



## Langley Park School for Girls Behaviour Policy

Owner (job role):	Director of Education
Approval Body:	Standards and Performance Committee
Approval Date:	13 May 2025
Implementation Date:	1 September 2025
Policy in place until:	31 August 2026
Date of next review:	This policy will be reviewed in May 2026 at the Standards and Performance Committee. Any changes agreed on in May 2026 will be effective from 1 September 2026

Version	Approval Date	Summary of Changes
2	14.5.24	Adding the trust vision and values to the start of the policy
2	14.5.24	9.6 confiscation, searches and screening * Changing Senior and SLT to 'School leadership' * Use of the metal detector wand for 'prohibited items'
2	14.5.24	10.2 removal from classes Added that students may be removed in the interest of safety and to support investigations
3	25.9.24	Updates to sections 10.3 off-site direction and 10.4 managed moves
4	14.02.25	Updates to sections 10.3 off-site direction and 10.4 managed moves – approved by Trustees 24.2.25

5	20.01.26	Updates to Section 4, 9.5 and 10.2. A new section 9.6 'Seclusion' further to DfE guidance on restrictive interventions, including use of reasonable force
6	02.02.26	Updates to section 8.1 further to new DfE non-statutory guidance on mobile phones -'Mobile phones in schools'

**Contents**

1. Our Vision..... 4

2. Our Values:..... 4

3. Aims of this policy ..... 4

4. Legislation, statutory requirements and statutory guidance..... 4

5. Definitions ..... 5

6. Bullying..... 6

7. Roles and responsibilities..... 8

7.1 The Local Governing Body (LGB)..... 8

7.2 The Head Teacher ..... 9

7.3 Teachers and all staff ..... 9

7.4 Parents and carers ..... 9

7.5 Students..... 10

8. School behaviour curriculum ..... 10

8.1 Mobile phones..... 11

9. Responding to behaviour ..... 11

9.1 Classroom management ..... 11

9.2 Safeguarding ..... 12

9.3 Responding to good behaviour..... 12

9.4 Responding to misbehaviour ..... 12

9.5 Restrictive Intervention: Reasonable force and Restraint ..... 13

9.6 Seclusion ..... 14

9.7 Confiscation, searches, screening..... 15

9.8 Off-site misbehaviour ..... 16

9.9 Online misbehaviour..... 17

9.10 Suspected criminal behaviour ..... 17

9.11 Zero-tolerance approach to sexual harassment and sexual violence..... 17

9.12 Malicious allegations ..... 18

10. Serious sanctions ..... 18

10.1 Detention..... 18

10.2 Removal from classrooms..... 18

10.3	Off-site direction .....	19
10.4	Managed Moves .....	20
10.5	Suspension and permanent exclusions .....	20
11.	Responding to misbehaviour from students with SEND.....	22
11.1	Recognising the impact of SEND on behaviour .....	22
11.2	Adapting sanctions for students with SEND .....	23
11.3	Considering whether a student displaying challenging behaviour may have unidentified SEND ....	23
11.4	Students with an education, health and care (EHC) plan .....	23
12.	Supporting students following a sanction .....	23
13.	Student transition.....	24
13.1	Inducting incoming students .....	24
13.2	Preparing outgoing students for transition .....	24
14.	Training .....	24
15.	Monitoring arrangements .....	24
15.1	Monitoring and evaluating school behaviour .....	24
15.2	Monitoring this policy.....	25
16.	Links with other policies and procedures .....	25
17.	Appendix A - School values.....	26
18.	Appendix B – Mobile telephone procedures .....	27
19.	Appendix C – Arrangements for detentions. ....	28

## 1. Our Vision

Together, we enable everyone to thrive.

## 2. Our Values:

- Ambition – we have high aspirations for our children and strive to do our very best.
- Inclusion – we care about the whole child, and everyone will feel that our Trust is a place where they are valued, respected, safe and happy.
- Collaboration – we are stronger together and collaborate generously to ensure the long-term success of our children, our staff, our schools and the communities we serve.
- Trust – we build trust by acting with integrity and kindness and by putting children first.

