



ENERGY COAST UTC

BEHAVIOUR POLICY AND PROCEDURES

2025-2028

Approved: Chair of Governors

Signed: 

Andrew Wild, Chair of Governors

Date: 04 December 2025

Date for Review: December 2026

Revision History:

Revision	Date	Owner	Summary of Changes
23	August 2025	RDP	Based on KAHSC v22 – Updated to take account of KCSiE 2025 and PR training

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POLICY STATEMENT

1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil, or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g., carers, legal guardians etc.

2. Introduction

In their document '[Behaviour in Schools – Advice for head teachers and school staff](#)', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, students, and parents.

Legislation requires that every school must have a Behaviour Policy. Good behaviour in schools is central to a good education. Managing behaviour successfully allows us to provide a calm, safe and supportive environment which Students and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all students to succeed personally.

Our aim is to create an environment where positive behaviours are more likely by proactively supporting students to behave appropriately. Our students will be taught explicitly what good behaviour looks like although it is recognised that some students will need additional support to reach the expected standard of behaviour. Where this is required, we will identify individual support required and put this in place as soon as possible. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE guidance on [School suspensions and permanent exclusions](#) to ensure that these interventions are used appropriately. The school also has a Suspension and permanent exclusion Policy and procedures to which reference will be made where necessary.

In the event of a national Public Health Emergency, there may be situations where additional measures need to be introduced to reduce the risk of ill health as a result of the emergency. Where this is the case, the Governors may introduce an Addendum to this Policy and procedures in order to properly impose recommended control measures on the school community. The school community will be advised by the school in advance and prior to additional recommended measures being imposed.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, social and cultural (SMSC), mental, and physical development of students at the school and of society which, in turn, prepares students at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE Departmental advice for maintained schools '[Promoting fundamental British values as part of SMSC in schools](#)'.

The Governing Body of a maintained school is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors must have a 'Statement of Behaviour Principles'. (DfE – [Statutory policies for schools and academy trusts](#)). Detailed guidance for Governors is available in [Behaviour and discipline in schools: guidance for governing bodies](#). In turn, the Head teacher must act in accordance with the Governors' Statement of Behaviour Principles' and have regard to any guidance provided by the Governors on promoting good behaviour in school. Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of students at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary sanctions for breaking the rules.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. We will actively engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Our leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure

they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Our leaders will also consider any appropriate training which is required for staff, both at induction and at regular intervals to meet their duties and functions within this Behaviour Policy.

In terms of staff and other adults, any person whose work brings them into contact with Students including volunteers must follow the principles and guidance outlined in the school Code of Conduct for staff and other adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the [Teachers' Standards 2011](#) (updated 2013 and 2021) which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all students.

Students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Students will be asked about their experience of behaviour and given the opportunity to provide feedback on the school's behaviour culture to help support the evaluation, improvement and implementation of the Behaviour Policy. Where the behaviour of students is deteriorating or becoming problematic, as well as reinforcing our behaviour expectations at every opportunity, additional support will be made available in the form of re-induction of rules, routines and expected standards of behaviour. Where necessary, extra support and induction will be provided for students who are mid-phase arrivals.

The procedures which support the school Behaviour Policy include measures to prevent all forms of bullying, harassment and intimidation among students.

This Policy and procedures should be read in conjunction with the following school Policies and procedures:

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy Curriculum
- Whistleblowing procedures
- Child on child abuse Policy and procedures
- Supporting Students with Medical Conditions Policy and procedures
- Equality Policy and procedures/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance Policy
- Suspensions and Exclusion Policy and procedures
- Missing Child procedures
- Complaints procedure
- Positive Handling, Support, and Intervention procedures
- Code of Conduct for Staff and other Adults
- Educational Visits procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Surveillance Camera Procedures (including CCTV) - can form part of Data Protection Policy

3. Ethos

Energy Coast UTC puts the Students's needs at the heart of its provision. Our whole school community is committed to enabling the Students to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which Students and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context

they're in is vital for all students to succeed personally" DfE Behaviour in Schools, Advice for Headteachers and School Staff, Sept 2022

This policy takes account of our individual schools' public sector equality duty set out in section 149 of the Equality Act 2010.

A Whole School Approach

Good behaviour is the expected norm and Students should feel secure and happy in school. They should become increasingly aware of their responsibilities to themselves and to others, with moral and social values being understood and cherished. Staff, parents, governors and the community should work towards these valued goals for the Students. The behaviour management policy enables this and is characterised by particular emphasis on:

- unconditional positive regard – all individuals are valued equally by the whole school community
- the development of each child's capacity to regulate one's emotions and control impulses
- the need to manage feelings in a way that enables positive choices to be made
- the consequences of actions – both positive and negative It is based on the principles of restorative practice and has restorative approaches at the heart of its philosophy.

4. Aims

The aims of this policy are:

- To develop a safe, calm, purposeful and happy atmosphere where Students can grow personally, socially and academically
- To support the way in which all members of the school can work and learn together in a supportive environment where everyone feels they belong, they are respected and they feel safe
- To help Students to grow and learn in a safe and secure environment, enabling them to become positive and increasingly independent members of the school community who take responsibility for their own behaviour
- To support Students in developing resilience and ability to develop the skills they need to work collaboratively and respectfully with all members of the school community.
- To support staff to be consistent in managing Students's behaviour, establishing a shared understanding of expectations of positive behaviour choices and how they can be achieved
- To help parents and school work together in partnership of shared expectations in order to enable positive behaviour for learning
- To promote good relationships, so that Students can work together with the common purpose of helping everyone to learn.

