents will be informed accordingly.

Isolation

This is a sanction that can be actioned by a member of SLT or the Pastoral Team. Students are placed in a designated room where there is complete silence and no contact with the school community. Lunch may be eaten in there. Isolation may last from one or two periods to a full day. Parents are informed by pastoral staff as to the reason for the Isolation.

5. What the law says

Maintained schools

The Headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect,
- prevent bullying,
- ensure that pupils complete assigned work and which
- regulate the conduct of students

When deciding what these measures should be, the Headteacher must take account of the governing body's statement of behaviour principles. The Headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching students,
- the power to use reasonable force and other physical contact,
- the power to discipline beyond the King Egbert School gate,
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour, and
- pastoral care for staff accused of misconduct

The Headteacher must decide the standard of behaviour expected of students at King Egbert School. He or she must also determine the King Egbert School rules and any disciplinary penalties for breaking the rules.

Teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff.

The Headteacher must publicise the King Egbert School behaviour policy, in writing, to staff, parents and students at least once a year.

The King Egbert School's Behaviour Policy must be published on its website (School Information (England) Regulations 2008). Where the school does not have a website the governing body will make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Academy schools

The proprietor of an Academy is required to ensure that a written policy to promote good behaviour among students is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a student misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. The behaviour policy will be made available to parents on request.

While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.

Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the King Egbert School rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate students' property

Punishing Poor Behaviour

What the law allows

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a King Egbert School rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. the decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher
2. the decision to punish the student and the punishment itself must be made on the King Egbert School premises or while the student is under the charge of the member of staff and
3. it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances

A punishment must be proportionate. In determining whether a punishment 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 student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

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

Students' conduct outside the King Ecgbert School gates – Teachers' powers

What the law allows:

Teachers have the power to discipline students for misbehaving outside of the King Ecgbert School premises "to such an extent as is reasonable".

The Behaviour Policy will set out what the King Ecgbert School will do in response to non-criminal bad behaviour and bullying which occurs off the King Ecgbert School premises and which is witnessed by a staff member or reported to King Ecgbert School, including the punishments that will be imposed on students.

Subject to the behaviour policy, teachers may discipline students for:

- misbehaviour when the student is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from King Ecgbert School or
 - wearing the King Ecgbert School uniform or
 - in some other way identifiable as a student at King Ecgbert School or
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of King Ecgbert School or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of King Ecgbert School

In all cases of misbehaviour the teacher can only discipline the student on King Ecgbert School premises or elsewhere when the student is under the lawful control of the staff member.

Detention

What the law allows:

Teachers have a power to issue detention to students (aged under 18).

King Ecgbert School will make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break and
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'

The Headteacher can decide which members of staff can put students in detention. For example, they can limit the power to Year Managers or Heads of Department only or they can decide that all members of staff, including support staff, can impose detentions.

At King Egbert School, On Call detentions take place after school and are supervised by senior members of staff. Final Warning, Homework and late detentions take place at lunchtime and are supervised by Year Managers and teaching staff.

Matters King Egbert School will consider when imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably, given all the circumstances, when imposing a detention.

With lunchtime detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours

King Egbert School staff will not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will 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. It does not matter if making these arrangements is inconvenient for the parent.

Searching and Confiscation

Taken from the Department for Education Guide to Screening, Searching and Confiscation Advice for Headteachers, school staff and governing bodies – July 2013

Senior staff at King Egbert School will search a student and their belongings if there is reason to suspect the student has prohibited items. Such items include:

- Weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images or inappropriate images
- Any item that staff suspect has been, or is likely to commit an offence or an injury to/damage the property of another person
- Any banned item as identified by the Headteacher (see Appendix one)

Where the need to search a student arises, two members of staff will conduct the search – one of which will be a member of SLT. Students will be asked to empty pockets of clothing, remove their shoes and the contents of any bag and locker will be searched. If a student refuses to be searched, King Ecgbert School will apply an appropriate sanction, which in some cases may involve contacting the police.