**Inspire, Respect, Flourish.**

## 3. Aims of this policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour and where everyone feels valued, respected and happy
- Ensure that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice:

- [Alternative provision](#)
- [Behaviour in schools: advice for headteachers and school staff](#)
- [Guidance for appropriate adults](#)
- [Information sharing advice for safeguarding practitioners](#)
- [Keeping Children Safe in Education](#)
- [Mental Health and behaviour in schools](#)
- [Mobile phones in schools – GOV.UK](#)
- [Police and Criminal Evidence Act 1984 \(PACE\) PACE Code C](#)
- [Preventing and tackling bullying, advice for Headteachers, staff and governing bodies](#)
- [Relationships education, relationships and sex education and health education](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Searching, screening and confiscation: advice for schools](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#)
- [Supporting students at school with medical conditions](#)

- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England including student movement](#)
- [The designated teacher for looked-after and previously looked-after children](#)
- [The Equality Act 2010: advice for schools](#)
- [Use of reasonable force in schools](#)
- [Working together to safeguard children](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy, this policy includes both.

This policy also considers the EEF guidance 'Improving behaviour in schools'. This policy complies with our funding agreement and articles of association.

## 5. Definitions

There is a clear understanding that everyone in the school has the right to be safe and to be able to fulfil their potential. Students should be able to learn, and a teacher should be able to teach in a calm, disruption free environment. There is a shared responsibility to enable this to happen. (See Appendix A – school values)

Misbehaviour is defined (but are not limited to) as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Acting in a disrespectful manner
- Incorrect uniform

Serious misbehaviour is defined (but are not limited to) as:

- Repeated breaches of the school rules
- Behaving in ways which might harm or upset others
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
  - Abuse in intimate personal relationships between peers
  - Upskirting and other harmful / inappropriate sexual behaviours

- Initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
- Behaviour which may constitute a criminal offence

- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons (including guns, pellet guns and air rifles)
  - Alcohol
  - Illegal drugs (supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances)
  - Nitrous Oxide canisters
  - Stolen items
  - Tobacco, cigarette papers, vaping materials or other legal highs
  - Fireworks/bangers or any form of explosive or pyrotechnic devices
  - Any item intended to cause alarm, disruption or harm for example smoke bombs, stink bombs or any object designed to simulate an explosive or hazardous device
  - Supply or possession of pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.
- Bringing the school into disrepute through unacceptable behaviour off-site, whether in the locality, travelling to and from the school, or further afield e.g. on School trips

## 6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>o Racial</li> <li>o Faith-based</li> <li>o Sexist</li> <li>o Homophobic/biphobic</li> <li>o Transphobic</li> <li>o Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Relational	Damaging someone's relationships or social status
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Extortion	Money, gifts, doing another pupil's homework
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the School's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported.

Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

The Trust Acceptable Use Policy ensures that the risk of technologies in School, including the use of the School network, being used as a vehicle for bullying is minimised. In addition, the issue of bullying will be raised with students at a number of levels including:

- At whole School level – through assemblies when children will be informed of the School's zero tolerance policy and the actions that will be taken to prevent bullying taking place. This issue will be raised regularly when the whole School will be informed of the progress of the antibullying policy and any changes which may be introduced.
- At classroom level – during form periods, tutorial groups and through the delivery of the Personal Development Curriculum. At this level, it is particularly important to carry out work around cyberbullying in order that students understand the nature of this form of bullying and to be able to identify it when they see it.
- At individual level - children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.

- 6th Form act as role models for diversity and equality as well as sharing key messages through assemblies and resources they prepare for discussion in Form Groups.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- The school recognises that there are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- Children will be encouraged to talk to staff about incidents of bullying that they experience or of which they are aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Students can report incidents of bullying directly to their Form Tutor or Head of Year/Raising achievement coordinator. Parents/Carers who believe their children are the victims of bullying should share their concerns with School at the earliest opportunity and be prepared to work with us to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly, if parents/carers believe their child is bullying others, this information should be shared with staff so that the problem can be addressed, and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

All of these preventative strategies sit within the school's commitment to fundamental British Values and an ethos rooted in equality, fairness and respect, where individual differences are recognised, valued and seen as enriching our community. To help children, learn and develop appropriate responses to others, all staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

## 7. Roles and responsibilities

### 7.1 The Local Governing Body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness, its impact on pupils and holding the headteacher to account for its implementation.

