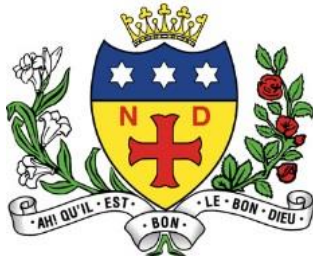


# NOTRE DAME HIGH SCHOOL



## BEHAVIOUR & RELATIONSHIPS POLICY

**"Be kind and compassionate to one another, forgiving each other, just as in Christ  
God has forgiven you"**

*Paul's letter to the Ephesians 4:32*

This powerful challenge underpins the aims of our [Mission Statement](#):

- To promote Gospel Values
- To build a caring and inclusive community
- To enable all members to realise their potential
- To develop partnership with parents

**We seek to challenge educational and social disadvantage in our community.**

**We want to invite all into a relationship with Christ through our ethic of service and respecting the  
dignity of every child.**

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Ensure that our expectations of behaviour are clearly understood.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination, and communicate the consequences.
- Ensure that all students are treated fairly, shown respect and to promote positive relationships.
- Shift the narrative from tackling bad behaviour to promoting good behaviour.
- Help students self-regulate and be responsible for their own behaviour.
- Build a school community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To promote wider community cohesion through improved relationships at school.

All students at Notre Dame High School are entitled to a high-quality education, in a disciplined and supportive environment. At Notre Dame, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We see a difference between students merely complying with rules – doing enough to stay out of trouble, but no more – and being actively engaged in our school community.

**We expect all members of the Notre Dame community to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.**

## 2. Ready, Respectful & Safe

A disciplined and supportive environment can be achieved if individual students accept responsibility for their own behaviour. Staff will recognise good behaviour and challenge unacceptable behaviour. We aim to respect the dignity of all individuals in ensuring that any measures which we employ are both equitable and proportionate. It is the responsibility of every member of staff to maintain a positive atmosphere, promote positive relationships and create an inclusive environment.

Being clear in our expectations of students and communicating these effectively is a vital part of ensuring we positively shape our school environment. These expectations all fit within our **Ready, Respectful & Safe** framework which is clearly communicated, taught and modelled to students. Notre Dame is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Staff and students are expected to maintain the high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being **'Ready, Respectful and Safe.'**

**All adults working at Notre Dame must be consistent when referring to these expectations, always pinning behaviour to our three core expectations**











## Our Principles

- Expectations and rules are needed to ensure all students are Ready to learn, Respectful towards others and Safe at all times.
- All expectations and rules should have an obvious purpose and be clearly communicated.
- We do not ask anything unreasonable and therefore it is expected that all members of our community abide by the rules.
- Where students are consistently meeting and exceeding expectations they will be recognised. If a rule is not followed appropriate action will be taken which is both fair and purposeful.
- Students continue to represent this community when **travelling to and from school** and at any point while **identifiable as a member of our school** and should behave to the same high standards when representing our community outside of school as they do inside of school.

## Core Expectations

Our core expectations which are visible in all rooms and clearly communicated as part of our behaviour curriculum are as follows:

**Ready** | Ready to learn, ready to listen, ready to participate because **‘we educate for life’**

	<b>In school &amp; on time</b>		<b>Homework completed</b>
	<b>Correct uniform</b>		<b>Phones off &amp; out of sight</b>
	<b>Correct equipment</b>		<b>Journal on desk</b>
	<b>Coats &amp; bags off &amp; away</b>		<b>Sitting down &amp; facing the front</b>
	<b>Visit the toilet during social time</b>		<b>Attentive &amp; focused</b>

**Respectful** | **Respect** yourself and others, including your peers, adults and the school environment. We do this because **‘we are a community that is welcoming, diverse, and honours each person’s dignity’**