Any search will take place on school premises (unless a search is required whilst the student is taking part in any school based activity away from the King Ecgbert School premises). Any prohibited items found during a search will be immediately confiscated. Any illegal or stolen items found will immediately be forwarded to the police. Any electronic device confiscated may have stored material deleted by staff where it is felt reasonable to do so. Where pornographic or inappropriate material is stored, the Headteacher and/or Safeguarding Officer will be notified and decide whether the material will be deleted or if further investigation by the Police is required.

Mobile Phones

Students bringing mobile phones to school do so at their own risk. King Ecgbert School does not accept responsibility for the loss, damage or theft of mobile phones.

Mobile phones should be turned off and out of sight during the school day. Students using them in school risk having the phone confiscated for the remainder of the day. Confiscated phones are kept securely in the school office. See Appendix One.

Occasionally, students may be asked to use their phones but only under the direct supervision of a member of staff.

Students should hand in all valuables, including mobile phones, to PE staff when using the changing rooms for lessons or extra-curricular activities.

Searching with consent

King Ecgbert School's common law powers to search:

- King Ecgbert School staff can search students with their consent for any item

Also note:

- King Ecgbert School is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree
- King Ecgbert School will make clear in the King Ecgbert School behaviour policy and in communications to parents and students what items are banned
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses,

the teacher can apply an appropriate punishment as set out in the King Egbert School's behaviour policy

- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, King Egbert School can apply an appropriate disciplinary penalty

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under Article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate

Searching without consent

What the law says:

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 to, or damage to property; and
- Any item banned by the King Egbert School rules which has been identified in the rules as an item which may be searched for.

Who can search?

The Headteacher or a member of King Egbert School staff authorised by the Headteacher.

Under what circumstances?

- You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they will be the same sex as the student being searched.
- There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and 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.

When can the search take place?

- If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.

- The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

Authorising members of staff

- The Headteacher will decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

Training for King Egbert School staff

- When designating a member of staff to undertake searches under these powers, the Headteacher will consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search will bear in mind that a student's expectation of privacy increases as they get older.
- The powers allow King Egbert School staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Authorised King Egbert School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches for items banned by the King Egbert School rules

- An item banned by the King Egbert School rules may only be searched for under these powers if it has been identified in the King Egbert School rules as an item that can be searched for.
- The King Egbert School rules must be determined and publicised by the Headteacher in accordance the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Headteacher must publicise the King Egbert School behaviour policy, in writing, to staff, parents and students at least once a year.

Location of a search

- Searches without consent can only be carried out on the King Egbert 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.
- The powers only apply in England.

During the search

Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (eg a police officer) can do.

Lockers and desks

- Under common law powers, King Egbert School staff are able to search lockers and desks for any item provided the student agrees. King Egbert School can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.
- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the King Egbert School rules.

After the search

The power to seize and confiscate items – general

What the law allows:

King Ecgbert School's general power to discipline, 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.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that King Ecgbert School can dispose of **alcohol** as they think appropriate but this will not include returning it to the student.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they will treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that King Ecgbert School can dispose of tobacco or cigarette papers as they think appropriate but this will not include returning them to the student.
- **Fireworks** found as a result of a search may be retained or disposed of but will not be returned to the student.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (ie it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item which is banned under the King Egbert School rules** they will take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State
- **In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.**
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they will treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, King Egbert School staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device.
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the King Egbert School rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they will delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Also note:

- Teachers will also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by King Egbert School.

Telling parents and dealing with complaints

- King Ecgbert School is not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- King Ecgbert School will inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching will be dealt with through the normal King Ecgbert School complaints procedure.

Frequently Asked Questions

Q: I'm a teacher; can I refuse to search a student without their consent?

A: Yes. A Headteacher cannot require a member of staff to conduct a search. In order to conduct a search without consent, a member of staff must be authorised to do so. Staff can choose whether they want to be authorised, or not.

Q: Is there a risk that I could face legal challenge if I search a student without consent?

A: Headteachers and authorised King Ecgbert School staff have a specific statutory power to search students without consent for specific items – knives/weapons, alcohol, illegal drugs and stolen items. As long as the member of staff acts within the limits of this specific power they will have a robust defence against a legal challenge.