The LGB is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Governing Body is required to have due regard to the need to:

- 1.1.1 eliminate discrimination and other conduct that is prohibited by the Act;
- 1.1.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- 1.1.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## 7.2 The Head Teacher

The Head Teacher is responsible for:

- Contributing to the development of this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations, systems, routines and behaviours and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy and the Equality Act 2010.
- Providing training for teachers in specific strategies for supporting pupils with high behaviour needs
- Providing the opportunity for teachers to reflect on their classroom management, try a new approach and review their progress over time.
- Ensuring this policy works alongside the safeguarding and other relevant policies to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 15.1)

## 7.3 Teachers and all staff

Staff are responsible for:

- Creating a calm and safe environment for students around the school and in the classroom
- Ensuring every student has a supportive relationship with a member of school staff
- Ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Using classroom management strategies to support good classroom behaviour such as reward systems
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through proactively teaching learning behaviours alongside managing misbehaviour.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour within the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging and supporting students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents, where appropriate.

## 7.4 Parents and carers

Parents and carers, where possible, are asked to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or form tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to address and resolve behavioural issues.

## 7.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules, routines and classroom expectations
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

## 8. School behaviour curriculum

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and always when required and reasonable for those who are disabled under the meaning of the Equality Act 2010, reasonable adjustments may be made to routines within the curriculum and more broadly to ensure all students can meet behavioural expectations.

In the Classroom students follow the classroom expectations and rules:

- We are kind and respectful
- We arrive on time with the correct equipment and start the task as soon as this is set
- We actively listen and do not talk when someone else is talking
- We follow staff instructions when given and ask for help if needed
- We work hard and allow others to do the same

## 8.1 Mobile phones

Students are permitted to bring mobile phones to and from school; however, mobile telephones must not be seen, used or heard at any point during the academic day for Years 7–11. This includes lessons and social times.

In line with DfE guidance, schools operate a no-use policy for mobile phones for these year groups to support a calm, safe and focused learning environment.

For Sixth Form students, the school recognises their increasing independence and responsibility. Sixth Form students may access their mobile phone at limited times and only in designated Sixth Form spaces, provided this does not compromise the whole-school policy. Sixth Form students must not use their phones in front of younger students or in shared school areas. Misuse of mobile phones by Sixth Form students will result in sanctions in line with the school behaviour policy.

Reasonable adjustments will be made for pupils with medical needs (e.g., diabetes monitoring devices) and exceptional safeguarding circumstances. In these cases, individual risk assessments or personalised agreements will be put in place.

This policy applies to all school activities, including off-site visits.

Further operational detail is provided in Appendix B – Mobile Telephone Procedures.

## 9. Responding to behaviour

### 9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display and implement consistently the classroom rules and expectations
- Develop a positive relationship with students, which should include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines and explaining the “why” as to why those routines and expectations are in place.
  - Communicating expectations of behaviour in ways other than verbally and deploy effective techniques to de-escalate situations wherever possible
  - Highlighting and promoting good behaviour
  - Concluding the day / lesson positively and starting the next day afresh

- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement

## 9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help of protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to for the Impact Trust Child protection and safeguarding policy more information.

## 9.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

- Verbal praise
- Achievement points
- Work on display
- Recognition via social media, school website and newsletter
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

## 9.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed, and how.

De-escalation techniques should be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use (but is not limited to use) 1 or more of the following sanctions in response to misbehaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school (with the opportunity to reflect on their behaviour)
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Placing a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness and in accordance with our responsibilities under the Equality Act 2010.