	<b>Listen</b>		<b>Respect difference in race &amp; cultural heritage</b>
	<b>Resolve issues appropriately</b>		<b>Respect difference in religious beliefs</b>
	<b>Respect our environment</b>		<b>Respect difference in sexual orientation &amp; gender identity</b>
	<b>No chewing gum No eating inside</b>		<b>Create an inclusive community</b>
	<b>Treat everyone with dignity</b>		<b>Uphold the reputation of our school</b>

**Safe | Everyone** should feel safe in our learning community, safe with the people around them and safe in the activities in which they are taking part because **‘we work for justice and peace’**



**It is everyone's responsibility to keep our community SAFE.**

If you have any concerns in relation to yourself or anyone else in our community you can email [safe@notredame-high.co.uk](mailto:safe@notredame-high.co.uk). This email address is monitored by members of our safeguarding team.

**Full details of our school rules and expectations of student expectations can be found in our Ready, Respectful and Safe student guide which is published on our website.**

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

### **3. Teachers and Non-Teaching Staff**

As a school and staff base, we strive to match challenge with support when working with our students and seek to implement restorative approaches in all our work.

#### **Teaching and non-teaching staff are responsible for:**

- Consistently modelling expected behaviour and positive relationships in the classrooms and with all staff and students around site.
- Explicitly teaching expectations for arrival at, entering and leaving classrooms to create a calm and safe environment for students.
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Providing a personalised approach to the specific behavioural needs of particular students e.g. including reasonable adjustment for SEND students
- Recording behavioural incidents promptly with the facts avoiding emotion
- Challenging students to meet the school's expectations
- Never walking past or ignoring students who are failing to meet expectations
- Always redirecting students by referring to 'Ready, Respectful and Safe'

**Members of staff who manage behaviour well will:**

- Celebrate students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion
- Encourage expected behaviours wherever they see challenging behaviour.

**The Head teacher and The Senior Management Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

**4. Classroom management**

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

- Create and maintain a stimulating environment that encourages students to be engaged
- Display, promote and enforce the Ready, Respectful & Safe behaviour curriculum in their own classroom.
- Record behaviour incidents promptly
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

We know that it is vital that every student has the opportunity to learn and we make every effort to keep all students in the classroom to support learning. If a point is reached when the behaviour of a student is repeatedly impacting negatively on teaching and learning or there is a serious breach of our behaviour expectations the student will be removed from the lesson.

The amount of time they are removed from class will depend on the seriousness of the presenting behaviour. Most students who are removed from a lesson for poor behaviour in that lesson will go to the rest of their lessons that day if they are likely to be successful because they are in a regulated state.

Following a removal;

- Students will be provided with opportunity to reflect on their behaviour
- Parents will be informed
- Attempts will be made to reconcile, where necessary any affected parties
- Support will be given to promote positive behaviour and reintegrate students back to the classroom

Data on the use of removal from classrooms is collected and analysed.

## **Restorative Conversations**

When appropriate, staff will hold 'restorative' conversations to encourage students to see their behaviour from a different perspective. A typical sequence of questions might be:

1. 'What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

## **5. Parents and carers**

We believe that partnership with parents is essential to the success of students in our school. Our relationship with parents is based on the below key principles, which form a contract between parents and school upon acceptance of a place for their young person at this school:

Parents and carers at Notre Dame:

- Support and abide by all policies and procedures in place upon enrolment of their young person and as amended from time to time.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Are involved as soon as a student's behaviour causes concern.
- Take part in any pastoral work following misbehaviour (e.g. attending reviews of specific behaviour interventions).
- Support the use of after school detentions.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture (e.g. attending parents' evenings and functions).
- Check and sign the student journal weekly.

Meetings with parents are always very powerful to address ongoing concerns. In these meetings, members of staff will highlight where things are going well and try to identify solutions where problems are occurring. If a student is receiving coaching support from a subject or pastoral leader, the student's parents will be informed and involved in the conversation.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. All staff members have the right to work without fear of violence or abuse; therefore, threatening or abusive behaviour towards staff members, governors, visitors, students or other parents may result in individuals being removed from the premises. Persistent abusive, aggressive or insulting behaviour will lead to a ban from the school site.

