Carre's Grammar School
A Community Inclusive Trust School

Behaviour Policy

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1 Introduction

1.1 The Carre's Grammar School behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning. The school should be a place where all individuals are respected and are individually valued, where students are encouraged to achieve, where self-discipline is promoted, and good behaviour is the norm so that every student is enabled to learn to the best of their ability.

1.2 This policy outlines the high behavioural standards the school expects from all our students, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's GDPR Policy, Online and Digital Safety Policy, Anti-bullying Policy, Complaints Policy, Use of Reasonable Force Policy, Drugs Policy, Safeguarding Policy and SEND Policy, all of which can be found on the Trust and school websites. It will be reviewed annually by the Local School Board.

2 Aims and Objectives

By setting high standards of expected behaviour, the school aim[s] to:

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment;
- maximise the quality of the learning experience for all students enabling everyone to learn effectively;
- enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the school community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the school community. The school uses the management information system Bromcom to record both positive and negative behaviour. Parents can access this through their MCAS log in. Parents are also sent letters for certain sanctions and phone calls are made home, depending on the level of sanction or concern. The school will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

3.2.1 whether the student is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some

other way identifiable as a student at the school at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the school.

4 Roles and Responsibilities

All members of the school community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

4.1 Local School Board

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the Executive Headteacher on behavioural sanctions and support put in place for students at the school. Local Governors will scrutinise relevant data, review relevant suspension decisions and function as a point of challenge for decisions taken by the Executive Headteacher. Local Governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.

4.2 Executive Headteacher

The Executive Headteacher, with support from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. The Executive Headteacher will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management and will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Executive Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing protected characteristics. The Executive Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.3 Staff

All staff will:

- communicate the contents of this policy to all students and parents to ensure that the school's expectations are transparent to all students and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by reminding students in assemblies, discussing expectations in form time, educating students on key issues in Personal Development lessons and form sessions as well as through individual conversations with students, as necessary;
- apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable students may face;
- make reasonable adjustments for disabled students as required;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;

- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge students to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the student's behavioural log on Bromcom;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole School community and ensure that most of the students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
    - more frequent engagement with parents;
    - home visits;
    - mentoring and coaching;
    - report cards;
    - form report;
    - time in a student support unit;
    - allocation of a key worker;
    - engaging with local partners and agencies to address specific challenges;
    - consideration of whether a multi-agency assessment referral is required e.g. Early Help, an Education Health and Care Plan; and/or referral to BOSS (Behaviour Outreach Support Service);
    - designing a Pastoral Support Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents regular progress grade reports on their child's academic progress and effort and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.4 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;

- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts and action plans put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.5 Students

The rights and responsibilities of students are set out at the Appendix to this policy along with a list of the school rules to which all students must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Students are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. We have a positive points system, where staff can log positives for behaviour, effort, participation, quality of work, extra-curricular engagement, helping others and demonstrating perseverance. The points achieved allow students the opportunity to access a variety of rewards. These include a mention in Team of the Week, prizes in the termly Rewards Assemblies, entry into prize draws and early break and lunch passes. Students can also earn the opportunity to attend an annual rewards trip at the end of the academic year, based on the effort grades they have received throughout the year. To reward academic progress and achievement, we hold an annual Junior Prizegiving for Years 7 to 10 and the Senior Prizegiving for Years 11 to 13.

6 Sanctions

6.1 Where a student's conduct falls below the standard which could reasonably be expected of them the priority will be to ensure the safety of students and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include time out, giving space, reflection and other calming, emotional regulating techniques. The school will impose sanctions (also known as 'disciplinary penalties') in response to student misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand;

- formal warning;
- requiring a written apology;
- confiscation of a student's property;
- missing break and/or lunch time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
- internal suspension;
- detention including during lunch time and after normal school hours;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;
- removal from a class or groups;
- education off-site for a designated period;
- suspension or permanent exclusion.

6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having 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. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing, through Bromcom, through phone calls or via email.

6.4 The school encourages restorative justice and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect. Students are given the opportunity make things right and discuss problems that arise.

