

Churchill Community College

Policy

**Culture, Ethos and Behaviour**

<b>This policy came into effect on:</b>	Review and updated September 2024		
<b>This policy was agreed by:</b>	Safeguarding and Personal Development Committee (5th September 2024)		
<b>Date of next review:</b>	June 2025		
<b>Is this a statutory policy?</b>	Yes	<b>Lead member of staff:</b>	MLA
<b>To be uploaded to college website:</b>	Yes	<b>Date Uploaded:</b>	Sept 2024

<b>Purpose &amp; Objectives</b>	This policy sets out Churchill Community College's approach to developing a positive culture and safe environment for children to learn whilst also managing the behaviour of students using the College Values.
<b>Scope</b>	This policy applies to all students and is of relevance to parents, carers, staff and students.
<b>Definitions</b>	<ul style="list-style-type: none"> <li>• Rewards/Recognition are the words given to any instance where positive behaviour is celebrated across the College.</li> <li>• Behaviour is any action, verbal, emotional or physical, that may have a positive or detrimental impact on students across the College.</li> </ul>
<b>Links to other policies</b>	Suspension and Exclusions Policy
<b>Legal framework</b>	<p>This policy also has due regard to guidance, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'</li> <li>• DfE (2022) 'Keeping children safe in education 2023'</li> <li>• DfE (2022) 'Searching, screening and confiscation: advice for schools'</li> </ul>

## Main Policy

### 1. Context

1.1 Churchill Community College prides itself on making sure that all of our students are able to reach their potential during their lessons, outside of their classrooms and in the local community. We exist to:

- Inspire, challenge and support our students to achieve their best possible outcomes and have the widest possible opportunities when they leave school.
- Enable our students to form and develop the best possible character traits which allow them to flourish as kind, happy and fulfilled individuals.
- Equip, prepare and provide our students with the experiences to actively engage with and make positive contributions in their relationships and communities, both locally and more widely.

## 2. Our Values

2.1 Churchill Community College is a values-driven school with six core values which sit at the heart of everything we do. These values help to create a safe, happy and effective learning environment for our young people so that they will develop into fulfilled individuals who are equipped to thrive when they leave our school.

2.2 Our six values were established through discussion with staff, parents, carers and students. These are:

### **2.3 Community**

We are proud to belong to our school and local area

### **2.4 Aspiration**

We strive to be the best we can be.

### **2.5 Perseverance**

We never give up, even when we find something hard.

### **2.6 Respect**

We are polite, kind and considerate of the feelings and rights of others.

### **2.7 Integrity**

We are honest and do and say the right thing.

### **2.8 Care**

We look after one another and ourselves.

## 3. Promoting our Values

3.1 At Churchill Community College we believe that it is important that all stakeholders, including parents and carers, staff and students are recognised and rewarded regularly when upholding the values of our school. For this reason, we have a number of different systems, celebrations and events throughout the year to make sure that our community is regularly thanked for embracing our values. We use Class Charts to log rewards for students in line with our six Churchill Values and this information is shared with parents/carers immediately via the app or web-based service. We also have half-termly celebrations to reward students for upholding our values. Through our PLEDGE (participation, leadership, equality and diversity, developing, giving back, environment) scheme students are able to work towards specific targets in order to receive recognition for their work. Students work through their scheme alongside their peers with their tutor teacher across each academic year. These are supported by our Rewards Levels which can be seen below:



## Rewards Levels

Level	Achievement	Reward
1	<ul style="list-style-type: none"> <li>- Values Points awarded for demonstrating our six values (Aspiration, Care, Community, Integrity, Perseverance and Respect)</li> <li>- Attendance at Extracurricular or Enrichment activities</li> <li>- Good attendance over half term</li> <li>- Wearing full school uniform</li> <li>- Outstanding individual pieces of work</li> </ul>	Verbal praise Values points Phone calls home Credit days
2	<ul style="list-style-type: none"> <li>- Consistently demonstrating our six values</li> <li>- Completing activity or act of kindness in the community</li> <li>- Demonstration of commitment to school ethos through competition or other similar event</li> <li>- Individual awards for brilliance outside of College (in a club or similar)</li> </ul>	Personalised letter home Positive postcard Celebration via social media/assemblies One-off celebration days/events <b>Star Badges</b> Bronze - 100 Silver - 250 Gold - 500 Platinum - 1000
3	<ul style="list-style-type: none"> <li>- Persistent achievement in Levels 1 and 2</li> <li>- Representing the school outside of normal lessons</li> <li>- High Value Points achievement over a half term</li> <li>- Serving the local community</li> <li>- Outstanding individual demonstration of school values in- or outside of College</li> </ul>	Head of Year Recognition Celebration via social media/assemblies Recognition Medal/Trophy
4	<ul style="list-style-type: none"> <li>- Persistent achievement in Level 3</li> <li>- Regularly representing the school outside of normal lessons</li> <li>- High Values Points achievement over a term</li> <li>- Going above and beyond in the local community</li> </ul>	SLT Recognition (Certificate, prize, letter home)
5	<ul style="list-style-type: none"> <li>- Persistent achievement in Level 4</li> <li>- Consistent and sustained achievement of the Churchill Values over time</li> <li>- High Values Points over a school year</li> <li>- Regularly going above and beyond in the local community</li> </ul>	Headteacher Recognition (Certificate, prize, letter home) Commendations or awards invitation to school Star Awards

3.2 We use an online system called SIMS and provide parents with login details to access the platform via an online app. This allows parents to be kept informed about the rewards and recognition that their child has received each day and, at key milestones across the year, larger focus and celebration events take place to ensure that values remain at the forefront of our college culture.

3.3 Our Churchill values form the basis of our single school rule: “Always act in accordance with our values.”

## 4. Fostering A Successful Community

4.1 We understand that, at times, students make poor decisions whereby they do not demonstrate the values in school, in the local community or when representing Churchill Community College further afield. To support students in developing a comprehensive understanding of the expectations in and around school there is a detailed Student Code of Conduct. This is displayed around the school site and printed in student planners for ease of access.

Student Code of Conduct			
<b>1. We are always kind and respectful to all members of the school community.</b> <ul style="list-style-type: none"> <li>○ We never speak, write, type or gesture in a way which puts others down.</li> <li>○ We never use our words to attack or discriminate against someone's character or characteristics.</li> <li>○ We share our views with respect for those who may disagree with us.</li> <li>○ We do not use foul or abusive language at any time.</li> <li>○ We do not lay our hands on others or physically harm others.</li> </ul>			
CARE	COMMUNITY	INTEGRITY	RESPECT
<b>2. We always follow instructions from a member of staff on the first time of asking.</b> <ul style="list-style-type: none"> <li>○ We listen carefully to staff and do as they say.</li> <li>○ We apologise if we have not followed an instruction on the first time of asking.</li> <li>○ If we need to speak to a member of staff about an issue we do so out of lesson time or without disrupting the learning of others.</li> </ul>			
COMMUNITY	INTEGRITY	PERSEVERANCE	RESPECT
<b>3. We always show consideration and care to others who use the same spaces.</b> <ul style="list-style-type: none"> <li>○ We never behave in a way that disrupts the learning of others.</li> <li>○ We treat all areas of the school with care and leave these spaces as we find them.</li> <li>○ We never intentionally damage any part of the school.</li> <li>○ We put all litter in the bins provided and never bring chewing gum onsite.</li> <li>○ We speak calmly and quietly as we move around the building.</li> <li>○ We move with purpose between lessons, but never run, push or shove.</li> </ul>			
CARE	COMMUNITY	INTEGRITY	RESPECT
<b>4. We always focus on our learning by attending each day and working hard in lessons.</b> <ul style="list-style-type: none"> <li>○ We arrive at school punctually every morning.</li> <li>○ We attend all lessons and activities on time.</li> <li>○ We go to the toilet during social times to avoid missing lesson time.</li> <li>○ We avoid distractions in class and focus on the learning at hand.</li> <li>○ We listen carefully to staff who are teaching us and take pride in our work.</li> <li>○ We never use our mobile phones on the school site.</li> </ul>			



