St. Mark's Catholic School



BEHAVIOUR POLICY

Effective Date:	Review Date:	Prepared by:	Designated SLT:	Governor's Committee:
Sept 2026	Sept 2027	SMG	SMG	Pastoral & Safeguarding

Our Mission:

St Mark's is a Catholic community inspired by Gospel values where relationships are rooted in love. At the heart of our mission is a commitment to live out our faith and a dedication to embrace excellence in all that we do. We believe in education that instils possibilities, transforms lives and enables all to fulfil their potential.

PRINCIPLES

The focus of this policy is to outline those procedures which we will use to promote and maintain good behaviour at St. Mark's in order to ensure a safe and secure learning environment. It should be read in conjunction with the policies on, Attendance, Safeguarding & Child Protection, Anti-Racism and SEND, together with the Parent Information Booklet and the Home School Agreement.

St Mark's is also committed to supporting students who have experienced adverse childhood experiences (ACEs). These experiences may have a detrimental impact on their behaviour in school. It is the responsibility of staff members to intervene to correct inappropriate behaviour, but also to take into account the experiences which may underpin this behaviour.

St. Mark's is committed to the following:

- The promotion of self-discipline, social skills and proper regard for authority among students
- Encouraging good behaviour, managing feelings and having respect for others
- Using a positive approach to behaviour management whenever possible
- Being proactive in maintaining a positive, well-disciplined environment
- Rewarding students' accomplishments and recognising their positive behaviour.
- Regularly training and updating staff on how to positively deal with behaviour

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Children's Wellbeing and Schools Act 2026
- Crime and Policing Act 2026
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

- Uniform

All stakeholders in the school have a role to play in ensuring positive attitudes and behaviour are always upheld at St Mark's Catholic School.

Pupils are expected to:

- Embody Gospel values by showing respect to members of staff and each other
- Demonstrate a commitment and ambition towards learning
- Be punctual to school and to lessons
- Contribute to a positive learning environment, making it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform with pride
- Understand the consequences of negative behaviour
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and online
- Accept sanctions when given

Parents are expected to:

- Support their child in adhering to the behaviour and uniform policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child attends school regularly and punctually
- Attend Parents' Meetings
- Support the actions taken by staff

Staff are expected to:

- Implement the behaviour policy consistently
- Treat students with respect
- Model appropriate behaviour
- Maintain personal space when dealing with students
- Avoid shouting at students as a matter of course
- Give students opportunities to rectify their behaviour and try not to escalate situations
- Give students a fresh start

Teachers in the classroom are expected to:

- Develop a positive relationship with pupils, which may include:
- Create and maintain an environment that encourages pupils to be engaged
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the lesson positively and starting the next day afresh
- Use the Behaviour for Learning ladder to deal with low-level disruption
- Using positive reinforcement
- Reward students who demonstrate ST MARK attributes
- Be fair and proportionate with sanctions
- Record negative behaviour on SIMs

Staff on duty are expected to:

- Be aware of their safeguarding responsibilities attached to duties around the school
- Be punctual
- Patrol the area and always be vigilant
- Organise cover if they cannot attend their duty
- Stand separate to other members of staff; ensure all areas are monitored
- Follow the expectations for staff around the school, as outlined above

SLT are expected to:

- Review this policy in conjunction with the governing body
- Ensure that the school environment encourages positive behaviour
- Ensure staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that the data from the behaviour log is reviewed, to make sure that no groups of pupils are being disproportionately impacted.

Governors are expected to:

- Review and approve this behaviour policy in conjunction with the SLT and monitor the policy's effectiveness, holding the SLT to account for its implementation.

Misbehaviour can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour can be defined as:

- Repeated breaches of the school rules
- Any form of bullying (see appendix for further details)
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour and the use of prejudice-based language
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

➢ Sexual comments
➢ Sexual jokes or taunting
➢ Physical behaviour like interfering with clothes
➢ Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content (See appendix for further details on sexual harassment and sexual violence)

- Possession of any prohibited items. These are:

  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers/Electronic Smoking Devices
  - Fireworks
  - Pornographic images

*The above is not an exhaustive list.

