

Wrenn School: Behaviour Management Procedures

Contents

Rewards & Awarding of pupils at Wrenn	Page 2
Behaviour For Learning at Wrenn	Page 3
Support for pupils to achieve the Wrenn behaviour for learning expectation	Page 4
SEND Support for pupils to achieve the Wrenn behaviour for learning expectation	Page 5
Behaviour for learning in the curriculum	Page 5
Wrenn pupils in the community	Page 6
Uniform Expectations	Page 6
Mobile Phones	Page 10
Punctuality	Page 13
Reset Spaces	Page 13
Searching and Confiscation	Page 15
Suspension or Permanent Exclusion from the school	Page 16

Rewards & Awarding of pupils at Wrenn

It is important that our pupils are recognised for their hard work and effort and for the fantastic contributions that they make to school. Our pupils can earn achievement points, and these link to each of the aspects within our Wrenn Ethos.

- **Working Hard**- For working hard in a lesson, within a project, or over a series of lessons.
- **Respecting Others**- For working within a group, listening well to others or for supporting others.
- **Enjoy Learning**- For completing additional tasks, being an inquisitive learner and going beyond in their home learning or for their contributions in extra-curricular clubs and school teams.
- **Never Giving Up**- For showing resilience in their learning, exams, assessments and for being persistent in a particular piece of work or aspect in their learning.
- **Navigate Your Future**- For working hard within a careers event, work experience, attending an interview, or for showing excellence in their attitudes towards assessments and exams.

Pupils can also earn awards, rewards and other ways of being recognised for their efforts both in and out of lessons. These are regularly celebrated in prize draws and assemblies by their year groups Progress Leader towards the end of each half term.



Behaviour For Learning at Wrenn

The school seeks to maintain a safe and structured environment which is based around our belief that 'we should set no limits and accept no excuses' and that all pupils can achieve great outcomes and success in their learning. At Wrenn School we work collaboratively with all stakeholders to establish a culture of high expectations, pupils are respectful, both in and out of lessons, and this is central to the school's philosophy and our school ethos.

It is the school's belief that the best way to bring about good classroom behaviour is for pupils:

- to be engaged in their learning.
- to be set clear, firm boundaries.
- to be challenged at a level appropriate to their ability.
- to be taught in such a way as to stimulate their interest.

Pupils are encouraged to respect, to support and to take the time to understand those around them. We have a strong culture of respect which is embedded in all areas of Wrenn School. Our high expectations permeate through everything that we do, we expect pupils to be able to develop and become the best version of themselves during their time at the school.

Great students at Wrenn do...



Work Hard- Great students work to the best of their ability and take pride in the work they do, in every lesson.

Respect Others- Great students respect their classmates, teachers and staff, and themselves. Being polite, kind and understanding at all times.

Enjoy Learning- Great students take an active part in their lesson, they listen well, give answers and show excellence in what they do and the way they present it.

Never Give Up- Great students work hard through 'healthy struggle' to make sure they are the best version of themselves and are resilient.

Navigate your Future- Great students ensure that they create opportunities for themselves to be successful by carrying out all of the other Wrenn values and striving to achieve.

WRENN
SCHOOL
Creative
Education
Trust

Every young person who attends Wrenn School has the right to expect and experience a disruption free learning environment. To make sure that no learning time is lost, we have put in place a clear structure to empower our teachers to manage behaviour for learning both in and outside of lessons.

Any unacceptable behaviour will result in staff/teachers using the following system:

- An official verbal warning – This will include the pupils' name and the area of the school ethos which the child has not met. (behaviours that are unacceptable outside of the classroom will miss this step and move to the below; On Call)
- Pupils who do not adjust their behaviour following the verbal warning will be 'On Called' from the lesson – This means that the pupil is removed from the lesson and placed in our Reset room. On occasions where there is a serious breach of the behaviour expected from a pupil, it may be deemed necessary to not issue a verbal warning and to be on-called immediately.
- When a pupil enters the Reset room, they are expected to complete a reflection sheet and complete a discussion with a staff member regarding this. Once this is completed, pupils will spend the remainder of this lesson, their next lesson and either break or lunch in Reset.
- Any further On Calls in the same term will result in the pupil spending the next 5 lessons working in Reset on work that is set by the school. Restorative conversations will take place to support pupil reflection. The Reset room day ends at 3.50pm for all pupils.
- Reasonable adjustments may be made to support pupils with additional needs.
- All pupils must complete the work set – failure to do so may result in further sanctions.
- During the pupil's time in Reset, they will be asked to work from an online platform that mirrors their classroom learning as closely as possible to ensure pupils do not miss key learning before their return to their mainstream classrooms.