## **6. Event Recording**

Staff in school will log information about students on our Bromcom relating to:

- positive actions and achievements
- issues relating to personal organisation
- behavioural concerns

- support interventions put in place

This information will:

- Circulated to Form Tutor at the end of each day.
- Be visible to parents at all times via our school app (MCAS) or online via the Bromcom parental portal.
- Help us build a picture of how students are doing in school.
- Allow us to put any support or intervention in place that is needed.

## 7. Student Recognition

We know it is vital to recognise all our students' positive contributions, both in terms of their approach to learning and contributions to our school community. Such recognition may take the form of a verbal praise, award of Praise points, an email or call home, Positive Postcard or invitation to the Headteachers Breakfast.

- All Praise points and comments will be communicated to Form Tutors at the end of each day.
- They will be visible to parents via our MCAS App.
- They will count towards your form groups weekly total and contribute to the chances of winning Form of the Week.
- Students will be awarded Bronze, Silver, Gold & Platinum awards when they have accrued sufficient Praise points.

Each term staff will nominate students across all departments to recognise their achievements in a given subject area. Certificates will be presented during the end of term Celebration Assemblies.

## 8. Anti-Bullying Approach

Bullying is a serious issue and we are committed to creating a safe and supportive learning environment for all students, where everyone feels respected and valued.

The definition below has been reached through consultation with parents, Governors, teaching and non-teaching staff and students. The intention is that everyone will have a clear understanding of what is meant by 'Bullying'.

**Bullying is when another student or group of students repeatedly cause personal physical or mental suffering, however great or small. It is teasing, practical jokes, threatening, name calling, ignoring people, dirty looks and other things which cause hurt.**

- Everyone is entitled to speak to someone if they are being bullied.
- Everyone is entitled to receive help and care if they are being bullied.
- Everyone has responsibility to help and care for students who are being bullied.
- All allegations of bullying will be thoroughly investigated.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including online bullying)
- Physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)



- Initiation/hazing type violence and rituals.

Bullying can have a serious impact on the victim, both emotionally and physically. It can lead to:

- Low self-esteem
- Anxiety and depression
- Social isolation
- Poor academic performance
- Self-harm or suicide

We aim to proactively ensure a safe school environment. In order to effectively deal with any suspected incident of bullying, it is expected that all staff and students report concerns so that swift action can be taken. If a student feels that someone is behaving unkindly towards them they should:

- Be calm and tell them that it isn't okay and they shouldn't be using those words.
- Tell a member of staff.
- Talk to their form tutor or any other teacher about what they heard

Incidents which occur outside school will be dealt with if they impinge on the safety and welfare of members of our school community or bring the school into disrepute.

Bullying can take many forms, these can include:

#### **Personal Non-Physical abuse**

This includes things like:

- Making repeated fun of students' appearance, ability, home, etc.
- Name calling
- Threatening with physical violence
- Spreading malicious rumours
- Isolating a student

#### **Personal Physical Abuse**

This includes things like:

- Deliberately causing physical injury (hitting, pushing, kicking, punching, etc)
- Inappropriate physical contact
- Spitting

#### **Taking or damaging the belongings of others**

This includes things like:

- Taking students possessions
- Demanding money from students
- Spoiling work
- Damaging belongings

#### **Racist or Homophobic bullying**

This includes things like:

- Making any derogatory reference to a person's ethnic origin, culture or language
- Making any derogatory reference to a person's gender or sexuality.

**We live in a multicultural society and are part of a multicultural school community. This means that we have people from a range of different backgrounds and cultures. This should be celebrated.**

**We should be proud of where we come from and share our heritage with each other.**

**It is vital that everyone in our community actively seeks to be open to learning about other people in our diverse community, so that we are able to make everyone feel welcome and we don't cause hurt through ignorance.**

### **Online Bullying**

This includes things like:

- Any form of Personal Non-Physical, Racist or Homophobic abuse which occurs via electronic means of communication eg. Texts, messaging services, social networking sites, etc.
- Sharing of personal information, images or video of another student without their permission.

