

Anglo European School

Behaviour Policy



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Rationale

The Anglo European School Behaviour Policy has been written in line with the [Departments for Education's Behaviour in School guidance to Headteachers and school staff](#). The underpinning principle of that document is that 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 children 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.

Well-managed schools create cultures where students and staff flourish in safety and with dignity. The Headteacher of Anglo European School leads the development of this culture, ensuring it permeates through every aspect of school life. Our staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

Our school aims to create an environment where positive behaviours are more likely by proactively supporting students to behave appropriately. Students will be taught explicitly what good behaviour looks like. Some students will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When students do misbehave, we will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

Anglo European School is a mainstream comprehensive school with an international ethos; we have a rich diversity of cultures, languages and backgrounds. We believe that high standards of behaviour, respect for each other and supportive working relationships are essential for effective teaching and learning. We seek to promote an inclusive, stimulating learning environment where students can take risks safely, learn self-discipline, personal responsibility, respect for authority, high self-esteem and have pride in their school.

We want our staff and students to thrive in an environment which is relationally enriched, safe, predictable and nurturing. We aim to promote fairness, equality and create an environment free from intimidation, bullying, violence, and disruption to learning. We aim to create positive relationships between staff, students and parents; promoting praise and encouragement and working in partnership to achieve maximum student progress.

This policy applies to all students, including visiting students and the Sixth Form.

The aim of this policy is to ensure that there is a consistent approach to behaviour management by defining what we consider to be acceptable and unacceptable behaviour. We will outline how we expect our students to behave and outline our systems for rewards and sanctions.

The school aims to:

- promote, develop and support an environment where all professionals take a child centred approach, which means that they should consider, at all times, what is in the best interests of the child.
- ensure that adults in the school are good role models in their interactions with children and are attentive, respectful, honest and caring.

- develop positive relationships between students, staff and parents based on mutual trust and understanding.
- take a trauma informed approach when supporting young people.
- foster student self-confidence, self-esteem, well-being and happiness in school and beyond, by understanding triggers to certain behaviours and finding solutions.
- ensure that everyone recognises the importance of relationships in supporting wellbeing and mental health.
- create a learning environment which is safe, purposeful, mutually supportive and non-threatening.
- create a social environment which is relaxed, friendly and non-threatening, where incidents that do occur are defused and/or de-escalated by adults.
- provide opportunities to reward responsible behaviour and good citizenship.
- prepare students for their place in a global, democratic society, including life in Modern Britain, where they know their rights and understand their responsibilities.
- help students recognise the impact of good behaviour, respect and politeness in their homes, local community and the school environment.
- promote good working partnerships with parents to encourage them to take responsibility for their child's behaviour, to support them with advice and guidance and keep them informed about their child's behaviour and progress in school.

Communication of the policy

This policy is published on our school website and a paper copy is available on request from the school office.

The school communicates this policy to parents through the induction, via the school bulletin and via website and social media communication where different aspects of the policy are highlighted frequently.

The policy is communicated to staff through staff training, staff briefing and through staff meetings where the effectiveness of policy and practice is discussed and reviewed.

Signage around the school reinforces these messages.

Partnership with Parents and the Home School Agreement

The role of parents is crucial in helping students maintain good behaviour. They should familiarise themselves with the behaviour policy and take an active role in supporting school life and culture.

The standard of behaviour expected of all students is included in the school's Home School Agreement which parents are asked to sign following their child's admission to the school. Parents are expected to support the school's implementation of the behaviour policy and accompanying rewards and sanctions. Parents will be informed via Edulink of any detention or more serious sanctions being set. Parents will be expected to attend any meetings relating to reintegration following suspension or meetings for any matters deemed of a serious nature. We expect this to happen in a timely fashion so that key messages can be reinforced. Parental permission is not required for sanctions but the school will always endeavour to give at least 24 hours' notice for detentions. In extenuating circumstances, parents can ask for the date of a detention to change but cannot require this to happen.

Parents need to take responsibility for their child's conduct outside of school hours, including conduct online. However, the school reserves the right to respond to matters relating to social media activity out of school hours if the smooth running of the school is affected by it, if students are upset at school having received malicious or offensive messages, or if there is an on-going threat or allegation relating to any student or member of staff. (see Online Safety Policy).

The school is not responsible for behaviour beyond the school day, nor during periods of school closure, and will refer matters occurring during this time to parents or the police as appropriate.

Legislation and Statutory Requirements

The Headteacher has set out measures which aim to:

- promote good behaviour, self-discipline and respect
- ensure there is a written policy which promotes good behaviour
- prevent bullying
- ensure that students work to the best of their ability
- regulate the conduct of students

The Headteacher considers any guidance or notifications provided by the Department for Education including those listed below.

The Headteacher decides the standards of behaviour expected of students, determines the school rules and any disciplinary measures for breaking the rules. Our policy is published for parents, staff and students on the school website.

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

- [Behaviour in Schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Suspension and Permanent Exclusion from Maintained schools, academies, and student referral units in England, including student movement May 2023](#)

It is also based on:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

This policy complies with our funding agreement and articles of association.

Monitoring and Review

The school will review this policy via governors' committees in accordance with the policy review schedule. The effectiveness of the policy will be evaluated through analysis of statistic evidence, evaluative surveys with parents, staff, students and leaders, through department reviews and other evaluation systems and external inspection (e.g. Ofsted).

The Headteacher will report behaviour data termly via the Governors' Report. This will include analysis of individual students' behaviour, year groups, and key groups with protected characteristics (Disadvantaged, low prior attainers, SEND) in order to identify and analyse patterns and trends.

The number of student moves, those taken off and on roll, those attending education off-site, suspension and permanent exclusions, or students receiving repeat suspensions, will be recorded with the reasons so that Governors can evaluate patterns and trends and ensure permanent exclusion is only being used as a last resort. They will also consider the cost implications.

Governors will also review the effectiveness and consistency of the application of this policy, the school register and attendance codes, and interventions in place to support students at risk of suspension and permanent exclusion.

Roles and Responsibilities

The Headteacher will implement the policy and ensure it is fairly applied by staff. The Headteacher will evaluate the impact of the policy.

Leaders at all levels should be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.

School leaders should 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.

All staff in our community have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed. Staff should also challenge students to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should 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 should also receive clear guidance about school expectations of their own conduct at school and outside of school, as outlined in the Staff Code of Conduct.

Our staff are provided with training on managing behaviour, as part of their induction process and at regular intervals throughout the year based upon the latest guidance. Behaviour management forms part of continuing professional development and we seek to gain expertise and support from external agencies to ensure our training is based on what works well as evidenced through recent research.

All staff have behaviour management as part of their induction training to ensure they understand behaviour culture, rules and routines.

All ECTs, trainees and new staff have training which aligns with the core content framework, Early Careers Framework, as appropriate.

The Governing Body is responsible for establishing, in consultation with the Senior Leadership Team, a policy for behaviour and discipline and review this according to the policy review schedule. They will communicate this to parents, staff and students via the school website, and ensure it is non-discriminatory and clear.

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Students should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture in a positive way. Students should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every student should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Provision should be made for all new students to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for students who are mid-year admissions.

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Student Conduct

We have four **behaviour non-negotiables** which are clearly communicated to all staff and students:

- always wear your uniform correctly
- be punctual and arrive to lessons on time
- be respectful to all members of the Anglo Family and listen when others are talking
- mobile phones should not be seen, heard or used

In addition, students are expected to:

- behave in a calm, safe, orderly and self-controlled way
- in class, make it possible for all students to learn effectively
- treat the school buildings and property with respect
- accept sanctions when given and try to learn from mistakes and not repeat them
- refrain from behaving in a way that brings the school into disrepute, including when off site.

Behaviour expectations for students with Special Educational Needs and/or Disabilities (SEND)

Our expectations for students with SEND are the same as the expectations for all students. We aim to maintain a culture of good behaviour as a calm environment will benefit students with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction. Behaviour will be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The school needs to manage student behaviour effectively, whether or not the student has underlying needs. When a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on this behaviour policy and practice, especially where a student has SEND that at times affects their behaviour.

In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND
- if a student has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Any preventative measure should consider the specific circumstances and requirements of the student concerned.

Responding to the behaviour of students with Special Educational Needs and/or Disability (SEND)

The school aims to 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. We do not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement based on the facts of the situation. The school will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, we will refer to the Equality Act 2010 and schools' guidance. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have. We will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Supporting Students with a social worker, including Looked After Children and Previously Looked After children.

The school recognises that students with a social worker, including Looked After Children, and students who were Previously Looked After are more vulnerable. Where students are identified as being at risk of suspension or permanent exclusion, the school will inform the Local Authority, including the allocated social worker and the Virtual School Head as and where appropriate. Any behaviour concerns should be reported by Designated Teacher for Looked After Children in the

Personal Education Plan (PEP) termly review, with a review of support in place to improve behaviour and reduce the likelihood of suspension or exclusion.

Responding to behaviour

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

At Anglo European School, we believe in encouraging and rewarding effort and achievement. Students are congratulated on their achievements continuously through our assemblies, newsletters, tutor time and in lessons by their teachers. Rewards can include verbal praise, a parent phone call or, for specific achievements they receive credits/rewards through SIMS and Edulink and are encouraged to engage with all the opportunities available to achieve them. These credits and rewards motivate students to achieve their personal best and to be rewarded for it. Acknowledging good behaviour encourages repetition and reinforces the school's expectations and values.

Students can achieve rewards for:

Curriculum/Teacher Rewards

- sustained improvement against targets
- outstanding work/effort at any given level
- an outstanding classwork/homework which exceeds expectation
- outstanding participation in a lesson
- supporting others' learning
- outstanding effort in the completion of work
- completion of a personal research project

Form Tutor Rewards

- taking responsibility for a new student
- volunteering to help or undertake additional duties in support of the tutor
- preparation for and sustained hard work in a tutor period
- Form Tutor nominations related to learner profile
- attendance – related rewards
- inter-form achievement rewards

Community

- supporting school events
- involvement in extra-curricular activities /participation in a school team event
- Active Citizenship
- nominated for an award
- supporting the local community

Students can receive congratulatory postcards, on a termly basis, for sustained effort and achievement in curriculum areas. Year Leaders also conduct regular assemblies in order to recognise outstanding achievements.

