



George Stephenson
High School

BEHAVIOUR FOR LEARNING POLICY

Governance	Curriculum Committee Governing Body
Policy Officer	Deputy Headteacher
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1. Governing Body Statement of General Principles

General

The Governing Body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour management, taking into account the needs of all students. It will be reviewed annually, or earlier if necessary.

The governors also expect the views of students to be taken into account when the Headteacher draws up and reviews the school behaviour management policy.

School Ethos

The governors expect the school to be a place where all individuals are respected and their individuality valued; where students are encouraged to achieve; where self-discipline is promoted and good behaviour is the norm.

The School's Moral Code

All of the school's policies reflect our highest moral standards. The school, whilst endeavouring to support each individual with an understanding that every behaviour has an underlying cause, will not tolerate any anti-social behaviour including bullying of any kind.

Rules of Conduct

The Head will draw up and review periodically a positive and constructive set of school expectations that will:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and prevent all forms of bullying among students;
- ensure student standards of behaviour are acceptable;
- and regulate students' conduct.

This Policy operates in conjunction with the following policies:

- Anti- bullying
- Child Protection and Safeguarding
- Equality Statement
- SEND
- Teaching Learning & Assessment
- Peer on Peer abuse Policy
- LBQT Policy
- Mental Health Policy
- Relationships and Sexual Education Policy

In reviewing and implementing this policy the guidance contained in the following Department for Education (Jan 2016) document has been followed:

[Behaviour and Discipline in Schools. Advice for Headteachers and school staff](#)

Policy Aims

- To create a safe and secure environment that promotes effective learning.
- To promote positive relationships between pupils, staff and our community.
- To provide both challenge and support to achieve high standards.
- To help students to grow and develop academically, socially and personally into responsible, caring and confident young people.

- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum.

2. Roles and Responsibilities

The Head teacher will:

- Implement the behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Support staff when dealing with challenging behaviour and the law
- Be a positive role model
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour including rewards events and celebration assemblies
- Ensure the promotion of “Ready Respectful, Safe” in and around school
- Ensure appropriate use of sanctions
- Work closely with parents /carers of children displaying challenging behaviours

Staff will:

- Plan and deliver effective lessons taking account of children’s starting points
- Promote the three school rules and values in and around school
- Reward and praise positive behaviour including awarding LORIC points, Hot Choc Friday nominations etc as appropriate and review and adapt to respond to students’ needs.
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Be a positive role model
- Inform parents/carers about the welfare and behaviour of their children through recording information in the SIMS App (and subsequently Class Charts once adopted following its trial in Summer 2021)
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure
- Work in partnership with senior leadership to ensure all agreed strategies and actions are carried out including the use of Behavioural Pastoral Support Plans and SEND Pupil Passports.

Children will:

- Follow the school rules
- Uphold the school values
- Be responsible for own actions and their impact on others.
- Learn to work cooperatively
- Accept sanctions and be willing to be reflective to change behaviours

The Governing Body will:

- Approve the Statement of Behaviour Principles to guide the design and review of the Behaviour Policy
- Carry out its statutory duty relating to exclusions and disciplinary issues
- Review the effectiveness of the policy with the Head Teacher

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to members of the Curriculum Leaders and Guidance Managers so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate parents will be signposted to additional support where this is needed.

3. Ethos

At George Stephenson High School, we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel welcome and are able to understand, recognise, uphold and promote our core values of **Ready, Respectful, Safe**.

George Stephenson is proud to be an inclusive school that meets the needs of a range of children. We understand that many children need help to manage and articulate their emotions and need additional support to conform to our behaviour expectations and we strive to support them to achieve those aims. However, we also recognise that all children have a right to feel safe and secure in an atmosphere conducive to learning so this policy is designed to reflect the work we do, striving to ensure all our children can have the very best of starts in life.

We base our behaviour management on promoting our school rules and values, celebrating the positives and incentivising children to make the right choices and therefore improve their behaviour. However, clear and consistent sanctions will also be enforced as appropriate.