Use of Reasonable Force

Taken from the Department for Education Guide to Use of Reasonable Force Advice for Headteachers, staff and Governing Bodies – July 2013

King Ecgbert School staff will follow guidance as set out by the Department for Education

King Ecgbert School will always inform parents/carers if reasonable force has been used and a detailed record of the incident will be kept – see Appendix Two

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, King Ecgbert School staff will generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- King Ecgbert School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- All members of King Egbert School staff have a legal power to use reasonable force.
- This power applies to any member of staff at King Egbert School. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In King Egbert School, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will 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.

King Egbert School can use reasonable force to:

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

King Egbert School cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

Communicating King Egbert School's approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and students. The governing body will notify the Headteacher that it expects the King Egbert School behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate students found fighting or that if a student refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force will acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- King Egbert School does not require parental consent to use force on a student.

- King Egbert School will not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a student causing harm.
- By taking steps to ensure that staff, students and parents are clear about when force might be used, King Egbert School will reduce the likelihood of complaints being made when force has been used properly.

Telling parents when force has been used on their child

- King Egbert School will always inform parents/carers when reasonable force has been used

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

What happens if a student complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. King Egbert School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- King Egbert School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, King Egbert School will ensure that the teacher has access to a named contact who can provide support.
- The governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, King Egbert School has a duty of care towards their employees. It is important that King Egbert School provides appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
- Examples of where touching a student might be proper or necessary:
 - When comforting a distressed student
 - When a student is being congratulated or praised

- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

Frequently Asked Questions

Q: I'm worried that if I use force a student or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used will be no more than is needed to achieve the desired result. King Ecgbert School staff will expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the students, and this includes while on school trips.

Q: Can force be used on students with SEN or disabilities?

A: Yes, but the judgement on whether to use force will not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my students. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other King Ecgbert School staff have a duty of care towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a student?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

6. RIGHTS AND RESPONSIBILITIES OF STUDENTS

The school publishes a statement of the rights and responsibilities of students upon which this policy is based. It is essential that the rights of all individuals should be understood and safeguarded. In summary these are:

- Every student has the right to learn at his or her optimum rate, without being hindered by others.
- Every student has the right to live each day in school without fear. Bullying, threats, name-calling, racial or sexual harassment, interference with property, and any other action designed to frighten, humiliate or embarrass are all unacceptable.

- All staff - teachers and support staff - have the right to go about their work and use their abilities for the benefit of pupils without being hampered.

7. MONITORING, EVALUATION AND REVIEW OF THE POLICY

- It is the responsibility of the governing body to monitor and review the Behaviour Policy, paying particular attention to its effectiveness, fairness and consistency.
- The governing body will review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents and in accordance to the schedule agreed by the full governing body.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy as and when required.
- To monitor and review the policy SLT will draw on a number of indicators, including behaviour data, use of rewards, attendance, checks on uniform and equipment, as well as the professional view of staff and the feeling of pupils.

References

The Department for Education Guide to Screening, Searching and Confiscation
Advice for schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

The Department for Education Guide to use of Reasonable Force
Advice for Headteachers, staff and Governing Bodies – July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

The Department for Education Guide to Behaviour and Discipline in School
Advice for Headteachers and school staff – January 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Consistent Behaviour Model (CBM) Policy

Aims of this policy:

To describe the processes and systems within the school which promote, encourage and reward good behaviour and enable disruptive behaviour to be dealt with consistently and effectively.

Introduction:

This document sets out the framework of the King Egbert School approach to encouraging good behaviour which enables young people to learn, develop and thrive in a stimulating, well ordered and caring environment. In addition, the school's responsibility to ensure the safeguarding of all young people, in line with Keeping Children Safe in Education (KCSIE) 2023, forms an integral part of the construction and implementation of this policy. At King Egbert School we aim to develop the character and conduct of all students. We educate our young people on the types of behaviours we expect to see both in school and in the wider world – this is embedded across the school and is taught specifically through our 'behaviour curriculum'. We communicate our expectations to students regularly and clearly and aim to ensure that all students know what is expected of them at all points during the school day, enabling school staff to uphold the highest standards and prioritise learning in the classroom.

Our framework is known as the Consistent Behaviour Model (CBM).

It is expected that the policy will evolve as necessary. At all times staff, students and parents will be made fully aware of such changes.