Inter-form Rewards

Students are encouraged to work as a Form Group and develop team skills and collaborative working skills. Rewards and achievements are totalled each term and the winning form in each year group receive an award and take part in a special event, activity or experience to reward them for their collective endeavour. These activities foster a sense of belonging, a feeling of collective responsibility and teach students to support and encourage each other to be the best they can be.

Awards and Awards Evenings

Students are nominated by each subject area for Achievement and Progress Awards. Students nominated in a number of subjects can be nominated to receive Year Leaders' awards and the student who achieves the highest academic achievement receives the Headteacher's Award.

There are further special awards which recognise students' outstanding contribution to the school, its community and international ethos. Other awards recognise outstanding contributions to the Arts, Sport, Community endeavour and service beyond self.

Responding to misbehaviour

General misbehaviour in our school is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork or homework
 - poor attitude or lack of respect towards others
- incorrect uniform
- lateness to school or lateness to lessons

Serious misbehaviour is defined as:

- any behaviour which could potentially be criminal
- threatening behaviour, including perceived threats, towards any member of the school community
- repeated breaches of the school rules
- any form of bullying
- vandalism
- theft
- fighting, including play fighting
- smoking, vaping or possession/use of any related materials
- racist, sexist, homophobic or any other discriminatory behaviour
- sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments and / or sexual jokes or taunting, and physical behaviour, such as interfering with clothes
- online harassment, including sexual harassment such as unwanted sexual comments and messages (including on social media)
- possession of any prohibited items such as:
 - knives or weapons or anything that could be perceived as a weapon
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco, cigarettes, lighters, vapes or any other smoking paraphernalia
 - fireworks, including anything with an explosive property such as 'bangers' and 'snaps'

- anything that could cause disruption to the school day or cause harm or injury to others or the school environment
- pornographic images (in any guise, be that sent, received, shown etc)

We reserve the right to contact the police if any behaviour goes beyond the threshold of 'serious behaviour' and could potentially be criminal behaviour. We will refer to the [National Police Chiefs' Council Guidance for schools and colleges](#) on when to call the police.

In cases when a member of staff or Headteacher suspects criminal behaviour, 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 schools should make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, we will ensure that any further action we take does not interfere with any police action taken. However, we retain the discretion to continue our own 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 local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the Designated Safeguarding Lead (or deputy) would take the lead.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of students and staff and to restore a calm environment.

It is important that staff across a school respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour.

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

- **deterrence:** sanctions can often be effective deterrents for a specific student 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 student 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 should take account of any contributing factors that are identified after a behaviour incident has occurred. This is in line with our trauma informed approach to supporting young people. For example, if a student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Managing Behaviour in the Classroom

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. All staff should model the behaviour they expect to see from students.

Classroom leaders will:

- create and maintain a stimulating environment that encourages students to be engaged
- develop a positive relationship with students, which should include:
 - greeting students in the morning/at the start of lessons
 - establishing clear routines and rules
 - communicating expectations of behaviour explicitly, verbally and non-verbally
 - highlighting, promoting and celebrating good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - following school policy on the management of low-level disruption

Challenging Behaviour

Challenging behaviour in the school context, encompasses poor behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally interferes with the child or young person's own and/or other children and young people's learning. It disrupts the day-to-day functioning of the school, making it a less safe and orderly environment. It is less likely to be responsive to the usual range of interventions identified within the school behaviour policy. It should be recognised that challenging behaviour may also include withdrawn behaviour, including refusal to respond or engage.

Harmful Behaviour

The definition of what is harmful behaviour will be provided for us in the Keeping Children Safe in Education guidance, which is updated annually.

Harmful behaviour in the school context encompasses behaviour that is; physically aggressive or intimidating towards adults or other children and young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting); verbally abusive (and may include racist/homophobic/sexist abuse); destructive, including destruction of property and the environment; self-harming, including head banging, scratching, hitting, kicking, biting and poking and striking another adult / child or young person with an object.

Addressing issues related to Sexual Harassment, Harmful Sexual Behaviour and Child on Child abuse

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, following the principles set out in Keeping Children Safe in Education. Sexual violence and sexual harassment are never acceptable and will not be tolerated. Students who engage in such behaviour will be sanctioned by the school.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. There are appropriate reporting systems in place, including a facility to report anonymously. Staff are encouraged to challenge all inappropriate language and behaviour between students and should model manners, courtesy and dignified, respectful relationships.

The school's response will be:

- proportionate
- considered

- supportive
- decided on a case-by-case basis

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

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to: -
 - manage the incident internally
 - refer to early help
 - refer to children's social care
 - report to the police

Victims will be supported, kept safe and be taken seriously, regardless of how long it has taken them to come forward.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether disciplinary action is appropriate for the individual who has made it.

Please refer to our child protection and Harmful Sexual Behaviour and Child on Child Abuse Policy for more information.

Managing bullying

The school recognises that for students to feel safe and be safe, they need to be supported and protected from bullying. The school acknowledges its duties under the 2006 Education and Inspections Act, The Equality Act 2010 and Children's Act 1989 to prevent all forms of bullying. The school uses a variety of strategies to prevent bullying.

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

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include repeated incidents of: -

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online - bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Hate speech, hate incidents and other prejudicial or discriminatory behaviours

The school actively seeks to promote equality and tolerance. We celebrate our diversity and we do not accept any behaviour that could be considered as discriminatory against a protected characteristic. We reserve the right to refer to the police if we consider that a hate crime may have been committed. We will always seek to educate young people if their words or actions have caused offence or harm, but there may be occasions where it is more appropriate for police intervention and this may run alongside any education that the school provides. We will follow the PREVENT guidance if necessary.

Behaviour outside of school

The school has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable.

Teachers' power to discipline includes the power to discipline students even when they are not in school or in the charge of a member of staff. The Anglo European School is committed to ensuring that our students are positive ambassadors for the school. In addition to school activities during the school day, staff can challenge any misbehaviour when a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school
- behaving in a way that could have repercussions for the orderly running of the school
- behaving in a way that poses a threat to another student or impacts that student in school

- behaving in a way that could adversely affect the reputation of the school

The school expects good, orderly and courteous behaviour on all transport, educational visits or learning opportunities off school site. We expect students to engage in behaviour which does not pose a threat to the health, safety or welfare of other students, staff or members of the public and that protects the reputation of our school.

Managing malicious allegations

Where a student makes an allegation against a member of staff or student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. Malicious allegations against staff could lead to suspension or permanent exclusion depending on the level of severity.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection Policy and Whistleblowing Policy and Allegations against Staff Policy for more information on responding to allegations of abuse against staff or other students.

Behaviour and Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection Policy.

Screening, Searching and Confiscation

Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#). School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. 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 should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case

Any search that takes place will be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

The Headteacher, and authorised senior members of staff, have the statutory power to search students or their possessions without consent, (including blazers, pockets, lockers and bags) where they have reasonable grounds for suspecting that the student may have a prohibited item. Items can be confiscated, retained, destroyed or passed to the police at our discretion. Prohibited items include knives or weapons, alcohol, illegal drugs or paraphernalia, stolen items, tobacco and cigarette papers,

vapes, fireworks and pornographic images (including on a mobile phone) or articles which have been used to commit harm or offence.

Staff leading the search should, where possible, be the same sex and there should always be a second member of staff present in the room. Any search must take place on school premises or where staff have lawful control or charge of the students, such as visits. Staff are permitted to use a metal detector if they feel or have reason to believe that a student is concealing items upon them.

Any search that has taken place should be logged on CPOMS for the attention of the Designated Safeguarding Lead (DSL). Where practicably possible, the DSL should be notified of a search in advance in case there are any safeguarding circumstances to be aware of. A pre-search check on CPOMS would also be advisable if possible.

The confiscation of prohibited items of clothing and jewellery: prohibited items will be confiscated and stored by Student Services and returned at the end of the half-term. Valuables will be kept in the school safe, in an envelope with student details and return date. Persistent offenders will be sanctioned and this can lead to parental letters and meetings with the Year Leader. Staff are not liable for any damage or loss arising as a result of confiscation.

If students wish to wear religious articles in school, they should seek permission to do so in writing from the Headteacher. This avoids potential confrontation with teachers who may challenge items of jewellery normally in breach of the uniform policy.

Our policy on mobile phone usage states that any mobile phone, or smart device with the same functionality, will be confiscated and returned only to a parent. Please see separate section on the specifics regarding mobile phones.

Use of reasonable force and other forms of physical contact

Detailed advice to school staff is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies](#). There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions

Where reasonable force is used, protective steps must be taken to ensure it is legal and will prevent harm. In situations where physical contact between staff and students take place, staff must consider:

- the student’s age and level of understanding
- the student’s individual needs and history. Some students will not want to be touched

- the location where the contact takes place (ideally it should not take place in private without others present)

The following principles must be borne in mind when considering any use of physical force or restraint:

- physical intervention carries the possibility of being interpreted as an assault
- physical intervention may carry the risk of injury to the child or to the adult involved any consideration of the use of restraint or containment should only occur as a last resort, where no other intervention is feasible or effective
- the intention of any physical intervention must be clear
- staff should only intervene physically to restrain or contain a child
- where there is a clear danger to the child or others (including adults)
- where all other interventions have failed or are not feasible
- with the clear intention of removing the child from danger
- with the minimum force required to ensure the child's safety

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children and young people.

Force is usually used either to control or restrain. This can range from guiding a child or young person to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. This must not involve gripping as it could result in harm to the child. Staff will receive training

- 'reasonable in the circumstances' means using no more force than is needed
- control means either passive physical contact, such as standing between children and young people, redirecting a child or young person's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging
- restraint means to hold back physically or to bring a child or young person under control. It is typically used in more extreme circumstances, for example when two children and young people are fighting and refuse to separate without physical intervention
- school staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child or young person. Staff should receive training specific to the identified needs of their school which will significantly reduce the likelihood of this happening

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- It can also apply to people whom the Headteacher has temporarily put in charge of children and young people such as unpaid volunteers or parents accompanying students on a school organised visit

When can reasonable force be used?