Mobile Phones

Students in years 7 – 11 are not permitted to bring mobile phones into school.
Under the **Children's Wellbeing and Schools Act 2026**, schools are legally required to enforce a policy prohibiting mobile phones throughout the entire school day. If a student is discovered with a mobile phone, it will be confiscated and must be collected by a parent after 24 hours. Sanctions will also be issued. (See mobile phone policy, educational visits policy and safeguarding policy for further information on mobile phones.)

Misbehaviour in School	Misbehaviour in Classroom	Serious Misbehaviour
All staff are responsible for addressing any misbehaviour around the school. This could include: ● littering ● incorrect uniform ● disruption in corridors between lessons, and at break and lunchtimes ● inappropriate language Refusal to comply with the school's expectations around the site, or persistent misbehaviour should be logged on SIMs, written in the student's diary and referred to the **Pupil Progress Leader.**	**Tutors and classroom teachers** are responsible for addressing and logging any misbehaviour in lessons. Use the Behaviour for Learning Ladder to support correction of misbehaviour. All behaviour from step three and above needs to be recorded on SIMs. This could include: ● lateness to lessons ● inadequate work ● no homework ● disrupting the learning of others Refusal to comply with the school's expectations in the classroom, or persistent misbehaviour should be logged on SIMs, written in the student's diary and referred to the **Subject Leader.**	**SLT** are responsible for addressing any serious misbehaviour. If serious misbehaviour is disrupting learning SLT may be contacted to remove a student from the lesson. ***Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.***
Sanction **Late Detention** **Uniform Detention** **PPL Detention**	**Sanction** **Department Detention** **PPLs will address patterns of misbehaviour across subjects*	**SLT Sanctions** **These may include:** ● A verbal reprimand ● Removing the pupil from the classroom / tutor group ● Removal from the playground ● Detention ● Communication with parents ● Agreeing a behaviour contract ● Putting a pupil on report ● Suspensions (internal and external) ● Referrals to external agencies ● Permanent exclusions **Any suspensions will always be followed by a reintegration meeting with parents and members of the SLT.*

Non-attendance to a PPL or Department detention will result in an SLT detention.
Non-attendance to an SLT detention escalates to a Headteacher detention.
Non-attendance to a Headteacher's detention will be considered a serious misbehaviour.

Permanent Exclusion

In line with Statutory guidance the Headteacher can decide to permanently exclude a student in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or the education or welfare of the pupil or others such as staff or pupils in the school. (DfE, September 2023).

The school will not tolerate any behaviour that poses a risk to the health, safety or wellbeing of the school community. For example, students bringing a knife/dangerous weapon into school, bringing illegal drugs into school to sell or distribute, or taking orders for drugs for distribution outside school are likely to be permanently excluded. Other behaviours include assault on a member of staff, any behaviour deemed by the senior staff to present danger to any member of the school community or persistent poor behaviour which does not improve after a range of strategies, including a pastoral support programme, have been tried.

The Headteacher may permanently exclude a student for any other behaviour deemed inappropriate or in serious breach of the school's behaviour policy.

Restorative Approach

At St Mark's Catholic School, our approach to behaviour is rooted in the Gospel values of dignity, forgiveness, reconciliation, compassion, justice and service. We believe that every member of our community is made in the image and likeness of God and should therefore be treated with dignity and respect. Our behaviour approach seeks not only to address inappropriate behaviour but also to help pupils understand the impact of their choices, take responsibility for their actions, repair harm and restore positive relationships. We recognise that making a mistake does not define a person and that, where appropriate, pupils should be given opportunities to learn from their behaviour and make a positive fresh start. Restorative practice does not mean that there are no consequences. Sanctions may be necessary where behaviour breaches the expectations of the school or causes harm. Rather, restorative practice ensures that consequences are accompanied, where appropriate, by reflection, responsibility and opportunities to put things right.