6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to students;
- physical abuse to/attack on staff;
- physical abuse to/attack on students;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on **school** property;
- recording or taking images of students or staff without their express consent;

- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs” and e-cigarettes; (see separate Drugs Policy)
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student’s behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Appendix).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

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

During the period of removal the student will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the student and parents which facilitates reflection by the student, sets out any support to be put in place for the student to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Detentions can be issued by any member of staff. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- the detention may put the student at increased risk or compromise their safety;
- the student has known caring responsibilities or religious requirements;
- the detention timing conflicts with a medical appointment;
- parents ought to be informed of the detention; and
- whether suitable travel arrangements can reasonably be made by the parent for the student, disregarding any inconvenience for the parent.

6.9 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. The school will follow the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Students with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if they:

- have difficulties in learning which are significantly greater than most other students of the same age; or
- have a disability which prevents or limits them from accessing the curriculum; or
- have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 Reasonable adjustments do not mean that behavioural expectations are lowered. The school will consider adjustments to support, communication methods, environmental factors, preventative strategies, supervision arrangements and implementation of sanctions where appropriate.

7.3 A Pastoral Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies and the Local Authority where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the School's SEND policy for more information.

7.4 The school will as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a student with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Students who have witnessed the behaviour will be asked to provide written, signed and dated statements. During the investigation, students who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the school will ensure that a responsible adult is always present and will inform the student's parents of what has happened as soon as possible.

8.2 The school uses Close Circuit Television ("CCTV") within its premises. One reason why the school uses CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a

sanction. Please see the CIT Security Policy, CIT CCTV Policy and privacy notices for more information.

8.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this remains unclear, then the staff members involved will use their professional judgement to conclude on the balance of probabilities.

8.4 In exceptional circumstances, students may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student remaining in the school.

9 Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Executive Headteacher, or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

9.2 The Executive Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy). The Executive Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

9.3 Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

9.4 A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the school rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the student refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

9.5 The Executive Headteacher and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the student).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.7 When conducting a search students must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and will always advocate for student wellbeing. Before calling police into the school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Executive Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff should keep a record of any searches conducted on students and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken because of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

9.11 Under the school's statutory power to make rules on student behaviour and the duty to manage the safety of staff, students and visitors, the school can impose a requirement that students undergo screening. All members of staff will have the authority to screen students.

Screening equipment

The screening of students via a hand-held metal detector without their consent will be permitted, even if it is not suspected that they are in possession of a weapon or other banned item.

Parents and students will be informed in advance of the installation of any screening practices, to explain the purpose of the screening and what it will involve.

Where a student has additional needs or a disability, the school will ensure reasonable adjustments are made to the screening process. The school will also consider the age of students being screened.

Where a student refuses to be screened, a member of staff will make an assessment of whether it is necessary to conduct a search.

Students who refuse to be screened will be appropriately sanctioned in line with the Behaviour Policy and may be moved to a safe area away from others.

10 Use of reasonable force

10.1 The school strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Executive Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

10.2 This power extends to times when staff are lawfully in charge of students but are off the school premises i.e., on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.

10.4 All incidents where students need to be held to help them to calm down will be recorded, any Pastoral Support Plans reviewed, and parents will be informed as a matter of course.

10.5 Refer to the Community Inclusive Trust Use of Reasonable Force Policy.

11 Bullying

11.1 The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The Trust has a separate Anti-Bullying Policy which should be read in conjunction with this policy. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

11.2 The school wants to make sure that all students feel safe in the school and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the school's curriculum, through the active development of students' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

11.4 If an allegation of bullying does come up, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Executive Headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate considering the circumstances.

11.5 The school believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. If the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and

will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Executive Headteacher in accordance with the school's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

Approved by the Carre's Grammar School Local School Board on 15th October 2026

Next Review Due: September 2027 (Annual)

Appendices

1. Rights and Responsibilities of Students and School Rules
2. Behaviour for Learning (BfL)
3. Suspensions and Exclusions
4. Sixth Form Expectations and Code of Conduct
5. Carre's Grammar School Standards and Expectations

Appendix 1

Rights and Responsibilities of Students and School Rules

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another student

School Rules

1 Attend the school and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).

2 Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.

3 Keep your appearance smart and tidy, and wear specified uniform as always set out in the school's uniform policy to and from the school.