Reasonable force can be used to prevent children and young people from harming themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes: to control children and young people or to restrain them. The decision on whether or not

to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted. When considering using reasonable force staff should, in considering risks, carefully recognise specific vulnerabilities including SEND, mental health or medical conditions.

Schools can use reasonable force to: -

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child or young person behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child or young person leaving the classroom where allowing the child or young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child or young person from attacking a member of staff or another child or young person, or to stop a fight in the playground; and
- restrain a child or young person at risk of harming themselves through physical outbursts.
- conduct a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks and pornographic images or media.

This list is not exhaustive and provides examples of where reasonable can and cannot be used, taken from DfE guidance.

There are occasions when staff will have cause to have physical contact with students for a variety of reasons, this may include:

- to comfort a student in distress (appropriate to their age and individual specific needs identified through a risk assessment);
- to direct a student;
- for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger to the student or others.

Managing behaviour online

Incidents which occur outside the school day and off the school premises are the responsibility of parents. However, where these incidents pose a threat or cause harm to another student, have implications for the orderly running of the school day or adversely affect the reputation of the school, the school reserves the right to investigate the matter and issue sanctions as necessary. Where we believe that criminal activity may have occurred, we reserve the right to report this to the police (as outline above), but it will remain the responsibility of the parent to do this if the behaviour has happened outside of the school's jurisdiction and outside of school hours.

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity. We are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and video and sexual harassment should be

addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

In cases where we suspect a student of criminal behaviour online, we will follow the guidance on suspected criminal behaviour. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping Children Safe in Education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, where incidents that occur online affect the school culture, the school may sanction students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

All schools should develop and implement a policy that creates a mobile phone-free environment by prohibiting the use of mobile phones, and other smart technology with similar functionality to mobile phones, throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Mobile phones must not be seen, used or heard in our mobile phone-free zones. These zones will be clearly marked with signage. These rules apply to all smart technologies with the same functionality as mobile phones, including headphones, Air Pods etc. If a device is seen, heard or used, it will be confiscated. It will be kept in the school safe until it is collected by a parent. This collection can be arranged by appointment during school opening hours and not beyond this. Confiscated mobile phones will not be returned to students. Confiscation of a mobile phone will be met with a sanction in accordance with our behaviour ladder and detention structure. Repeated confiscation will result in a parental meeting and a requirement to hand the mobile phone in for supervision during the school day. Sixth Form students may only use their mobile phones in designated spaces and they must not use their phones in the mobile phone-free zones. The confiscation rules apply equally to Sixth Form students.

Schools have legal duties to support students with medical conditions and we will take reasonable steps to avoid disadvantage to a disabled student caused by the school's policies or practices on mobile phones. We will assess each case for adjustments or adaptations on its own merits. Staff will receive information on any student who is exempt from the mobile phone policy on medical grounds.

Sanctioning misbehaviour

Acceptable forms of sanction

This policy outlines the range of sanctions which we may employ, such as:

- a verbal reprimand and reminder of the expectations of behaviour
- the setting of written tasks such as an account of their behaviour
- loss of privileges, including loss of social time
- communication with parents or parental meetings

- detention
- school based community service
- scheduled uniform checks
- confiscation or detention of items such as jewellery or mobile phone
- removal from lessons or other activities
- use of the Reflection Room
- regular reporting for behaviour monitoring, including Individual Behaviour Plans (IBP) and Pastoral Support Plans (PSP)
- suspension
- permanent exclusion (in the most serious of cases).

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 consider whether the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. We will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

What the law allows

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that student. Staff can issue sanctions 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 student's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- a) the decision to sanction a student is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher
- b) the decision to sanction the student and the sanction itself are made on the school premises or while the student is under the lawful charge of the member of staff
- c) it does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances

The Headteacher may limit the power to apply particular sanctions, or to sanction particular students or types of students, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Applying sanctions

Where we become aware of misbehaviour, staff will act promptly and assertively to address this. The first priority is to ensure students are safe and to restore a calm environment. We will aim to respond in a manner which is fair, consistent and proportionate, in accordance with this policy. All measures aim to deter poor behaviour, protect students and improve behaviour which may involve reflection, evaluation or targeted support. Staff will always aim to take contributing factors and context into account.

Please refer to the **AES Behaviour Ladder** in the appendix for further guidance on sanctions.

Preventative strategies for preventing recurrence of misbehaviour

Staff will adopt a range of initial intervention strategies to help students who are identified as repeating misbehaviour to reduce the risk of suspension or permanent exclusion. These measures help students to understand behavioural expectations and provide support for those struggling to meet them. This support enables students to learn to self-regulate their behaviour more effectively and become more aware of the impact of their behaviour on others. These strategies might include: frequent engagement with parents, mentoring, coaching, time-limited reports, behaviour plans, support from external agencies and courses run by local charities, agencies, community mentors and behaviour experts. For students who are at risk of permanent exclusion, a multi-agency approach will be sought. If a student has an EHCP, early contact with and support from the Local Authority will be requested and an emergency review of provision may be requested.

Classroom management & behaviour in lessons

All classrooms have the four Non-Negotiables information on display, which outlines the expectations of behaviour of students in our school. This is also published in the staff handbook and the parent handbook for new parents. All students are expected to respect their own and others right to learn. This involves arriving to lessons on time, being prepared with the right equipment, demonstrating a positive attitude to learning and not disrupting the teaching and learning in any way. Our school is a mobile phone-free environment.

Our non-negotiables are:

- Always wear your uniform correctly
- Be punctual and arrive to all lessons on time
- Be respectful to all members of the Anglo family and listen when others are talking
- Mobile phones should never be seen, heard or used

Behaviour outside the classroom

It is the responsibility of all adults working in the school to manage and challenge behaviour outside of classrooms. Students are expected to behave in a manner which shows both respect to themselves and others and being safe. They are to use appropriate language and show courtesy and consideration for others. They should respect the environment and move around the school in a manner which respects the health and safety of others. They should wear the correct uniform; the school reserves the right to correct inappropriate use of items of uniform by contacting parents, removing students from circulation at social time and using Year Leader detention if breaches of uniform cannot be corrected by students and becomes a persistent issue. The same applies to use of mobile phones. Students should not be allowed to leave lessons to go to the toilet or fill up water bottles etc without a medical exemption or other reasonable grounds. We do not expect to see students walking around the site during lesson time and we expect staff to challenge this if it occurs.

If an incident occurs outside the lesson

We expect all staff to intervene and challenge any incidents that occur outside of a classroom. This can be referred to the Year Leader or the duty member of staff if it is deemed necessary. Poor behaviour outside of lessons must not be ignored. The school employs midday supervisors and Study Club supervisors at lunchtimes to support student behaviour and wellbeing. These members of staff can make a referral to the Year leader or a Senior Leader if an incident is of a serious nature and requires immediate attention. A lunchtime duty rota exists for senior staff for this purpose. Year leaders and senior staff will feedback the outcomes of incidents to lunchtime staff and support the student in making the situation right by apologising, and issuing sanctions.

If an incident occurs in a lesson

It is the responsibility of the teacher to ensure completion of work and effective behaviour for learning is maintained. Sanctions applied in the classroom can include: a verbal reprimand or advice on how to behave, time out to calm and reflect, re-doing work to a better standard, removal from the lesson to work elsewhere in the department or in the referral area for high level disruption. Teachers can refer a student for department detentions or low-level disruption detentions (see LLD explanations).

If the behaviour is persistent in the subject, teachers can refer the student to their line-manager for support, restorative practice or for department sanction such as being placed on a subject report.

De-escalation Duty (D Duty)

The system of D Duty involves senior staff being on call for each teaching period and available to support teachers should they be needed. Its primary purpose is to enable teaching and learning to continue in the event of persistent low-level disruption or an incident of high-level disruption.

A teacher may call for D Duty support when: -

- 4 LLD warnings have been reached and department sanctions exhausted
- There is a serious incident. Examples of which may include: remarks which are sexist, racist, homophobic; swearing at a teacher; persistently refusing a reasonable request, fighting and physical altercations, including play fighting; defiance; concerns that a student may be under the influence of a banned substance. (See behaviour ladder for further examples)

When using D Duty, the teacher should: -

- meet the D Duty manager at the door and explain, ideally without the child present, what has happened and how you would like it resolved
- consider where, for less serious incidents, there is an opportunity to de-escalate the incident with the support of the senior staff and return child to class once expectations have been re-set
- for more serious incidents, the D Duty manager will remove the student from class immediately and will follow-up with teacher after the lesson. Students will be placed in the Reflection Room/Referral area as appropriate to write an account of the incident and consider how they can restore and repair the issue
- write their own account of the incident which led to the student being removed and liaise with Duty staff about how incidents should be followed up including whether further sanctions should be issued
- make a parental phone call to explain why the child has been removed and what follow up actions have taken place
- agree on a moving forward plan, the follow up and sanction if appropriate
- record a D Duty called in SIMS or Edulink

Removal from classrooms and use of the Reflection Room

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the student. Removal from the classroom

should be considered a serious sanction. It should 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. Parents will be informed on the same day via Edulink if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

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

Removal is distinguished from the use of separation spaces (for example our SEND space or our wellbeing room) for non-disciplinary reasons. In these instances, a student may be taken out of the classroom to regulate emotions because of identified sensory overload as part of a planned response.

Removal from the classroom will be done after considering the context and history of the student and the situation the student, teacher and class find themselves.

Staff should always take into consideration the well-being and mental health of students and staff when removing a student from the classroom. Staff must always act reasonably, proportionately and, most importantly, assess the risk of any consequence being considered.

We will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. We will make data-based decisions to consider whether frequently removed students may benefit from additional and alternative approaches a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENDCO), or whether specific departments or teachers may require more support. These discussions will take place in our Students of Concern (SOC) meetings.

We may use the Reflection Room in response to serious or persistent breaches of this policy. Students may be sent to the Reflection Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class or work on par with their peers. Students who do not attend a senior school detention may also be sent to the Reflection Room.

Removal from the classroom will occur when other behaviour strategies in the classroom/department have been attempted unsuccessfully. Staff can instruct a student, for no more than 5 minutes, to stand outside the classroom, still under their supervision and allow the student to reflect, self-regulate and apologise for the disruption and they can then return to the lesson.