#### **9.5 Restrictive Intervention: Reasonable force and Restraint**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a power to use reasonable force, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property (including their own)
- Committing a criminal offence

Circumstances where reasonable force might be used:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded including:
  - name of pupil and staff directly involved
  - any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
  - time, date, location and approximate duration of the intervention

- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
  - brief account of why the use of force was assessed as necessary in that instance
  - any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- Be reported to parents as soon as practicable after the event, ideally on the same day, including:
- time, date, location and approximate duration of the intervention
  - brief account of why the intervention was assessed as necessary in that instance
  - brief account of what type of force was applied, and the degree of force
  - details of any physical injuries sustained, if applicable

*(An incident may not be reported to parents if doing so would be likely to result in serious harm to the pupil. In this instance, the school must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident).*

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## 9.6 Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Incidents of seclusion must:

- Only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.
- Ensure the place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.
- Be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. (This includes if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour/pastoral support plan). Staff should record:
  - names of pupil and staff directly involved
  - time, date, location and approximate duration of the intervention
  - any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
  - brief account of why the intervention was assessed as necessary in that instance
  - details of any physical injuries sustained, if applicable
  - any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
  - Be reported to parents as soon as practicable after the incident and schools should

endeavour to do this no later than the same day.

*(An incident may not be reported to parents if doing so would be likely to result in serious harm to the pupil. In this instance, the school must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident).*

## 9.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the [DfE's guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 5) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. Legal items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

A member of staff who observes a student breaking the mobile phone rules will confiscate the phone. Confiscated phones will be stored securely and returned according to the school's stepped response (e.g., return at end of day; parent collection after repeated incidents). The school retains the right to retain the device until a parent or carer collects it if misuse is repeated.

### Searching a student

Members of staff with delegated authorisation from the Headteacher have the powers to search, with or without consent, for prohibited items with the authorisation and presence of a member of school leadership in accordance with Department for Education Guidance on Searching, Screening and Confiscation.

This is akin to asking a student to empty their pockets in front of you if you believe they have an item such as a mobile phone for example, or asking if you can look in a child's bag.

Searches should only ever be carried out where there are reasonable grounds to perform a search- i.e., there is a belief that the young person is or might be in possession of a prohibited item at that time whether this is on their person, in their bag or contained in their locker. The Designated Safeguarding Lead DSL (or DDSL) should be informed of any searching incidents.

If there is a belief that a student may be in possession of a prohibited item, the school reserves the right to use the metal detector wand.

All searches should be carried out by two people (one to act as a witness), 'the searcher' must be the same sex as the young person and ideally the witness should also be the same sex, but this is not mandatory. *For bag or belongings searches, the 'searcher' is not required to be the same sex.*

As lockers remain the property of the school at all times, consent does not need to be sought to undertake a search of such.

Best Practice for all searches:

Do	Do Not
<ul style="list-style-type: none"> <li>• Ensure that there are at least 2 members of staff present for a search. One of those must be a member of school leadership and one must be the same sex of the child (preferably both) - Ensure that there are reasonable grounds to perform the search.</li> <li>• Ensure that all searches are logged</li> <li>• Ensure parents/carers are informed of any search for a prohibited item that has taken place and the outcome of the search as soon as is practicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform searches in a public space or in the view of other students- they have a right to privacy</li> <li>• Ask the student to remove any layers below their outer clothing (blazer, coats, hat, scarves, shoes etc).</li> </ul>

Children in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. Any searches which are seen to suggest a safeguarding risk should be referred to the DSL, without delay. The DSL should consider, a referral to the local authority children’s social care services.

Searches will be carried out following the School’s Procedure for Searching a student in line with the DfE’s guidance on [searching, screening and confiscation](#).

### Screening

The school may decide on occasion to screen students upon entry to the school, this will be communicated to parents/carers and will be conducted alongside the police liaison team. Reasonable adjustments will be made for students with SEND. If a student refuses to be screened, the school will work to establish why and ensure that the student is not a safeguarding risk. This information will be shared with their parents/carers.

School staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully and reasonably.

### 9.8 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school
- Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another student
  - Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

## 9.9 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

## 9.10 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 9.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help

- Refer to children's social care
- Report to the police

Please refer to the [Child Protection and Safeguarding Policy](#) for more information.

## 9.12 Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

The School will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse against staff or other students.