4 Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.

5 Do not use rude, derogatory, racist or defamatory language.

6 Do not bully, belittle, or intentionally harm other students or staff.

7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.

8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.

9 Complete schoolwork and homework on time and to the very best of your ability.

10 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.

11 Take care of school equipment.

12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance with specific instructions).

13 Meeting expectations around sneezing and coughing including adhering to the “catch it, bin it, kill it” policy

14 Do not spit or cough in the vicinity of, or deliberately at another student, staff member or any other person within the school.

15 Do not share equipment with any other students or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.

16 Report to the school office if you arrive late, feel unwell or need to leave for an appointment.

17 Stay on the school premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time. Exceptions apply to Sixth Form Students and Y11 students in possession of a town leave pass.

18 Mobile phones must be switched off between the hours of 8.40am and 3.30pm.

19 Do not bring into the school under any circumstances:

- alcohol and drugs including “legal highs”;
- e-cigarettes, cigarettes, matches, and lighters;
- chewing gum;
- weapons of any kind or instruments/substances intended to be used as weapons;
- material that is inappropriate or illegal for children to have such as racist or pornographic material;
- BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
- any article which a staff member suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Appendix 2

Behaviour for Learning (BfL)

The premise – all behaviour has a consequence. Cooperative behaviour results in rewards. Uncooperative behaviour results in a negative consequence.

After–school detentions are held on Thursday and Friday evenings from 4-5pm. Students should take the opportunity to revise and review their work to ensure that they are engaged in meaningful activity during the hour. Parents are given at least 24 hours notice of an after-school detention. Any student receiving a detention is expected to serve their detention after school regardless of the distance they live from school. Students may rearrange a detention if there is a clash with a school sports event. However, persistent offenders will be expected to serve their detention regardless of any sporting commitment.



Consequence	Example	Description	Responsibility
Advice and Guidance	Overzealous play. Behaviour/actions that disrupt learning. Lack of kit/books/equipment. Loss of homework life. Uniform issues. Name calling. Poor behaviour in the wider community. Poor standard of work/lack of effort. Littering. Chewing gum. Accessing out of bounds areas. Late to lesson without good reason.	Conversation between staff member and student. Viewed as a warning.	All staff
C2R **(Break/Lunch detention)**	Use of inappropriate language. Poor behaviour during free time. Behaviour/actions that disrupt learning. Lack of effort/production of work in lesson. Defiance. Lack of books/kit/equipment (second offence). Persistent uniform issues. Minor damage of equipment/facilities. Level 1 Misuse (ICT) see separate table. Escalation of any Advice and Guidance.	Detention completed at the staff member's convenience. Consequences for minor incidents.	All staff

ACADEMIC				PASTORAL			
C2D	Lack of homework after loss of 'homework life'. Continued lack of equipment/kit. Continued lack of effort. Poor standard of work. Level 2 misuse (ICT) see separate table. Escalation of any C2R.	Afterschool detention lasting for 1 hour; staffed by those in receipt of a TLR.	Teachers	**C2DF**	Low level physical altercation. Sustained name calling. Use of homophobic language. Use of racist language. Use of sexist/sexual language. Use of derogatory language. Bullying.	Afterschool detention lasting for 1 hour on a Friday. SLT and Heads of Year to staff.	All staff

					Defiance towards staff/ non-cooperation. Continued disruption to learning. Anti-social behaviour. Damage to equipment/ facilities. Escalation of a C2R/C2D.		
HOD R	Persistent lack of effort. Persistent disruption to learning. Serious subject-based concerns. Escalation of C2R/C2D.	Head of Department Referral- continued concerns Subject report and contact with parents	Teachers/ Heads of Department	**HOY Report**	Concerns across multiple subject areas. Effort and progress grades below expectations across multiple subjects.	Head of Year Referral Tutor/HOY report and contact with parents	Tutors/ Heads of Year

