



Including local arrangements in annexes for:

MAIDEN ERLEGH SCHOOL IN READING

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1: RATIONALE AND AIMS

Maiden Erlegh Trust has high expectations of the behaviour and attitudes of its pupils/students in all schools across the Trust. This includes whilst at school, on school trips/fixtures, and when representing the school and/or the Trust in any capacity, including walking to and from school, and on the internet.

How each school will respond when expectations are not met will vary

- The Anti-Bullying Policy
- The Attendance Policy
- The Child Protection Policy

The Physical Intervention Good Practice Document according to individual school dynamics. School-specific approaches and information are annexed to this document.

This policy covers our shared values and principles, as well as confirming our approaches to any statutory situations.

Every member of The Trust and each school (pupils/students, staff, members of the School Advisory Board) has the right:

- To be able to work and learn to the best of their ability and without disruption.
- To work and learn in a healthy, safe, and pleasant environment.
- To experience success and fulfil their potential.
- To feel valued
- To feel supported
- To be treated with respect and good manners
- To be treated fairly

Every visitor has the right to feel welcomed and to be treated politely and with respect. Every member of the public who meets pupils/students outside school has the right to be treated politely and with respect.

Every pupil/student is expected to do their very best to meet the Trust's high expectations, to take responsibility for, and accept the consequences of any mistakes or lapses in judgement, and to work constructively with any support put in place to help them to do so.

Every member of staff has a responsibility for upholding the school's culture and ethos, modelling positive conduct and communication, and ensuring that this policy is implemented. It is never someone else's job - the standards that you walk past are the standards you accept.

Parents and carers are expected to support the Trust and its schools in their work to maintain positive and safe environments, including in their application of this and other relevant policies.

Definitions

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Unless specified, the term “behaviour” will refer both to conduct and behaviour for learning.

Bullying

This is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally.

Harassment

This is unwanted behaviour which you find offensive or which makes you feel intimidated or humiliated. You do not need to have previously objected to something for it to be unwanted.

Proof

When establishing the facts in relation to a behaviour incident the School/Trust will apply the civil standard of proof, i.e., ‘on the balance of probabilities’ (it is more likely than not that a fact is true) rather than the criminal standard of ‘beyond reasonable doubt’.

The Maiden Erlegh Trust Code of Conduct applies to learners in all settings:

All pupils/students are expected to behave in a manner which promotes the best that they can be and the best interests of their school community and the Trust community. They must:

Treat everyone in the school community with kindness and respect.

Move around the School and classrooms in a safe and responsible manner.

Respect the School environment and the property of others.

Be attentive and polite in lessons and contribute positively.

Work hard and do their best in class and on homework/independent study.

Attend school regularly and arrive at school and lessons on time.

Take responsibility for managing their own learning.

Listen to members of staff and follow all reasonable instructions.

Use digital/smart technology and the internet safely and positively.

Dress smartly and appropriately at all times, and ensure their appearance is in line with expectations.

Definitions

Conduct: Poor conduct undermines the culture and climate of schools, for example by damaging:

- The orderly running of the School
- The safety and well-being of others
- The working/learning environment for learners and staff
- The learning of others
- The Trust/school's reputation
- The welcome extended to visitors and new staff and learners

Behaviour for Learning: Pupils/students who display good behaviour for learning display a positive attitude e.g., they:

- Listen and participate in lessons positively
- Manage and organise their learning well (e.g., meet deadlines and are punctual)
- Present and organise their work neatly
- Welcome and respond positively to feedback
- Support others in their work and learning
- Make and maintain positive relationships with others
- Take responsibility for their own behaviour and attitudes to learning
- Show they can work independently, in pairs and in groups
- Rise to challenges and are resilient.

Unless specified, the term “behaviour” will refer both to conduct and behaviour for learning.

Bullying is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally.

Harassment is unwanted behaviour which you find offensive or which makes you feel intimidated or humiliated. You do not need to have previously objected to something for it to be unwanted.

When establishing the facts in relation to a behaviour incident the School/Trust will apply the civil standard of proof; i.e. ‘on the balance of probabilities’ (it is more likely than not that a fact is true) rather than the criminal standard of ‘beyond reasonable doubt’.

2: CONDUCT AND BEHAVIOUR FOR LEARNING

Definitions

Each school in the Trust will have a range of support strategies in place to prevent, support and respond to poor behaviour (including to prevent incidents escalating and thus to prevent the need for sanctions). We acknowledge that we must strike the right balance between prevention, support, and response.

Prevention

Expectations for behaviour are expressed in two main documents:

- The Maiden Erlegh Trust Code of Conduct for Students
- The Acceptable Use of Digital Technology Agreement (see school website Key Policies)

In addition, each school will have other documents outlining the roles and responsibilities of students, parents, and the school e.g.

- Anti-Bullying Policy
- Attendance Policy
- Behaviour for Learning/Classroom expectations

When pupils/students join a school, they and their parents receive a copy of the Code of Conduct. At the start of each academic year, all pupils/students are reminded of the behaviour expected of them in classrooms, around school, when representing their school and when using Information Technology. Copies of the Code of Conduct and the Acceptable Use of Digital Technology Agreement are also found on the school website. It is each Headteacher's responsibility to ensure that these expectations are clear to all stakeholders (this will include education, publication on website, and reminders through bulletins and other ad-hoc communications).

Rewards

Each school will develop its own reward structure appropriate for its context. In doing so, schools will consult staff and pupils/students. See Annex 4.

Children will be rewarded not only for academic effort and performance but also for aspects related to their Character Education: their attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.