The Consistent Behaviour Model should be successful in:

- i.Ensuring that all students, regardless of ability, age and gender are engaged in the process of praise, recognition and rewards
- ii.Supporting staff in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a conducive way that promotes good progress.
- iii.Making the school a calm and purposeful learning environment at all times and in all areas.
- iv.Providing clear and simple systems that all stakeholders understand

Without doubt, the essential prerequisite for the CBM to be successful is a consistent commitment from all staff to operate within the agreed framework every day. It is one of our fundamental expectations of all staff; therefore, it is given high priority.

Where necessary, reasonable adjustments will be made to this policy in line with a child's Special Educational Need individual plan. For further information regarding reasonable adjustment types, please see the Special Educational Needs policy.

All teachers in all curriculum areas must recognise the importance of praise and reward for all students as a matter of agreed policy. Support staff and non-teaching staff will also be expected to formally praise and challenge students whenever it is appropriate to do so.

Staff must have a thorough understanding of the CBM and operate within the model for the use of sanction and reward.

1. Rewards

Praise and rewards are key factors in the promoting of positive behaviour and development of positive relationships between staff and students. King Egbert School aims to motivate students and highlight positive behaviours/conduct/performance by recognising students in class and around school.

Y7-11

Classroom conduct/expectations

Students receive House Points for performance in lessons. All students that meet lesson expectations will earn one House Point per lesson. House Points will be awarded in line with the criteria below. In addition, students can earn additional House Points should a member of staff make contact with home to report on positive performance. Students in Y7-9 collect stamps in their planner and have these recorded weekly by their Form Tutor during 'admin' morning. Students in Y10 and Y11 have all House Points recorded electronically by the class teacher/awarding staff member.

Recognition type	Tariff	Criteria
House point	1	<ul style="list-style-type: none">• Meeting all classroom expectations• Making positive contributions to class discussions• Exceeding expectations in a key area e.g. classwork, presentation of work• Demonstrating leadership skills e.g. supporting others/taking on responsibilities in the classroom• Kindness/courtesy to peers/staff <i>Please note: a maximum of 3 house points should be awarded to an individual per lesson.</i>
Parent message	3	<ul style="list-style-type: none">• Excellent performance in one key area• Exceeding expectations in multiple key areas• Consistently excellent in multiple lessons <i>Plus any other repeated/one off positive behaviour that warrants a reward greater than a house point.</i>
Parent phone call	5	<ul style="list-style-type: none">• Outstanding performance in one key area• Consistently outstanding in multiple lessons <i>Plus any other repeated/one off positive behaviour that warrants a reward greater than a parent message.</i>

Outside the classroom

Students can be awarded House Points for showcasing the school's Core Values. The criteria below highlights typical examples of how recognition can be earned.

Core Values (ERA) – recognising students' character and positive behaviour in and around the school community	
Core Values tariff	Typical behaviours/gestures that may result in core value rewards (not exhaustive)
1	Holding doors for adults Politeness/good manners in corridors/school community Assisting adults – offering to carry items for a staff member
3	Supporting the learning of others (reading support) Demonstrating kindness to a peer in need
5	Attending open evenings, or similar, to support staff in showcasing the school. Leading extra-curricular activities for younger students. Going above and beyond to help/support a peer or staff member

Positive On Call

Teachers can request 'Positive On Call' for their class. This occurs when a group is working collectively to outstanding levels. On Call staff will congratulate students and issue one House Point per student.

Rewards Events

A range of rewards events are held over the academic year to celebrate students performance. These range in frequency and criteria – please see below:

- form Breakfast
- Form Tutor 'star performer' award
- departmental postcards
- House Heroes golden ticket events
- termly rewards assemblies
- ATL celebration events

2. Planner:

The planner is a compulsory item for all students. It contains valuable organisational information for all students and is a key component of CBM.

The following expectations apply in relation to the planner

- show your planner to the senior member of staff on first arrival each day
- no personalising of the Student Planner is allowed
- a student should have their planner with them **at all times**
- the planner should be out and on desks in every lesson

Each morning members of the Senior Leadership Team (SLT and Year Managers (YMs) will meet and greet students at the student entrance. Students should show their planner on entry to the school.