5. Communication

Communicating the school Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all students, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

We will publish the school Behaviour Policy and procedures in writing to parents, staff and students at least once a year. We will also publish the Behaviour Policy on the school website along with the Governors' Statement of Behaviour Principles.

PROCEDURES

1. Responsibilities

The commitment of staff, students and parents is vital in developing a positive whole school ethos. The expectations of staff, students and parents are outlined below.

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Head teacher, in particular, is responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Behaviour Policy.

Staff and other adults also have an important role in developing a calm and safe environment in which all students can learn and reach their full potential and establishing clear boundaries of acceptable pupil behaviour. Staff and other adults will therefore uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that students can see examples of good habits and are confident to ask for help when needed.

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the school Staff handbook.

The role of parents is also crucial in helping us to develop and maintain good behaviour. Parents will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to reinforce the Policy at home as appropriate. Where a parent has a concern about management of behaviour, they are advised to raise this directly with the Head teacher or other Senior Leader whilst continuing to work in partnership with us. Where appropriate, we will involve and include parents in any pastoral work following misbehaviour.

1.1 What students can expect from staff

Students may expect staff and other adults in the school to:

- create a positive, safe environment in which bullying (in all forms including online), physical threats or abuse and intimidation are not tolerated;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of students in lessons, after school activities and assemblies;
- encourage all students to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly with dignity, kindness and respect;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;

- model the behaviours you wish to see.

1.2 What staff can expect from students

Staff may expect students to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons
- follow classroom rules and procedures and not disrupt the learning of other students;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- treat all members of the school community with dignity, kindness and respect;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger students in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- behave appropriately when outside school;
- be an ambassador for the school.

1.3 What staff can expect from their colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a colleague or other adult will not be tolerated);
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

1.4 What staff can expect from parents

Staff and other adults in the school may expect parents to:

- treat all staff, students, other parents and other adults with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a staff member or other adult will not be tolerated);

- behave responsibly whilst on school premises;
- report any incidents of bullying both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling) as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g., PE kit;
- ensure that their child attends school regularly and contact the school as soon as possible in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies, and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes and vaping;
- refrain from using foul, threatening, abusive or derogatory language at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

1.5 What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- treat all adults and others with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against any member of the school community will not be tolerated;
- set high standards of work and behaviour for all Students in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is considered to be either the perpetrator or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance, or behaviour;

- support the child's homework and other home-based learning activities.

2. The school behaviour curriculum

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all students so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of unacceptable or prohibited behaviours and is outlined in our expectations of each member of the school community described in section 1. above. Our behaviour curriculum represents the key habits and routines required in school.

Routines will be used to teach and reinforce the behaviours expected of all students. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

Why Positive Behaviour Management?

It is vital that Students learn that they have agency over their behaviour. Praise for making positive choices is the most powerful form of influence.

In the world around them Students see many different examples of how people behave. We have a responsibility to help Students understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. We also need to help Students to recognise when they have made poor choices and help them to put this right using restorative approaches.

Our aim at Energy Coast UTC is to create an environment where Students feel valued, safe and ready to learn. We believe that good behaviour and self-control are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that Students respond best to praise and encouragement. We must try to find every opportunity to praise Students when they are showing appropriate behaviour.

Students learn by example. Staff and parents/carers have a responsibility in setting a good example as well as ensuring that expectations are followed.

To enable staff to model expectations it is imperative that they approach situations asking themselves two questions:

- what they are worried about? and
- is the behaviour respectful and safe?

When these questions have been answered in the mind of the staff member, they avoid being drawn into negotiations with Students and can ensure the conversation focuses on restoring calm and repairing harm. If Students are not ready to do this, they must be given time – emotion coaching and zones of regulation are the tools staff have to support Students in regulating their emotions. Sanctions are available when appropriate.

3. Celebrating success

A positive environment which expects and recognises good behaviour is at the heart of the UTC. Students receive recognition for making positive contributions in relation to sound academic and technical work and effort and sustained good behaviour. Given the high expectations of all at the College such rewards will be recognised through the UTC Skills Builder System.

Positive behaviours that can be recognised as an Employability Skill can typically include, supportive behaviour towards others, consistently high levels of effort, exceptional contribution to the wider community, outstanding attendance and notable activity in relation to students' relative performance.

The following are the recognised Employability Skills:



There is no minimum number of Employability Skills a student may be recognised for in a typical school day.

All adults who are part of the UTC can reward an Employability Skill and issue an amount of “points” according to the difficulty of the task, level of commitment / effort shown, etc.

All Students can collect employability points and work towards different levels of Skills Builder certification, these will be awarded at the end of the year in a celebration assembly.

3.1 Rewards

Weekly:

- Form tutors will contact at least one student's parents to commend their effort in school each week
- Form tutors will nominate a student for additional praise through 'Magic Star Monday's'
- Subject teachers will nominate a student for additional praise through 'Thank Crunchie Friday's'
- Department's will nominate a student for additional praise, certificate and prize through the UTC's weekly rewards ceremony
- All students who have achieved 100% attendance for the week will be included in the weekly mystery prize draw.

Termly:

- Department's will nominate two students from each year group for additional praise, certificate and prize through the UTC's end of term rewards ceremony
- All students who have achieved 100% attendance for each week will be included in the end of term grand prize draw.

Yearly:

- Department's will nominate two students from each year group for additional praise, certificate and an invite to the UTC award's evening dinner.