Support

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We will always consider if there is an unidentified need causing or exacerbating poor behaviour and thus if additional support is necessary.

Where the issue is related to Behaviour for Learning (including linked to homework), individual teachers will employ a range of support techniques to avoid having to escalate from a Level 1 issue (see Annex 3). For example:

- **Encouraging pupils/students to use different resources and people to help them with activities**
- **Moving the student to a different part of the classroom**
- **Using a period of “time-out” with another teacher**
- **Offer support outside lesson time if they are finding the work challenging and/or to catch up missed work**
- **Implementing a short period on a report card**

Where the issue is related to conduct around the School (including linked to punctuality or uniform) staff will employ a range of support techniques to avoid having to escalate from a Level 1 issue (see Annex 3). For example:

- Encouraging pupils/students to focus on clear behavioural improvement targets
- Implementing a brief period on a pastoral report card or reward chart to reinforce positive conduct and/or behaviour for learning
- Issuing spare school uniform on a temporary basis

In some cases a range of more bespoke supportive measures may be used. For example:

- Bespoke support sessions (e.g., mentoring, counselling as appropriate)
- Revised Classroom Support Plans
- Risk Assessments with linked actions for staff, students and parents – where behaviour potentially poses a risk.
- An Alternative Learning Programme in school to allow pupils/students to reflect on their behaviour, keep up with work and make a fresh start when reintegrated into the wider school community.
- A part-time and/or modified timetable for an agreed period, to support rehabilitation and/or restoring relationships, or catching up work, and/or reducing anxiety which may be in part causing the poor behaviours (this may be in school or with another organisation, or a combination of both).
- A Managed Move to another school (see Part Three).
- Referrals to outside agencies (e.g., for assessment or to try and secure external support)

When issues are persistent, support strategies will be more formal and include students and parents. The purpose of these strategies is to:

- Set targets for improvement and de-escalation of issues
- Agree support strategies (and risk assessments or referrals to other agencies as necessary)
- Agree roles and responsibilities for all parties.

Individual Behaviour Plans (IBPs) are typically used for persistent Level 2 or Level 3 behaviours. They are run by Pastoral Middle Leaders and involve meetings every four to six weeks. We would expect to see significant improvement within half a term.

Pastoral Support Plans (PSPs) are typically used when an IBP has not had the desired outcome, when behaviour is a serious concern and/or when a pupil/student is deemed to be at risk of either suspension or permanent exclusion. PSPs are usually run by Senior Leaders and involve meetings every 2 to 3 weeks. We would expect to see significant improvement within half a term, with no further Level 4 incidents.

Sixth Form Contracts are used in Key Stage 5 when an IBP or PSP may have been used in other key stages.

Response

This policy's effectiveness is based on consistent, assertive, and positive school-wide behaviour management. All staff are responsible for managing behaviour, and the implementation of this policy, in each Trust school. The response to any poor behaviour aims to preserve the positive environment and dignity for everyone involved. We:

- see every child/young person as an individual worthy of respect and kindness
- do not punish the majority for the errors of a few
- praise more than we chastise
- praise in public and reprimand in private
- never make personal comments
- do not shout or sanction in anger

The person imposing any prevention/support strategies, or sanctions must inform the pupil/student and their parents in a timely way and explain the reasons for them.

Staff training

All staff are required to read and implement the Behaviour Policy before starting school and behaviour management strategies are covered with all members of staff at induction and refreshed during the year. In addition, all staff receive reminders of their school's local procedures in the relevant handbook.

Trainee teachers and NQTs received bespoke sessions on behaviour management, and we provide coaches and mentors for colleagues who need support in this area.

Whole school training sessions cover a range of professional development sessions linked to behaviour management e.g., on Behaviour for Learning, working with SEND pupils/students, de-escalation techniques. We also provide training on advanced specialist strategies such as physical intervention mental health first aid.

3: SANCTIONS AND CONSEQUENCES

The law allows schools to impose sanctions upon pupils/students for disciplinary reasons only. This includes breaches of the Behaviour Policy and in respect of those who fail to follow instructions. Sanctions can be imposed for misbehaviour in and out of school to such an extent as is reasonable.

When imposing a sanction, the following conditions must be satisfied:

- The sanction must be imposed by a member of staff authorised by the Headteacher.
- The decision to impose the sanction must be made on school premises or while the pupils/student is under the charge of the member of staff imposing the sanction.
- The imposition of the sanction must not breach any other legislation (for example, the Special Education Need Code of Practice or the Equality Act 2010).
- The sanction must be reasonable and proportionate, taking into account the pupils/student's age, special educational needs, disability, or religious requirements

Having a Special Educational Need or Disability does not exempt a pupil/student from school consequences or sanctions, though this will be taken into account during the investigation and any potential sanction will be considered in accordance with the school's legal duties and responsibilities under the Equality Act 2010 and in line with the Special Educational Needs and Disability Code of Practice, and after all reasonable adjustments have been made where appropriate.