The planner holds vital organisational information, serves a teaching and learning tool and is used for the recording of rewards and conduct; it is therefore an essential piece of equipment. Where students do not have a school planner, the following process will be applied:

1st instance – One day planner issued

2nd+ instance – One day planner issued and On Call detention

3rd instance (consecutive days) – all social time removed until a new planner is purchased

Lost or damaged planners will need to be immediately replaced at a cost of £2.50. A new planner can be purchased at Student Reception.

5 Planner Comments in a Week:

Planner comments are issued to students for not meeting school expectations. During a school week, if a student reaches 5 comments in their Student Planner the following procedures will apply;

- The member of staff writing the 5th comment should request 'On Call' who record this in the On Call folder.
- The student will lose social time and be added to the On Call detention list for the following day
- Parents are informed of the sanction by text message.

10 Comments in a Week:

During a school week if a student reaches 10 comments in the student planner the following procedures will apply;

- The member of staff recording the 10th comment requests 'On Call'. 'On Call' takes the student immediately to isolation
- 'On Call' informs the Headteacher and a suspension is arranged

Refusal to hand over Student Planner:

The refusal to hand over a planner when requested by a member of staff will be seen as defiance and treated in line with school's response to such behaviour.

3. Classroom Expectations:

When a particular misdemeanour takes place an identified sanction or range of protocols must follow. The protocol is not open to negotiation or debate. This is the key area of consistency.

Classroom Expectations:

Students are to arrive at and enter the classroom within the allocated movement time. All teachers will have a routine for starting the lesson in line with 'Classroom ABC' (see Appendix). We believe in regular and clear communication of our expectations at King Ecgbert School. We invest time in sharing the reasons for each expectation in school and how this benefits students' learning and experience. Information is regularly shared through assemblies and Form Times, while every classroom has poster displays to remind students and serve as teaching resource for staff (see appendix).

Warning protocol:

During all lessons we have a 3 step system.

Unacceptable behaviour includes all that is disrupting teaching and learning and/or is behaviour/attitude which is producing sub-standard work.

The following protocol is to be used by all staff – consistency and certainty is important for all students.

First Warning - (in class intervention)

- The teacher writes the student's name on the board
- The student is explicitly told this is their first warning and the reason why it has been given
- The first warning should not be given as a blanket warning to the full class

Final Warning - Student is given a final reminder of expectations

- The teacher places a tick against the student's name on the board.
- The student is told this is their final warning, the reason why it has been given and this will be recorded
- A final warning is punished by a departmental detention at lunchtime
- The teacher records the behaviour leading to this warning and the action taken on Edulink/SIMS

'On Call'

- If problems persist, 'On Call' is requested through Edulink
- 'On Call' takes the student to the Isolation/Reset Room. If possible, students should be given work to complete from the lesson they have been 'On Called'. If this is not possible other work will be set
- Teacher enters information on Edulink/SIMS.
- An after school On Call detention is given for 45 minutes the same day (or day after if the On Call happens lesson 5)
- A text message is sent to parents to inform them that their child has been removed from learning and that their child will be attending detention after school

Key Related Rules:

- If a student obtains 2 'On Calls' in a day they will be placed in Isolation for the remainder of the day

- Isolation has the same rules as in classrooms, although there is no communication with other students including break time and lunchtime
- If a student does not meet expectations when working in Isolation they will be Suspended for a fixed term period

4. Point based policy:

We operate a point based system. All behaviour incidents are recorded. Each behaviour is attributed a number of points. The scale we operate is on a tariff of 1-5 points per behaviour. The more severe the behaviour the higher the allocated point.

All points are recorded on SIMS. The points are cumulative and add up to provide a picture of a student's behaviour throughout the academic year.

The tariff we operate is subject to change and may be modified throughout the year to meet the needs of the school.

The following thresholds are in place to ensure a graduated response to those students who accrue high numbers of behaviour points.