## 10. Serious sanctions

### 10.1 Detention

All students can be issued with detentions during break and lunchtimes and all students aged under 18 can be issued with detentions after-school. Appendix C details the school's detention procedures. The school will decide whether it is necessary to inform the student's parents. When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### 10.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students or to support investigations
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for more than half a day without the explicit agreement of the headteacher. For students who have been removed from class for more than one lesson, the school will use their inclusion room or inclusion space. In some cases, and with the parent/carers' agreement, a short-term Inclusion provision can be made in another secondary school within the Impact Multi Academy trust.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management and additional support for students who are frequently removed from class, such as:

- Meetings with a Mentor
- Use of teaching assistants
- Meetings with the school ELSA (Emotional Literacy Support Assistant)
- Short term behaviour report cards
- Long term behaviour plans / pastoral support plans (including any agreed restrictive interventions)
- Multi-agency assessment, or support from external agencies

To ensure the safety of students or to support investigations, students may be withdrawn from lessons and may be placed in an inclusion room or inclusion space, pending any subsequent decisions, communication with parents/carers and follow up.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student.

### 10.3 Off-site direction

The school has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct.

- The off-site direction may be to a Pupil Referral Unit (PRU), an Alternative Provision Academy, or another academy / school (or unit therein).
- Parental consent is not required for an off-site direction, this is a power delegated in our trust by governors, to the headteacher.
- The Chair of Governors or Vice Chair of Governors will be informed of any off-site direction by email, detailing the length of placement and planned review time. Governors will be updated should the placement need to continue beyond the initial plan.
- Pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

- The arrangements for the off-site placement will be based on an understanding of the support the pupil needs to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive a full-time broad and balanced education.
- For pupils with an EHCP plan the Local Authority should be informed of the off-site direction.
- For pupils who have a social worker, including looked-after children, the social worker/virtual school head (VSH) should be informed of the off-site direction.
- A plan for intervention will be put in place (this may be in the form of a PSP or a SEND provision map) and an extended off-site placement will be regularly reviewed. For an extended off-site direction, Parents/carers will be involved in the review and should be informed of the review meeting no later than six days in advance. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it. No later than six days after the review meeting, written confirmation will be provided of whether the placement will continue, why and for how long.
- During the period of an off-site direction by the school to another school / academy, the pupil must be dual registered (using code D on the attendance register) which means that they will be registered at both the school and the school / academy to which the pupil is directed off-site.
- The school will follow the Alternative Provision Guidance when exercising this power.

#### 10.4 Managed Moves

A "managed move" is the permanent transfer of a pupil to another mainstream school / academy and involves a move from the home school's admission register to the admission register of the new school. It is designed to give pupils who are at risk of permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.

- As it is a proposed permanent transfer to another setting, parent/carer consent is required, and parents/carers will be consulted while this is being explored. For pupils with an EHCP the local authority will also be consulted. For pupils who have a social worker, including looked-after children, the social worker/ VSH should be contacted.
- If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than a permanent transfer to that setting, then off-site direction (as described in 10.3) must be used. An off-site direction can be made without parental consent.
- A planned managed move will only happen when it is in the pupil's best interests. Prior to a managed move being considered, the home school should be able to evidence appropriate initial intervention, this could include multi-agency support, statutory assessments, in-school support and interventions.
- Prior to a managed move the home school will share data on prior and current attainment, academic targets, any risk assessments in place and advice on effective risk management strategies. The new school should ensure the pupil is provided with an effective integration strategy.
- A managed move can also be undertaken following a period of off-site direction to an alternative provision setting where the child is dual registered (i.e., registered at both the home school and the alternative provision). If, following a review of the off-site direction it is agreed that it is in the best interest of the child, a managed move can take place and the child's name can be removed from the admission register of their home school.

#### 10.5 Suspension and permanent exclusions

The DfE guidance Suspension and permanent exclusion from maintained schools, academies and student referral units in England including student movement will be followed at all times.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher.