Possible Sanctions

The majority of incidents will be resolved immediately, with a pupil/student responding to a reminder of the expectations. If the pupil/student fails to respond positively and fails to modify their behaviour, one or more of the following sanctions may be imposed:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as sanction
- Loss of privileges – for instance the loss of a responsibility or not being able to participate in a non-uniform day
- Detention including during break-time, lunchtime, after school or on INSET day.
- A same day disciplinary detention
- School based community service
- A report card

When a pupil/student, having been sanctioned in this way, either refuses to comply or fails to modify their conduct/behaviour for learning, or when a pupil's/student's behaviour has become more serious, they will be referred to a school leader who may impose one or more of the following sanctions:

- A longer disciplinary detention
- Multiple disciplinary detentions
- Multiple same day disciplinary detentions
- Extended days
- Withdrawal of free time at break, lunch, free period privileges in school
- A temporary or permanent ban from representing the school on trips, visits, or public activities
- A temporary or permanent ban from taking part in school social activities
- Withdrawal of an allocated place on a school trip, visit or other activity (forfeiting

- any monies paid for such activities)
- Imposed awareness and reflection work
- Confiscation of property (for which we reserve the right to search the pupil's/student's belongings)
- Department/phase withdrawal, when the pupil/student will work on their own in another classroom (this may be with another class)
- Alternative Learning Provision (ALP) in school (pupil/student is withdrawn from lessons for a day or more)
- A Fixed Term Transfer (FTT) – a supervised Alternative Learning Provision and/or modified timetable in another educational establishment within the Trust or at another local school
- A Suspension
- A Permanent Exclusion (PEX)

The Trust's approach to poor behaviour will endeavour to be positive and constructive at all times, with any form of alternative learning, suspension or exclusion being used as a last resort, or if a situation has arisen which demands strong and immediate action. Parents will not be involved in either the process or decision to sanction a pupil/student who is not their child, even where their child was a victim of that pupil's/student's misbehaviour.

Parents wishing to complain about any disciplinary sanction imposed on their child are able to do so under the Trust's published Complaints Policy. For all sanctions resulting in a pupil/student being withdrawn from their usual timetable as part of a formal sanction (not including the investigation period) due consideration will be given to a pupil's/student's needs, protected characteristic features, safeguarding issues, and prior record, before making a final decision. The decision-making process and its conclusions will be recorded on the Trust "Sanction Consideration Form" and filed with the evidence of the investigation. See Annex 2 for school specific stages of response to poor conduct and/or behaviour for learning.

4: DETENTION

Schools have the power to impose detention (including outside school sessions) upon any pupil/student under the age of eighteen years as a disciplinary penalty. All detentions will be recorded electronically on the pupil's/student's file.

Permitted Day

The detention can be on a "permitted day", which is any school day, any Saturday or Sunday (excluding the Saturday and Sunday immediately before or after school holiday) or any inset day.

Notice

Parents are not legally entitled to notice of a detention imposed upon their child before it can take place, although a school will usually notify the parents of any detention imposed outside normal school sessions, except in relation to detentions which take place immediately after school.

Parental Consent

Parental consent to a detention is not required. If parents want to raise an objection to a detention, they may do so under the Trust's published Complaints Policy. In those circumstances, the detention may be postponed until after the complaint has been considered. This is not guaranteed, however.

Travelling Arrangements

In addition to the normal rules regarding the imposition of sanctions, a school will take into account whether suitable travelling arrangements can reasonably be made by the parents where the pupil/student is very young, does not live within walking distance of the school and is reliant on school transport or public transport which is only available at specific times. Whether making alternative travel arrangements is inconvenient to the parents is not a factor which a school will take into account.

Lunch Time Detentions

If a school imposes a detention at lunch time, the school will ensure that the pupil/student is allowed a reasonable amount of time to eat, drink and use the toilet facilities.

Failure to Attend Detention

If a pupil/student fails to attend a detention without a reasonable explanation, they will normally receive a more severe sanction.

5: ALTERNATIVES TO SUSPENSION AND EXCLUSION

Lesson Withdrawal

Lesson withdrawal is when the pupil/student is removed from a particular lesson for one or more lessons and placed elsewhere in the school, either on their own or with other pupils/students. This is a sanction for serious or persistent poor behaviour in a particular subject.

Alternative Learning Provision (ALP)

ALP is when a pupil/student is removed from his or her formal lessons for a limited period of time and placed elsewhere in the school and remains supervised. This is a sanction for serious or persistent poor behaviour. In such cases, provision will be made for the pupil/student to eat lunch and use the toilet facilities. The period of time a pupil/student may be sanctioned in this way is determined on a case-by-case basis. During this period, pupils/students will typically also undertake a programme of activities designed to enable them to reflect on their behaviour, its impact on them and others and how to reintegrate positively back into their school.

Modified Timetable (MTT)

A school may work with the parents and pupil/student to agree a modified timetable (usually for a fixed period of time) when the pupil's/student's day timings and/or timetable structure is adapted to improve engagement, provide time for therapeutic interventions, work experience, alternative courses etc. The MTT and its impact is reviewed regularly throughout the process

Fixed Term Transfer (FTT)

Schools within the Trust may impose a Fixed Term Transfer, whereby a pupil/student is required to attend an Alternative Learning Provision (ALP) at another school for a period of time determined on a case-by-case basis. This is a sanction for very serious or persistent school behaviour, usually as an alternative to suspension from school.

Direction to an alternative education establishment

A school's School Advisory Board may direct a pupil/student off-site for education to improve their behaviour (in line with Alternative Provision Statutory guidance for local authorities 2013). This would be for an agreed time and reviewed regularly throughout the placement.

Alternative and Off-Site Provision

This is when a pupil/student attends a different setting for part of the week with the intention of improving their engagement in school, helping them to manage their emotions, and raising their self-esteem. This would be for an agreed time and reviewed regularly throughout the placement. All of the settings used by Maiden Erlegh Trust schools are checked for compliance (eg Health and Safety, Insurance, Safeguarding Systems) and are regularly visited by a member of staff.