When a student gets to:

- **50 behaviour points- Pastoral Manager.**

At 50 behavioural points a disciplinary meeting occurs in school with the relevant Pastoral Manager (KS3/KS4). The parent and the student must attend. The Pastoral Manager will present details of the student's behaviour record and teacher feedback will be shared. In addition, all intervention and support to date will be discussed and reviewed. The student, parent and Pastoral Manager will sign a behaviour contract. At the meeting it is made very clear that further instances of poor behaviour could put the student at risk of permanent exclusion. During the meeting further strategies and support interventions are considered. The student may be placed on 'Monitoring' to a senior member of staff.

- **100 behaviour points – SLT and Governor.**

At 100 behaviour points a Disciplinary Meeting with a Senior Leader and a school Governor occurs in school. The parent and the student must attend. The behaviour record, facts and context are shared. In addition, all intervention and support to date will be discussed and reviewed. At the meeting it is made very clear that further instances of poor behaviour could result in permanent exclusion. There is also a discussion about the suitability of a Managed Move to another school. Where appropriate a student may be placed on 'Monitoring' to the Headteacher.

- **150 behaviour points- Headteacher.**

At 150 behaviour points the Headteacher and Deputy Headteacher will meet with the student and parent/carer to discuss the possibility of permanent exclusion. A decision is made, taking into account the following:

- The student's previous record
- The threat to the health, safety and welfare of those in the school community
- The effect on other students in relation to their learning entitlement
- The threat to the school standards and behaviour
- The detriment the incident has had on the school's reputation
- The precedents – how other students have been treated in similar cases (when appropriate)

We reserve the right to permanently exclude any student at any point for persistent breaches of the School Behaviour Policy. We will permanently exclude any student where allowing them to remain in school would seriously harm the education or welfare of the student or others in the school community. Equally, the significant 'one off' incident can lead to permanent exclusion as set out in our Exclusion Policy.

At the beginning of each academic year each student will start at 0 points. However, the previous behaviour record is still part of the student's record and may be used as evidence in the case of permanent exclusion.

Formal Warning/Final Formal Warning

In the case of persistent poor behaviour or a serious one-off incident (or an instance at the discretion of the Headteacher), a formal warning or final formal warning may be issued to a student. This will be discussed with parents at a meeting attended by senior staff and the risks of further poor conduct will be outlined. The warning will be confirmed in writing with parents/carers.

5th Ever Suspension (from entry into the school) Headteacher Meeting:

To ensure previous poor behaviour is not ignored, when a student receives their 5th ever exclusion since joining the school, for a fixed term period, a meeting between the Headteacher, Deputy Headteacher, SLT link and YM is conducted.

At the meeting the Headteacher will consider the permanent exclusion of the student, using the criteria set out above (see 150 behaviour points). The context of any suspensions and the time frame that they have occurred will also be taken into consideration, in line with the school suspension policy.

5. Monitoring:

The behaviour points and incidents of all students are monitored weekly. Each fortnight students who have accrued an unacceptable number of behaviour points/incidents will be placed on 'Monitoring' for a fortnight cycle. Where little/no improvement is made over a fortnight, students will progress to the next tier. Moving up the tiers requires increased contact with parents and more intense staff support for the student. This process aims to support students to improve conduct, prevent further lesson disruption and avoid formal behaviour point meetings.

There are four levels of monitoring:

- Form Tutor
- Year Manager
- Pastoral Manager
- Senior Leader

6. Defiance:

Defiance will not be tolerated at King Egbert School.

Any student who is defiant, after having an opportunity to make the right choice, is automatically isolated for the equivalent of a whole day. In extreme cases or where a trend of persistent defiance is evidenced, a student will be suspended for a fixed term period.

7. Other Rules and Expectations:

Out of the lesson protocol:

On the rare occasion that a student must leave the classroom during lesson time they must have their student planner with them. The planner must contain a note from the teacher explaining why the student has been allowed to leave the lesson. It may be necessary to issue some students with an 'out of lesson pass' – this is rare and is usually the result of a medical condition.

Mobile Phones and Other Electronic Devices

- Phones and similar electronic devices are not to be used at school. They should be switched off and stored in a pocket or bag.
- Phones and other electronic devices that are seen will be confiscated in line with
- Ear phones should also not be used in the building and should be kept out of sight. They will also be confiscated if seen.