Consequence	Example	Description	Responsibility
C3L (Lesson removal)	Continual disruption to learning/lack of effort in specific subject areas. Removal from lessons as a result of behaviour (Removal Rota/HODs).	Removal from a specific lesson. Restorative conversation to follow.	Heads of Department (Heads of Year)
C3 **(Removal from lessons- full/half day)**	Provoked aggressive behaviour/disproportionate response. Homophobic abuse/harassment. Racist abuse/harassment. Sexist/sexual harassment. Public use of offensive language/offensive behaviour. Bullying. Serious and/or persistent disruption. Truancy from lesson. Disrespectful towards member of staff. Bringing the school into serious disrepute. Vaping on school site or whilst representing the school. Plagiarism. Allowing exam work to be plagiarised. Level 3 misuse (ICT) see separate table. Escalation of any C2D/C2DF/C3L offence.	Planned removal from lessons typically carried out outside Assistant Head's Office or with Pastoral Team.	Heads of Year/ Heads of Department/ Senior Leadership Team
C4 **(Off-site provision)**	Further and/or serious incident of aggressive behaviour/physical assault. Direct offensive/defiant/seriously disrespectful language towards a member of staff. Verbal threats to a member of staff. Further homophobic harassment/abuse. Further racist harassment/abuse. Further sexist/sexual harassment/abuse. Further and/or serious bullying incident. Reckless damage. Reckless/dangerous behaviour. Theft (including when in uniform out of school). Persistent non-cooperation /disruptive behaviour following C3. Possession of a banned item (e.g. e-cigarette) Plagiarism of exam work. Level 4 misuse (ICT) see separate table. Escalation of any C3 offence.	Off-site provision at KSHS for full or multiple days.	Heads of Year/ Senior Leadership Team
C5 **(Suspension)**	Unprovoked/premeditated and/or serious physical assault. Persistent harassment and bullying. Possession of a banned substance/object. Escalation of any C4 offence.	Fixed period of suspension from school in accordance with DfE statutory guidance.	Deputy Head/ Executive Headteacher

C6 **(Permanent exclusion)**	Assault towards a member of staff. Serious assault of a student. Sustained and persistent bullying. Sustained and persistent disruptive behaviour following a C5. Sustained and persistent defiance/disrespect. Organised theft. Possession of a weapon in school. Sharing/dealing of a banned substance/object.	Permanent exclusion of student.	Executive Headteacher and Governors

•This policy should be applied consistently by all members of staff; behaviour management is everyone's responsibility.
•Students with additional needs have the right to reasonable adjustments in the application of these consequences; refer to SENCO for further support.
•The school reserves the right to apply professional judgement; all consequences will be applied at the discretion of the Deputy/Executive Headteacher.

ICT Misuse	**Example**		
Level 1	Accessing (low-level) online content without permission. Accidental damage. Playing games without permission.	**Level 3**	Accessing (harmful) content. Serious damage to equipment. Malicious use of account or someone else's.
Level 2	Accessing (inappropriate) content. Damage to equipment. Persistent playing of games. Unauthorised access to someone else's account. AI generated text/images without permission.	**Level 4**	Any breach of Computer Misuse Act 1990

•This policy should be applied consistently by all members of staff; behaviour management is everyone's responsibility.
•Students with additional needs have the right to reasonable adjustments in the application of these sanctions; refer to SENCO for further support.
•The school reserves the right to apply professional judgement; all sanctions will be applied at the discretion of the Executive Headteacher.

*** Students have ONE homework / exam work life per subject at the start of each year.*

More serious behaviour and a persistent failure to meet expectations may result in an **Off-Site (C4)** or **Fixed-Term External Suspension (C5).** Students who acquire a C4 or C5 will also forfeit their right to take part in reward visits. Every effort is made to provide appropriate support to students sanctioned in this way. Outside agencies may be involved at this stage. Should a student incur further suspensions they may be at risk of **Permanent Exclusion (C6).** Every effort is made to avoid this outcome and we seek to work with parents to secure the necessary behaviour change.

Our expectations for behaviour outside of the classroom are very similar to those in the classroom but take into account that there is more scope for anti-social behaviour where students are associating in less structured environments.

Suspensions, Safeguarding Separation and Permanent Exclusions

Statement of Principle

At Carre's Grammar School, we believe that learning is the primary purpose of education and that every student has the right to learn in a calm, safe and disruption-free environment. We are committed to maintaining high expectations of behaviour whilst ensuring that all students are treated fairly, consistently and with dignity.