Managed Move

Schools within the Trust may suggest a managed move to another school with a view to it becoming a permanent placement. This is a structured and supported process allowing the pupil/student to make a fresh start, usually to avoid permanent exclusion. It is done only with the pupil/student's and the parents' consent and is reviewed regularly throughout the placement

6: SUSPENSION AND EXCLUSION

Any decision to send a pupil/student off-site (even at lunchtimes) is a suspension and will be dealt with formally in accordance with Department for Education's statutory guidance September 2023. Only the Headteacher has the power to impose a suspension or permanent exclusion.

Our priority is to try to prevent pupils/students being suspended or excluded from school and whilst only ever used as a last resort, suspension or exclusion may be imposed for:

- Bringing a prohibited item into school
- Bringing a school or the Trust into disrepute
- Defiance of staff which jeopardises safety
- Discrimination on the grounds of membership of a protected group under the Equality Act
- Drug and alcohol related incidents (including legal highs, tobacco, and vaping)
- Failure to comply with the expectations of an internal isolation, ALP, or a Fixed Term Transfer
- Grooming for any purpose including sexual or criminal exploitation and radicalisation
- Malicious accusations
- Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others
- Persistent or deliberate reckless or dangerous behaviour
- Physical assault of member of staff or visitor to a school/the Trust
- Physical assault of pupil/student
- Possession/use of a dangerous weapon (or implement/substance which could be construed as a dangerous weapon)
- Posting abusive, misleading, or illegal comments, images, or other content in emails or on social networking sites or blogs
- Refusal to Accept the Authority of the School
- Repeated bullying of any member of the school community
- Repeated harassment of any member of the school community
- Serious damage to property/vandalism/graffiti belonging to another pupil/student, a member of staff or visitor to a school/the Trust
- Sexual misconduct
- Significant or persistent breach of the Acceptable Use of Digital Technology Agreement
- Theft of property belonging to another pupil/student, member of staff or visitor to a school/the Trust
- Threatening or intimidating behaviour of any kind
- Verbal abuse of member of staff or visitor to a school/the Trust
- Violent disorder

This list is not exhaustive.

The Decision to Suspend/Exclude

Before taking the decision to suspend/exclude, the Headteacher will:

1. Conduct an investigation into the events leading up to the suspension/exclusion or delegate the investigation to another appropriate colleague.
2. The investigation will include:
 - Taking signed and dated witness statements from other pupils/students and members of staff.
 - If a witness is reluctant to sign a statement the interviewing staff member will produce a witness statement to confirm exactly what the witness said, and the witness will be given a chance to correct any mistakes.
 - In the event that a pupil/student refuses to make a statement this fact will be recorded formally by the interviewing member of staff.
 - Collecting any other relevant evidence possible (for example, photographs or CCTV footage)
 - Taking all reasonable steps to obtain a statement from the pupil/student at risk of suspension/exclusion.
3. The Headteacher will assess the evidence and information obtained during the course of the investigation and establish the facts (on a balance of probabilities).
4. He/she will ascertain whether there are any underlying causes for the behaviour (e.g., if the pupil/student has recently suffered a bereavement or has been subjected to bullying).
5. He/she will ascertain whether the pupil/student has a special educational need or disability or protected characteristic (as defined by the Equality Act 2010) and whether a reasonable adjustment should be made.
6. He/she will decide whether a suspension (and, if so, the length of the suspension) or whether a permanent exclusion is merited.
7. He/she will decide whether a suspension or permanent exclusion is lawful, rational, reasonable, fair, and proportionate.
8. A permanent exclusion will be imposed where there has been a serious breach, or persistent breaches, of this Behaviour Policy, and where allowing the pupil/student to remain in school would seriously harm the education or welfare of the pupil/student or others in the school.
9. The school reserves the right to impose (exceptionally) a further consecutive suspension or a permanent exclusion for the same misbehaviour where further evidence comes to light after the original suspension.

Procedure for issuing a Suspension or Permanent Exclusion

When the Headteacher has made a decision to suspend/exclude, the following procedure will be followed:

1. The parents will be contacted on the same day verbally (usually by telephone) or by email if that is not possible. They will be informed of the period of the suspension or permanent exclusion and the reasons for it.
2. The parents will receive a formal notification letter confirming the period of the suspension, the reasons for the suspension, and all other statutory information required by the Regulations and Guidance. Every effort will be made to give a copy of this to the parent or pupil/student at the time the suspension/exclusion is issued.
3. Work will be sent home for the pupil/student to complete during the first five days of the suspension/exclusion. Where the suspension is for a period of more than five days, the school will arrange for alternative educational provision from the sixth consecutive day. For permanent exclusions, the local authority will arrange for alternative educational provision from the sixth day of the exclusion.
4. For a suspension which results in the total number of days suspended in that term **not exceeding 5 days**, the parents will be invited in the notification letter to make representations about suspension which, if received, will be considered by the School Advisory Board and, in appropriate cases, a copy of their comments will be placed on the pupil's/student's record. The School Advisory Board will not, however, have the power to direct reinstatement, and the pupil/student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a member of the School Advisory Board).
5. For a suspension which results in the total number of days suspended in that term **exceeding 5 days but not exceeding 15 days**, the parents will be invited in the notification letter to make representations about the suspension which, if received, will result in the School Advisory Board Disciplinary Committee arranging a meeting **within 50 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).
6. For a suspension which results in the total number of days suspended in that term **exceeding 15 days**, the parents will be invited in the notification letter to make representations about the suspension and, whether or not representations are received, the School Advisory Board Disciplinary Committee will arrange a meeting **within 15 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).
7. For a **permanent exclusion**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the School Advisory Board Disciplinary Committee will arrange a meeting **within 15 school days** to review the Headteacher's decision and decide whether to uphold the exclusion or direct reinstatement, immediately or on a specified date.
8. For a suspension which results in the **loss of opportunity to take a national curriculum test or public examination**, the parents will be invited in the notification letter to make representations about the suspension and, whether or not

representations are received, the School Advisory Board Disciplinary Committee will **take reasonably practicable steps to arrange a meeting before the test or examination is due to take place, and in any event within 15 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).