As a school we follow our **Five Behaviour Pillars**:

- 1) Model Consistent, Calm Adult Behaviour at all times
- 2) Pay First Attention to Best Conduct
- 3) Ensure all staff follow our Relentless Routines
- 4) Use our microscript for difficult interventions
- 5) Resolve conflict through Restorative Conversations

As a staff we need to recognise that we must create a platform around the one behaviour we can control absolutely, our own and model our three **Visible Adult Consistencies** which are:

1. Be Calm, Considered and Controlled at all times: Praise in Public, Reprimand in private, Use the Stepped Sanctions/Microscripting
2. Be Welcoming: Greet students at the doors, dismiss students table by table at the end of the lesson, commit to carrying out Restorative Conversations with young people.
3. Be Relentlessly Positive (With High Expectations for All/First Attention to Best Conduct)

4. ClassCharts

Our behaviour management software system, ClassCharts supports our Behaviour for Learning policy. The system allows us to manage behaviour on a day to day basis and lead improvements in behaviour strategically. All staff record both positive and negative behaviour interactions and incidents via our ClassCharts system which in turn writes data back to School Information Management System (SIMS). Pastoral staff use this data on a daily and weekly basis to ensure negative incidents are dealt with efficiently and promptly, this also ensures that students are

rewarded in school for their positive choices. Leaders use data from ClassCharts to implement strategic initiatives to continuously improve teaching and learning.

5. Uniform

Our uniform has been designed to be safe, comfortable and practical. Our uniform is an integral part of our Ready, Respectful, Safe ethos and we want students to be proud to wear it.

Students must wear the following:

- Navy blue school sweater with school badge
- School tie – clip on (top button fastened)
- Plain white school shirt with collar
- Black school trousers with school badge or Trutex black school skirt with school badge or school check skirt.
- Black or white socks or black tights
- Sensible plain black school shoes
- A plain dark outdoor jacket or coat

We do NOT allow:

- Brown or any other colour of shoes.
- Trainers, trainer-type boots, boots, ankle boots, cross trainer shoes, ANY branded shoes (e.g. Nike, Adidas, Puma, Umbro, La Coste, Converse, Vans, Stan Smiths, Vivienne Westwood etc.), canvas shoes of any kind, plimsolls or sandals – no coloured laces, logos or labels.

Parents are advised not to purchase trainer/casual style shoes which are marketed as school shoes by various retailers.

With regards to make-up, minimal make up may be worn, however we do NOT allow:

- Any “extreme” hairstyle or extreme hair colouring
- Any jewellery other than one ring only (on either hand), a maximum of two ear rings, one in each earlobe (simple studs or sleepers) and a watch.
- Any other rings/studs/bars used in face, mouth, ear or body piercing are not allowable in school for health and safety reasons.
- Ear expanders must not be worn.
- Acrylic or gel nails or nail varnish of any sort
- Tattoos or body art
- Excessive make up (no false or semi-permanent lashes, no fake tan, no drawn on eyebrows)
- Hoodie-style jackets/sweatshirts, tracksuit-type or sports tops, or denim jackets for outdoor wear.
- Hats or Hoods in school

PE Kit

- Plain black George Stephenson polo shirt
- Plain black George Stephenson sweatshirt
- Plain black shorts
- Plain black tracksuit bottoms (no white lines on the side)
- Plain black George Stephenson branded leggings (optional) - no other leggings to be worn
- Black/white sports socks/football socks
- Appropriate footwear

We reserve the right to confiscate or insist that students remove any item which contravenes these guidelines or which is a potential safety hazard. For one off incidents, students may be issued with a breaktime detention. Any student who presents in school in the incorrect uniform will be offered the opportunity to borrow correct uniform/shoes. If they continue to refuse to cooperate they will be placed in Isolation until the correct uniform is worn. If there are exceptional circumstances, please discuss this with your child’s Guidance Manager at your earliest convenience. The school and the

Governing Body reserve the right to determine what is acceptable with regards to uniform and footwear.

6. Behaviour and Attitudes

Positive Behaviour

Students are awarded LORIC points for demonstrating the following positive behaviour and attitudes in lessons. All merits are recorded via the ClassCharts software:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Students may also be awarded:

- SPORTS card (for work in PE)
- HotChocFriday nomination (for brilliant work/attitude)

Negative Behaviour

Where disruption is caused in a lesson the teacher will award a concern as the diagram below shows. All sanctions are recorded via the ClassCharts software.

Every time a non-negotiable incident occurs it will be recorded on ClassCharts which parents can access through their ClassCharts Parent App

A build-up of non-negotiable marks in a week will lead to a Whole School Detention (After School Workshop) – see details below.