4. Responding to misbehaviour

Although this school aims to focus on positives, there are unfortunately occasions when a minority of students let themselves, the school, and others down through their unacceptable or inappropriate behaviour.

In such circumstances, staff should respond predictably, promptly and assertively in accordance with this Behaviour Policy and the training and direction they have received. The first priority will be to ensure the safety of students and staff and to restore a calm and safe environment. It is important for staff across the school to respond in a consistent, fair and proportionate manner so students know with certainty that misbehaviour will always be addressed.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all students at the school.
- **protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND or other health condition (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

We want students to take responsibility for their behaviour and will encourage students to do this through restorative justice approaches which enable students to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for students to understand what is expected of them and to avoid mixed messages. It is vital that Students learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Students, who are persistently causing concern, including vulnerable Students, those with social worker involvement or Students who may have an Education, Health and Care Plan, will have a personalised plan that all staff will be familiar with. This will support staff with the identification of the individual needs of vulnerable Students and allow them to adapt and differentiate their approaches to teaching and learning based on the pupil's unique profile of need. This plan will be based on Person Centred Planning. This plan will be formulated in conjunction with parents and any other appropriate agencies who may be involved with the pupil. If misbehaviour is displayed by a pupil, a consequence will then be given. The stage of the consequence will depend on the extremity of the misbehaviour. Behaviour recovery practices are used to reinforce with students that certain behaviour is unacceptable and to deter a pupil from repeating the same behaviour.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. We will be clear about our approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Consideration will also be given as to whether the misbehaviour gives cause to suspect that a child is suffering, or likely to suffer, harm. Where we consider this to be the case, we will follow the school's Child Protection Policy and procedures and staff are advised to alert the Designated Safeguarding Lead (or deputy) as soon as possible. They will consider if pastoral support, an early help intervention or a referral to Cumberland Safeguarding Hub is appropriate.

Classroom Ethos and Procedures

Consequences for not learning	
W1	Verbal warning and name noted on board
W2	2 nd Verbal Warning, tick against name on board, class teacher restorative detention and text sent home
W3	1 st Written Warning. removal from class to help pupil to regulate and head of department assists class teacher to organise restorative detention
W4	2 nd Written warning. SLT organize and set up a restorative detention with class teacher or spend time in the restorative behaviour room with a re-integration meeting with class teacher
W5	Suspension

Teachers will work with students in a relationship approach to regulate their behaviour and maintain engagement:

Step 1- W1 issued and student officially warned about behaviour, with their name wrote on the board

Action - Teacher continues to work with students in a relationship approach to regulate their behaviour and maintain engagement

Step 2- W2 issued and teacher asks if needed for assistance to help regulate student.

Action- Teacher, contacts using Edulink parents set up a restorative detention outside the lesson with the student to discuss behaviour and way forward for the next lesson with a restorative approach.

Action- If teacher is not able to get student to attend, they will escalate this to a W3.

Step 3- W3 issued, as despite teacher getting assistance to regulate students' behaviour, they are still dysregulated and not suitable to be in class.

Action- Student is removed to Head of Department or Greenroom, depending on what is most appropriate. Head of department, contacts parents using Edulink and will set up a restorative detention with teacher and student to discuss behaviour and way forward for the next lesson with a restorative approach.

Action- If Head of Department is not able to get student to attend, they will escalate this to a W4.

Step 4- W4 issued as student has not attended any attempted meetings with class teacher and Head of Department

Action- SLT staff will contact parents via Edulink and will set up a restorative detention with student during and escort them to their meeting with their teacher and Head of Department

Action- If student is still not willing to engage, they will be placed in the restorative room for a morning so that a meeting can be arranged, or if this is an act of persistent defiance a parental meeting or suspension will be considered.

Note- All staff will be aware that for a successful restorative meeting to take place, the student needs to be suitably regulated to be able to take part, therefore meeting will be always aim to be held as soon as possible after the incident, but only when the student is ready to participate.

Examples of inappropriate behaviour that will be challenged by members of staff: **This list is not exhaustive.**

Leading to restorative discussion between student and teacher e.g. verbal reprimand or meeting if behaviour continues:

- Low level disruption in class
- Use of mobile phone and other smart technology in class in contravention of school rules - item will be confiscated and parents will be required to collect

- *Wearing jewellery in contravention of school rules – item may be confiscated*
- *Calling out*
- *Chewing/eating in class*
- *Passing notes*
- *Using electronic devices without permission or covertly – item may be confiscated*
- *Misuse of practical equipment*
- *Consistently off-task*
- *Late to lessons*
- *Graffiti on books, equipment, or furniture*
- *Out of school uniform*
- *No equipment*
- *Littering*

Leading to restorative discussion between student and teacher e.g. meeting and or parental involvement:

- *Repeated refusal to follow instructions*
- *Repeated disruption to learning*
- *Use of inappropriate language*
- *Walking out of lesson without permission*
- *Failing to attend a break or lunchtime detention*
- *Undermining/personal/discriminatory comments directed at staff*
- *Repeated personal or discriminatory comments directed at other students*
- *Selling food or drinks to others for personal gain*
- *Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values*

Leading to restorative discussion between student, senior leader and teacher e.g. time in restorative room or fixed term suspension

- *Direct swearing or use of abusive language at a member of staff*
- *Physical or verbal abuse, violence or intimidation directed at any member of the school community or the wider community*
- *Out of control behaviour*
- *Bullying (including cyberbullying, prejudice-based and discriminatory bullying), sexual violence, sexual harassment, taunting or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours*
- *Racist abuse*
- *Abuse against sexual orientation, gender reassignment or disability*
- *Use, or threat of use, of an offensive weapon or prohibited item prohibited by this Policy and procedures*
- *Deliberately invented or malicious allegations against staff or other students*
- *Smoking or vaping anywhere on school premises*
- *Drinking alcohol on school premises*
- *Drug use on school premises*
- *Arriving at school appearing to be under the influence of alcohol or drugs*

4.1 Restorative justice/Reflection on actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and establish a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take

responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Students are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. This may ultimately include advising the perpetrator to apologise to the relevant person, if appropriate.