Restorative conversations may be used following incidents of conflict, disruption, disrespect, bullying, discriminatory behaviour or other conduct that has caused harm. Depending on the circumstances, a restorative response may involve:

- identifying what happened and allowing those involved to share their perspective;
- considering who has been affected and how;
- supporting the pupil to recognise the impact of their actions;
- taking responsibility for the behaviour without seeking to excuse it;
- considering what needs to happen to repair the harm;
- agreeing appropriate actions to put things right;
- rebuilding relationships where this is appropriate and safe; and
- agreeing clear expectations for moving forward.

Staff will use restorative approaches proportionately and sensitively, taking account of the circumstances of the incident, the needs of those affected, safeguarding considerations and any relevant SEND or pastoral needs.

Restorative approaches will not be used where doing so would place a pupil or another member of the community at risk, compromise a safeguarding investigation, or be inappropriate because of the nature or seriousness of the incident. In such circumstances, the school will follow its safeguarding, anti-bullying and other relevant procedures.

Through restorative practice, pupils are encouraged to ask:

What happened?
Who has been affected?
What impact have my actions had?
What can I do to put things right?
What do I need to do differently in the future?

This approach supports our mission to develop young people who are spiritually, morally, socially and intellectually prepared to contribute positively to the communities of which they are part.

Reintegration and Fresh Starts

Following a significant behavioural incident, sanction or period of removal from school, appropriate consideration will be given to reintegration. Where appropriate, this may include a restorative conversation, reflection, an apology, an agreed action to repair harm, or a meeting with relevant staff and/or pupils. The purpose of reintegration is to establish clear expectations, repair relationships where possible and enable the pupil to return to learning with dignity and a clear understanding that they have the opportunity to make better choices.

Staff should avoid allowing previous behaviour to define a pupil. Once an appropriate consequence has been completed and relationships have been restored, pupils should be supported to make a positive fresh start.

The St Mark's Reward System

At St. Mark's we believe that it is important to acknowledge students' excellent behaviour and positive attitudes. We encourage all our young people in years 7 – 13 to be committed learners; well-rounded individuals and to take every opportunity to develop themselves as a person spiritually, intellectually, morally, culturally, and socially. Students are rewarded for their accomplishments with ST MARK points; the system recognises and rewards the different attributes we want a student at St Mark's to demonstrate.

S – Strength

- Demonstrating exceptional initiative, autonomy, resilience, perseverance, or leadership
- Embracing challenge - displaying a strong growth mind-set
- Standing up for what is right, above and beyond expectations

T- Teamwork

- Exceptional group work - fostering exceptional communication, collaboration and support
- Demonstration of initiative, dynamism or impressive problem solving within a group context
- Boosting the morale of other members of the team beyond what is expected

M – Mission

- Displaying a commitment to upholding the Gospel values
- Commitment to acts of service
- Embodying the Catholic ethos beyond what is expected

A – Ambition

- Exceptional class work or homework
- Commitment to challenge tasks and evidence of super curriculum
- Commitment to extracurricular activities

R – Respect

- Demonstrating a strong sense of integrity for who they are and their values
- Consistently showing respect for others beyond what is expected
- Respect for the community and environment beyond what is expected

K – Knowledge

- Exceptional academic achievement
- Demonstration of superb progress
- Demonstration of knowledge acquired outside of the curriculum

Awarding ST MARK points

ST MARK points should be awarded when students have gone over and above our high expectations; the point demonstrates the students' committed actions in one of the classifications of good behaviour. ST MARK points should be logged under the appropriate category on SIMS. On average a teacher should award 25 ST MARK points a week and students should be given opportunities to demonstrate these attributes in lessons, around school and in extra-curricular activities.

Links to the House System

Every time a student earns a ST MARK point, they also earn a point for their house: Becket, Campion, Clitherow, Fisher, More or Pole. Overall house totals will be shared weekly in year assemblies and regularly in KS3 and KS4/5 assemblies. At the end of the academic year the house with the highest total of points will be awarded a 'House Party' celebration.

Rewards

The ST MARK points will link to a clear rewards system that will be communicated regularly with students and parents to motivate our young people and to celebrate their success.