The non-negotiables are:

- Lateness to registration or lessons (L) 1 point
- Not having the correct equipment for learning (E) 1 point
- Failure to complete home learning (H) 1 point
 - Unacceptable behaviour at social time (S) 1 point
 - Unacceptable behaviour in the corridor (C) 1 point
 - Mobile phone misuse (M) 1 point

In addition to this, any unacceptable behaviour which may result in learning of others being disrupted will be dealt with via our Behaviour Blueprint Stepped Sanctions before ultimately leading to the removal of the student from the lesson through one of the following mechanisms:

- Unacceptable behaviour which leads to a Relocated from their lesson. (R) (2 points)
- A serious breach of behaviour which leads to the student being placed in Time Out by Duty Support (D) (3 points)

7. Behaviour and Attitudes Outside the Classroom

All staff in school will monitor behaviour during lesson changeover and during social times. Students can also receive merits for displaying positive behaviour during this time. Negative behaviour will be recorded via the ClassCharts system in the following way:

Defiance	Disruptive Behaviour affecting the orderly running of site	Serious Breach of Behaviour Policy
<ul style="list-style-type: none"> • Failure to hand over food or drink • Refusal to follow reasonable request • Refusing to follow the one way system • Chewing gum • Littering • Walking away from staff • Inappropriate language 	<ul style="list-style-type: none"> • Dangerous behaviour • Dangerous crowding • Being in restricted areas • Unruly behaviour e.g water fights, picking up snow etc • Smoking on site 	<ul style="list-style-type: none"> • Direct verbal abuse towards staff • Violence/Vandalism • Physical aggression • Peer on Peer Abuse* <p>*Please see separate "Peer on Peer Abuse" for more details on sanctions and support.</p>
Possible Sanctions	Possible Sanctions	Following an investigation one of the following sanctions may be applied
<ul style="list-style-type: none"> • Break/Lunchtime detention • Time Out • Fixed term exclusion • Whole School Detention 	<ul style="list-style-type: none"> • Fixed term exclusion • Whole School Detention • Time Out 	<ul style="list-style-type: none"> • Removal of social time • Whole School Detention • Internal exclusion • Fixed term Exclusion • Moorbridge placement • Permanent Exclusion • Time Out

Internal Truancy

Where a student is found to be internally truanting they will be given a Whole School Detention that week to make up for lost learning. Should this become persistent, students may be placed in Time Out for a period of time. If we are unable to locate a student on site a phone call home will be made to the parent/carer to advise them that we cannot guarantee the health and safety of the student as they are not presenting in the lesson they should be in. If a child absconds it is not possible for school staff to appropriately safeguard the student.

8. Behaviour and attitudes outside of school

Students at George Stephenson High School are ambassadors for our school when outside of school. During their journey to and from school and on educational visits, by wearing our uniform they represent the ethos and values of the school. As such we insist on high levels of Respect and Safety.

If students become involved in anti-social behaviour outside of school and are wearing the George Stephenson High School uniform the school can put in place sanctions in line with the Behaviour for Learning policy. The school will take steps to address inappropriate behaviour outside of school immediately before and after school if we consider it necessary. Any behaviour during school holidays or weekends will not be deemed to be the responsibility of the school.

Issues involving social media and any form of bullying or harassment which take place outside of school hours should be referred to the Police if necessary. The school will follow national guidelines around the use of social media and will work with parents and carers to ensure students remain safe online, however we do encourage parents to enforce social media age restrictions with their children and to take their own measures to keep their child safe online. We are happy to provide advice and support in school on this but cannot take responsibility for posts made outside of school hours off site.

9. Mobile Phones

Mobile phones are not to be used in school from September 2021. If mobile phones are observed by a member of staff they will be confiscated. Students will be asked to turn off their device and hand the phone over to the member of staff.

Devices can be collected at the end of the day from Student Reception. Failure to comply with this request will be deemed as defiance and further sanctions may apply, in line with the school's Behaviour for Learning policy. If a student has had a phone confiscated twice then parents will have to collect the mobile phone from the school.

Please read the mobile phone policy on the school website for further details.

Please note: the school accepts no responsibility for the damage or loss of mobile phones that have been brought into school.

10. Sanctions

We believe that in order for students to change their negative behaviour it may be appropriate for them to experience a sanction and a restorative action.

The Education and Inspections Act 2006 gives school the legal right to detain students at the end of a school session on disciplinary grounds. At times we feel that Detention is an effective sanction. There are three levels of Detention in school; these are:

- Break and/or Lunchtime Detention
- Curriculum Leader Detention
- Whole School Detention

Break or Lunchtime detentions are used as a direct consequence a consequence of failure to meet behaviour expectations (Ready, Respectful, Safe) in social times or for minor uniform infringements etc.

Whole School Detentions, which are considered to be a more serious disciplinary sanction, are issued to students who have consistently failed to meet the school's expectations. Every time a non-negotiable incident occurs it will be recorded on Class Charts. A build-up of non-negotiable incidents in a week will result in at least one Whole School Detention.

In certain circumstances Guidance Managers or Senior Staff may also impose a Whole School Detention for more serious issues. Students who do not attend a Whole School Detention without good reason will face further disciplinary action, which could ultimately result in exclusion.