### **Prevention**

Proactive anti-bullying work involves the promotion of equality and the celebration of difference. This takes place within lessons and in the wider school activities

Notre Dame is committed to preventing bullying. We do this by:

- Providing clear guidance to students about what is and is not acceptable behaviour
- Promoting a culture of respect and inclusion
- Teaching students about the harmful effects of bullying
- Providing training to staff on how to identify and deal with bullying
- Working with parents and carers to create a supportive home environment

We believe that all students have the right to feel safe and happy at school. We will work together to create a school community where bullying is not tolerated.

### **Response**

The school will take all allegations of bullying seriously. We will investigate all reports promptly and thoroughly. Our response to any incidents of bullying will be carefully considered and be based around restorative practices and our ethos. If bullying is found to have occurred, we will take appropriate action, which may include:

- Parents of all students involved being notified.
- Support is provided for the victim of any bullying incidents.
- An opportunity for a restorative meeting between students and if necessary families will be facilitated.
- Any additional required support measures are put in place to try and ensure there is no future repetition of events.
- We contact the police / outside agencies as appropriate
- All relevant information is recorded on CPOMs (*safeguarding recording software*) and incidents are reviewed by the Senior Management Team and Governors

No single method can be used to deal with all bullying incidents. The way in which adults react to bullying can make it less likely to happen. A positive, open response will encourage young people to speak up about matters of concern and will promote more caring, responsible patterns of behaviour.

### **Additional Resources**

- Anti-Bullying Alliance: <https://anti-bullyingalliance.org.uk/>
- Kidscape: <https://www.kidscape.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>

## **9. Responses to behaviour that does not meet our expectations**

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of our standards (as outlined in Ready, Respectful & Safe), and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. As a school we strive to ensure that:

- All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.
- When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.
- Wherever possible students should be given choices and the opportunity to improve their behaviour. If a student does fail to follow the rules of the school a proportionate response will be put in place.
- De-escalation techniques are employed whenever necessary.

## **10. Recognising the impact of SEND on behaviour**

Notre Dame recognises that students' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

Any preventative measures will consider the specific circumstances and requirements of the student concerned. By anticipating and removing potential triggers of misbehaviour we aim to better meet the needs of students and foster an inclusive environment. Potential preventative measures may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with e.g. sensory issues or who has severe eczema
- Training for staff in understanding additional needs and or barriers to learning, such as autism
- Use of separation spaces where students can regulate their emotions during a period of sensory overload

### **Adapting consequences for students with SEND**

When considering a behavioural response for a student with SEND, the school will consider:

- Whether the student was unable to understand the rule or instruction.
- Whether the student was unable to act differently at the time as a result of their SEND;
- Whether the student is likely to more disposed to certain kinds of behaviour due to their particular SEND;

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

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

Our Special Educational Needs Co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

### **11. Confiscated Items**

The school may confiscate any object which either compromises the safety of any member of our community, is not permitted in school or is deemed to be used inappropriately. These items are clearly and repeatedly communicated to students and full details can be found in Ready, Respectful & Safe.

The majority of confiscated items will be passed to Student Reception. They will be safely stored there and students can collect them at the end of the half term. Any illegal or dangerous items will be passed to the police or disposed of in accordance with DFE guidance.

### **12. Mobile Phones**

**Mobile Phones should be off and out of sight between 8:55 and 3:35**

Confiscated mobile phones can be collected at the end of the school day from the Student Reception office if it is the student's first confiscation that term.

- Parents will receive a text message home
- The confiscation will be logged on Bromcom
- If a student's phone is confiscated on more than one occasion in a given term parents will be required to collect it.