ASPIRATION	PERSEVERANCE
<p><b>5. We always wear our full uniform correctly and with pride.</b></p> <ul style="list-style-type: none"> <li>○ We arrive in full school uniform every morning and do not wear coats or hoodies under our blazer.</li> <li>○ We do not wear items that are banned from the school (e.g. bracelets).</li> <li>○ We borrow items from the Hub if we need to and always return them at the end of the day.</li> <li>○ We wear our blazer when we are out of lessons and as we move around the school.</li> </ul>	
ASPIRATION	COMMUNITY
RESPECT	

4.2 When a student breaches the Code of Conduct or conducts themselves in a manner that contradicts the college values, staff will endeavour to explain how their actions or choices have fallen short of the college expectation. If a consequence is given this will include an opportunity for the student to reflect upon their actions. In some cases, this consequence may involve a student being temporarily withdrawn from the wider college community for a period of time until they have demonstrated they can behave in accordance with our values and in line with the Code of Conduct. It is important to note that a student may receive a consequence for their actions regardless of whether this took place whilst on- or offsite.

4.3 Consequences may be issued to students for conduct that falls short of the Code of Conduct both on and off site.

4.4 Within lessons, our values-driven Consequence Levels are designed to provide students with multiple opportunities to correct their behaviour before being removed from a lesson. Our Consequence Levels can be seen below:

Level	Behaviour	Consequence
<b>C1</b> All Staff	Not displaying the school values through: <ul style="list-style-type: none"> <li>- Disrupting the learning of others (Community)</li> <li>- Lateness to the lesson (Less than 5 minutes) * (Respect)</li> <li>- Chewing gum (Community)</li> <li>- Eating or drinking in lessons (other than water) (Community)</li> <li>- Deliberate unkindness to staff or students (Care)</li> <li>- Failure to follow instructions (Respect)</li> <li>- Leaving seat without permission (Respect)</li> <li>- Refusal to sit where asked (Respect)</li> <li>- Lack of effort (Perseverance)</li> </ul>	<b>Verbal Warning</b>
<b>C2</b> All Staff	<ul style="list-style-type: none"> <li>- Repetition of any C1 behaviour in the same lesson</li> <li>- *Lateness to the lesson (less than five minutes) in the following lesson (Respect)</li> </ul>	<b>Staff Intervention</b> <i>For example, detention up to 5 minutes at break/lunch/after school, contact home</i>

<b>C3</b> All Staff	<ul style="list-style-type: none"> <li>- Repetition of any C2 Behaviour</li> <li>- Truancy from a lesson (more than five minutes late) (Respect)</li> <li>- Leaving a lesson without permission (Respect)</li> <li>- Refusal to change for PE where spare kit is available (Community)</li> </ul>	<b>After School Detention</b> 10 minute detention (poor conduct in assembly will result in an additional 5 minutes) X1 Lunch time detention (5 minutes of detention then 5 minutes of lunch) Offered to move to <b>First Port of Call</b> to avoid further escalation.
Removal Internal Exclusion  <b>C4</b>  SLT/ Pastoral Staff	<ul style="list-style-type: none"> <li>- Any two C3 incidents in one day (Respect)</li> <li>- Repeated misbehaviour in FPoC or lesson after C3 has been issued (Community)</li> <li>- Serious incident of lying to or about a member of staff (Integrity)</li> <li>- Deliberate defiance (Respect)</li> <li>- Bullying incident (Care)</li> <li>- Swearing towards a member of staff (Care)</li> <li>- Deliberate vandalism (Community)</li> <li>- Fighting on- or offsite (Care)</li> <li>- Caught vaping or smoking onsite (Community)</li> <li>- Sexual harassment and/or violence (Respect)</li> </ul> <p><i>Any other action or incident deemed to be a C4 by the headteacher or Deputy Headteacher</i></p>	<b>Removal/Internal Exclusion</b> Remainder of the school day in Student Support Centre  + 20 minute detention on same day  + 2 Lunchtime detentions  + 1 day in Internal Exclusion and 30 minute detention the following day
Suspension  <b>C5</b>	<ul style="list-style-type: none"> <li>- Serious or unprovoked assault in school or offsite (Care)</li> <li>- Threatening or dangerous behaviour towards staff or student (Care)</li> <li>- Persistent refusal to follow instructions (Respect)</li> <li>- Repeated incidents of bullying (Care)</li> <li>- Possession of an illegal item and/or weapon in college (Community)</li> </ul> <p><i>Any other action or incident deemed to be a C5 by staff inline with our school policy.</i></p>	<b>Suspension</b>  For serious or persistent breaches of college expectations consideration will be made regarding <b>permanent exclusion</b> from college.