Suspension and permanent exclusion are serious sanctions and are used only when all reasonable alternatives have been considered, or where the severity of an incident makes such action unavoidable. We recognise the impact that suspension and exclusion can have on students and their families and therefore seek, wherever possible, to provide support and intervention to address concerns before formal sanctions become necessary.

The school is committed to:

- Promoting inclusive practice.
- Meeting its duties under the Equality Act 2010.
- Meeting its statutory responsibilities for students with Special Educational Needs and Disabilities (SEND).
- Making reasonable adjustments where appropriate.
- Considering the needs of vulnerable students before decisions are made.
- Using suspension and exclusion only where lawful, proportionate and necessary.

Permanent exclusion will always be a last resort.

Safeguarding Separation

The school may, where necessary, implement a period of **Safeguarding Separation**.

Safeguarding Separation is not a suspension or a permanent exclusion and is not used as a disciplinary sanction. It may be used where there is a significant safeguarding concern or where separation is required to protect the welfare of students or staff whilst investigations or support arrangements are being implemented.

Any decision to use Safeguarding Separation will:

- Be based upon a risk assessment.
- Be proportionate to the identified risk.
- Be reviewed regularly.
- Take account of SEND, safeguarding and equality considerations.
- Include arrangements to ensure continued access to education.

The Local School Board will receive appropriate monitoring information regarding the use of Safeguarding Separation.

Alternatives to Permanent Exclusion

Before considering permanent exclusion, the school will consider whether alternative strategies may be appropriate, including:

Managed Moves

A managed move may be considered where it is believed that a change of educational setting would better support a student's educational and behavioural needs.

Managed moves:

- Will only be undertaken with parental agreement.
- Require the agreement of both schools.
- Will not be used as an informal exclusion.
- Will not be used for off-rolling purposes.

Off-site Direction

The school may direct a student to attend alternative provision off-site where this is considered beneficial in improving behaviour and preventing suspension or permanent exclusion.

Students directed off-site remain on the roll of Carre's Grammar School and their progress, attendance and welfare continue to be monitored by the school.

Prohibition of Informal Exclusion and Off-Rolling

The school will not use:

- Informal or unofficial exclusions.
- Unlawful exclusions.
- Reduced timetables without appropriate processes and reviews.
- Managed moves as a substitute for suspension or exclusion procedures.
- Off-rolling or other practices designed to remove students from the school roll inappropriately.

Any absence from school linked to behaviour management will be implemented only in accordance with statutory guidance.

The Decision to Suspend

Only the Executive Headteacher, or in their absence the most senior member of staff on site acting with delegated authority, may suspend a student.

A suspension may be considered where a student's behaviour represents a serious breach of the Behaviour Policy or where their continued presence in school would seriously harm the education, welfare or safety of others.

Before deciding to suspend, the Executive Headteacher will:

- Ensure a full investigation has been undertaken.
- Consider all available evidence.
- Give the student an opportunity to provide their account.
- Keep an appropriate record of the investigation.
- Consider the views of staff involved.
- Consider all safeguarding implications.
- Consider whether the student has SEND, an EHCP or disability.
- Consider whether reasonable adjustments have been made.
- Consider whether the behaviour may be linked to unmet needs.
- Consider whether further support or intervention could reasonably be provided.

The standard of proof used will be the **balance of probabilities**.

Circumstances Where a Student May Be Required to Leave the Site

There are five circumstances in which a student may be required to leave the school site:

a) Suspension

Where a formal decision has been made to suspend a student.

b) Serious Criminal Allegation

Where a serious criminal offence has allegedly been committed outside school and the Executive Headteacher determines that education off-site is necessary while investigations take place.

c) Medical Reasons

Where a student's attendance presents a significant health and safety risk. This is not a suspension.

d) Uniform or Appearance Issues

Where permission has been granted to remedy a breach of uniform requirements. This is not a suspension and is recorded as an authorised absence.

e) Refusal to Comply With Screening

Where there is reasonable suspicion that a student is carrying a prohibited item and they refuse screening. This is not initially a suspension, although suspension may follow a full investigation.