### **13. Detention**

#### **What the law allows**

The law states that teachers have authority to issue detentions to students, including same-day detentions and detentions outside normal school hours. It will always be our aim to communicate detentions which occur outside of school hours with parents, however parental consent is not required.

#### **Purpose**

We see detentions as an opportunity for students to have time for reflection, to be supported by members of our pastoral team and ultimately seek forgiveness.

When things do not go right it is important we are honest with ourselves and strive to do better.

#### **Students are placed in the detention for the following reasons:**

- Removal from Lesson
- Failure to Follow Instruction
- RESET Program (*4 Weeks*)
- In response to a serious incident

#### **Students are placed in After School Detention for the following reasons:**

- Not attending Lunch Time Detention
- Ongoing Punctuality Concerns
- Serious Incident Response

#### **Lunchtime detention:**

Students will be informed by their form tutor if they have received a Lunchtime Detention. Students should arrive promptly to Room 206 at the beginning of lunchtime. Students will be asked to reflect on their actions and consider how they can improve their behaviour.

Staff will always allow reasonable time for the student to eat, drink and use the toilet.

#### **After-School detention**

Students will be informed by their form tutor if they have received an After-School Detention. Students should arrive promptly to our OnCall room at the end of the school day. Students will be asked to reflect on their actions and consider how they can improve their behaviour. These detentions will finish at 4:15pm.

Students' parents will be informed if their child has been awarded an After-School Detention. There is no legal requirement for parental permission for a student to be kept behind at the end of the school day to

attend an after-school detention. We will however always aim to work in partnership with parents – for example we will explore viable alternatives with parents to ensure students are able to travel home safely. We do acknowledge that after school detentions at times inconvenience students and/or families. We will not be able to consider alternatives to make an after-school detention more convenient, and would ask for your full support in this matter. As outlined above, after school detentions are usually only issued for a serious breach of this policy, ongoing punctuality concerns or not attending a lunchtime detention during the school day.

#### **14. RESET Program**

The program is specifically targeted at addressing the behavior of students who are having an ongoing negative impact on our community. The program is designed to clearly reset expectations and create a collaborative working environment between student, parent and school. The program is designed as a short to medium-term intervention that requires students and parents to accept a clearly outlined set of expectations and package of support. Within the program there is scope for additional supportive mechanisms to be implemented that are bespoke to the individual needs of the student. A student will only be placed on the program when other measures and high-level support have not resulted in improved outcomes.

The decision of whether to escalate our response will not be made lightly and the placement of a student on the Reset Program will be a collective decision by the Heads of Year Team in agreement with the Head of Pastoral Care, following a thorough review of behaviour data and interventions that have already been put in place.

#### **15. Alternative Learning Environment (The Lodge)**

The Lodge is our alternative learning environment at Notre Dame.

It is used for students who:

- Have been involved in a serious incident and need time away from our main community
- Have repeatedly caused disruption to lessons and need time away from our main community
- Are starting the [RESET Program](#)
- We have accepted from other partner schools as part of an offsite directive – we work in partnership with other schools across the city to support with extended offsite placements and intervention programs.

The Lodge is a separate building away from the main school environment designed to offer students a break from classroom settings and support them in reflecting on their actions, resetting their behaviour, and continuing their academic learning. We regard this as a positive and supportive intervention, providing students with an opportunity to reset and reflect upon their behaviour.

While students are in the Lodge we will support them to continue accessing their academic learning as well as reflecting on their behaviour. As such, we have developed differentiated workbooks for all subjects across all year groups to support our students' academic progress. In addition to the paper-based workbooks we use a learning support computer system known as ND Learning Hub. Students can access this online resource from inside or outside school. It contains information, learning resource, work and useful links for all subjects across all year groups.