In any event, it is absolutely crucial to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.

4.2 Sanctions and disciplinary action

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions at any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school – see section 8. The Head teacher has the authority to extend the power to discipline to adult volunteers e.g. parents who have volunteered to help on a school trip.

There is a clearly defined process for issuing sanctions in this school. Where possible, and appropriate, students are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

This school has a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Searching, screening and confiscation

The school follows the DfE advice when searching, screening and confiscating items from students which is outlined in their document [Searching, Screening and Confiscation – Advice for schools](#).

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal item (listed below) or any other item that the school rules identify as an item which may be searched for.

Under no circumstances will individual students be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

The following items are what are termed 'Prohibited or illegal Items' and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives and weapons (Further guidance is available in KAHSC [Safety Series G14 – Knives, Offensive Weapons and other inappropriate items](#))
- Controlled drugs

- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff have the power to search a pupil for any item if the pupil agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the pupil's agreement is informed.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items which are banned under the school rules.

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where items are 'prohibited or illegal' as outlined above, these will not be returned to students and will be disposed of by the school according to the DfE guidance '[Searching, Screening and Confiscation – Advice for schools](#)'. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Students must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' items and staff have the power to search students **without** their consent for such items. There will be severe penalties for students found to have 'prohibited or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

The Head teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating so that they fully understand their rights and the rights of the pupil who is being searched.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil. Tobacco, cigarette papers or fireworks will either be retained or disposed of but not returned to the pupil. Students will also receive sanctions for smoking or vaping near the school and on their way to and from school.

Where a member of staff finds stolen items, these must be delivered to the Police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article.

In taking account of the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the Police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the Police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and,
- whether the item can be disposed of safely.

In the event of any students, regardless of their age or circumstance, being found in possession of a bladed/sharply pointed article on a school premises (either brought in or deliberately secreted about their person), the school must report this to the Police as soon possible on 101, or 999 in an emergency. Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

The following are items which are banned by the school under the school rules:

- Mobile phones
- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

Students wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Vaping: Vaping is not permitted by staff or students anywhere on the Energy Coast UTC grounds **or in the vicinity of ECUTC**, and if students are found to have a vaping device or additional accessories (e.g: vaping fluids), on their person these will be removed and destroyed to maintain the safety of all Students at the school. The level of intervention will be based on the severity of the infringement, as these items fall under prohibited substances, suspension or exclusion can be considered.

Staff have the power to search students **with their consent** for prohibited or illegal items **and** any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited, illegal or banned items are being held within it and reasonable grounds for the search have been established.

- We are not required to have formal written consent from the pupil for this sort of search – it is enough for the authorised member of staff to ask the pupil to turn out his/her pockets or if the staff member can look in the pupil's bag or locker and for the pupil to agree.
- It is clear in our Behaviour Policy and procedures and in communications to parents and students what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag and if the pupil refuses, the authorised member of staff can apply an appropriate punishment as set out in the Behaviour Policy and procedures.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary sanction in line with our Behaviour Policy and procedures.

Mobile electronic devices/phones and other peripherals

Allowing access to mobile electronic devices including phones, iPads and other smart technology with similar functionality to mobile phones e.g. smart watches linked to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Our rules on the use electronic devices and in particular, mobile phones and peripherals are as follows:

- Use of mobile phones is not permitted at anytime on the school site, Students must switch off and store their devices in their bags when they enter the school site and only switch on their devices when they have left the school site, devices are not permitted to be on display at any time whilst in school.
- Contravention of this expectation in any way will lead to Students being asked to hand their device into the school office for storage in the school safe, refusal to hand their device over for storage will be deemed as defiance and the school behaviour policy followed to resolve the conflict, with parents being asked to attend school to resolve the issue if necessary.
- When device has been handed in to the office, it will be logged and stored in the school safe, parents will be contacted to make arrangements for them to come into school to collect the device, this must be within the school opening hours and the device will not be returned to the child under any circumstances.

Exceptions to this expectation:

- Post 16 students are permitted to use their device within the confines of the 6th form room, but at no other time or place
- If a child requires access to their device for, health, safeguarding or careers communication then they must make arrangements with their head of house for them to access their device in an appropriate and supervised area.

Mobile electronic devices can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of Students, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude and/or semi-nude images and/or videos), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy). Reference will be made to the school's Child Protection Procedures and DfE statutory guidance [Keeping Students safe in education](#).

The UK Council for Internet Safety also provides the following guidance to support school staff and DSLs: [Sharing nudes and semi-nudes: advice for education settings working with Students and young people](#).

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the Police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff and/or DSL must refer to the DfE advice for schools on [Searching, Screening and Confiscation](#).

Removal from class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to Senior Leader/Head of House. The length of time a pupil may be removed from the class will be explicitly determined by the Head teacher or other senior leader. Removal from the classroom is different from circumstances in which a pupil is asked to step outside the classroom briefly for a conversation with a staff member and asked to return following this.