However, if students need to be removed from a lesson for disciplinary reasons for more than 5 minutes, they will be collected by senior staff and placed in the Reflection Room.

The purpose of this room is to create a calm, orderly environment to reflect, self-regulate and continue with their education in a supervised setting, away from other distractions or triggers. This also enables the teacher to restore calm and order to the classroom following any disruption caused by the student concerned.

Referral Room

For very serious incidents where a senior staff member decides that a student should not be placed in the Reflection Room, or when students need to wait to see the Headteacher or a Deputy Headteacher as part of an investigation, they will use the Referral Room in A Block, located outside the Headteacher's Office. They will follow the same protocols as those observed in the Reflection Room.

In all cases of removal from the classroom, students will have their mobile phones taken and placed in the school safe.

Keeping records of incidents

Students involved in incidents will be required to complete a student incident form in writing. If they have difficulty with writing, this may be a verbal statement which is then recorded by the teacher and signed by the student. If the outcome of an investigation is a sanction, this sanction will be recorded SIMS or Edulink. The member of staff leading the investigation should ensure that all incident forms are fully completed with information on follow up/consequences/parent call etc. There should be a planned restorative meeting where this is appropriate.

Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to break. When used, it should be done so consistently and fairly by staff. This process should be well known to all students and staff.

Teachers have authority to issue detention to students, including same-day detentions. A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.

The Headteacher can decide which members of staff can issue detentions. Parental consent is not required for detentions. With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the student at serious risk
- whether the student has known caring responsibilities
- whether the detention timing conflicts with a medical appointment, with evidence to support this
- 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. For instance, notice may not be necessary for a short after-school detention where the student can get home safely
- whether safe travel arrangements can reasonably be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Avoiding detentions

Students have the opportunity to avoid receiving detentions in classrooms through our Low Level Disruption (LLD) warning system. We define Low Level Disruption as:

- deliberately sitting in the wrong seat or arguing about where to sit
- out of seat or wandering around the classroom without permission
- talking when should be listening or unrelated to work/activity set by teacher
- name calling, calling out or making inappropriate noises
- being slow to start work or to follow instructions
- completing insufficient work
- inappropriate/rude/disrespectful behaviour in the lesson
- arguing with another student or member of staff
- distracting others
- damage to property (minor)
- being disrespectful towards students/staff
- passing notes
- throwing small objects which could not cause injury
- refusing to work with assigned partner
- repeatedly swinging on chair or turning around without permission
- persistently fidgeting or fiddling with equipment (if not an agreed strategy)
- interfering with another students' property
- spraying deodorant/body spray/perfume
- putting on makeup or brushing hair
- playing with football/basketball (which should be in a bag or locker)
- communicating in a class-based assessment
- eating or drinking (other than water)
- making an inexcusable mess

The warning system escalates as follows:

1st incident First warning

2nd incident Second warning

3rd incident LLD Lunch Detention 12.30-13.00 / 13.30-14.00

4th incident Duty called, after-school detention set and a phone call home by the teacher

All warnings, regardless of whether it escalates to a detention, should be recorded on Edulink (SIMS).

Students have the opportunity to avoid Year Leader detentions by ensuring that their uniform is correctly worn, including following rules relating to jewellery and make up. Students also have the opportunity to avoid Year Leader detentions for matters relating to mobile phones if they adhere to our policy.

Students have the opportunity to avoid department detentions by ensuring that all classwork and homework is completed to an acceptable standard and within an acceptable timeframe.

Students have the opportunity to avoid our most serious sanctions (school detention, removal from lessons etc.) by ensuring the adhere to our behaviour policy.

Students are expected to attend detentions. Detentions may be rescheduled in exceptional circumstances, but failure to attend a detention will result in the detention being escalated.

Supportive Measures to avoid detentions, suspensions and permanent exclusions

Reports

Reports are a short-term measure used to monitor students whose behaviour is causing serious concerns. Leaders will decide how they will monitor students on report. Most students will carry a paper report and they will be expected to complete this in every lesson. Reasonable adjustments will be made for students for whom a paper report is not suitable or manageable.

Stage of reporting:

- Self-Monitoring Report (2 weeks)
- Form Tutor Report (4 weeks)
- Year leader Report (6 weeks) or Department report (6 weeks)
- Senior Leadership Team Report (6 weeks)
- Individual Behaviour Plans (IBP) monitored by Assistant Headteachers or Deputy Headteachers (8 weeks)
- Pastoral Support Programme (PSP) monitored by Deputy Headteachers (16 weeks)

Parents are always informed if their child is being placed on report. Parents have access to daily attendance, behaviour and achievement information via Edulink.

Individual Behaviour Plans (IBPs)

Students on IBPs are typically monitored by an Assistant for 8 weeks, with a mid-term review after 4 weeks of support strategies (which can include support from external agencies, and other professionals). The IBP framework is created through a meeting with the student and parents where clear targets are set. These are reviewed through liaison with teachers and culminates in a review meeting with parents. At the end of the process a student can be removed from the IBP if suitable progress has been made. If further progress is required, targets can be adjusted for a further review period. If no progress, or insufficient progress, has been made, a recommendation to move to a Pastoral Support Programme (PSP) will be suggested. The leader overseeing the IBP process should keep in regular contact with parents about their child's progress.

Pastoral Support Programmes (PSP)

A Pastoral Support Programme is used when all other strategies have been exhausted and a student is facing the risk of permanent exclusion. Pastoral Support Plans are overseen by a Deputy Headteacher. An initial meeting takes place with the Deputy Headteacher, parent and student. The programme will run for a period of 16 weeks, with a mid-term review after 8 weeks of support strategies, which can include support from external agencies, and other professionals. If targets have been met, the student can return to IBP or to a senior report. If targets have not been met, it is likely that the student will be referred to the Headteacher for consideration of the next steps, which could include permanent exclusion. The Deputy Headteacher should keep regular contact with parents about their child's progress and keep the Headteacher informed of any lack of progress.

Supporting students following a sanction

Following a sanction, strategies should be considered to help all students to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the student, 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. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents, and the Virtual School Head for looked after children.
- inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school.
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the student.

Restorative practice

We know that restorative processes, where reflections and learning take place, are successful in supporting wellbeing and long-term behaviour change. During any incident the student behaviour is likely to be influenced by a strong emotion such as a feeling of anger, frustration, or disappointment. It must be remembered that the student will not be ready to engage in anything until they have calmed sufficiently. Equally, the impact of the incident on the staff and others involved should also be recognised.

Once it is considered student is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other children and young people). The purpose of reflect, repair and restore is to re-visit the experience with the child or young person when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, once the situation has been sufficiently calmed may be as follows:

1. explore what happened (tell the story)
2. explore what people were thinking and feeling at the time
3. explore who has been affected and how
4. explore how relationships can be repaired
5. summarise what has been learnt so there can be different responses next time

Some examples of restorative questions within this discussion may be:

1. what would you like to happen next?
2. how can we make things better for you and others affected?
3. if everything was going to be alright, what would need to happen?
4. how can you help to put this right?
5. how can we make it OK for you next time something happens?

To be effective, the “reflect, repair and restore” process needs to be adjusted according to the age, understanding and other needs of the student.

When in-school measures and strategies have been unsuccessful

Off Site Direction

Off-site direction is when a governing board of a maintained school requires a student to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provider (AP) or another mainstream school. During the off-site direction to another school, students must be dual registered.

The length of time a student spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the student, consider appropriate, for as long as the requirement remains in effect. If there are other agencies involved in the student's care, they should also be involved in review meetings. Review meetings should be recorded in writing.

Depending on the individual needs and circumstances of the student, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a student is placed in a mainstream school) upon review of the time limited placement.

The length of time a student spends in another mainstream school or alternative provision will depend on what best supports the student's needs and potential improvement in behaviour.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a student's behaviour, then off-site direction (see above) should be used. Managed moves should only occur when it is in the student's best interests.

Where a student has an EHC plan, the relevant statutory duties on the new school and local authority will apply. We will contact the authority prior to the managed move. If the local authority, both schools and parents agree that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

As a managed move is voluntary, if a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority.

Other supportive measure for the prevention of suspension or permanent exclusion

Our local Student Referral Unit is Children's Support Services (CSS). This is an alternative provision which accepts referrals from local schools and the local authority where a child is at risk of permanent exclusion or has been permanently excluded. CSS provide education and support children through individually-tailored learning programmes in positive, safe and caring environments. Children living in Essex can be referred to CSS, those living outside of Essex can be referred to their LA provision. CSS offer outreach support and we can make a request for support for a mentor to come to school to work with a young person at risk of suspension or permanent exclusion.

We may also refer to or employ the use of:

- Time Out cards
- support from our Inclusion Partner
- counselling by arrangement with family GP
- coaching
- anger management support
- safety plans
- use of consistent response plan
- learning mentoring by a teacher
- peer mentors
- Team Around the Family meetings and other forms of Early Help
- Children's Social Care
- other external agencies as appropriate

Suspensions

In most cases, suspension is considered as a last resort after a range of measures have been put in place to support a student. It may also be considered for a one-off serious offence. The school will not tolerate behaviour which shows disregard for the well-being of others or a blatant disregard of the Behaviour Policy or the authority of staff. The Headteacher or, in the absence of the Headteacher, an acting Headteacher, can suspend a student for one or more fixed periods which, when aggregated, do not exceed 45 days per school year. Students can also be for parts of the school day, for example at lunchtime, and are counted as half a school day's suspension. A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate. The Headteacher or, in the absence of the Headteacher, an acting Headteacher, will apply the civil standard of proof, that is, "on the balance of probabilities" it is more likely than not that a fact is true. This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher or, in the absence of the Headteacher, an acting Headteacher, will take the student's views into account when making their decision regarding a suspension.