## 16. Off-site Direction

Off-site direction refers to when a school requires a pupil to attend another education setting to improve their behaviour for a time limited period. At Notre Dame we work in partnership with other local schools to improve student behaviour. If a temporary school move needs to occur to improve a pupil's behaviour, then off-site direction will be used. The decision to implement this offsite direction is in accordance with the Department for Education (DFE) guidance, which recognises the benefits of providing students with opportunities for reflection and a chance to reset expectations. The directive is aimed at addressing behavioural concerns in a supportive and structured environment. For any off-site direction, a proposed timescale with clearly determined review points will be outlined and communicated prior to the start of the placement. An Off-Site Direction does not require parental agreement; however, we strongly encourage parental and pupil engagement to give the placement every chance of success.

## 17. Suspension

The Headteacher will consider and may use a suspension (*previously known as a Fixed Term Exclusion*) in cases where:

- the learning or personal safety of other students is at risk;
- a student refuses to accept the authority of members of staff; or when
- unacceptable behaviour continues despite the efforts of staff and the imposition of other interventions.

School will set work for the suspended student to be completed during the period of their suspension as specified below.

From the first day of the suspension, the student will be expected to:

- Reflect upon their behaviour and prepare for the reintegration meeting in which they will be required to consider the incident, how they might make amends and how to avoid this happening again.
- Complete appropriate work via the ND Learning Hub.

Parents must ensure that the student undertakes this reflection and engages with the online materials provided.

At the end of the suspension period, parents along with the student, will attend a reintegration meeting with the most appropriate member of the Pastoral Team. The purpose of the reintegration interview is to be clear what the school, parents and students can all agree to ensure a successful reintegration.

For further information please refer to published Notre Dame High School Exclusion Policy.

## 18. Permanent Exclusion

The ultimate sanction, permanent exclusion, will be reserved for offences that will:

- have a seriously damaging effect on the life of the school,
- have a seriously damaging effect on the well-being of other students or of staff

This sanction should only be used as a last resort in line with the 2023 statutory guidance on exclusion from the Department for Education. A student should only be permanently excluded following a serious breach or persistent breaches of the school behaviour policy and if the education or welfare of students and others at the school would be harmed by the continued presence of the student in the school. Permanent exclusion will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies which have been tried without success. Excluding a student is a very serious matter and should usually only be taken when all other strategies have been tried. However, there are exceptional circumstances when it would be appropriate for a Head to permanently exclude a student for a single offence. These might include:

- Serious violence, threatened or actual, against another student or member of staff which creates fear and anxiety among staff or students.
- Persistent defiance of school authority or disruption of teaching and learning.
- Sexual abuse or assault.
- Persistent bullying, harassment or abuse (as above).
- Being in possession of an illegal drug (or remnants) and/or drug paraphernalia on site (*see Drugs policy*).
- Supplying an illegal drug or dealing in drugs on or in sight of the school site, or where students are the responsibility of the school e.g. on a school trip, travelling to/from school (*see Drugs policy*).
- Carrying an offensive weapon.

The decision to exclude a student permanently must always balance the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities. Where possible the Headteacher will arrange a pre-decision meeting with parents/family to consider any relevant mitigating circumstances.

Once the decision is made by the Headteacher to permanently exclude, this must be referred to the Chair of the Board of Governors who will instruct the Clerk to organise a meeting of the Disciplinary Committee to review and subsequently uphold or overturn the Headteacher's decision.

A complete record of all exclusions is maintained by the Headteacher and is regularly reviewed with relevant staff and by the governors.

### **Modifying an Exclusion**

An exclusion may not be extended nor can a suspension be converted into a permanent exclusion. In exceptional cases, for example where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends or a permanent exclusion may be issued to begin immediately after the end of the suspension.

## **19. Use of reasonable force**

Staff are advised to avoid the use of physical intervention where possible. The use of non-contact de-escalation strategies should be attempted before resorting to the use of reasonable force. It is important to recognise however that there are some circumstances where the use of reasonable force is in the best interests of a child or staff member. When such incidents arise, it may not have been possible to attempt the use of non-contact alternatives.