## 5. Behaviour Management

5.1 Whilst the vast majority of Churchill Community College students demonstrate exemplary behaviour on a day-to-day basis it is important to note that there are systems in place to support the progress of all students and to ensure that poor behaviour does not have a long-term detrimental impact on any member of the college community. Staff receive regular training and updates around behaviour and ongoing support for staff is in place where appropriate to help them to understand student needs and to manage any poor behaviour. Additional needs are always taken into account when reaching a decision linked to a behavioural issue or concern. All staff new to the college receive training as part of their induction into the school. This includes information about our systems, values and ethos as well as training about the individual needs of specific students within the school. In order to support an environment which is conducive to a positive learning we also employ a number of consistencies across the college, these include;

- Morning arrival routines for each year group
- “Threshold” routine at the start of lessons where students are met by teaching staff
- Students wearing their blazers and removing coats when moving around inside the building
- One-way system around the building
- Use of planners by all students

The majority of issues will remain at a low level and will be managed through our values-driven behaviour system. However, where poor behaviour is deemed to be persistent or more serious, we may choose to impose a more serious sanction. Information about our use of suspensions can be found in the separate Suspensions and Exclusions Policy.

### **Behaviour Consequences**

5.2 The school utilises a number of procedures, interventions and sanctions as part of our consequence system in response to unacceptable behaviour. There is no exhaustive list of consequences or interventions as each incident is managed on a case-by-case basis. Staff will always make sure that any consequence provides a means of reflection whilst still allowing students to continue to make progress academically.

5.3 Where appropriate, if a student is removed from a classroom, parents or carers will be informed via SIMS. Where it is necessary for a student to be removed for an extended period of time, parents or carers are informed either via phone call or letter. If in place, the social worker or virtual school will also be informed.

5.4 Detentions are used as a sanction. These can take place before school, during social times or after school. By law, the school is not required to inform parents/carers about a detention and consent does not need to have been given for a detention to take place; however we will always endeavour to make parents/carers aware in advance using Class Charts. Whilst we may communicate detentions with parents/carers, the school does not require permission from parents/carers for detentions to be put in place and we ask that home is supportive of the user of these consequences.

5.5 The college has a clear threshold of escalation whereby persistent poor conduct is identified under one of five stages of concern. The consequences for persistent poor conduct increase over time with support at each stage. (See appendix 1)

### **Bullying and Child on Child Abuse**

5.6 Churchill takes bullying very seriously and we have numerous measures in place to ensure that this is challenged quickly and effectively. All allegations of bullying or child on child abuse are always investigated and, where appropriate, interventions are put in place to support the victim of bullying and to challenge the perpetrator. Bullying can take many forms including face to face, cyber, prejudice-based and discriminatory. All instances of bullying are always taken seriously and handled with the same level of seriousness. If a child, parent or any other person has concerns about bullying or child on child abuse they should speak to a member of staff immediately.

For further details, please see our Anti-bullying Policy. This is available on request.



## **Internal Exclusion**

5.7 A student may be internally excluded in the Referral Room when it is decided that their behaviour requires a more serious sanction. There is no exhaustive list of the reasons as to why a student may be internally excluded; however each decision is made on a case-by-case basis and is decided by a senior member of staff. Parents/carers will be informed via Class Charts if their child is placed in the Referral Room. Following any period of internal exclusion, students are provided with support, where required, to allow them to reintegrate back into normal lessons. This could include an adapted timetable, in-class support from members of the Behaviour and Education Support Team or other work outside of the classroom so that students are able to catch up with any missing work.