Curriculum Leader Detention:

Curriculum Leaders have the authority to issue a detention to students where there is persistent disruptive behaviour displayed within their curriculum area.

Timings of Detentions:

- Curriculum Leader Detentions: either at lunchtime or after school.
- Whole School Detention: either 3.00 – 3.30 p.m. or 3.00 – 3.45 p.m. Timing depends on the number of non-negotiable incidents accumulated in a week. Parents will always be given at least 24 hours written notice. It is the student's responsibility to ensure that this is shown to parents.

Restorative Conversations

Any student who has been Duty Supported from a lesson the previous day, may be required to attend a Restorative Conversation. The student will only be allowed to return back to that lesson, once the Restorative Conversation is completed and all parties are satisfied there has been a positive outcome. If a student does not respond well to the Restorative Conversation, they will not return to that lesson until the situation is resolved. This may involve a re-run of the conversation with the Guidance Manager, Curriculum Leader or Leadership Team link present.

Internal exclusion in Time Out

Time Out is George Stephenson High School's internal exclusion facility. Students who have been in serious breach of the Behaviour for Learning policy or who present persistent disruptive behaviour in lessons and around site will be referred to Time Out.

The aim of Time Out is to support students in reintegration back into lessons, and to support them in understanding why their behaviour choices have resulted in a Time Out referral and how they can avoid this again.

Our Behaviour Support Manager and/or other leaders will meet with the student to reinforce school rules, the expectations of Time Out and set targets.

Time Out can be used to provide an alternative to fixed term exclusion. The school believes that learning comes first, therefore the priority is always for students to remain in school where possible as long as in doing so there will be no harm caused to the education or welfare of themselves or others.

Failure to behave appropriately in Time Out may result in further time in Time Out, a placement in another educational setting (such as the Student Support Centre (SSC) at North Tyneside Student Support Centre, or exclusion (fixed term or permanent).

Additional Support for Persistent Challenging Behaviour

The vast majority children respond positively to the rewards and sanctions system in school and behaviour remains positive. However, some children for a variety of reasons, need further support to amend their challenging behaviours over time. Escalation of sanctions without corresponding support is usually ineffective. The school tailors its approach to the individual circumstance of each child in partnership with parents/ carers and any appropriate support agencies. Support strategies may include :

- A Pastoral Support Plan with clear personalised sanctions and rewards
- Referral to our in- house Family Liaison Workers for specific work to meet a range of needs e.g. anger management, low self- esteem
- Use of a report card to monitor behaviour and celebrate success
- Referral to our Special Educational Needs and Disabilities Coordinator for tailored support

Special Educational Needs:

Students who have been identified as having a Special Educational Need with associated behaviour challenges will be given appropriate support and targets to encourage, promote and model appropriate classroom behaviour designed, discussed and shared with the pupil and parents (a Pupil

Passport). The SENDCO will ensure that Pupil Passports for all children including those with an Educational Health and Care Plan (EHCP) are reviewed and any outside agencies are fully involved as necessary.

11. Exclusions

Fixed Term Exclusion

It is sometimes necessary for the Headteacher to use Fixed Term exclusions in school. This will be considered on a case-by-case basis and only as a last resort where there is a serious breach of the school's Behaviour for Learning policy, the student fails to cooperate, or if the nature of the incident affects student safety and the orderly running of the site. When this does happen the school will work with parents and other agencies to try and resolve issues.

This may involve using the following strategies:

- Use of TRAX Outreach/ Short Term KS3 Placement to develop learning behaviours and self-regulation
- Involvement of North Tyneside Secondary Support Team
- Additional provision e.g. attendance at North Tyneside Student Support Centre
- Support from Family Liaison Workers and/or the school counsellor
- An evaluation of the use of alternative provision (schools) applied on a case by case basis

A parent will be informed as soon as possible when a decision to issue a fixed term exclusion is made, they will be informed of the reason for the exclusion and the length of the exclusion. A letter will be sent out detailing the exclusion. Parents must ensure that students are not present in a public place during school hours for the duration of their exclusion.

Permanent Exclusion

A decision to exclude a student permanently may be taken in response to a serious breach, or persistent breach of the school's Behaviour for Learning policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Any form of illegal activity, such as the use or possession of banned substances, use or possession of a weapon or production of illicit material will result in consideration to permanently exclude. The decision on whether to exclude is for the Headteacher to take. The case will be considered carefully and reviewed by governors and if upheld parents have the right to appeal.

Appendix 1 George Stephen High School Behaviour Blueprint

We believe that everyone at George Stephenson High School has the right to learn and achieve in a safe environment. All people working at George Stephenson High School should be **READY**, **RESPECTFUL** and **SAFE** at all times.