Behaviour That May Result in Suspension

Examples include, but are not limited to:

- Verbal abuse of staff or students.
- Physical abuse of staff or students.
- Serious disruptive behaviour.
- Bullying, including cyberbullying.
- Sexual harassment or sexual assault.
- Damage to property.
- Theft.
- Possession of prohibited items.
- Carrying an offensive weapon.
- Possession, misuse or supply of illegal substances.
- Serious actual or threatened violence.
- Arson.
- Persistent breaches of the Behaviour Policy.

This is not an exhaustive list.

Suspensions will be for the shortest period reasonably possible.

The total number of days a student may be suspended in a school year must not exceed 45 school days.

Reintegration Following Suspension

Following any suspension, a reintegration meeting will normally take place involving:

- The student.
- Parents/carers.
- A senior member of staff.
- The SENDCO (where appropriate).

The purpose of the meeting is to:

- Review the incident.
- Identify support needs.

- Agree strategies to prevent recurrence.
- Consider additional interventions.

Where a student has SEND, the reintegration process will include review of:

- Reasonable adjustments.
- Existing support plans.
- EHCP provision where applicable.
- Advice from specialist services where appropriate.

Repeated suspensions for students with SEND may indicate unmet needs and will trigger a review of support arrangements.

Permanent Exclusion

Permanent exclusion is an exceptionally serious sanction and is used only when:

- There has been a serious breach of the Behaviour Policy; and/or
- Allowing the student to remain in school would seriously harm the education or welfare of others.

Permanent exclusion is always a last resort.

Prior to making a decision, the Executive Headteacher will consider:

- All available evidence.
- SEND and Equality Act responsibilities.
- Reasonable adjustments.
- Safeguarding considerations.
- Alternative interventions.
- Managed moves.
- Off-site direction.
- External support services.

A permanent exclusion may result from:

- Serious violence.
- Sexual assault.
- Serious bullying.
- Possession or supply of illegal substances.
- Carrying an offensive weapon.

- Other exceptionally serious incidents.

This list is not exhaustive.

Notification of Suspension or Permanent Exclusion

Parents/carers will be informed without delay of any suspension or permanent exclusion.

Written communication will include:

- The reason for the decision.
- The length of any suspension.
- Arrangements for education during the absence.
- Details of representation rights.
- Details of Local School Board review arrangements.

Where a student has:

- A Social Worker.
- An Education, Health and Care Plan.
- Looked After Child status.
- Previously Looked After Child status,

the school will take reasonable steps to notify the relevant professionals, including the Social Worker and Virtual School Head where appropriate.

Rights of Parents Following Permanent Exclusion

Where a permanent exclusion is confirmed, parents/carers will be informed of:

- Their right to make representations to the Local School Board.
- Their right to request an Independent Review Panel.
- Their right to request the attendance of a SEND expert at the review.
- Relevant timescales and procedures.

Local School Board Review

The Local School Board will establish a review panel in accordance with statutory guidance.

The panel will review:

- Any permanent exclusion.

- Any suspension resulting in more than 15 school days of suspension in a term.

The panel will consider:

- Procedural fairness.
- Compliance with statutory guidance.
- SEND duties.
- Equality duties.
- The evidence supporting the decision.

Appendix 4

Sixth Form Expectations

1. Overview

All Sixth Form students are expected to adhere to the whole school behaviour policy, however, there are a number of adjustments that are in place to reflect the age and maturity of Key Stage 5 students. The highest of standards of behaviour are expected from all Sixth Form students and the Sixth Form and school culture strives to establish a calm, safe and supportive environment whereby students feel respected and valued. Students are encouraged to be personally responsible for their own conduct and behaviour and to work with other members of the school community to achieve their personal and academic potential.
All members of the school community are expected to adhere to this policy.

2. Rewards

The school believes that it is important to encourage good conduct by celebrating and rewarding good behaviour. Following the issuing of tracking grades, students who have demonstrated high levels of effort are awarded letters of commendation as a formal acknowledgement of their achievements. Following the October set of tracking grades, Sixth Form students are able to earn the opportunity to receive home study. Home study allows students who have demonstrated academic responsibility, high levels of conduct and behaviour and high levels of effort the opportunity to work from home during one additional afternoon. From September 2023, students will have the opportunity to receive prizes in our Rewards Assemblies. Year 13 students can earn the opportunity to attend the annual garden party at the end of the academic year as a celebration of their hard work and dedication. To reward academic progress and achievement, we hold an annual Senior Prizegiving event for Years 11 to 13.