## **Suspension and Exclusion**

5.8 Suspension will be used to sanction serious and/or persistent behaviour issues. A student may be permanently excluded where the Headteacher has decided that is within the best interests of the college and/or the child. For further details, please refer to our Suspension and Exclusion Policy. Following any period of suspension, students spend one day in the Referral Room to support them to reintegrate successfully back into college.

## **Mobile Phones and Smart Devices**

5.9 Students are permitted to have mobile phones on site; however, these should be switched off and out of sight at all times. Mobile phones that are seen or used during the college day will be confiscated by a member of staff and returned to the student at the end of the day. Students are permitted to wear smartwatches provided that they are used for the sole purpose of telling the time. Other smart devices may be confiscated if they are deemed to have been used for anything other than telling the time.

## **Search and Confiscate**

5.10 The Headteacher or Deputy Headteacher can authorise appropriate members of school staff to search a student for any item provided the student gives consent. If the student refuses to allow the search for a banned item, a consequence may be put in place.

5.11 The Headteacher or Deputy Headteacher can authorise appropriate members of school staff to search a student or their possessions without consent where they have reasonable grounds for suspecting that the student may have one or more of the following items:

- Knives or weapons
- Alcohol
- Illegal drugs and related equipment
- Stolen items
- Tobacco, cigarettes, cigarette paper, e-cigarettes, nicotine chewing gum, vapes or other smoking-related paraphernalia
- Fireworks
- Pornographic images or videos
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to: commit an offence, cause personal injury or damage the property of any person, including their own

5.12 The following items are also banned by the school and students can be searched and the following items can be confiscated:

- Laser pens
- Inappropriate material (e.g. explicit images or extremist information)
- Jewelry (other than items permitted in the Uniform Policy)
- Energy Drinks
- Medication
- Chewing gum or other foods and drinks
- Lighters and matches

5.13 There is no exhaustive list and it is up to the discretion of staff as to what may or may not be confiscated at any time. By law, it is not necessary to inform parents before a search or to seek consent, but the school will keep a record of the search having taken place. In all searches, students should not remove any clothing other than outer items, such as a coat or blazer. The conducting of strip searches is not permitted in any circumstance.

5.14 School staff can confiscate any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline or the safety of others. Staff will use their discretion to decide whether the item is retained or destroyed e.g. alcohol, cigarettes, vapes, fireworks and lighters will be disposed of. Offensive weapons, stolen goods, explicit images and controlled drugs will be passed to the police.

5.15 Where possible the member of staff conducting the search will be of the same sex and will always be witnessed by a second member of staff. Where this is not possible, a search can be carried out by two members of staff of the opposite sex. This should only take place in the following instances:

- If the member of staff carrying out the search reasonably believes that there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student

### **School Uniform**

5.16 All students are required to wear the school uniform and PE kit. A student may be subject to a consequence for choosing not to wear the school uniform, including compliance with aspects related to jewellery and hair styling. For further details, refer to our Uniform Policy.

### **Use of Reasonable Force**

5.17 Use of reasonable force will always be used as a last resort at Churchill Community College, however any member of staff is permitted to use this where it is deemed necessary to prevent students from injuring themselves, injuring others or damaging property. The use of reasonable force can take place both on or off site if deemed necessary by the members of staff present. This may be part of a search as outlined above. On all occasions staff will use the minimum force required for the shortest possible time to safeguard the student. For further details, refer to the Use of Reasonable Force Policy. Staff will always record the use of reasonable force and this will be stored onsite.

### **Leadership and Management**

5.18 The Behaviour and Education Support Team (BEST) is composed of a number of staff who are there to support students and ensure the maintenance of good behaviour around the college..

5.19 The following summary outlines the general structure of the BEST:

5.19.1 Deputy Headteacher	Responsible for oversight of the pastoral aspects of College life including strategic oversight of the Behaviour and Education support Team.
5.19.2 Assistant Headteacher	Responsible for Student Support including safeguarding.
5.19.3 Assistant Headteacher	Responsible for the management of rewards, character development and enrichment
5.19.4 Assistant Headteacher	Special Educational Needs Coordinator responsible for oversight of all students with additional needs including academic, medical and social, emotional and mental health.
5.19.5 Key Stage Lead(s)	Oversight of Heads of Year within the relevant key stage and on site isolation systems.
5.19.6 Head of Year	Provide guidance, support and interventions for specific year groups.
5.19.7 Learning Mentors	Provide targeted support and guidance to identified students
5.19.8 Emotional Support Tutor	Responsible for providing counselling support to identified students and overseeing additional onsite counselling.