Be **READY** to

- Arrive in school on time each day.
- Wear the correct uniform at all times.
- Do your best and fulfil your learning potential every lesson.
- Accept challenges and demonstrate resilience.
- Stop and Listen when a member of staff talks to you.

RESPECTFUL of:

- Yourself
- Everyone's right to learn
- Other opinions
- People's feelings
- Other peoples' property
- Reasonable requests
- Your environment
- Your local environment

SAFE in terms of your behaviour

- In lessons (both theory and practical)
- At Social Times (break and lunchtime).
- On the School Bus
- To and from school
- In the Local Community

The infographic features the school's logo at the top left and a gear graphic at the top right. The title 'Behaviour blueprint' is centered in a large, bold font. Below the title is a paragraph of text explaining the school's inclusive and supportive environment. The main content is organized into six white boxes, each with a blue circular icon at the top. The boxes are arranged in two rows of three. The first row includes 'Visible adult consistencies' (handshake icon), 'Rules' (clipboard icon), and 'Stepped sanctions' (hand icon). The second row includes 'Over and above behaviour' (group of people icon), '30 second intervention' (clock icon), and 'Restorative questions' (speech bubbles icon).

George Stephenson High School

Behaviour blueprint

George Stephenson High School is, and will always be, fully inclusive, putting the students at the very centre of all that we do. We want this to be a happy, safe and enjoyable place where we value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people.

<p>Visible adult consistencies</p> <p>Calm Welcoming Positive</p>	<p>Rules</p> <p>Ready Respectful Safe</p>	<p>Stepped sanctions</p> <p>Remind Warn Last chance Relocate Time out/Mediation</p>
<p>Over and above behaviour</p> <p>Hot Choc Friday LORIC points and cards Rewards assemblies Celebration of achievement Positive calls home</p>	<p>30 second intervention</p> <p>I've noticed that you are... Remember last lesson when you... that's the student I need now. I need you to... If you choose not to do that there will have to be a further consequence... I'll leave you to make your decision. Thank you.</p>	<p>Restorative questions</p> <p>What happened last lesson? What were you thinking at the time? Who has been affected? How did this make you feel? How can we put things right/do things differently in the future?</p>

Appendix 2

2.1 Searching and confiscation

Following guidance set out by the Department for Education (DfE) ***Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014***, members of staff are authorised to use confiscation as a disciplinary sanction. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher can search a student with their permission to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by the Headteacher have the power to search a student without the student's consent if they suspect they are in possession of 'prohibited items'.

Prohibited items that can be searched for without consent include:

- knives or weapons (including imitation weapons)
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, vapes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

2.2 Use of force

Members of staff have the power to use reasonable force to prevent students:

- committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

George Stephenson High School does not encourage the use of force and it will be used very rarely in special circumstances where the safety and well-being of staff and/or students is at risk. In all such circumstances the school follows guidance set out in Department of Education "Use of Reasonable force- Advice for head teachers, staff and governing bodies" July 2013.

2.3 Use of Physical Touch

Government guidance is that schools DO NOT adopt a no touch policy as 'there is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm' Department of Education "Use of Reasonable force- Advice for head teachers, staff and governing bodies" July 2013.

Also the document states:

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- *when comforting a distressed pupil*
- *when a pupil is being congratulated or praised*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching*
- *to give first aid.*

At GSHS we follow this guidance for the protection, safety and wellbeing of both pupils and staff.

2.4 Reasonable Adjustments

We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account individual educational needs (IEN) and disabilities as well as the additional challenges that some vulnerable students may face.

The school will strive to make “reasonable adjustments” for those IEN students, however these students will still need to behave within the boundaries set out in the Behaviour for Learning policy. Where this is not the case, the usual sanctions will apply. Students with IEN will sometimes be provided with a Pupil Passport which all staff will read and use to plan the lessons, ensuring that they make reasonable adjustments to cater for their specific needs.

2.5 Key Terms

ClassCharts - The school's Behaviour for Learning software.

IEN – Individual Educational Needs formerly known as special educational needs. A child or young person has IEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Permanent exclusion - This results in a child being permanently removed from a school's roll. Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's Behaviour for Learning policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Fixed Term Exclusion - When a pupil is temporarily removed from the school for a fixed amount of time (including exclusion during lunchtime), before returning to the school.

Punitive sanction - A sanction that is put in place to act as a deterrent for repeat behaviour.

Restorative action - An action that is put in place to restore learning in the classroom, order on site or a relationship which has broken down in some way.

2.6 Useful links

<https://www.gov.uk/government/publications/school-exclusion>