3. Sixth Form Expectations and Code of Conduct

All Sixth Form students are expected to adhere to the Sixth Form Code of Conduct and to work with the school to allow for the meeting of their academic, personal, social and emotional needs. All Sixth Form students are required to complete the 'Student Agreement' which indicates the fundamental expectations that the school have of them when starting their Key Stage 5 courses. All students are expected to:

- Adhere to the Sleaford Joint Sixth Form Student Agreement
- Demonstrate consistently high positive attitude and commitment to their education, including consistently high levels of respect for others
- Respect the individual rights of all members of the school community
- Maintain high levels of attendance (over 90%)
- Year 12 must remain on the school premises, other than during break times and when travelling between Carre's, KSHS and St George's Academy for lessons
- Attend all lessons punctually. This includes Supervised Private Study, Enrichment, Assemblies Core and Extended Project Qualification lessons
- Attend tutor time each morning at 8:45am
- Adhere to the expectations of the Sleaford Joint Sixth Form Dress Code
- Adhere to the school ICT Code of Conduct
- Accept responsibility for your own learning with the support of your teachers
- Complete all work to the required standard by the required deadline by using your time, in school and at home, effectively
- Promptly catch up with all missed work by liaising with subject teachers following a period of absence
- Act as a positive role model for younger students and behave in a manner which is expected of a Sixth Form student
- Take advantage of Enrichment and super-curricular opportunities to improve your key skills and enhance your employability

- Demonstrate a collective responsibility for Sixth Form workspaces
- Be responsible for ensuring that all work submitted is your own and that sources are references appropriately

4. Discipline Procedure

Sixth Form students are encouraged and supported to display the highest levels of behaviour and conduct at all times. When a student fails to meet these expectations, they can expect members of the Sixth Form team to consider the most appropriate action that reflects the circumstances on an individual case basis.

4.1 Sixth Form Detentions

The Sixth Form strives to treat students like an adult, but the schools operate a Sixth Form detention for students who fail to meet our expectations. Students are supported to take responsibility for their own behaviour and learning and are encouraged to understand the intrinsic reward of success, but also acknowledge that behaviour has consequences; cooperative behaviour results in rewards while uncooperative behaviour results in a negative consequence. Detentions can be issued by any member of staff. Students are placed into a 20-minute detention on a Friday breaktime for transgressions which do not require formal disciplinary action. The detention offers the opportunity for quiet reflection or for a mentoring conversation to ensure that support is put in place to avoid such behaviour in the future. Students who are issued with a Sixth Form detention will not be placed on the formal Discipline Code.

4.2 Discipline Code of Practice

The Sixth Form Discipline Code of Practice is based on the system that is used in the workplace and includes a four-part system. Students should be aware that the vast majority of Sixth Form students complete their two-years without being placed on the Discipline Code. Equally, students should acknowledge that failure to meet the expectations that we have of Sixth Form students regarding attendance, work ethic, conduct and behaviour, SJSF dress code and effort will result in the Discipline Procedure being implemented.

Stage 1. An official verbal warning will be issued by a member of the Sixth Form Team. A letter will be sent home to explain that a verbal warning has been issued.

Stage 2. A written warning will be issued by the Head of Sixth Form. A copy of the written warning will be sent home.

Stage 3. A written warning will be issued by the Executive Headteacher. A copy of the warning will be sent home.

Stage 4. Headteacher's review. A review of the students' place within the Sixth Form will be conducted. Parents/carers and the student will attend a review meeting.

4.3 Behaviour for Learning Sanction Guidance

Sanction	Example	Further Support/Sanction
Detention	Failure to wear student lanyard. Failure to sign in/out correctly on a SJSF site. Overzealous behaviour (e.g. pushing and shoving). Behaviour/actions that disrupt learning. Lack of bit/books/equipment. SJSF Dress Code not adhered to. Chewing gum. Poor behaviour in the wider community. Poor behaviour during non-contact time. Late to lesson without good reason.	Restorative mentoring conversation with a member of staff.