Support for pupils to achieve the Wrenn behaviour for learning expectation

It is important that pupils are supported to ensure that they are able to regulate and manage their own behaviours as they move through adolescence. Wrenn offers an extensive range of support interventions that can be employed to guide pupils towards positive behaviours and outcomes. These support interventions can be categorised in academic support, SEND support, behavioural support, therapeutic support, and the use of external organisations to support where more specialised professional support is identified as being needed.

The aim of all of these support interventions is to help pupils to be able to make clearer choices about their own future and ensure that they are able to uphold the values and ethos of the school, that will in turn develop their own character.

At parent meetings and readmission meetings these support interventions will be discussed with the family and pupil about any relevant support that may be used or offered.

SEND Support for pupils to achieve the Wrenn behaviour for learning expectation

At Wrenn school it is acknowledged that those pupils with an identified additional need may find elements of self-regulation challenging. For this reason, our behaviour for learning policy and expectation allows for reasonable adjustment for identified pupils. This means that when there is a behaviour incident involving a pupil, there will always be input from our SEND department, reasonable adjustment may then be made to any consequence where the additional need has impacted upon the situation, and additional support will be put in place to support pupils following the incident.

Behaviour for learning in the curriculum

It is the school's belief that good behaviour routines need to be taught and modelled to pupils. It is through the 'taught, caught and sought' ethos that we look to develop pupils' character. This means that we teach pupils about the standards and expectations of them through a variety of methods and influences, ranging from the character assemblies taught by progress leaders, through tutor time information, PSHE lessons, and following incidents a structured education process related specifically to that incident. One of the most important elements of teaching our pupils positive behaviour routines is modelling these through our standard operating procedures. These mean that pupils are given a clear understanding of the expectation of every point of the lessons they attend and their conduct outside of the classroom. Pupils have been shown clear instructional videos and assemblies related to lesson entry and the standard expected, the 'track me, 3,2,1' process to gain pupil attention, how verbal warnings and on-calls will be issued, each section of learning in a lesson and how they should interact to be successful, how they should exit classrooms and how they should conduct themselves in corridors and around the school site.

Through the culture of the school and the ethos and values that are consistently reinforced pupils are able to see positive behaviours and choices modelled by all peers and adults that they interact with, this is the 'caught' element. Whilst in the school community pupils will regularly see those around them embodying the Wrenn values of working hard, respecting others, enjoying their learning, never giving up and navigating their future. Where there are incidents that these values are not being upheld, pupils will see staff challenging and educating pupils to uphold the value that was not seen, in every aspect of school life.

Finally, 'sought', where pupils are given the opportunities to excel and develop themselves through a wide range of opportunities to succeed and lead. These opportunities are constantly being reviewed and expanded. Currently, there is an extensive extra-curricular programme that changes throughout the academic year and allows a wide range of clubs to promote success and enjoyment in an area of interest for pupils, a range of leadership opportunities to help shape the school, and a house system that develops and celebrates both character and personal abilities.

Wrenn pupils in the community

The school is proud of its good reputation throughout the local community, and realises that good behaviour from its pupils, in and out of school, is instrumental in maintaining this. For these reasons it may be necessary to sanction poor behaviour that impacts on the reputation of our local community. Incidents may include, but are not limited to, physical incidents such as fighting, verbal abuse or bullying behaviours, shoplifting, vaping or smoking or poor conduct whilst on a school trip or with members of the public.

Finally, the ability to manage one's own behaviour is an important life skill, and it is one of the school's main tasks, in partnership with parents and carers, to promote this. We work closely with pupils and over their time in Wrenn we help them to reflect on their behaviour for learning, to develop their ability to self-regulate and to be accountable for their own behaviour choices in school and in our local community.

Uniform Expectations at Wrenn

Pupils at Wrenn School take pride in their school and their uniform and all pupils are required to always wear the appropriate uniform. We ask parents to contact the Year Team Manager or Progress Leader if they require support or have any concerns about uniform.