5.20 Information about rewards and behaviour are shared on a half-termly basis with the Safeguarding, Behaviour, Attendance & Personal Development Committee (Governing Body) and, where appropriate, committee members challenge and discuss the information provided to them. Where necessary, school governors provide guidance and support to the Behaviour and Education Support Team where there are specific concerns around particular student behaviours. For example, Governors may be invited to meet with students alongside Churchill staff as part of a meeting. These are managed on a case-by-case basis in conjunction with members of the Senior Leadership Team.

5.21 Members of our Special Educational Needs team also provide specific support around students who have been identified as having Social, Emotional and Mental Health needs. This support is both proactive and reactive meaning that students may be provided with support to help them to follow our Churchill values or as a result of failure to follow Churchill values.

5.22 We have a number of on site provisions used to provide additional support for students who require additional intervention or space to reflect upon their decisions. These include:

- Student Support Centre
- Referral Room(s)
- Special Educational Needs Department including the on site sensory room (The Den)

## Appendix 1 - Behaviour Escalation Threshold

Stage 1 Concern	Stage 2 Concern	Stage 3 Concern	Stage 4 Concern	Stage 5 Concern	Possible Actions These actions are not designed to be prescriptive or exhaustive.	Staff Lead
Persistent behaviour concerns in specific classes (not across all subjects). Identified through C1 and C2 monitoring.					<ol style="list-style-type: none"> <li>Curriculum Leader to ensure that class teacher has been in communication with parents/carers (phone/meeting) and coach colleague if necessary.</li> <li>Curriculum Leader to check that any additional needs are catered for in planning and lessons to allow the student to access the curriculum.</li> <li>Curriculum Leader to facilitate a restorative meeting with staff and students to re-establish the relationship and set expectations going forward.</li> <li>Curriculum Leader to telephone home and place the student on <b>Subject Report</b> for <b>two weeks</b> with specific targets in place. Student to report to CL at the end of each lesson in that subject with their report.</li> <li>Curriculum Leader to inform the relevant Head of Year and form tutor.</li> <li>One further cycle of report permitted (four weeks in total).</li> </ol>	Curriculum Lead (CL)
30 negative points across multiple subjects.					<ol style="list-style-type: none"> <li>HoY to gather information regarding behaviours and support already in place for the student.</li> <li>Telephone parent(s)/carer to discuss the pattern of behaviour and early intervention.</li> <li>Create a Pastoral Support Plan in communication with the student and parents.</li> <li>Compile a Pastoral Support Plan and flag up key strategies to class teachers.</li> <li>Place student on <b>Positive Comment Report</b>.</li> </ol>	Head of Year (HoY)
	50 negative points.				<ol style="list-style-type: none"> <li>HoY Lead to meet with student and discuss the issues in the class and offer strategies.</li> <li>Update Pastoral Support Plan and circulate to staff.</li> <li>HoY to speak with parent(s)/carers to review the student's subject report and actions going forward.</li> <li>Student to be placed on <b>Green Pastoral Support</b> across all lessons for an initial cycle of <b>two weeks</b> reporting to their <b>form tutor</b> daily and their HoY each Friday.</li> </ol>	Head of Year (HoY)
		70 negative points.			<ol style="list-style-type: none"> <li>Head of Year to meet with students and discuss the issues in the class.</li> </ol>	Head of Year (HoY)