The Pupil/Student's Involvement in Making Representations

Where representations are made by parents, the suspended/excluded pupil/student may also be involved by writing down anything that the pupil/student wants to say about the suspension/exclusion and attaching this to the parents' representations, which should be addressed to the Clerk to the School Advisory Board and either taken in to the School office, or sent by email to the Clerk to the Board of Trustees at trustees@maidenerlegtrust.org as soon as possible, and at least two days before the meeting, where relevant.

School Advisory Board Disciplinary Committee Meeting

School Advisory Board Disciplinary Committees are typically made up of three School Advisory Board members. Where availability is limited one member of the Committee may be a Trustee.

When a School Advisory Board Disciplinary Committee meeting is to take place, the parents are able to attend the meeting, and be accompanied by a representative (at their own expense) or a friend. The pupil/student may also attend if the parents so wish. The parents, pupil/student, representative or friend may make representations to the School Advisory Board at the meeting. The parents may also request that a representative of the local authority (and a representative of the local authority in the area in which the pupil/student lives, if this is a different area to the school) is invited to attend the meeting, as an observer only.

Where the School Advisory Board Disciplinary Committee direct that the pupil/student is to be reinstated, they will be reinstated by the Headteacher immediately or, if so directed, on the specified date, and the suspension/exclusion will be recorded as withdrawn on the pupil's/student's record.

Where the decision to suspend/exclude is upheld by the School Advisory Board Disciplinary Committee, the parents will be sent a notification letter informing them of this fact and the reasons for the decision, together with statutory information required under the Regulations and Guidance. In the case of permanent exclusions, this information will include full details of how the parents may ask for a review of the decision by an independent review panel.

Independent Review Panel

Independent Review Panels will be convened and run in accordance with Statutory Guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023](#)

Document Retention

Unless exceptional circumstances apply warranting a longer retention, a copy of the Permanent Exclusion file will be retained by the school for a period of one year after which time it will be confidentially disposed of.

Readmission

When a child returns to school following a suspension, there will be a readmission meeting involving key staff, the child and parents will also be invited. In the event that the parents are unable or choose not to attend, the readmission meeting will go ahead in their absence.

The purpose of this meeting is to:

- Take in any outstanding work set for the period of the sanction.
- Re-establish expectations for re-integration into the school community.
- Review any support strategies in place and agree any amendments/additions including behaviour plans and risk assessments if relevant.

If a child is unable /unwilling to commit to adhering to school rules and expectations, they will be readmitted to school, a risk assessment will be conducted, and mitigations may be put in place. They may face further suspensions or permanent exclusion in the event of further transgressions of the behaviour policy.

All readmission meetings will be followed-up with parents in writing.

7: THE USE OF REASONABLE FORCE AND RESTRAINT

Government guidance sets out how reasonable force or restraint can be used in schools. Use of Reasonable Force in Schools 2013.

The term “reasonable force” means such force as is reasonable in the circumstances and covers a broad range of actions involving a degree of physical contact with a pupil/student which are used by most teachers and other members of staff in schools at some point during their careers. Force is usually used to control or restrain, ranging from guiding a pupil/student to safety by the arm, to more extreme circumstances such as breaking up a fight, or restraining a pupil/student to prevent violence or injury.

The term “reasonable in the circumstances” means using no more force than is needed and is proportionate to the consequences it is intended to prevent.

Members of staff will always try to avoid using reasonable force in a way which might cause injury but, in extreme cases, it may not always be possible to avoid injuring a pupil/student.

Reasonable force is generally used for two main purposes; to control pupils/students, or to restrain pupils/students. The term “control” means either passive physical contact (such as standing in between two pupils/students or blocking the path of a pupil/student), or active physical contact (such as guiding a pupil/student by the arm out of a classroom). The term “restrain” means to hold back physically or to bring a pupil/student under control.

The decision to physically intervene is down to the professional judgement of the member of staff concerned. There is a power, not a duty, to use force so members of staff have discretion whether to use it. However, teachers and other school staff have a duty of care towards their students/pupils, and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Where a pupil/student is disabled or has special educational needs, reasonable adjustments will need to be made by the member of staff.

Where a serious incident has occurred, which involved the use of reasonable force, this will be notified to the pupil's/student's parents. In deciding whether an incident is serious, the school will consider the pupil's/student's behaviour and the level of risk involved, the degree of force used, the effect of the use of reasonable force on the pupil/student or the member of staff and the pupil's/student's age.

All members of staff (including volunteers and parents attending school trips where the Headteacher has put these people temporarily in charge of pupils/students) have the power to use reasonable force.

Examples of when reasonable force can be used include:

- To prevent a pupil/student from leaving an area to protect their safety or the safety of others at risk
- To stop a fight between students/pupils
- To prevent a pupil/student from harming themselves or others.
- To prevent a pupil/student from committing a criminal offence
- To prevent damage to property
- To conducting a search of a pupil/student without their consent for prohibited items

The above list is not exhaustive.