The uniform for Years 7 – 11 is:

- Black Wrenn School Blazer, sleeves rolled down (with school badge)
- White shirt, neatly tucked in, top button fastened
- Smart black tailored style trousers, (Jeans and tight-fitting leggings are not appropriate)
- Year 7 and 8 pupils must wear the new school skirt; this is optional for other year groups as the new skirt will be phased in.
- Pupils in years 9-11 may wear black tailored skirts if they wish, but this should be at least close to the knee in length.
- Pupils may wear black tailored shorts if they wish, but should be at least close to the knee in length (this policy is related to summer term only and at the discretion of the Principal)
- Smart black leather/leather look shoes (no trainers)
- Wrenn School Tie
- A plain black jumper may also be worn under the blazer.
- Hair types/styles and headwear that is associated with religion are accepted, there should be no 'shaved patterns' cut into the hair.

Please ensure that all items of uniform are clearly marked with the pupil's name.



The following items of clothing and accessories are not permitted at Wrenn School:

- Trainers/trainer-type footwear; examples include but not limited to, Nike, Adidas, Converse, Reebok
- All canvas/fabric type footwear
- Skin-tight/stretchy trousers, jeans and chinos
- Skin-tight/stretchy skirts or any that are patterned or textured
- Hairstyles incorporating shaved patterns
- Facial piercings can include one small nose stud only (no rings) which must be removed for PE
- Ear jewellery – if worn, spherical studs in ear lobes (no rings)
- Please ensure that piercings are done at the start of a holiday in readiness for the removal during P.E lessons.
- Hoodies, branded jumpers and baseball caps (confiscated if seen and returned at the end of the day)
- False nails must be short in length, so they do not pose a health and safety risk or interfere with learning (in particular in PE). False nails should be no more than 3mm above the tip of the finger when the palm of the hand is facing upwards. The wearing of trainers will only be permitted during PE lessons.

Notes from parents/carers, requesting alternative footwear, must be supported in writing by a medical professional for consideration and state specifically, the make and type of footwear that is recommended.

Flagrant breaches such as multiple piercings, or longer than accepted nails will be actioned via the academy's behaviour for learning protocol.

Please see below full Uniform Guidance

Uniform Guidance

Examples of acceptable styles of footwear:

(Plain black, formal, leather/leather-look styles that can be polished and worn with a suit)

Styles similar to those shown below can be purchased at very competitive prices, from stores such as Shoe Zone, Asda and Tesco.



Examples of styles of footwear not permitted:

Many high-street shops market their range as “Back to School.” Many of the styles marketed are not permitted. When purchasing footwear please ensure that they are not those shown below and **do not look similar** to those displayed below.



Examples of acceptable styles of trouser:

- Trousers - Black, regular fit, formal trousers that are **not tight fitting, not jeans, not chinos** and cover the shoelace area and are **not short at the ankle**.

- Skirts – Black, formal skirts that **are not tight, stretchy, patterned, tube or short**, (worn one inch above the knee).



Examples of trouser and skirt styles that are not permitted:

Trousers - Any style of trouser that is tight fitting, stretchy and/or short at the ankle

Skirt – Any style that is tight fitting, stretchy, patterned or short



On those rare occasions where there are issues with uniform pupils are expected to borrow uniform from our school uniform stores which are located on both school sites. We ask that our parents and

pupils work together with us to address any concerns as quickly as possible. It is expected that this uniform is returned to RESET at the end of the day. If the item of uniform is not returned, parents/carers will be informed and may be asked to reimburse the school for the cost of the item of uniform.

If a child refuses to follow our school uniform expectations, refuses to accept support to resolve concerns, or persistently breaches our uniform policy, we will reserve the right to put in place school sanctions and work with parents to address concerns.

Uniform Donation- Parents can donate second-hand uniform that they have no further need for and bring this into either the Doddington Road or London Road Reception, these donations will be thankfully received. This will then be offered at no cost to our parents and families who may be struggling to purchase uniform. Parents should contact the Year Team Manager for their child's year group in the first instance if they have questions or require any assistance regarding uniform.

Our pupils' voices are important to us, and we regularly conduct pupil voice meetings regarding our policies and their application. This allows us to review and implement the most effective strategies that support pupils and maintain high expectations of pupils at Wrenn school, whilst having our pupils shape and develop their school and education.