Removal from the classroom is considered to be a serious sanction and will only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. The use of removal will allow for continuation of the pupil's education in a supervised setting and we will design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Removal will be used for the following reasons:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and,
- to allow the pupil to regain calm in a safe space

The above are not to be confused with the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons.

When dealing with individual removal cases, we will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

- ensure that students are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of students and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;
- ensure that the Students and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their Social Worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Parents will be informed on the same day if their child has been removed from the classroom and as with other disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition e.g. SEND or other health conditions.

Data relating to removals will be collected, monitored and analysed in order to interrogate repeat patterns and the effectiveness of the use of removal. Consideration will be given to whether frequently removed students may benefit from additional and alternative approaches, a pastoral review or investigation by the SENCo, or whether specific classes or teachers may require more support. Analysis will also be used to identify patterns relating to students sharing any of the protected characteristics and to ensure the removal is not having a disproportionate effect on those sharing particular protected characteristics.

Behaviour Meeting

Teachers have authority to issue behaviour meetings to students, including same-day meeting. In this school, in addition to teaching staff, authorisation to issue meetings has also been given to:

- Classroom teachers
- Head of Departments
- Pastoral staff
- Classroom assistants
- Senior leaders

If behaviour meetings are given at lunchtimes, staff will allow reasonable time for the pupil to eat, drink and use the toilet. Behaviour meetings, including behaviour meetings outside of school hours, may be used as a sanction and may be held at any of the following times:

- any school day where the pupil does not have permission to be absent;
- weekends – except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as ‘training days’, INSET days or non-contact days

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue behaviour meetings outside school hours **without parental consent**.

However, before issuing a behaviour meeting outside school hours staff will consider the following:

- whether there is any reasonable concern that doing so would compromise a pupil’s safety i.e. whether the meeting is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the meeting timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances e.g. notice may not be necessary for a short after-school meeting where the pupil can get home safely; and,
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

Other examples of sanctions

- Verbal reprimand and reminder of the expectations of behaviour
- Moved seat or place – to sit by an adult / or to work on your own
- Loss of privileges
- Students involvement in correcting the behaviour, repairing damage

- School based community service, such as tidying a classroom
- Time out in another class – completing work in another class – this will be in parallel class or class above or below or to Key Stage Leader’s classroom
- Time out with senior staff

All sanctions will be appropriate and proportionate to the incident

4.3 Suspension, permanent exclusion and pupil movement

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to students, staff, and parents our behaviour expectations and the responsibility of all individuals working with students to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

The decision to suspend or exclude a pupil from school will be taken in the following circumstances:

- In response to a serious breach of the school’s Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

A suspension or exclusion from school will only be considered where the school has exhausted the strategies, practices and interventions set out in this Policy and where they have not been successful in improving a pupil’s behaviour. A pupil’s behaviour outside school can be considered grounds for a suspension or permanent exclusion – see point 8. below.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Suspension and exclusion Policy and procedures and the DfE guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

In order to ensure a pupil’s continued education, we may also consider a managed move to another school or direction to an alternative off-site provision. Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. Further information on suspension and exclusion is available in our Suspension and Exclusion Policy and procedures which is available to download from the school website.

4.4 Reintegration

We have a strategy for reintegrating students following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, students, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour. Further information on reintegration strategies following suspension, exclusion or off-site direction is available in our Suspension and Exclusion Policy and procedures.

5. Responding to the behaviour of students with SEND or other health conditions

We will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible.

Adjustments will be made to routines for students with additional needs, where appropriate and reasonable to ensure all students can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the pupil. By planning positive and proactive behaviour support, e.g. through drawing up individual behaviour plans for more vulnerable Students, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour.

Consideration will be given as to whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the [Equality Act 2010](#) and the [SEND code of practice: 0 to 25 years](#) so that appropriate support can be provided to students who have additional needs.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

We are, however, mindful that not all students requiring support with behaviour will have identified special educational needs, other health conditions or disabilities. Students experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by Students. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on [Mental health and behaviour in schools](#).

6. Pupil support

We aim to support all our students to ensure that every child succeeds during their time at the school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students.

- Targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Increased communication between home and school (call to Virtual School Head for cared for Students).
- Individual support plans – particularly provided to students with additional needs where those needs might affect behaviour.
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.
- Inquiries into circumstances outside of school including at home, conducted by the DSL or deputy.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Referral to the school counsellor or mentor.
- Consideration of alternative curriculum provision.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

7. Attendance and punctuality

All our staff and students are aware of the importance of good attendance and we set high expectations for the attendance and punctuality of all students. Regular attendance is important to a child's attainment, wellbeing and wider development.

We have an Attendance Policy and procedures and refer to the DfE statutory guidance '[Working together to improve school attendance](#)', which sets out our expectations of students and parents including details of the start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence. The Attendance Policy and procedures also provides details of the national framework for penalties which may be imposed on parents when their child/ren fail to attend school without the required permission from the Head teacher.

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. We also use this information to monitor attendance so that we can support students, in conjunction with their parents, to enable them to attend school regularly. Good attendance and punctuality are also essential skills for later life. Students who are late and are recorded as late on a regular basis are put in a lunch time behaviour meeting

For further information, see the School Attendance Policy and procedures available to download from the school website.

8. Pupil conduct and misbehaviour outside the school premises

8.1 What the law allows

Schools have the statutory power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. In the main, sanctions will be imposed in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school, will be in line with this Behaviour Policy taking individual circumstances into account.