When using reasonable force would put a member of staff, or anyone else at risk, they should take other reasonable action to minimise the risk and get help (including calling the police or paramedics, or for the help of parents, where necessary).

Parental consent is **not** required for members of staff to use reasonable force on pupils/students. Parents who are unhappy that reasonable force has been used on their child are able to submit a formal complaint to the relevant school under its published Complaints Policy, however it will be the responsibility the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

It is not illegal for members of staff to touch a pupil/student when this is appropriate, for example when comforting, congratulating, or praising a pupil/student, or demonstrating techniques in music or physical education.

Each school will keep a record of physical interventions. This will be reviewed on an annual basis.

In our SEN and Alternative Provision Schools, staff receive specialised training in the use of restraint.

All incidents of restraint will be recorded in CPOMS.

8: TYPES OF INCIDENT

Pupils'/students' behaviour outside the school gate (including on the internet)

When a school is made aware of pupils/students behaving inappropriately or in a way which is unsafe outside school, their parents will be informed, and advised as to how they can support their child in the community and/or online. There will be an expectation on parents to support the school in disciplinary matters.

Non-criminal poor behaviour and/or bullying which occurs off the school premises, and which is witnessed by a staff member or reported to the school, may also be considered as grounds for sanctions as outlined within this policy. In such cases, incidents will be reviewed, and sanctions imposed in the same way as if the incident had happened in school (including up to permanent exclusion).

Pupils/students may be disciplined for poor behaviour when the pupil/student is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil/student at the school

Pupils/students may also be disciplined for poor behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil/student or member of the public or
- Could adversely affect the reputation of the School or the Trust

Breaches of the Law

The school has the power to impose an appropriate disciplinary sanction on a pupil/student who has misbehaved in a way which could amount to a criminal offence (for example, theft, physical or sexual assault, criminal damage, possession or supply of prohibited substances, harassment, or public order offences). This applies to misbehaviour on the school's premises or outside school, and a sanction can be imposed even where the pupil/student was not identifiable as a pupil/student of the school at the time.

There may be occasions when the police decide to take no formal action against a pupil/student, but this does not always mean that the police have cleared the pupil/student of guilt – they may be satisfied that an offence was committed but have decided it was not in the public interest to take formal action. The school will therefore carry out its own investigation (applying the civil standard of proof 'on the balance of probability', rather than the criminal standard of 'beyond reasonable doubt') and may impose a sanction where it is fair, reasonable, and proportionate to do so.

The Trust and/or the relevant school will report any behaviour which may amount to a criminal offence to the police (and in most cases to Social Services) and co-operate fully with any subsequent police investigation or prosecution by providing all relevant information.

If a child is found in possession of a weapon (including a blade), a controlled substance, an acid or toxin, child or extreme pornography the Trust and/or relevant school will automatically report them to the police and in most cases to Social Services.

If the School is concerned of potential links to radicalisation, criminal exploitation, or gangs they will liaise with the appropriate agency.

Mobile telephones and electronic devices

When used at a time or in a way which is restricted, the mobile telephone/device will be considered a “prohibited item” banned by the Trust/school, and subject to the normal rules on searching, seizure, retention, or destruction.

A pupil’s/student’s mobile telephone/device may also be confiscated by the relevant school as a disciplinary sanction. In such cases, the mobile telephone/device will be retained until it can be collected by the pupil/student and/or parent after a period of time agreed by the school. This may be up to the end of the current term.

Any use of a mobile telephone/device must comply with the relevant school’s Acceptable Use of Digital Technology Agreement. Any unauthorised use of a mobile ‘telephone will be considered to be in breach of this agreement.

Please see Annex 1 for local arrangements.

School uniform (code of dress in the Sixth Form)

Pupils/students are expected to wear the relevant school uniform/code of dress and abide by the school’s expectations of appearance and self-presentation including to and from school.

These are made clear on the website, and we expect parents to support our expectations. When there are valid reasons for a pupil/student not being able to comply for a short period of time, parents are expected to confirm the reasons for this in writing, and to rectify the situation in the shortest period of time possible.

Please see Annex 1 for local arrangements.

Malicious allegations

Malicious allegations against staff are very serious, and we reserve the right to impose any sanction up to and including a permanent exclusion on any pupil/student who is found to have made a malicious allegation.

In addition, where the pupil/student remains at the school, they are likely to be required to undertake some supportive and educational work. In some circumstances it may be appropriate for the child to take part in a process of restorative justice or mediation with the member of staff in order for all parties to be able to move forward. We would expect parents to support this.

Vandalism, Damage or Theft

In the event that a pupil/student is found to have caused damage as a result of wilful or reckless behaviour we reserve the right to ask the parent/carer for a contribution towards the cost of replacement/repair. This applies to damage to the school building and its contents as well as property belonging to another pupil/student, a member of staff, or a visitor. The same applies in the event that a pupil/student is found to have stolen property.

Students who are intoxicated

Any student who is believed to be intoxicated will be sent home and this will be recorded as a formal suspension from school. If a student is unwell, medical attention will be sought or recommended.

9: THE POWER TO SEARCH

Any decision to search a pupil/student will be dealt with in accordance with Department for Education's guidance: [Searching, screening and confiscation July 2022](#):

A school can search any pupil/student or their possessions for any item with the pupil's/student's consent. If a member of staff asks a pupil/student to empty their pockets or bag, and they do so, this will be deemed to have consented to being searched. If a pupil/student refuses to be searched, they will be deemed to be in breach of the Behaviour Policy and could be suspended from school.