Please refer to our Trust Suspension and Permanent Exclusion Policy [here](#)

Offences for which suspension will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting.
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of school property
- Bringing or using illegal substances, including alcohol, into school
- Bringing banned items into school for example vapes and lighters
- Possession of any offensive weapons in school
- Using illegal substances or alcohol in school
- Supplying or selling illegal substances in school
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyberbullying or threatening behaviour towards another student
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Denying others access to their learning
- Serious intimidation of another student or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of the school into disrepute, this may occur in school or outside school.
- Sexual harassment, sexual assault or behaviours of a sexual orientation

A decision to exclude a student permanently is a very serious one and will be considered as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour management policy and where allowing the student to remain at the School would seriously harm the education or welfare of the student or others in the school. The decision to permanently exclude will be taken by the Headteacher.

Offences for which permanent exclusion will be considered, but are not limited to, include:

- Persistent verbal abuse/use of offensive language at a member of staff
- Any behaviour which causes/is likely to cause danger or harm to others including aggressive behaviour/fighting
- Serious abuse or vandalism of school property
- Serious drug incident/s
- Possession of any offensive weapons in school
- Persistent Disobedience, defiance or refusal to co-operate with members of staff
- Persistent Bullying including cyber bullying or threatening behaviour towards another student

- Persistent abuse of the internet or IT facilities e.g., viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Persistent discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Persistently denying others access to their learning
- Serious intimidation of another student or member of staff, including of a sexual nature.
- Sexual harassment, sexual assault or behaviours of a sexual orientation
- Any other behaviour which may bring the name of the school into disrepute, this may occur in school or outside school

## 11. Responding to misbehaviour from students with SEND

### 11.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The school's approach to anticipating and removing triggers of misbehaviour below include examples such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (for example a school wellbeing hub) where students can regulate their emotions during a moment of sensory overload

## 11.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## 11.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 11.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 12. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Head of Year
- A report card with personalised behaviour goals
- Exploring specialist support from external services, where appropriate.

## 13. Student transition

### 13.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 13.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## 14. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school and how best to meet these
- How SEND and mental health needs impact behaviour
- Positive handling and the proper use of reasonable force

Behaviour management will also form part of continuing professional development.

## 15. Monitoring arrangements

### 15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Achievement Points for recognition of positive behaviour
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of the school inclusion provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term.

The data will be analysed from a variety of perspectives including:

- At school level

- By year group
- At the level of individual members of staff, including to identify any relationship challenges between individual staff and individual students, where concerns have been raised by staff, students or parents
- By time of day/week/term
- By protected characteristic, including race, sex and disability

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

### **15.2 Monitoring this policy**

This behaviour policy will be reviewed by the Standards and Performance Committee of the Trust Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 15.1). In addition, local school governors will see detailed breakdown of behaviour incidences broken down by protected characteristics and the Trust Board will receive headline data.

## **16. Links with other policies and procedures**

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusion policy
- Child protection and safeguarding policy
- Positive handling policy
- Mobile phone policy
- Procedure for Searching a Student
- Attendance and Punctuality Policy
- Disability Equality Scheme Policy
- Health and Safety Policy
- Home School Agreement
- ICT Acceptable Use of Technology Policy
- Online Safety Policy
- Relationships, Sex and Health Education Policy
- Special Education Needs Policy
- Education of Children in Care
- Educational Visits

## 17. Appendix A - School values

Enabling everyone to thrive – acting with kindness, determination and respect

At Langley Park School for Girls, we believe in creating a vibrant and inclusive learning environment where every student can thrive. Our vision is to empower all members of our community to reach their full potential by fostering a culture of kindness, determination, and respect.

We encourage our students to act with kindness, supporting and uplifting one another to build a strong, caring community. With determination, we inspire resilience, perseverance, and a passion for learning, helping students overcome challenges and achieve success. Through respect, we celebrate diversity, value each individual's voice, and promote positive relationships.



We are dedicated to nurturing confident, capable, and compassionate individuals who are prepared for the future. By embracing our values every day, we create a school where everyone feels valued, safe, and inspired to excel. Together, we build a foundation for lifelong learning and success with our students contributing positively to their communities and the wider world.