Mobile Phones

Mobile phones are part of everyday life, particularly for young people. However, allowing access to mobile phones in the school day gives rise to a number of risks, including disruption and serious bullying and abuse. Our policy supports pupils' ability to thrive academically, personally, and socially. Phones are not to be used during the school day.

Every pupil is assigned a personal Hush Pouch. It is each pupil's responsibility to bring their Pouch with them to school every day and keep it in good working condition. Failure to adhere to this will mean a sanction as outlined below.

The new pouch systems application is below and will be regularly communicated with parents, carers and pupils.

Pupils will be given regular reminders about how the system will work and will regularly be shown the following visual to reinforce their understanding.

[How to use the Hush pouch](#)





WRENN SCHOOL STUDENT PHONE POLICY

Our Aim
To keep school calm, safe and focused for everyone.

 Phones at School - Phones and wireless headphones are not used during the school day. - Every student has their own Hush Pouch. - You must bring your pouch every day. - Look after it – it's school property.  Start of the Day What to do when you arrive at school 🚦 At the gate or reception: 📵 Turn OFF your phone and wireless headphones 📁 Open your Hush Pouch using the unlocking base 📱 Put your phone & headphones inside 🔒 Lock the pouch in front of a member of staff 👜 Put the pouch in your school bag ✓ Done for the day!  End of the Day What to do before you go home 🔓 Open your pouch at the unlocking station 📱 Take out your phone and headphones 🔒 Close the pouch (this stops the pin bending) 👜 Keep the pouch in your school bag overnight  Lost Pouch If you regularly forget your pouch, it is classed as lost. 📁 Replacement cost: £12 Buy via Arbor Pay  Accidental Damage - Tell staff immediately - If damage is found and not reported, it will be treated as deliberate	 Late Starters & Early Leavers Late to school? Go to reception A staff member will help you follow the same process Leaving early? Sign out at reception Use the portable unlocking station before you leave  Forgot Your Pouch? 📁 Your phone will be taken to Reception for safekeeping. 📁 Reception keeps your phone safe. 📁 Parents/carers are notified using the Arbor app explaining how and when the phone can be collected.  Important Rules Phone seen during school. - Having an unlocking magnet or similar device. These are serious breaches. 📁 Suspension will follow  Looking After Your Pouch ❌ Deliberate Damage Examples include: - Rips, cuts or torn fabric - Bent or cut pin - Pouch opens without unlocking station - Graffiti - Damage to buttons or ball 📁 What happens? - Phone is confiscated until end of day - Parents must collect the phone - You will be charged for the pouch. Sanctions: First time → Restart Second time → Suspension Further damage → Serious conversations about your future at school
--	---

Deliberate Damage/ Breaches

Pouches will be checked daily to make sure they have not been damaged; there will also be random checks to school property carried out across the year.

Pouch Damage

If a pupil makes a conscious decision to damage their Pouch, the mobile/electronic device will be confiscated and stored securely until the end of the school day. We will notify parents via the Arbor notification system that the device will be available for parental collection only. School will not be

able to facilitate collection before the end of the school day. Please note that phone will not be returned directly to the pupil as this can compromise our mobile phone free school environment.

As the provided pouch is school property, any deliberate damage caused to the Hush Pouch is categorised as vandalism.

A sanction will be issued in-line with our behaviour policy which may include:

- Internal Exclusion
- External Suspension
- Off Site Direction

Examples of damage:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station
- Graffiti

Accidental Damage

Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the pupil has raised it previously.

Phone seen during School, or knowledge of phone use in School

If a pupil is found in possession of a phone outside of a locked Hush pouch, the phone will be confiscated and only returned to a parent or carer, and an external suspension may be issued in-line with our behaviour policy. If a pupil has become aware that they have entered the school site and not put their phone in their Hush pouch, they must notify a teacher immediately and ask to place their phone in their pouch whilst in their presence. Failure to do so will be deemed an intentional breach of the policy. If it is reasonably believed that a pupil has not locked their phone in a Hush Pouch then a search will be conducted as outlined in the search and confiscation section of this policy. This policy will include any smart watches that have communication capabilities, and so these watches must also be placed in the pouch at the start of the school day

Forgotten Pouch

If a pupil forgets their Pouch, their phone will be collected, we will notify parents via the Arbor notification system that the device will be available for parental collection only. School will not be able to facilitate collection before the end of the school day. Please note that phone will not be returned directly to the pupil as this can compromise our mobile phone free school environment.