The school can require pupils/students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils/students. In accordance with the guidance, if a pupil/student refuses to be screened in this way, an assessment will be made as to whether it is necessary to carry out a search. If the pupil/student refuses a search, they may be sanctioned in line with the school's behaviour policy. During this time the pupil may be supervised and kept away from other pupils. An assessment may also be made as to whether it is appropriate to use reasonable force to conduct the search.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers, and bags.

Prohibited Items

A school's Headteacher and members of staff authorised by the Headteacher have the right to search a pupil/student or their possessions, without consent, if they have reasonable grounds for suspecting that the pupil/student may be in possession of a "prohibited item". If a member of staff suspects that a pupil/student is in possession of a "prohibited item" and the pupil/student refuses to empty their pockets or bag, the school can impose an appropriate sanction for this refusal.

A school's Headteacher and members of staff authorised by the Headteacher have the right to use such force as is reasonable, given the circumstances, when conducting a search for a 'prohibited item'.

The "prohibited items" are:

- Abusive or racially inflammatory images or texts
- Acids or toxins
- Alcohol
- Any article that the member of staff reasonably 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 pupil/student themselves).
- Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others
- E-cigarette or vaping items
- E-scooters
- Fireworks
- Controlled substances (including illegal or prescription drugs and associated paraphernalia)
- Knives/blades or weapons
- Laser pens or similar

- Legal highs
- Literature or images considered to be purporting extremist views
- Mobile telephones/electronic devices when used in a way that contravenes the school rules
- Pornographic images
- Replica or toy weapons
- Stolen items
- Tobacco products, lighters/matches, and cigarette papers

Banned Items

A school and/or the Trust reserves the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive. Headteachers and authorised staff can search for items banned by the school as identified in the local school rules as an item which may be searched for. Force cannot be used to search for items banned under the school rules.

Authorised Members of Staff

Searches will only be conducted by members of staff authorised by the Trust and/or Headteacher of a school. In each school, the following members of staff are authorised to conduct searches:

- All members of the Senior Leadership Team
- All members of the Inclusion/Behaviour Team
- Special Educational Needs Co-ordinator
- Designated Safeguarding Lead
- Pastoral middle leaders
- Phase leaders
- Family Support Advisor
- The Trust Designated Safeguarding Lead
- The Executive Director of Education
- The Chief Executive Officer
- Any other member of staff authorised by the Headteacher

Searches

In almost all cases, the member of staff conducting the search must be the same sex as the pupil/student being searched; and the search will be conducted in the presence of another member of staff acting as a witness. If possible, they will also be the same sex as the pupil/student.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the pupil/student or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the opposite sex of the pupil/student and without a witness present.

Members of staff can refuse to conduct a search, even where they are authorised to do so by the Headteacher, and the Headteacher cannot compel any member of staff to conduct a search other than a member of the school's security staff. Where a member of the school's security staff conducts a search, it should be witnessed by a permanent member of staff other than security staff at the school. Members of staff will receive training on conducting searches, as appropriate.

There is no requirement for parents to be notified in advance of a search, and parental

consent is not required.

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Where a pupil/student fails to cooperate with a search for any item (including items prohibited by the school), this will be regarded as defiance and a disciplinary sanction imposed, in addition to any disciplinary sanction for other misbehaviour leading to the search.

All members of staff conducting a search of a pupil/student will have due regard to the pupil's/student's expectations of privacy during the search. The pupil/student may be asked to remove outer clothing but will not be asked to expose their underwear. Outer clothing also includes hats, footwear, gloves, and scarves, as well as trousers when worn over other trousers/jogging bottoms.

The school will notify the pupil's/student's parents when a "prohibited item" or a "banned" item has been found.

Confiscation of Items Found

A school can seize, retain, or destroy any 'prohibited item' found following a search. A school can also seize any item found in any circumstances which is considered to be harmful or detrimental to the school and/or Trust, or any item which is evidence in relation to a criminal offence. In addition, a school can confiscate, retain, or dispose of any item belonging to a pupil/student as a disciplinary sanction for misconduct by the pupil/student, where reasonable to do so.

Where the member of staff is not sure whether a substance found is illegal or not, but has reason to believe that it may be an illegal substance, it will be treated as an illegal substance.

In determining whether there is a "good reason" not to hand items over to the police, or for not erasing data or files from electronic devices, the member of staff will take into account all relevant circumstances and use their professional judgement, including considering the value of a stolen item, and whether an item can be safely disposed of by the school.

Abusive or racially inflammatory images or texts	These will either be handed to the police or destroyed. If the image or text is electronic, it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Acids or toxins	Where acids or toxins are found, these will either be handed to the police or destroyed.
Alcohol	Where alcohol is found, the school will seize and dispose of it. Alcohol will not be returned to the pupil/student, their parents, or any other person.
Any item which may be being used, or	Any item falling into this category will be seized and handed to the police.