Our school values are:

- **Belonging** - feeling accepted, supported, connected, included and valued
- **Ambition** – striving for personal growth, goals and academic success
- **Equality** – providing equal access to opportunities, support and success
- **Kindness** – acting with care, consideration and empathy for others
- **Respect** – valuing others and differences. Listening, seeking to understand and sustaining positive relationships
- **Determination** – staying focused, working hard, overcoming challenges and striving to achieve goals

Our behaviour policy and approach support and embed our values.

Students receive chances and support before they receive consequences. However, they are expected to take responsibility for their behaviour.

A culture of mutual respect is essential.

## 18. Appendix B – Mobile telephone procedures

Students are **not** permitted to use their phones at any time while on school premises, including after the final bell. Phones must remain switched off and out of sight until students have left the school site (having exited through the school gate). We operate an **“On site, out of sight”** policy.

Whilst on site, students’ phones should be switched off and out of sight. If a student is seen with a mobile phone during the school day they accept that it will be confiscated by any staff member in the school. If a phone is confiscated it will be taken to Reception. Phones will not be returned to the student. Reception will notify parents/carers - who will be required to collect the phone from reception between 8am and 4.30pm.



Students are not required to make contact with parents or carers by phone during the school day. If a student is unwell, they should tell their teacher who may send them to reception. The decision about whether to contact home will then, and always, be made by a member of staff.

We also request that parents/carers do not make contact with students by phone during school hours.

We believe this helps to reinforce positive habits, reduce distractions, and supports student wellbeing.

We appreciate that mobile phones are an important means of communication, particularly for travel and safety, and students will still be able to use their phones once they are off the school grounds.

On very rare occasions, a student might be asked to hand in their phone each morning in order to avoid conflict or misuse.

Students who are placed in our Reflection Room will be asked to hand in their mobile phone.

We kindly ask for your support in reinforcing this message at home and ensuring your child understands the importance of adhering to this policy. Should you need to contact your child during the school day, please continue to do so via the school office.

**Students are permitted to bring their mobile phones into school on the understanding that if they are lost or damaged the school takes no responsibility for this.**

## 19. Appendix C – Arrangements for detentions.

There are a number of detentions students must be aware of:

Detention	Main reasons <i>Please note this list is not exhaustive</i>
<b>C1 late detention (same day)</b> 3.15-3.30pm	<ul style="list-style-type: none"> <li>Late to school/registration <b>before 8.45am</b></li> </ul>
<b>C1 detention (next day)</b> 3.15-3.30pm	<ul style="list-style-type: none"> <li>Did not respond to reminder of classroom expectations</li> </ul>
<b>C2 detention (next day)</b> 3.15-4pm	<ul style="list-style-type: none"> <li>Received C1 in more than one lesson</li> <li>Uniform infringement after registration</li> <li>Failure to attend C1 detention</li> <li>More than 1 late to school detention in a week</li> </ul>
<b>C3 detention</b> (Mondays, Wednesdays & Fridays) 3.15-4.30pm	<ul style="list-style-type: none"> <li>Relocation from lesson due to persistent failure to meet expectations</li> <li>Failure to attend C2 detention</li> </ul>
<b>Key Stage 5 students only</b> C1 Next day – 1.30-1.45pm C2 Next day – 1.30-2.15pm C3 Fridays – 1.30-14.55pm	All detentions issued to KS5 students will begin at 1.30pm

Failure to attend a C3 detention will lead to students spending a day in the reflection room, at the end of which they will be escorted to the C3 detention.

Parents **and students** will both receive an email notification of this detention. This encourages students to take responsibility for attending their own detentions and to allow for families to re-arrange collection of other siblings, attendance at other non-urgent appointments, clubs etc. We appreciate that there is sometimes inevitable inconvenience attached to a student sitting a detention – students are therefore encouraged to take the chances to make the correct choices before detentions are issued.

Please also note that The Education and Inspections Act 2006 gives schools the right to place students in detention without parental consent. Therefore, students who do not attend a detention without valid reason (authorised only by the school) will be placed in the next level of detention/consequence (C2 4pm/C3 4.30pm (Mon/Wed/Fri)/Reflection Room). We typically only re-arrange detentions when there is evidence of a medical appointment.