Behaviour which is likely to incur suspension would be: -

- physical assault against a student or member of staff
- verbal abuse/ threatening behaviour towards staff or students.
- persistent bullying
- racist abuse
- online abuse, including misuse of social media, and malicious communication
- bringing the school into disrepute
- abuse against sexual orientation or gender reassignment
- abuse against any protected characteristic
- sexual misconduct, harassment or assault
- sexist or misogynistic or any other harmful behaviour
- bringing onto school site, dealing or consuming drugs or alcohol in school
- damage to school property
- theft

- use of, or threat of use of, an offensive weapon, any item that could be perceived as a weapon, or any other item that has been prohibited by the school's behaviour policy
- refusal or persistent failure to attend detentions, including after school detentions
- blatant defiance towards staff
- vaping or any other smoking paraphernalia

Up to three reasons can be recorded for each suspension or permanent exclusion. In all cases, a thorough investigation will take place, involving the student, parents and any related external agencies. The student's view will always be considered, considering these in the context of their age and understanding. Students will be asked to record their view, where possible in a written record. In all cases, this is formally recorded and parents, the Local Authority, (and/or Social Worker and/or Virtual School Headteacher (VSH) where relevant) informed, child protection and our duty of care considered and alternative work provision organised.

Work will be set and assessed for the first 5 days of suspension. All suspensions are followed with a reintegration meeting which is attended by the student and at least one parent. This meeting aims to build partnerships with students and parents; explaining the reasons for the suspension, how the decision was made, how the student's views were taken into consideration and reset expectations, identifying further support and monitoring needed to make reintegration successful and identify consequences should the behaviour be repeated.

When a student is suspended from school, parents, Local Authority, (and Social Worker and VSH, as appropriate) are informed, in writing, about the details of the suspension and the dates when it is to take place. The parent has a duty to ensure that the child is not present in a public place in school hours during this suspension. The parent may receive a penalty notice from the Local Authority if the child is present in a public place during school hours on the dates of the suspension unless there is reasonable justification.

Only the Headteacher can suspend a student on disciplinary grounds. An acting Headteacher (section 579(1) of the Education Act 1996), usually the Deputy Headteacher, can carry out such functions in the Headteacher's absence or pending the appointment of a Headteacher.

The Headteacher can also cancel a suspension that has not been reviewed by the Governing Body. Where this occurs, parents, the Governing Body and the Local Authority will be informed and if relevant, a Social Worker and the VSH.

Reintegration

We have a strategy for reintegrating students following removal from the classroom, time spent in a student support unit, in another setting under off-site direction or following suspension. This will involve reintegration meetings between the school, students, parents and, if relevant, other agencies. We will consider what support is needed to help the student return to mainstream education and meet the expected standards of behaviour.

Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

The Headteacher may choose to permanently exclude a student for a one off first offence in exceptional circumstances which might include serious actual or threatened violence, threatening behaviour towards adults or other young people, or physical assault against an adult or child, sexual abuse or assault, possessing, taking or supplying drugs or related paraphernalia on school site, arson or any other behaviour that could be deemed criminal or harmful to others or the safe running of the school.

Only the Headteacher can permanently exclude a student on disciplinary grounds. An acting Headteacher (section 579(1) of the Education Act 1996), usually the Deputy Headteacher, can carry out such functions in the Headteacher's absence or pending the appointment of a Headteacher.

Work will be set and assessed for the first 5 days where the student will not be attending alternative provision. Any key workers such as a Social Worker or VSH will be informed in writing along with the parents.

Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.

The school will follow the due process for exclusions outlined in the DFE's [Suspension and Exclusion from Maintained Schools, Academics and Student Referral Units in England September 2022](#).

Appendices

Appendix 1: Reflection Room and Referral Room Guidelines

Senior Staff will:

- Ensure the student is calm, understands why they are in the reflection/ referral room and who their point of contact is
- Ensure any medical/pastoral support is provided to ensure their well-being
- Ask the student to complete a student incident report and the student reflection form (appendix 5)
- Confiscate the students' mobile phone
- Log the students' entry in the reflection/referral log in the school office.
- Ensure the Pastoral managers are aware and that they organise work for the student
- Avoid unnecessary conversations with students
- Ensure the student has the necessary breaks and lunch (with the alternative key stage)
- On their exit, check there is no graffiti or litter, organise the return of their mobile phone, collect and distribute work
- Where necessary, inform parents that the student has been in the reflection/referral room and what mechanisms are in place to reintegrate the student to the main school
- Ensure that the same day detention has been logged

Students reporting to the reflection/referral room should: -

- Remain in the reflection/referral room until they are dismissed by senior staff
- Remain in their seat and complete work/reading set in silence
- Conduct themselves in a polite, co-operative manner.
- Hand in their mobile phone which will be kept in the school safe until they leave school.
- Agree to any consequent sanction and work positively with staff to ensure reintegration is successful.
- Leave the reflection/referral room tidy and free of graffiti or litter.
- Avoid any unnecessary communication with other students present
- Reflect on their behaviour and actions and agree strategies for preventing a repeat of poor behaviour.

Appendix 2

Home School Agreement

PARTNERSHIP AGREEMENT BETWEEN PARENTS, STUDENTS AND THE ANGLO EUROPEAN SCHOOL

	As a parent, I will	As a student, I will	As a school, we will
Being prepared for school	send my child to school in correct uniform and ensure my child has the correct equipment for school as stated on the school website.	Be ready for school by wearing the correct school uniform and bringing the correct equipment for school as stated in on the website.	ensure students know what uniform and equipment is required; ensure uniform rules are followed.
Attendance & punctuality	ensure my child attends punctually and recognise the need to limit absences (i.e. do not take holidays in school time); contact the school on every day of absence.	attend school every day and on time and be punctual to lessons.	require punctuality and full attendance (to school and in lessons); contact parents when concerned about absences including unauthorised absences.
Teaching and Learning	take an interest in the work of my child; encourage my child to try to work to the best of their ability; ensure my child attempts all set homework & monitor this using Show My Homework and Showbie; support the school's aims and mission statement, including the international dimension.	concentrate and participate in all lessons; check Show My Homework and Showbie and complete my homework; support the school's aims and mission statement including the international dimension.	prepare each student in an appropriate range of subjects that would allow them to realise their full potential; set appropriate work and mark regularly; set appropriate homework using Show My Homework; ensure that the published aims and mission statement of the school are continuously reinforced.
Behaviour	encourage my child to have high standards of behaviour at all times and to follow the Ready, Respectful, Safe agreement; support the school's Behaviour Policy including after school detentions; collect my child	behave appropriately in school and not bring any items/substances into school which are prohibited; follow the Ready, Respectful, Safe Agreement and Community Code of Conduct and the school Behaviour Policy; do	through example and procedures set and expect high standards of behaviour; reinforce these through use of school behaviour policy.

	from school should the Headteacher choose to suspend or exclude them for poor behaviour and attend the reintegration meeting be polite, kind and appreciate other cultures with the language we use.	not disrupt learning of others; attend detentions when issued; respect all members of school community and environment; uphold the values and ethos of the school. Language: be polite, kind and appreciate other cultures with the language we use.	Language: be polite, kind and appreciate other cultures with the language we use.
E-Safety	take responsibility for my child's use of social media after school hours and monitor my child's use of the internet; following our 'Use of Computers' code of conduct' and 'E-Safety policy'. Support the 'Mobile Phone' code of conduct.	comply with the 'Use of Computers' code of conduct and not post images, comments or video footage of the school staff, students, the school or the school's name on any internet site or social media platforms without prior written consent of the Headteacher. Follow the 'Mobile Phone' code of conduct.	educate our students in E-Safety. ensure the 'Mobile Phone' code of conduct is followed.
Travelling to and from school	support and reinforce the 'Making Travel Safer Policy' with my child.	follow the 'Making Travel Safer Policy'; leave school promptly; respect the school at all times.	continue to work in partnership with our travel providers; reinforce safe and respectful behaviour.
Pastoral support	let the school know if there are any problems likely to affect my child's learning; collect my child from school if the medical support officer deems my child too unwell to attend lessons.	let a trusted adult know if I have any worries or concerns; go to the Student Services if I feel unwell.	listen to and respond appropriately and promptly to worries or concerns; contact parents if there is a concern about their child's health or well-being.
Home School Partnership	attend parents' evenings with my child; read and reply as necessary to school letters, In Touch messages and telephone calls. To ensure all concerns about the school are conveyed using the school complaints policy.	take all communication home to my parents.	hold regular parents' evenings; report regularly on students' progress; inform parents of any concerns; provide access to information on policies and procedures.
Extra-curricular life of the school	support events in which the students of the school are involved.	make the most of available/take part in extra-curricular activities, clubs and team activities.	continue to offer a rich range of extra-curricular activities including overseas visits.

Headteacher's signature:



Appendix 3

Anglo European School Behaviour Ladder (this list is not exhaustive)

Verbal warning (recorded on SIMS/Edulink by classroom teacher)			
Behaviour Observed	Logged by	C1 Consequence	Actions
<ol style="list-style-type: none"> 1. Uniform Infringements (examples include) <ul style="list-style-type: none"> • Tie worn incorrectly or not at all • Shirt not tucked in • Skirt rolled up • Shirt tied up at the back • Tight fitting, denim or stretchy trousers or skirts which are too short • Blazer not worn or badge missing • Incorrect footwear, jewellery, scarf, hoody or hat worn • Inappropriate hair accessories or make up 2. Inappropriate language in conversation with a peer – not directed 3. Lateness to lesson > 5 minutes 4. No essential equipment 5. No exercise book 6. Lack of subject specific equipment (e.g. calculator) 7. Poor corridor etiquette 8. Eating or drinking other than water (water in classrooms is permitted except Science labs/ICT/Music rooms) 9. Littering 10. Chewing gum 	Classroom teacher	Verbal warning given	<p>Correct uniform discretion</p> <p>Confiscate jewellery or item of clothing and return to Student Services.</p> <p>Warn student about behaviour and explain the 'why'.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
Low-Level Disruption (recorded on SIMS/Edulink by classroom teacher)			