Conduct outside the school premises, including online conduct, that schools might sanction students for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful where it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

8.2 Out of school behaviour

This school is committed to ensuring our students act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits, or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers, or members of the public;
- reassurance to members of the public about school care and control over students to protect the reputation of the school;
- protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

8.3 Sanctions and disciplinary action – off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of behaviour meeting, fixed term suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether students were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g., bullying (in all its forms) another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other students in the future.

9. The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard Students. Schools do not require parental consent to use force on a pupil. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain Students. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - [Use of reasonable force: advice for head teachers, staff and governing bodies](#) and the school's public sector equality duty set out in Section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Any use of force by staff will be reasonable, lawful, and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have SEND, mental health needs or other health conditions. Medical advice will always be sought about the safest way to hold students with specific health needs, special educational needs and disabilities.

9.1 Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

9.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Students found fighting will be physically separated.
- Students who refuse to leave a room when instructed to do so may be physically removed.
- Students who behave in a way which disrupts a school event, or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom, where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Students at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.

- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

9.3 Power to use reasonable force when searching without consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited or illegal' items. See section 4.2 above.

9.4 Unreasonable force

The type of force which will never be acceptable in our school includes¹:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping, or punching;
- forcing limbs against joints (e.g., arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

In addition, a panel of national experts have identified that certain restraint techniques presented an unacceptable risk when used on Students and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

9.5 Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on Students and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain students. The training will be to an approved nationally acceptable level and will be regularly refreshed.

9.6 Behaviour Management Plans (BMPs)

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e., is a risk to themselves) may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

By planning positive and proactive behaviour support, through the drawing up of an individual behaviour management plan for more vulnerable Students, and agreeing it with parents/carers, we may be able to reduce the occurrence of challenging behaviour and the need to use reasonable force.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

9.7 Informing parents when reasonable force has been used

In accordance with current good practice, the school will speak to parents or, in the case of a cared for child, the Social Worker/Virtual School Head, about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be considered:

- the pupil's behaviour and level of risk presented at the time of the incident;

¹ Extract from DFEE Circular 10/98 "Section 500A of the Education Act 1996: The use of force to control or restrain students"

- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g., physically pushing a pupil out of a room;
- use of restraint;
- all incidents where either the child or the 'handler' is injured because of the intervention;
- an incident where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the respective LA Safeguarding Hub by the Head teacher/DSL.

All injuries will be reported and recorded in accordance with school procedures.

9.8 Post incident support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and students involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and students affected by the incident. It may also mean the child is excluded. See section 4.3 above.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and students affected by the incident have continuing support, if necessary, in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

9.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for students. It might also be appropriate to review the school Behaviour Policy and/or supporting procedures.

9.10 Other physical contact with students

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face, or lower legs of very young students or those with special educational needs who might struggle to apply it appropriately themselves.

10. Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the [Promoting Students and young people's mental health and wellbeing - a whole school or college approach](#) issued by the Students and Young People's Mental Health Coalition, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe Students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where Students have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these Students's experiences, can impact on their mental health, behaviour, and education.

If staff need more specific guidance on this, we can refer to the DfE guidance [Mental health and behaviour in schools](#) for support and our [Mentally Healthy Schools Resources](#).

11. Child on child abuse

We recognise that Students can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, abuse in intimate personal relationships between peers (sometimes referred to as teenage relationship abuse); the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for Students and in worst case scenarios a culture that normalises abuse leading to Students accepting it as normal and not coming forward to report it.

We recognise that Students with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other Students;
- the potential for Students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges; and,
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

We recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.

We also recognise that Students who are lesbian, gay or bisexual can be targeted by other Students. In some cases, a child who is perceived by other Students to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable to abuse as Students who are. In such circumstances, staff will endeavour to reduce the additional barriers faced by gender questioning Students and provide trusted adults with whom they can be open, speak out or share their concerns. See DfE guidance on gender questioning Students for more information(not yet available).

We will not dismiss abusive behaviour between Students as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

We have a separate Child on child abuse Policy and procedures which will be followed in the event of an allegation being made against students in our school by other students. This Policy and procedures is available on request from the school office, **OR** Guidance on dealing with cases of child on child abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Students Safe in Education](#), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with Students and young people](#) which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared.

11.1 Minimising the risk of safeguarding concerns towards students from other students

On occasion, some students may present a safeguarding risk to other students. The school may well be informed by the relevant agency (either Police or LA Safeguarding Hub) that the young person raises safeguarding concerns. These students will need an individual Behaviour (or risk) Management Plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations.

Students are encouraged to report child on child abuse and the issue is discussed as part of PSHE curriculum.

12. Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between two Students of **any age and sex**. It can occur through a group of Students sexually assaulting or sexually harassing a single child or group of Students. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We recognise, acknowledge and understand the scale of harassment and abuse in schools generally and that even if there are no reports in this school, it does not mean it is not happening, it may be the case that it is just not being reported.

We have a **zero-tolerance** approach in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or students in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

12.1 Types of SVSH conduct

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;

- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone’s clothes, grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Consideration will be given to when any of this crosses a line into sexual violence (potentially criminal in nature) – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and/or semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with Students and young people](#) provides detailed advice for schools.
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation coercion and threats; and,
 - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

12.2 Managing a report of SVSH

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that Students may not find it easy to tell staff about their abuse verbally. Students can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Safeguarding Hub or the Police where it is determined that a crime has been committed.