	Poor standard of work/lack of effort. Littering/eating outside of designated Sixth Form areas. Defiance towards staff (first offence). Use of bad language between students.	
Stage 1	**Escalation of an offence sanctioned with a Sixth Form Detention**. Bullying (first offence). Accessing out-of-bounds area during school hours. Continued defiance (despite prior warning). Continued overzealous behaviour despite warnings. Behaviour/actions that disrupt learning (continued). Persistent SJSF Dress Code issues. Minor damage to equipment/facilities. ICT misuse. Plagiarism. Possession of a banned substance/object. Truancy from a lesson, tutor time, assembly, Core session or Enrichment. Persistent lateness. Bringing the school into disrepute. Untargeted offensive verbal remarks (e.g. homophobic or racist language)	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.
Stage 2	**Escalation of an offence previously sanctioned**. Physical altercation between students. Sustained bullying, including name calling. Bringing the school into serious disrepute. Persistent non-cooperation/disruptive behaviour.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.
Stage 3	**Escalation of an offence previously sanctioned**. Plagiarism of a formally assessed piece of work (e.g. NEA, assignment). Deliberate/targeted use of homophobic/racist language. Unprovoked/premeditated physical assault of a student. Possession of an illegal substance/object. Sustained and persistent bullying. Shoplifting.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events. Internal isolation. Fixed term exclusion.
Stage 4	**Escalation of an offence previously sanctioned**. Assault towards a member of staff. Serious assault of a student. Organised theft (including when in uniform outside of school). Possession of a weapon in school. Sharing/dealing of a banned substance/object.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events. Internal isolation. Fixed term exclusion. Permanent exclusion.

4.4 De-escalation of Formal Disciplinary Action

Following placement on a stage of the Sixth Form Discipline Code, a review will take place at the end of the following half term. If the student has improved their behaviour, then consideration will be made regarding de-escalating the stage that they are on. For example, a student placed on Stage 2 of the Discipline Code who has no further concerns raised could be taken down to a Stage 1 at the end of the half term. If the student then completed a further half term with no concerns raised, they would then be removed from a Stage 1 and would return to a clean discipline record.

Appendix 5

Carre's Grammar School Standards and Expectations

Uniform:

- Black blazer with badge on breast pocket and red braid on each pocket.
- Black conventional school trousers (not excessively flared or too narrow). Black jeans are not acceptable.
- White shirt (long or short sleeved); shirt to be worn tucked in and with top button fastened.
- School tie to be worn at the appropriate length (approx. the length of a 30cm ruler).
- **Optional** black V-neck school jumper (no logos, sweaters, hoodies, or round neck jumpers).
- Black formal school shoes (not suede). Black trainers are not acceptable.
- Plain dark grey or black socks.
- Belts, if worn, should be plain black with a small buckle (no logos).
- OUTDOOR COATS - must not be worn indoors. Hoodies and zoodies are not permitted in place of a coat on site.
- Hair should be of natural colour and not of an extreme style.
- Jewellery: students may wear a watch and/or one pair of studded earrings if they wish.
- Nail varnish is not permitted.

Equipment:

Every day all students must have, as a basic minimum, **a pen**, **a pencil,** and **their planner** (the 3 Ps).

The expectation is however that all students should have:

- A blue and a black pen
- A pencil
- A rubber
- A ruler
- A pencil sharpener
- A calculator
- A basic maths set
- A whiteboard pen

In addition to the above, students must ensure that they have any other kit and/or equipment as required by specific subject areas.

Conduct:

- Students should be courteous and polite to one another; they should show respect to staff and students alike.
- Movement around school should be done in an orderly manner (students should not push and shove each other).
- Students should not be in any areas of the school building without express permission from a member of staff.
- Students must be punctual to form period and to all lessons. Failure to do so will result in appropriate sanctions.
- Students should take care of their environment, no littering, no chewing gum.
- The school site, buildings and equipment should be treated with respect and not deliberately damaged.
- Mobile phones and headphones are not permitted to be on between the hours of 8.40 am and 3.30 pm without express permission from a member of staff. At the end of the school day, students must ensure they are outside of the school buildings before switching their phones on.