Behaviour Observed	Logged by	C1 LLD Consequence	Actions
<ol style="list-style-type: none"> 1. Deliberately sitting in the wrong seat 2. Out of seat or wandering around classroom without permission 3. Talking when should be listening or unrelated to work/activity set by teacher 4. Name calling, calling out or making inappropriate noises 5. Being slow to start work or to follow instructions 6. Doing insufficient work 7. Inappropriate/rude comments to peers/staff 8. Inappropriate/rude behaviour in the lesson, including play fighting 9. Arguing with another student or member of staff 10. Distracting others 11. Damage to property (minor) 12. Showing lack of respect for other students or staff 13. Passing notes 14. Throwing small objects 15. Refusing to work with assigned partner 16. Repeatedly swinging on chairs or turning around without permission with aim of distracting others 17. Persistently fidgeting or fiddling with equipment (if not an agreed strategy for that student) 18. Interfering with another students' property 19. Spraying deodorant/body spray in an inappropriate environment 20. Communicating in a class-based assessment 	Classroom teacher	Verbal warning given	<p>Give student a clear LLD warning</p> <p>Remind students of the 'why'.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
Verbal warning or C2 Low-Level Disruption (recorded on SIMS/Edulink by classroom teacher)			
Behaviour Observed	Logged	C2 Consequence	Actions
Repeat of behaviour observed in C1 Low-Level Disruption	Classroom teacher	Verbal warning given	As above

Detention set (recorded on SIMS/Edulink by initial member of staff involved)			
Behaviour Observed	Logged	C3 Consequence	Actions
1. Repeated behaviour of C2 or 3 LLD warnings	HOD	LLD Detention (30 minutes lunch)	Correct LLD detention issued
2. Phone or headphones visible or being used out of lesson	Year Leader	Year Leader detention	Confiscate phone or headphones and return to Student Services
3. Phone or headphones visible or being used in the lesson	HOD	HOD Detention	
4. Late to AM registration 3 or more times in a week		(40 minutes after-school)	
5. Inappropriate behaviour including play fighting			Inform Year Leader or HOD of inappropriate comments.
6. Arguing with another student or member of staff outside lessons			Inform HOD & Parent of poor behaviour.
7. Not following prefects' instructions			Inform YL & Parent of uniform issues.
8. Inappropriate comments to peers/staff			
9. Throwing objects or spraying water			
10. Refusal to wear correct uniform			Behaviour points recorded on SIMS/EduLink
Detention set (recorded on SIMS/Edulink by initial member of staff involved)			
Behaviour Observed	Logged	C4 Consequence	Actions

<p>Vandalism/damage to property</p> <ol style="list-style-type: none"> 1. Misuse or abuse of dining facilities including refusal to clear up 2. Rudeness or disrespect to Midday Supervision staff 3. Deliberately disruptive behaviour at lunchtimes 4. Breaking of safety agreements or boundaries at lunchtimes 5. Failure to attend a detention 6. Poor behaviour in lunch or after-school detention 7. Equipped to smoke/in possession of smoking/vaping paraphernalia (1st offence) 8. Truancy of a lesson 9. Failure to fulfil requirements of previous sanctions 10. Communicating in an exam during a formal exam week 11. Photo/video taken in school 12. Refusal to do as reasonably instructed by a member of staff 13. Walking away from staff 14. Theft (1st incident/minor) 15. Assault on a student (minor and 1st offence) 16. Bullying (1st offence) 17. Inappropriate use of the school ICT network 18. Dangerous behaviour (minor) 19. Persistent disruptive behaviour 20. Minor acts of vandalism 21. Bringing the school into disrepute 	<p>SLT Duty</p> <p>DHT</p>	<p>School Detention</p>	<p>School detentions are set by SLT</p> <p>SLT to facilitate restorative conversation between parties involved.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
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Detention set (recorded on SIMS/Edulink by initial member of staff involved)

Behaviour Observed	Logged	C5 Consequence	Actions
<ol style="list-style-type: none"> 1. Sexualised comments to peers or staff 	<p>SIMS/Edulink</p>	<p>School Detention</p>	<p>SLT to decide on sanction.</p>

<ol style="list-style-type: none"> 2. Prejudicial comment (any comment relating to another person's perceived protected characteristic) 3. Equipped to smoke (2nd offence) 4. Fighting or assault on a student 5. Truancy for more than one lesson 6. Missed extended Friday detention 7. Repeated prejudicial comments 8. Repeated sexualised comments 9. Physical sexualised behaviour 10. Photo/video taken in school and 11. published 12. Swearing at or intimidating a member of staff 13. Dangerous behaviour 14. Walking away from staff 15. Theft 16. Bullying 17. Repeated inappropriate use of the school ICT network 18. Persistent disruptive behaviour 19. Refusing to hand phone or electronic device over to a member of staff 	<p>CPOMS</p> <p>SLT Duty</p> <p>DHT</p>	<p>Extended school detention</p> <p>Internal Isolation</p>	<p>SLT to organise work, via pastoral manager, for isolated student.</p> <p>SLT to contact parent to share concerns.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
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Serious breaches of behaviour leading to suspension or permanent exclusion			
Behaviour Observed	Logged on/by	Serious Consequence	Actions
<ol style="list-style-type: none"> 1. Repeat of any behaviour that has previously been sanctioned by an internal exclusion Refusal to go into internal exclusion 2. Sexual harassment 3. Inappropriate sexualised behaviour 4. Physical sexualised behaviour 	<p>SIMS</p> <p>CPOMS</p>	<p>YL Detention</p> <p>School detention</p>	<p>Student interviewed by HT before suspension.</p>

<ol style="list-style-type: none"> 5. assault on a student (second offence) 6. Major/Repeated Bullying 7. Significant acts of vandalism 8. Setting off the fire alarm 9. Serious prejudicial behaviour 10. Gross disobedience/defiance, especially if putting self or others at risk 11. Bringing harmful implements or weapons onto school site. 12. Possession or under the influence of smoking equipment, vapes or alcohol (2nd offence) 13. Very serious or persistently inappropriate behaviour 14. Disruption/defiance in reflection room 15. Swearing at or intimidating a member of staff (2nd offence onwards) 16. Lighting a fire (although serious or repeated incidents of arson could lead to permanent exclusion) 17. Walking away from staff (if previously had internal exclusion) 18. Defiance of senior staff. Refusing a reasonable instruction from senior member of staff 19. Possession or under the influence of smoking equipment, vapes or alcohol (2nd offence) 20. Very serious or persistently inappropriate behaviour 21. Disruption/defiance in internal exclusion 22. Swearing at or intimidating a member of staff (2nd offence onwards) 	<p>SLT</p> <p>DHT</p> <p>HT</p>	<p>Suspension</p> <p>Report</p>	<p>SLT coordinator to liaise with HT's PA for parent meeting.</p> <p>SLT coordinator to attend reintegration meeting and write follow-up letter.</p> <p>SLT coordinator to organise follow up reviews – 2 week/4 week.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
<ol style="list-style-type: none"> 1. Persistent reoccurrence of any of the above, where students are showing no improvement and need specific, bespoke support, mentoring, 	<p>SIMS</p> <p>CPOMS</p>	<p>IBP</p> <p>PSP</p>	<p>SLT Coordinator to liaise with YL for parent meeting</p>

<p>professional intervention and formal behaviour contracts</p>	<p>SLT</p> <p>DHT</p>		<p>SLT to set ATL (Attitude to Learning) goals with student and parent</p> <p>SLT coordinator to organise reviews and updates with parent</p> <p>SLT coordinator to update teachers on progress and any agreed next steps and interventions</p>
<ol style="list-style-type: none"> 1. Persistent poor behaviour despite interventions which places the student in danger of permanent exclusion 2. Where it is perceived a fresh start or separation from peers will lessen the likelihood of Permanent Exclusion 	<p>SIMS</p> <p>CPOMS</p> <p>AHT</p> <p>DHT</p>	<p>Off site direction</p>	<p>DH/AHT to liaise with YL for parent meeting</p> <p>DH/AHT to liaise with host school coordinator</p> <p>DH/AHT to attend reviews and progress updates</p>
<ol style="list-style-type: none"> 1. Any behaviour which means that allowing the student to remain in school would seriously harm the education or welfare of students or others in the school 2. A serious breach, or persistent breaches, of the school's behaviour policy 3. The following are highly likely to lead to PE: 	<p>SIMS</p> <p>CPOMS</p> <p>SLT</p>	<p>Permanent Exclusion</p>	<p>HT to liaise with all parties involved and coordinate PE</p>

<ul style="list-style-type: none"> • Possession, sharing or dealing illegal or prescription drugs • Assault or threatening behaviour towards a member of staff • Possession of a weapon with intent to threaten or seriously harm 	<p style="text-align: center;">DHT</p> <p style="text-align: center;">HT</p>		
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Appendix 4: Sixth Form Behaviour Ladder

Level	Expectations not met	Consequence
Level 1 – Corrections	In AM REG: Not wearing lanyard (in bag or pocket) – in AM REG	FT reminder, student puts lanyard on.
	Not following dress code – with ability to correct	FT reminder, student puts corrective clothing on.
	By the class teacher: Arriving late to a lesson – first offence in half term	Teacher conversation, warning given and incident noted on SIMS
	Arriving to a lesson without appropriate equipment – first offence in half term	Teacher conversation, warning given.
	By the Sixth Form team: Not working silently in the study library – first offence in half term	Warning from study library manager
	Failing to work quietly in small groups in the common room	Warning from study library manager
At the late gate or when signing in:	Warning from Sixth Form staff	

	Arriving late to school	Break time detention (with lower school students)
Level 2 – Department detention	<p>Arriving late to a lesson – beyond first offence in a half term (SIMS: Punctuality)</p> <p>Arriving to a lesson without appropriate equipment – beyond first offence (SIMS: Persistent lack of equipment)</p> <p>Not completing (or poor completion of) homework /coursework (SIMS: Homework/ Coursework non completion)</p> <p>Inadequate work completed in a lesson (SIMS: Inadequate work)</p> <p>Failing to follow the instructions given by a teacher in the classroom (SIMS: Inappropriate behaviour)</p>	Dept. Detention – 40 minutes & Teacher call home
Level 2 – Curriculum Manager detention	<p>Use of mobile phone / headphones in any area of the school OTHER than inside the Sixth Form block. (SIMS: Confiscation of mobile phone)</p> <p>Not wearing lanyard – after AM REG (SIMS: Not following dress code)</p>	<p>For “inappropriate behaviour” teachers must write a comment in comments box</p> <p>Phone confiscation by teacher. CM (Curriculum Managers) detention – 40 minutes</p> <p>Sent to DKJ for slip, CM detention issued- 40 minutes</p>