A [KAHSC Model Response to reports of child on child sexual violence and sexual harassment flowchart](#) is available to download from the KAHub.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other Students involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any

support that they will be offered. This will, however, be balanced with the school's duty and responsibilities to protect other Students.

We will do all we reasonably can to protect the anonymity of any Students involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the Students involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- Staff who observe or suspect any form of child on child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that Students may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on [Searching, screening and confiscation](#). Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the relevant LA Safeguarding Hub for the area in which the child normally resides to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the students involved where appropriate.
- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all students.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s)), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See '[When to call the Police](#)' for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both Students and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other Students involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the LA Safeguarding Hub nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

12.3 Internal Management of reports of SVSH

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as LA Safeguarding Hub and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Where behaviour between Students is abusive or violent, the incident will be dealt with using methods such as an Early Help Assessment or where necessary a referral to the LA Safeguarding Hub or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

12.4 Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all Students from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other Students; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other Students in the school or, where the Head teacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child on child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Part five of [Keeping Students Safe in Education](#) provides examples of situations where specific sanctions have been utilised.

13. Bullying

In addition to the sections below, we have a separate Child on child abuse Policy and procedures, a copy of which is available on request from the school office **OR** we have a section on child on child abuse in our Child Protection Policy and procedures.

13.1 What is bullying?

According to the DfE document '[Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies](#)', bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying (cyberbullying, prejudice-based and discriminatory bullying) include those relating to:

- race, religion or belief, culture, sex (gender), gender reassignment;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or 'cared for' Students or otherwise related to home circumstances;
- sexist or sexual bullying and sexual harassment.

It can take place between students, between students and staff, parents, and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing, or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images and/or videos);
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Students are at risk of abuse online (cyberbullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Students can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyberbullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying that occurs while students are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyberbullying occurs while students are outside our direct supervision (i.e., at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening, and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the

school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

13.2 Reporting and recording incidents of bullying

Students and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or Head of Year to be investigated, appropriate action taken, and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and students are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

13.3 Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

13.4 Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by students
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Access to bully boxes
- Acceptable Internet Use Agreement is signed by all, and online safety is discussed in Computing lessons.
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Anti-bullying Ambassadors

13.5 Strategies for dealing with the bully

- Disciplinary sanction imposed either exclusion or time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

13.6 Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

14. Suspected Criminal Behaviour including the possession/use of drugs

In cases when a member of staff or the Head teacher suspects criminal behaviour including the use of or possession of volatile substances or illegal drugs, the school will make an initial assessment of whether an incident should be reported to the Police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence.

Once a decision is made to report the incident to Police, we will ensure any further action they take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to LA Safeguarding Hub. As set out in [Keeping Students Safe in Education](#), it would be expected in most cases that the DSL (or deputy) would take the lead.

Reports of child on child sexual violence and abuse can be especially difficult to manage and Part 5 of [Keeping Students Safe in Education](#) provides additional guidance.

14.1 When to contact the Police/sanctions

The Police will always be contacted in situations where controlled drugs are found unless there is good reason not to do so. **These controlled drugs will be handed to the police unless the police instruct the member of staff to safely dispose of the drugs.** In determining whether there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful. Any decisions made on the appropriate sanctions to impose will consider the advice of the Police. Further advice on this subject can be found in the NPCC guidance document [When to call the Police – Guidance for schools and colleges](#).

If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises. Under no circumstances will individual students be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

As a result of a drug-related incident, the pupil(s) concerned will be subject to sanctions. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

14.2 Procedures for dealing with alcohol or drug-related incidents involving adults

The following examples are situations where concerns about alcohol/drug misuse or related behaviour involve a parent or other adult rather than students:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or students whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving students in drug misuse or the supply of drugs to students.

These examples are not exhaustive and, in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt the

contact an alternative adult carer for the child before contacting the LA Safeguarding Hub and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the students outside school premises, the Head teacher or other member of staff will consult with the Police.

15. Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff)

All Students and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which forms part of the Child Protection Policy and procedures).

To fulfil its commitment to the welfare of Students, this School has a procedure for dealing with allegations of abuse/concerns against members of staff, supply staff, volunteers, contractors and other Students.

The procedure aims to ensure that all allegations are dealt with fairly, consistently, and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. Where an allegation is made against supply staff employed by an Agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

If a member of staff has a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures and procedures for reporting low-level concerns about another adult who works with Students in the school. Further information on how to report low-level concerns is outlined in the school's Code of Conduct for staff and other adults.

If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it in line with this Policy and procedures.

The procedure complies with the framework for managing cases of allegations of abuse/low-level concerns against people who work with Students, as set out in Part four of the DfE statutory guidance [Keeping Students Safe in Education](#) and the Cumberland/Westmorland and Furness Safeguarding Students Partnership (CSCP) [Core procedures](#).

16. Behaviour of parents and other visitors to the school

The school encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one. Most parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document [A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community](#) and DfE non-statutory guidance [Controlling access to school premises](#). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

16.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g., standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Physical/verbal abuse against either a pupil or adult
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Spitting
- Racist, sexist, defamatory or other derogatory comments or abuse
- All types of sexual violence and sexual harassment as outlined above
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

16.2 Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to a senior leader. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated, and the visitor will be asked to leave the school immediately. It is an offence under Section 547 of the Education Act 1996 (as amended by Section 206 (schedule 20) of the Education Act 2002) for any person (including a parent/carer) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, individuals will be given the opportunity to discuss any issues relating to their child with school staff.

- Incidents of verbal or physical abuse towards staff or students may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately, and the person will be instructed to leave the premises. The school may take further action.