Social Spaces

- Staying in designated spaces (green zone) is required by all students to ensure the school remains calm and quiet
- Eating – break and lunchtime – is not allowed on the corridors
- Where behaviour at social times is not deemed acceptable, students will receive planner comments or more serious consequences where necessary

Confiscated Items

All Confiscated items are recorded and stored at main reception. Parents/carers are informed of any confiscation through Edulink. On the first occasion, items will be returned to students at the end of the day. On the second (and any subsequent) occasion (per item), parents/carers are required to collect items. Should a third occasion occur, alternative arrangements for carrying items will need to be agreed between school and parents.

Items that will be confiscated

- Phones and electronic devices
- Ear phones
- Jewellery that does not meet uniform expectations
- Chewing gum (will be disposed of)
- Energy drinks (will be disposed of)
- Cigarettes and e-cigarettes (will be disposed of)
- Lighters (will be disposed of)
- Coats, caps, hooded tops, jackets (if worn persistently inside the school building)
- Laser pens or any other laser product (must be collected by parents)

Any other items deemed to be inappropriate in school will be confiscated.

Each individual student must accept responsibility for their own personal possessions and equipment whilst on the school site. Students should avoid bringing valuable items into school and we will not be held responsible for any personal belongings, items of clothing or equipment lost or stolen in school.

9. Punctuality

Punctuality is an essential part of school and working life; students are therefore expected to arrive on time to school and lessons. Should a student arrive late, a 'late' mark will be added to the register. Punctuality is closely monitored in school and where patterns of lateness occur, strategies to support students into better time keeping will be implemented – these may include:

- Letters to parents/carers
- Punctuality monitoring with target setting
- Parent meetings

In addition, consequences for lateness are as follows:

- 2 x late to lesson marks in one day - Loss of social time
- 3 x late to school marks in one week – Friday extended SLT detention
- 5 late to lesson marks in one week - Friday extended SLT detention

Truancy

Truancy is defined in school as 'purposefully not attending or avoiding a timetabled lesson without permission'. Students who truant lessons will be sanctioned using the school's detention and Isolation systems – where a student repeatedly truant lessons, it may be necessary to implement a suspension.

10. Isolation

Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment. The Isolation Room is staffed by Year Managers, members of the Senior Leadership Team and senior teachers (break time). Students working in isolation will be required to complete a reflection task

associated with the reason for their Isolation. In addition, work will be provided by staff in line with that being completed by their peers.

In addition to the classroom rules, students are not allowed to communicate with other students and must put their hand up to communicate with the adult supervising. The warning protocols within isolation are the same as the warning protocols in classrooms (Please refer to section 4).

Students will be isolated in the fullest sense of the word. Break and lunch time will be taken in the isolation room and at no point will the isolated student be allowed to socialise with other students.

The duration of the day in the Isolation Room will be from 8.45 a.m. to 3.15 p.m (where it is necessary to extend the day for a student, parents will be advised). All students who are placed in Isolation must bring their equipment for that day.

On the rare occasion a student is involved in a crucial event or examination whilst in isolation, a member of SLT will make a decision on whether the isolated period should be rearranged.

If a student in Isolation is 'On- Called' they will be suspended for a fixed term period.

The level of commitment displayed by the student in Isolation will also be monitored at the end of each period. We expect full commitment and students to engage in their work.

The staff member supervising lesson 5 must return all work and text books via pigeon holes.

11. Offsite Direction and Managed Moves

An Offsite Direction may be implemented by the school due to serious behaviour concerns; this could be persistent poor behaviour or a one-off incident. When an Offsite Direction is implemented, an alternative education centre will have been sought by the school. The student will be required to attend the alternative centre for the duration agreed by the Headteacher (up to six weeks) and must adhere to the requirements outlined.

A Managed Move may be implemented for a variety of reasons, including where a student is at risk of permanent exclusion. An alternative school/centre will be sought and agreed with parents. The student will attend for an initial 12 week period with a view to a permanent transfer being agreed. Review meetings will take place at regular intervals and will be attended by representatives from both schools. A Managed Move may be ended by the host school if persistent breaches of the school's policy are evident, or a serious one off incident occurs or targets are not met.

12. Suspension and Permanent Exclusion

Details of these sanctions are covered in the school's Exclusion policy.