	<p>Not following dress code and unable to correct (SIMS: Not following dress code)</p>	<p>Sent to DKJ for slip, CM detention issued- 40 minutes</p>
	<p>Did not attend late break time detention (SIMS: Not attending break detention)</p>	<p>Spare clothes provided, sent home to change if refusal to wear. CM detention- 40 minutes</p>
		<p>CM detention- 40 minutes</p>
	<p>Littering (SIMS: Littering)</p>	
	<p>Failing to get note from SF office for any L1 incident (SIMS: Inappropriate behaviour)</p>	<p>CM detention- 40 minutes</p>
	<p>Using inappropriate language towards a student or teacher (SIMS: Inappropriate behaviour)</p>	<p>CM detention- 40 minutes</p>
	<p>Failing to follow the instructions given by a teacher outside of the classroom (SIMS: Inappropriate behaviour)</p>	
	<p>Failing to remain silent in the study library (SIMS: Not following dress code)</p>	<p>CM detention- 40 minutes</p>
	<p>Consistently failing to work quietly in small groups in the common room (SIMS: Not following dress code)</p>	<p>CM detention- 40 minutes</p>
	<p>Eating hot food from outside of school or drinking energy drinks on the school site. (SIMS: Not following dress code)</p>	

		<p>Banned from study library for the day and CM detention- 40 minutes</p> <p>CM detention- 40 minutes</p>
Level 3 - School Detention	<p>Failure to attend any level 2 consequence</p> <p>Truancy from a lesson</p> <p>Any behaviour which means that the student is significantly disrupting the learning of themselves or others.</p>	<p>Teachers must write “school” in the subject comments box</p> <p>School detention (same as Lower School) – 1 hour Friday</p>
Level 4	<p>Failing monitoring schedule (FT > Curriculum Manager > Director of SF)</p> <p>Three L3 school detentions in a school term</p> <p>Any behaviour which is a serious breach of the behaviour policy.</p>	<p>Outcome decided by the Director of Sixth Form and, for serious breaches may be referred to the Headteacher.</p>

Appendix 5

Understanding and Supporting Behaviour – safe practice for schools (LA Document)

Hyperlink:

[Understanding and Supporting Behaviour \(Essex LA\)](#)

Appendix 6a STUDENT REFLECTION FORM

Name:

Form:

Date in Reflection Room:

1. You have been put in the reflection room to reflect on your behaviour. Can you explain what has happened?
2. What were you thinking at the time?
3. Who has this affected?
4. How has it affected them?
5. What needs to be done now to make things right?
6. How will you do things differently in the future?

Appendix 6b Reflection Discussion Notes

Anglo European School – Reflection Discussion Notes

Student Name:	Form:
	Staff:
Discussion notes:	

Follow up (if necessary)
Action (person responsible)

Appendix 7

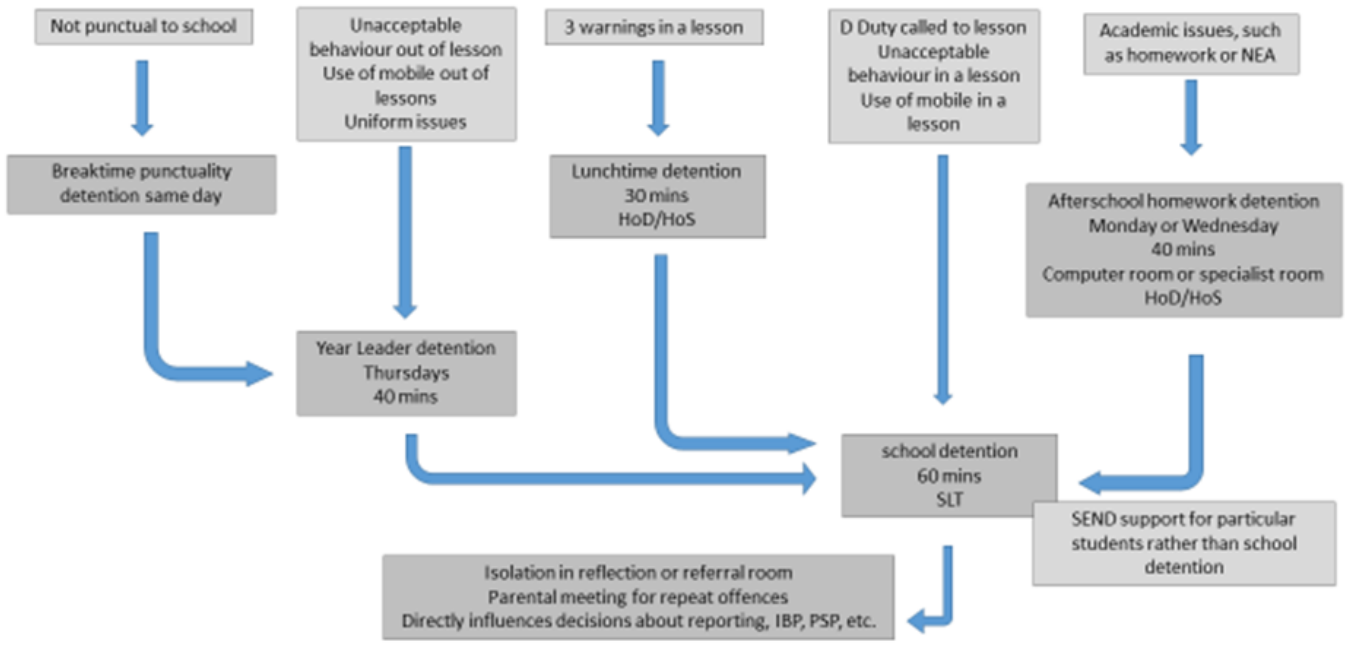
Behaviour in schools Advice for Headteachers and school staff: this can be found at:

[Behaviour in schools advice - DFE February 2024](#)

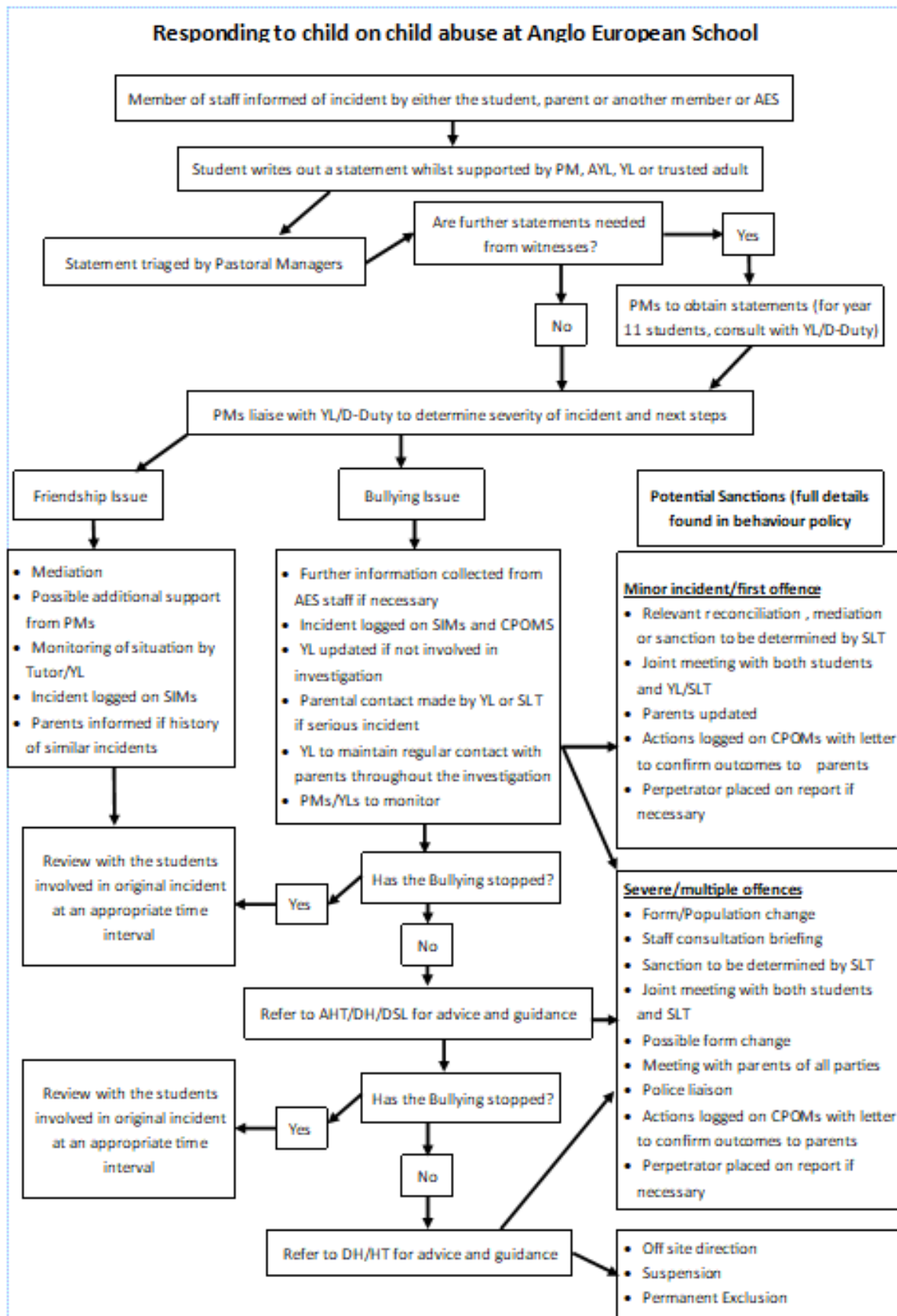
Appendix 9

Detention Flow Chart

Detentions Flowchart



Appendix 10 – Responding to child-on-child abuse



ANGLO EUROPEAN SCHOOL

POLICY ON DRUG MISUSE OR ABUSE

Rationale

[The policy is informed by DfE and ACPO drugs advice for schools.](#)

The Anglo European School actively seeks to provide an environment where all members of the community are safe from harm. As such, the school takes a robust approach to any individual or group that violates our behaviour or drugs policies. This is a school where human rights are respected; as such the responsibility to maintain high standards of behaviour lies with all members of our community.