The school will take action where behaviour is unacceptable or serious and breaches this Behaviour Policy and procedures.

16.3 Unacceptable use of technology

The school takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using online technologies. The expectation of parents is set out on page 2. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable Use Agreements exist for students, staff and governors of the school and form part of our Online Safety Policy and procedures.

Appendix 1:

Home – College Agreement

Home/School Agreement

Name of Student:

Year and Form:

A successful education rests on a three-way partnership between the student, his or her parents/carers and Energy Coast UTC (ECUTC). A successful partnership depends upon a 100% commitment from each party. Please be aware that in accepting a place and attending Energy Coast UTC, you are agreeing to the follow expectations:

Energy Coast UTC agrees to:

- Baseline assess all students on entry to the UTC and onwards;
- Treat all students fairly, care for their safety and wellbeing and promote their happiness at the UTC;
- Have high expectations of all students and endeavour to help them reach their full potential;
- Ensure that all students are well taught and are enabled to achieve their best in all aspects of UTC life by promoting high standards of work and behaviour;
- Support all students to develop a sense of responsibility and to be considerate of others;
- Provide a wide range of academic and technical curriculum areas and a variety of enrichment activities;
- Provide appropriate academic and vocational guidance to enable all students to fulfil their potential and to make informed choices at each stage of their education;
- Keep parents/carers well informed of their child’s academic progress and attainment;
- Notify parents/carers if a child is absent without permission, following procedures in the UTC Attendance Policy;
- Liaise regularly with parents/carers as need arises, in relation to their child’s well-being, behaviour and/or sanctions, including giving 24 hours’ notice of any afterschool detention;
- Ensure that in addition to Parents’ Evenings, an opportunity will always be made available to discuss students’ progress;
- Keep all students safe in accordance with the UTC Safeguarding Policy and guidance as outlined in Keeping Students Safe in Education 2025;
- Keep all students safe online in accordance with the UTC Acceptable User Policy;
- Adhere to all the nuances and processes as enforced by the General Data Protection Regulation (GDPR) such as keeping all data stored about students secure.

Signed:

Date: 04/09/2024

As a Parent/Carer I agree to:

- Ensure that my child attends the UTC regularly and on time;
- Ensure my child is properly equipped to learn in all subjects. This includes having a pen, pencil, ruler, sports kit and personal protective equipment (PPE) as required, as well as following the uniform policy.
- Have high expectations of my child and work with the UTC to ensure they fulfil their potential;
- Notify the UTC on the first day of any absence by telephone and follow all procedures as detailed in the UTC Attendance Policy;
- Inform the UTC about any problems which might affect the work or well-being of my child;
- Support with work at home, such as revision, and provide a suitable place for my child to study;
- Attend consultation evenings and any requested meetings regarding my child's progress and/or well-being;
- Support my child in responding positively to the expectations and requirements of the UTC;
- Support the UTC in reinforcing high standards of behaviour, the use of sanctions, including behaviour meetings, with the understanding that my child must attend;
- Ensure my child complies with the UTC Acceptable User Policy;
- Understand that if my child has their mobile 'phone in lessons, it will be confiscated and I may have to come into the UTC to collect it;
- Abstain from booking holidays during term time, in compliance with the UTC Attendance Policy.
- Adhere to all the nuances and processes as enforced by the General Data Protection Regulation (GDPR).

Parents/carers will be liable to pay full examination costs if:

- Your child does not attend the examination for which they have been entered, unless there is medical evidence;
- You ignore advice from teaching staff and have your child entered for the higher tier of an examination;
- Your child has not completed the necessary course work, unless there is documented medical evidence.

Signed:

Date:

Parent/Carer



Signed:Date: 04/12/2025

Cherry Tingle, CEO, Energy Coast UTC

As a Student, I agree to:

- Work hard and make a positive contribution to the UTC;
- Attend on time each day and be punctual to all my lessons on and off-site;
- Ensure I bring all equipment with me each day. This includes having a pen, pencil, ruler, sports kit and personal protective equipment (PPE) as required;
- Dress according to the UTC Uniform Policy;
- Work hard and do all my classwork and any extended learning as well as I can;
- Always behave in an acceptable manner and agree not to chew gum, use inappropriate language or run around the UTC or any of-site provision;
- Be responsible for taking home all communications from the UTC;
- Take responsibility for any actions and understand that any sanctions given will need to be followed without exception including attending any behaviour meetings;
- Follow through all consequences for any poor behaviour including attending afterschool detentions;
- Adhere to the Student Acceptable User Policy;
- Not use a mobile 'phone in lessons and understand it will be confiscated if one is used;
- Not use mobile 'phones or other digital media devices to create images of staff, students, the college site or its surrounding environs without explicit permission to do so from a responsible adult;
- Treat the UTC's facilities and equipment and those of partner organisations with respect and keep the buildings free from litter;
- Treat other students, staff of the UTC, partner organisations and visitors with respect and be polite and courteous to each other at all times;
- Inform a member of staff if I have any concerns regarding the well-being and safety of myself or other students;
- Complete homework and coursework to the best of my ability and in a timely manner;
- Behave in a manner at all times that positively represents the UTC and its employer partners and that these behaviour continue whilst on work experience;
- Adhere to all the nuances and processes as enforced by the General Data Protection Regulation (GDPR).

Signed:

Date:

Student

Signed:
Energy Coast UTC

Date: 04/12/2025

Appendix 2:

Energy Coast UTC Behaviour System