Stage 1 Concern	Stage 2 Concern	Stage 3 Concern	Stage 4 Concern	Stage 5 Concern	Possible Actions These actions are not designed to be prescriptive or exhaustive.	Staff Lead
					2. Update Pastoral Support Plan and circulate to staff. 3. Head of Year to facilitate a meeting with parents to review the student's subject report and actions going forward. 4. Student to be placed on <b>Amber Pastoral Support</b> across all lessons for an initial cycle of <b>two weeks</b> reporting to their <b>HoY</b> daily.	
			100 negative points		1. KSL to meet with student and discuss the issues in the class. 2. Update Pastoral Support Plan and circulate to staff. 3. KSL to facilitate a meeting with parents to review the student's subject report and actions going forward. 4. Student to be placed on <b>Purple Pastoral Support</b> across all lessons for an initial cycle of <b>two weeks</b> reporting to their KSL daily.	Key Stage Lead (KSL)
			Suspended from school twice in one term.		1. Reintegration meeting with parent(s)/carer arranged for students return to school. 2. Student placed in Independent Learning Centre for 1 day (up to a maximum of 3 days in total, if necessary). 3. Compile a Pastoral Support Plan (if not in place already) and flag up key strategies to class teachers. 4. Student to be placed on report if not already. If student is already on report, consider escalating to the next stage if appropriate.	Key Stage Lead (KSL)
				More than 130 negative points.	1. Discussion with SENDCo and review of provision in place in school for student. 2. Student suspended for one day with an in-person reintegration meeting with parents and students. 3. Compile a Pastoral Support Plan and flag up key strategies to class teachers. 4. Student to be placed on report if not already in place at Amber (HoY) or higher if already on report.	Deputy Headteacher (Pastoral)
				Suspended from school on five occasions across one academic year.	1. Discussion with SENDCo and review of provision in place in school for student. 2. Reintegration meeting with parent(s)/carer arranged for students return to school. 3. Discussion to be had regarding Off Site Directive and/or Managed Move to another setting.	Deputy Headteacher (Pastoral)
					4. Final warning to be issued in writing and signed at reintegration. 5. Student placed in Referral Room for 1 day (up to a maximum of 3 days in total, if necessary). 6. Compile a Pastoral Support Plan (if not in place already) and flag up key strategies to class teachers. 7. Student to be placed on White report to DHT.	



## Equality Impact Assessment

1. Name of the change, strategy, project or policy:	<b>Culture, Ethos and Behaviour Policy 2024</b>	
2. Name of the person completing this form:	<b>Martin Langstaff, Headteacher</b>	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?		
Yes. The framework is based upon School Bus good practice and relevant stakeholders across the College have been consulted where appropriate, additional guidance has been added.		
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.		
Equality Target Group (circle)	Negative impact - if could disadvantage	Reason
Age	<i>No evidence of negative impact</i>	Search and Confiscation policy is written in terms of biological gender.
Disability	<i>No evidence of negative impact</i>	
Gender Reassignment	<i>No evidence of negative impact</i>	
Marriage/Civil Partnership	<i>No evidence of negative impact</i>	
Pregnancy/Maternity	<i>No evidence of negative impact</i>	
Race	<i>No evidence of negative impact</i>	
Religion or Belief	<i>No evidence of negative impact</i>	
Gender	<i>Search and Confiscation</i>	
Sexual orientation	<i>No evidence of negative impact</i>	
5(a) Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.		
There are potential legal implications in terms of Search and Confiscation linked to gender, in particular, where a student has chosen to identify as a gender which does not match their biological gender. Where this is the case, staff should ascertain the gender that the member of staff should be according to the needs and preferences of the child and their family.		
5(b) Is the Impact Intended?		
There is no intended impact from these proposals however, as mentioned above, in some cases considerations may need to be made.		
6 Could you minimise or improve any negative impact? Use the space below to detail how.		
Through discussion with students and parents/carers.		
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		
N/A		
8. Considering all the information detailed in this form; what practical actions would you take to reduce or remove any		

adverse/ negative impact?			
N/A			
<b>PART B) To be completed when assessment and consultation has been carried out</b>			
9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
No change required			
9b) As a result of this assessment and consultation, does the school need to commission specific research on the issue or carry out monitoring/data collection?			
9c) Have you setup monitoring/evaluation/review process to check the successful implementation of the policy, project or change?			
Yes	X	No	
Details:			
	M. Langstaff		22.9.24