15 points – Email home from Head of Year

20 points – Priority in the queue at lunchtime (one-day pass)

40 points - Priority in the queue at lunchtime (two-day pass)

50 points –SLT Certificate from Assistant Headteacher

60 points – Ticket to movie

80 points – Priority in the queue at lunchtime (one-week pass)

100 points – Phone call home from Senior Leadership Team

120 points – Ticket to Pizza party

150 points - "Headteacher Lions"

Appendix

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (as listed under **Serious Misbehaviour**) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline or that go against the school uniform. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below there will be another member of staff present as a witness to the search.

An authorised member of staff can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;

  or

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try to determine why the pupil is refusing to comply. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Online misbehaviour

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

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

Responding to the misbehaviour from pupils with SEND

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

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

Off-site behaviour

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

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

Physical restraint

In exceptional circumstances, authorised staff may use reasonable force and restrictive interventions to prevent a pupil from:

- Causing personal injury to themselves or others
- Causing serious damage to property
- Creating severe disruption that prejudices the maintenance of good order and discipline

Incidents of physical restraint or restrictive intervention must:

- **Always be used as a last resort**, after reasonable de-escalation techniques have been attempted (unless an immediate safety risk prevents this)
- Take into full account the pupil's individual circumstances, including any SEND, medical conditions, or past trauma
- Be applied using the minimum level of force and for the shortest duration necessary
- Be conducted in a manner that protects the safety, privacy, and dignity of all concerned
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Confiscation

Any prohibited items (listed in 'Serious Misbehaviour') found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which are contrary to school regulations. In the case of mobile phones, these will be returned to parents after a 24-hour period.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Our school is committed to providing a safe, inclusive, and respectful learning environment for all students. Bullying in any form—physical, verbal, emotional, online, or discriminatory—is not tolerated. This includes bullying based on race, gender, disability, sexuality, religion, or any other protected characteristic.

Bullying can include:

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming site, devices or via images, audio, video or written content generated by artificial intelligence (AI)

Preventative Measures
Curriculum inclusion:
- PSHE lessons on empathy, respect, and diversity
- Digital citizenship and e-safety education

Whole-school awareness campaigns:
- Anti-Bullying Week
- Posters, assemblies, and workshops

Training and support:
- Staff training on identifying and addressing bullying
- Peer mentoring or buddy systems

Positive school culture:
- Reinforcing respectful behaviour through rewards and recognition
- Promoting student voice

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Communication with parents
- Suspensions
- Permanent exclusion
- Involvement of external agencies

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Suspensions, Permanent Exclusions, Off-Site Direction, and Managed Moves

The school follows the statutory DfE guidance on Suspension and Permanent Exclusion (July 2026). Suspensions and permanent exclusions are serious sanctions used only when a pupil has committed a severe or persistent breach of the behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

To ensure statutory compliance, the school adheres to the following procedural requirements:

- **Decision-Making and Rescinding Exclusions:** The decision to suspend or permanently exclude must be lawful, reasonable, fair, and proportionate.
- **Statutory Notifications (3-Day Limit):** Following a decision to suspend or exclude, the Headteacher will notify parents/carers without delay and no later than 3 days after the decision. Notifications must set out the reasons, duration, and representation rights.
- **Multi-Agency Safeguarding Notifications:** Regardless of suspension length, the school must inform the Local Authority without delay. If the pupil has an allocated Social Worker or is a Looked-After Child (LAC), their Social Worker and/or Virtual School Head (VSH) must also be notified without delay (and within 3 days).

Off-Site Direction & Managed Moves:

- **Off-Site Direction (Section 29A):** As a short-term intervention strategy to improve behaviour, the school may direct a pupil off-site to another educational setting or Alternative Provision (AP). This is subject to regular statutory review and parental consultation.
- **Managed Moves:** A managed move to another school may be offered as a voluntary, preventative measure with full parental agreement and structured support.
- **Governing Body Oversight:** The Governing Body reviews all exclusions, off-site directions, and managed moves.