The school acknowledges its legal duties under the Equalities Act 2010 in relation to all protected groups including SEND (Special Educational Needs and Disabilities) and will always take their circumstances into account. It is our aim to help all students to be able to take their place safely in a world where a wide range of drugs exist.

Education and Prevention

We believe that knowledge is power and so we ensure that age appropriate education and support is provided through Citizenship and Science lessons as well as during tutor time. We also benefit from input from external education agencies.

We also recognise the importance of training of staff and will make sure this is regular, up to date and context specific.

Definition of a Drug

A drug is a substance that affects the way in which the body functions physically, emotionally or mentally. For purposes of this policy, by 'drugs' we are referring to illegal substances and also legal substances such as: alcohol, tobacco, volatile substances, over the counter or prescription medicines and new psychoactive substances. By drugs paraphernalia we mean items such as cannabis grinders, rolling papers, filters, matches, lighters and pipes. For the purposes of this policy, we consider vapes to be drugs, as they are not legally purchasable by children.

Drugs on School Premises

The legal definition of school premises includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and also extends to include other settings such as vehicles, or any venue managed by the school at the time e.g. premises on a school visit or prom. It also includes the immediate vicinity of the school such as parks, woods and the village around the school.

Medicines

The school has a procedure for the administration of medicines that must be followed for everyone's safety. Students should not carry their own medicine on their person without the express permission of the Medical Support Officer. All other medicine should be safely stored in the medical room.

Administering Prescribed Drugs and Medicines

In most cases parents/carers not teachers, will administer medicines to their children themselves out of school hours, but where this is not possible, parents of children in need of medication must ensure that the school is accurately advised about the medication, its usage and administration. The decision for staff to administer medicines will be made by the Headteacher after due consultation. All medicines will be stored securely with access only by approved staff and first aiders. In the case of asthma relief inhalers, these may be kept by students for easy and immediate access. Similar arrangements will be made for students with adrenaline “Epi-pens” and insulin. Students should not self-administer paracetamol in school. This should also be done in the presence of a member of staff and only once written consent to administer this has been received from a parent/carer and checked.

Alcohol

No alcohol may be brought on to school premises or consumed during the course of a school day. Any adult (or staff, students, parents, carers and visitors) under the effects of alcohol will be asked to leave the premises and return at a later date for the safety of the whole school. Where students are deemed to be under the influence of alcohol, parents will be asked to collect their children from the school on medical and safeguarding grounds and will be encouraged to seek immediate medical support.

Smoking and Vaping

School premises are a no smoking or vaping site at all times. Students are not permitted to bring to school smoking materials, including vapes, matches and lighters. In the interests of health and safety, should a student be found in possession of any of these on school premises, they will be confiscated, parents informed and appropriate sanction applied.

Illegal drugs and “psychoactive substances”, including legal highs

No illegal drugs, new psychoactive substances or related drugs paraphernalia are allowed to be brought on to, sold or used on school premises. Bringing any such items onto school premises is considered a serious breach of this drugs policy. Seeking to influence or glamorise illegal drug use or the use of psychoactive substances either in person, on social media or on school premises is also considered a serious breach of this drugs policy. The police will be informed of such and any illegal substances handed to them. We will share any intelligence we have on the consuming or sale of drugs with the police and other relevant agencies.

Solvents

The school will ensure that potentially hazardous substances, which have authorised use in school, are stored safely and students will be supervised if it is necessary that they come into contact with them in the course of their work. Students are not permitted to be in possession of solvents. Bringing solvents or hazardous substances onto school premises is considered a serious breach of this drugs policy.

A drug incident in our school is defined as:

- finding drugs, or related paraphernalia
- possession of drugs by an individual
- being under the influence of drugs
- use of drugs by an individual
- supplying drugs
- individuals disclosing information about their drug use
- reports of staff, students or visitors using drugs on the school site or whilst representing the school
- hiding drugs in or around the school premises for later collection (by themselves or by third parties), including asking others to hide drugs for you
- glamorising or encouraging the use of drugs and other substances, including via social media
- requesting students to sell or deal drugs on your behalf

Any response to drug related incidents needs to balance the needs and context of the individual student concerned and the wider school community. Suspension or exclusion from school is not an automatic response to a drug incident but permanent exclusion is considered in serious cases where:

- there is a serious breach or persistent breaches of our Drugs and/or Behaviour Policies and
- allowing a student to remain at Anglo European School would seriously harm the education, safety or welfare of the student or others in the school

A member of the SLT will be responsible for co-ordinating the management of drug-related incidents, offering sources of support and liaising with outside agencies. Incidents will be dealt with after assessing the situation and will be reported to the Headteacher.

All incidents and responses will be recorded appropriately on CPOMS.

Drug misuse outside the school premises

The school may impose sanctions on a student for misusing drugs outside schools when students are: taking part in any school-organised or school-related activity or travelling to or from school or in some way identifiable as a student at the school.

The school may also impose sanctions on a student for misusing drugs at any time, whether or not the conditions above apply, if the misuse:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school

Individuals in possession of drugs

If any student or adult on school premises is found in possession of an unauthorised drug it will be confiscated, if possible. If the drug is suspected to be illegal, the school will contact the police for discussion and advice. Illegal substances will be handed to the police. Parents and Carers will be informed (unless for safeguarding reasons this is not in the best interests of the student) and other relevant professionals will be informed or consulted as appropriate.

Confidentiality

The Anglo European School will always seek to work with parents and carers when information or allegations of drug use are made. There may be occasions when, for safeguarding reasons, this may not be appropriate. Complete confidentiality can never be promised to a student though information given in confidence will not generally be disclosed to anyone else. In particular if a student chooses to disclose that they are using a drug without medical authorisation, this information will not be used against them. However, action will be taken to try to ensure the student comes to no serious harm if this is considered a risk. Regarding disclosures staff will follow the advice given in the Child Protection policy, and at the annual safeguarding training.

Support for Students

At our school the welfare of the student is paramount and intervention will be made if the school feels a student is showing signs which indicate particular risks of, or from, involvement with drugs, whether their own or the involvement of their parents'/carers'. We believe that early intervention, where possible, is significant.

Right to Search

Please refer to our Behaviour Policy.

Roles and Responsibilities

The Headteacher will ensure that:

1. There is an appropriate curriculum programme in all key stages to cover these issues.
2. The Designated Safeguarding Lead will oversee the implementation of this policy.
3. Staff are aware of the school's drugs policy and are confident and skilled to respond to any drug related incidents.
4. Students are aware of the school's policy and of the consequences of breaching it.
5. Clear procedures are in place for responding to drug related incidents.
6. Other agencies are involved when appropriate.
7. The Governing Body reviews the policy as appropriate.

We expect parents to advise the school if their child is using illegal substances, if that child has been convicted for the use or supply of illegal substances, or if they have any concerns

about any child in the school. This is done on the understanding that such information will be used appropriately and not, of itself, lead to suspension or exclusion.

Procedures for instances which breach this policy

Advice to staff for managing drug related incidents

Incidents involving drugs may take the form of emergencies, intoxication, discovery/observation, disclosure, and suspicion/rumour. This policy considers responses to these situations.

An Emergency situation is where a person is, for example unconscious or behaving irrationally which may be as a result of drug use. Staff with first aid qualifications should be called and the person not left alone. The person will be placed in the recovery position when appropriate and, if necessary, an ambulance will be called. The parents will be informed. An assessment will be made of how the incident started, including finding out whether a substance has been taken, and evidence gathered. A report of the incident will be written down and given to the Headteacher.

When a student is found in a state of **intoxication** from suspected drug use, “first aider” and senior member of staff will be called. The person will be removed to a quiet room where they can be monitored at all times. The person will be helped to regulate and medical assistance sought if necessary. The parents will be informed and asked to collect their child on medical grounds.

Discovery/observation applies when a person is discovered using, supplying or holding a substance. The person should be approached and the substance confiscated, if possible. A senior member of staff will be called and the person involved questioned. If the substance is illegal or there is doubt about its identity, then the local community police will be contacted by the Headteacher (or Deputy Headteachers). All illegal substances will be handed to the police.

Disclosure is when a student discloses to a member of staff that he/she has been using drugs, or is concerned about someone else's drug use. Staff will be non-judgemental and caring and will show concern for the student's welfare. Students will be told that the teachers cannot offer confidentiality but that information about the student will only be given to key people. The student will be actively encouraged to seek guidance and the support of her/his parents. Parents will be informed by the school.

SLT/DSL will respond where **suspicion or information** leads us to think there is reason to suspect there has been a drugs incident. Although we have a duty of care to respond to suspicion or rumour, it is not in itself sufficient evidence to cause a member of staff to intervene. However, all reported information will be investigated and evidence collected before a decision is made to question, search or intervene.

Members of staff should follow this guidance:

- listen calmly to the students involved
- make clear to students that staff are bound by school policy; no confidentiality can be offered.
- where a member of staff knows of, or suspects, a breach of this policy they must inform a member of the Leadership Team.
- consider any related contexts such as SEND

Breaches of this policy are to be treated sensitively and information should only be communicated on a need-to-know basis. The Headteacher will always be informed and will determine how information will be communicated.

The school will consider whether an incident constitutes a child protection matter and, if so, will inform and be advised by statutory partners. If a child breaches this policy, their parents will be informed as soon as possible.

The School maintains strong links with the police. It is the policy of this school to contact the police where an incident has involved illegal substances and to hand it to the police.

The Curriculum

Anglo European School provides a planned drug education curriculum for all students, as part of Citizenship and within KS3 and KS4 Science. We aim to provide all students with knowledge, attitudes and skills to be able to make informed decisions about drugs. The programme of study aims to make students recognise that they have a personal responsibility for decisions about substance use. They are made aware of the basic facts about substances, including the effect, legislation, stereotypes and myths linked with substance use. Students are encouraged to develop appropriate techniques for coping with situations where substance abuse occurs, and to be able to communicate effectively with those who administer medication.

The wider aspects of substance abuse are considered. This includes the recognition that modern Britain is a drug-using society. We also aim to make students aware of the role of the media and peers in influencing attitudes towards substance use.

Please refer to the Citizenship curriculum and RSHE (Relationships, Sex and Health Education) policy for further details.