Lost Pouch

If a pupil consistently forgets their Pouch, it is considered lost. A £12 fee for a replacement Hush Pouch will be issued via Arbor Pay. Parents and carers will be notified and communication will be made home prior to the school categorising a pupil's Hush Pouch as 'lost'.

Unlocking Stations

If a pupil is found in possession of a Hush unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious breach and will be sanctioned with either:

- an external suspension
- offsite direction
- permanent exclusion

[Mobile phones in school- DfE guidance](#)

Social media/unacceptable online behaviour

The misuse of social media, AI (artificial intelligence) use or the undertaking of unacceptable on-line behaviour in general, may fall under the remit of this policy in the following circumstances:

1. Damage is caused to the reputation of one or more members of the school community, or to the school as a whole
2. Use that may harass, bully or discriminate
3. The posting of demonstrably false or misleading statements, images/videos or content of any kind.

In accordance with DfE guidance, online safety is a core feature of our PSHE curriculum and age-appropriate internet filtering is used within school.

Punctuality

We pride ourselves on our commitment to ensure our pupils can access a high-quality education and leave school prepared for adult life. Key elements of learning occur at the very beginning of lessons, these episodes help consolidate knowledge. For these reasons, we regularly monitor pupils' punctuality to lessons and tutor time. When pupil lateness becomes a concern, it may be necessary to put consequences in place to improve this. When this occurs parents and carers will be notified of the consequence and the arranged time to complete this consequence. Consequences may include detentions, or time completing work after school, or internal exclusion in the RESET room.

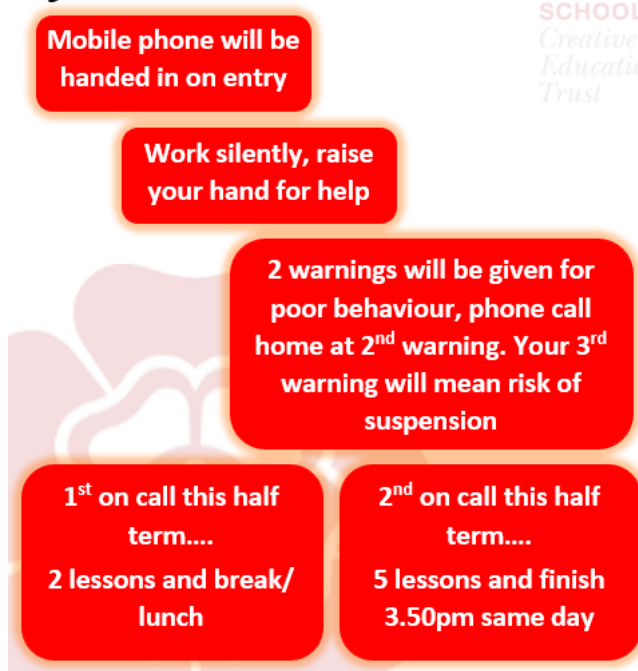
Reset Spaces

We have a Reset space located on Doddington Road and London Road. These are internal exclusion spaces which are used for some pupils whose behaviour warrants a serious sanction which should exclude them from the normal activity and social interactions of the school.

Pupils will be expected to:

- Pupils will be expected to hand their mobile device to the supervising member of staff, and this will be placed in a secure location within the room.
- Sit at the allocated desk from the supervising staff.
- Complete the work provided by class teachers and the supervising staff, without causing any disruption to other learners.

RESET Behaviour system



These spaces enable time for reflection for pupils, time for restorative conversations between pupils and staff and time for them to work and learn under close supervision. Pupils may be placed in our reset space for the following reasons, although this is not an exhaustive list:

- To keep a pupil out of circulation while an incident is investigated, pending a decision about an appropriate action.
- In response to persistent poor behaviour within a lesson or number of lessons which may have caused disruption to the learning for others within the class.
- For failure to comply with the school behaviour expectations and policy within or outside of lessons.
- For displaying unacceptable behaviour to another pupil outside of school or for bringing the school into disrepute because of unacceptable behaviour beyond the school gates.
- For an infringement of uniform rules where support to resolve the concern is refused and or in response to persistent infringements of the school uniform rules.
- Failure to hand in their mobile device to a staff member when asked to do so.