The decision on whether or not to use reasonable force or employ restrictive physical intervention when dealing with a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. All members of school staff have a legal power to use reasonable force (see [The Use of Physical Intervention For The Restraint and Compliance of Students May 2022](#) for further information).

## **20. Searches**

The school has a duty to provide a safe and secure learning environment for all students. In order to fulfil this duty, the school may carry out searches of students and their possessions in certain circumstances. The school will always comply with the Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies, DfE Document (2022). [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

### **Reasonable Grounds for Searches**

The school may carry out a search if the Headteacher or a member of staff authorised by the Headteacher has reasonable grounds to suspect that a student may have:

- A prohibited item in their possession, such as a weapon, alcohol, illegal drugs, stolen goods, tobacco products, pornographic images, or fireworks
- An item that may be used to cause injury or commit an offence
- An item that has been banned in the school rules (*See Ready, Respectful & Safe*)

### **Conducting Searches**

Searches must be conducted in a fair, consistent, and proportionate manner. The following procedures must be followed when conducting a search:

- The search must be conducted by a member of staff of the same sex as the student, unless there is an urgent risk of serious harm.
- A witness must be present during the search, unless there is an urgent risk of serious harm. The witness must also be of the same sex as the student unless there is a risk of serious harm.
- The student must be informed of the reasons for the search and how it will be conducted.
- The student should be given the opportunity to cooperate with the search.
- The student must not be asked to remove any clothing other than outer clothing.
- The search must be conducted in a private and secure place.
- The search must be recorded in writing, including the date, time, place, and reasons for the search, the name of the member of staff conducting the search, and the name of the witness.

### **Confiscation of Items**

If a prohibited item is found during a search, it will be confiscated. The student will be informed of the confiscation and the item will be securely stored or disposed of in accordance with the school's policy.

## **21. Behaviour off school premises**

At Notre Dame we will respond appropriately to any poor behaviour of students; taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at

the school. This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

Under section 89 (5) of the Education and Inspections Act (2006) teachers, and all persons acting on behalf of the Headteacher, have a statutory power to discipline students for misbehaving outside the school premises. The school therefore reserves the right to impose disciplinary action for behaviour outside the school premises, including to and from school where it is deemed that school policy is not being adhered to and where, in the judgement of the school and based on the evidence available at the time, the welfare of other students is at risk or the reputation of the school could be adversely affected. Students are expected to show every respect for the school's neighbours and members of the public.

Notre Dame reserves the right, therefore, to put in place an appropriate consequence for misbehaviour when the student is:

- Taking part in any school related or organised activity.
- Travelling to and from the school or on school premises out of school hours.
- Wearing school uniform or can be identified as a student of the school.
- When misbehaviour could have repercussions for the orderly running of the school.
- When misbehaviour poses a threat to another student or member of the public.
- When misbehaviour adversely affects the reputation of the school.

The school may also report the matter to the Police.

### **Travelling to and from school**

Notre Dame expects exemplary behaviour when travelling to and from school. Any student that behaves in an **unsafe, disruptive or disrespectful manner** while queuing or travelling on the bus **adversely affects on our school**. If such behavior was reported the likely responses would be:

- Parents invited in for a meeting.
- Have their release from school delayed.
- Be banned from the bus for a period of time.

### **22. Malicious allegations**

Where, after investigation, it is identified that an allegation made against a member of school staff was malicious, then an appropriate sanction will be put in place. As with all consequences, careful consideration will be given to our knowledge of the individual student and their mental health.

### **23. Ensuring Equality**

We will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against particular groups of students.

As a school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our students and considering any special educational needs before any decisions are made regarding responses. In doing so we recognise that some students require a more sensitive and differentiated approach.

## Legislation, statutory requirements and statutory guidance

This policy needs to be read and reviewed in conjunction with the Reasonable Adjustment Policy and Equality Duty.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

**Review Date:**  
**May 2024**

**Next review:** July 2026

**Review Mechanism:** LAC Meeting

**Update:** N/A