- Time in the Reset room may be extended if there is continued poor behaviour, refusal to complete the work provided or refusal to follow any school policies.

When a pupil is removed from a lesson this is taken extremely seriously. Once removed the teacher will notify the behaviour team so they can ensure the correct work is completed by pupils in the Reset room. A generic email will then be sent to parents and carers informing them that a lesson removal has been necessary. Within 48 hours the teacher that had to remove a pupil from their lesson will make contact home to explain the reasonings behind the 'on-call'.

Searching and Confiscation

Searching, screening and confiscation will be conducted in line with the DfE's latest guidance. Although this list should not be treated as exhaustive, banned items include:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- 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 to damage to property
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Mobile phone

As long as it is reasonable in the circumstances, staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item. If a prohibited item is confiscated (including clothing and/or jewellery), and presuming it does not need to be retained, as per DfE guidance, it can only be collected by a parent.

Staff cannot look after items for pupils and individual schools cannot be held responsible for lost or stolen articles. We therefore strongly encourage pupils not to bring valuable or banned items into school. In the interests of the health, wellbeing and safety of our community, all pupils will have relevant PSHE education on issues such as drugs and alcohol. Any pupil found to be involved in a banned item incident, including on the way to and from school, will face appropriate consequences under this policy. Such incidents, except in exceptional circumstances, could lead to suspension and, under some circumstances, a permanent exclusion.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff

conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil 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 for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes. Staff reserve the right to use a metal detecting 'wand' should they deem it necessary that its use will help in the process.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay. Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil 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.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they 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 school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

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 school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

[Searching, Screening and confiscation- DfE](#)

Suspension or Permanent Exclusion from the school

The school will follow the procedures laid down in DfE guidance regarding good practice in relation to permanent exclusions/suspensions. Pupils are only suspended when the pupil's behaviour constitutes such a serious challenge to the good order of the school, that other sanctions are not sufficient.

Behaviour that may lead to suspension or permanent exclusion includes, although this is not an exhaustive list:

- Violence, whether expressed in actions or threats, towards pupils, staff or members of the wider community beyond the school gates. This may include 'fighting', punching, hitting, slapping, kicking, hitting of any kind, spitting, pushing, pulling, headlocks or holds or hair pulling, including threats of these.
- Actions or words to or about a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority. This may include direct or indirect verbal comments, or actions that mean that the staff member is submitted to behaviours that would not be accepted in society.
- Offensive written material which is judged to have the effect of undermining the authority of a member of staff.
- Persistent misbehaviour which prevents themselves and/or other pupils from learning. This may include actions that stop the learning of others or the staff member from completing their normal daily duties or failure to heed warnings in RESET.
- Bringing items into school, and or handling items likely to endanger or harm other people, such as weapons or dangerous/illegal substances. This may include weapons, or items that could be used as such, illegal drugs, alcohol, vapes or cigarettes.
- Attending the school under the influence of alcohol, illegal drugs, or volatile substances.
- Causing intentional or malicious damage to property or the school environment.
- Actions likely to cause significant disruption to the orderly running of the school. This may include truancy on or off site, repeated refusal to follow staff instructions, hiding or running from staff whilst on site, or disruption to classrooms whilst learning is occurring.
- Any incidents that may have impact on the reputation of the school and could bring the school into disrepute. This can include actions inside and outside of the school.
- Being in persistent or serious breach of a previously drawn-up contract of behaviour.
- Any incident of peer-on-peer abuse that is deemed unacceptable. This may include, but is not limited to, harmful sexual behaviour, bullying behaviours, physical, verbal or online abuse. Support and/or consequences will be in line with our most current safeguarding policy.

When it has been necessary to issue a suspension, it is vital that a readmission meeting occurs following this. There is an expectation of parents and carers to attend these in order to reduce the risk of reoccurrence of the behaviours that led to the suspension and to ensure that both home and

school, work in collaboration in the interests of the pupil and the safe and orderly running of the school.

All suspensions and permanent exclusions are put into effect strictly within the terms set out in current educational law.

Where a pupil has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the pupil and their parents to such a meeting to see what can be done to support the pupil. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)