have been used to coerce, groom, bribe or intimidate others	
Any article that the member of staff reasonably 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/pupil themselves).	Any item falling into this category may be delivered to the police or returned to the owner. It may also be retained or disposed of.
E-cigarette or vaping items	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.
E-scooters	Where these are found, they will be retained by the school and returned only to a parent.
Mobile telephones/electronic devices when used in a way that contravenes the school rules	Where mobile telephones or electronic devices are seized, the Headteacher or authorised member of staff may search the device if they reasonably suspect that there is data or a file on the device which has been, or could be, used to cause harm, to disrupt teaching, to break the school rules or to commission a crime. They can delete the data/file including from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Fireworks/caps	Where fireworks are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.
Controlled substances (including illegal or prescription drugs and associated paraphernalia)	Where controlled drugs are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution. Where there is a good reason for doing so, the school may dispose of the controlled drugs instead of handing them over to the police.
Knives/blades or weapons	Where knives/blades or weapons are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution.
Laser pens or similar	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Legal highs	Where other substances are found which are not believed to be controlled drugs but are believed to be harmful or detrimental to good order and discipline (for example "legal highs" or acid), the school will dispose of them. They will not be returned to the pupil/student, their parents, or any other person.
Literature or images considered to be	These will either be handed to the police or destroyed. If the image or text is electronic it will be deleted from the device and from the cloud if it is not to be handed over to the police, before

purporting extremist views	retaining or disposing of the device, or returning it to the pupil/student who owns it.
Pornographic images	Where pornographic videos or images are found, the school will seize these and dispose of them. Electronic imagery Images will be permanently deleted from the device and from cloud storage. Where the pornography is extreme or involves children, the school will hand the video/images over to the police and co-operate fully with any subsequent investigation or prosecution. They will not be returned to the pupil/student, their parents, or any other person.
Replica or toy weapons	These will either be handed to the police or destroyed. They will not be returned to the pupil/student, their parents, or any other person.
Stolen items	Where items which are believed to be stolen are found, the school will seize these and hand them over to the police as evidence as soon as possible and support any subsequent investigation or prosecution. Where there is a good reason for doing so (for example, where there is no criminal investigation), the school may return the stolen items to their rightful owner instead of handing them over to the police.
Tobacco products, lighters/matches, and cigarette papers	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.

Liability for Confiscated Items

Members of staff who have seized a “prohibited item” have a defence to any proceedings brought against the School or Trust or themselves in relation to the loss of, or damage to, any item which they have confiscated in accordance with the procedure outlined in this Behaviour Policy. Whilst the School will ensure that reasonable care is taken of seized items, the school will not accept any liability for the loss of, or damage to, any items which have been confiscated in accordance with the procedure outlined in this Behaviour Policy.

10: MONITORING

School level rewards, support strategies and sanctions (including all detentions) are recorded centrally as are all attendance records.

As part of each school’s half termly reviews of its school improvement plan review and school evaluation, senior leaders scrutinise a range of data relating to behaviour and attitudes (including suspensions/exclusions) to determine how effective strategies are and the impact they are having. Where necessary, strategies are adapted, and interventions put in place.

The relevant Trust leaders review information relating to behaviour across all schools in the Trust, as well as any particular strengths, and strategies for further improvement, presenting this to the relevant Trust Committee. Where necessary, the Trust Committee can direct schools to undertake further work in respect of behaviour.

ANNEX 1: MAIDEN ERLERGH SCHOOL IN READING SPECIFIC EXPECTATIONS

Aims and Objectives

- To create a culture which exemplifies the MER way with exceptionally good behaviour for learning, for community and for life.
- To build positive relationships to ensure that all pupils are treated and treat others fairly, with respect and good manners.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To promote community cohesion through positive relationships with all stakeholders.
- To ensure that excellent behaviour is celebrated and normalised.
- To ensure that poor conduct is dealt with swiftly and appropriately to secure the good order of the school day.
- To reduce exclusion and increase inclusion.

At Maiden Erlegh School in Reading we have the following expectations and guidelines in place:

Be ready to learn at all times:

- Attend school regularly and arrive at school and lessons on time.
- Always dress smartly and appropriately, and ensure their appearance is in line with expectations.
- Ensure they have the correct equipment for learning, including their PE kit.
- Work hard and do their best in class, extra-curricular activities and on homework/independent study.

Be safe at all times:

- Move around the School and classrooms calmly, quietly and promptly. Ensuring they always exhibit responsible and respectful behaviour.
- Listen to members of staff and follow all reasonable instructions.
- Speak to adults if something is wrong and look out for one another.
- Use digital/smart technology and the internet safely and positively; ensure that phones remain out of site throughout the school day.

Be respectful at all times:

- Treat everyone in the School community with kindness and respect; using appropriate language and showing good manners.
- Respect the School environment and the property of others.
- Be attentive, focused and polite in lessons and contribute positively.
- Take responsibility for managing their own learning.

The MER Way – this is how we do things here

The MER way represents the way we strive to do things at MER – 5 statements linked to our community and our expectations.

MAIDEN ERLEGH
SCHOOL IN READING

THE MER WAY

HOW WE DO THINGS HERE

- 1 We are READY**
We are ready to learn and make the most of opportunities.
- 2 We are SAFE**
We are safe in our behaviour as we move around the site and to and from school.
- 3 We are RESPECTFUL**
We are kind, well mannered and focused on our learning.

Mobile Telephones and headphones/wireless earbuds

Students in Years 7 to 11 may bring mobile phones/headphones/wireless earbuds to school at the risk and liability of the student and their family. If a mobile phone/headphones/wireless earbuds is brought to school, it should be kept out of sight throughout the school day.

If mobile phones/headphones/wireless earbuds are visible, the phones/headphones/wireless earbuds will be confiscated. The phones/headphones/wireless earbuds will be kept at student services and either returned to the student or to the parent. The school accepts no liability or responsibility for the condition of the phones/headphones/wireless earbuds upon confiscation or return

Uniform/Appearance

Students will be given one warning/reminder to rectify their breach of the Schools uniform policy. After that, any breach of the uniform and appearance policy will be reported to the Head of Year or Assistant Head Teacher and students will be given the opportunity to rectify the situation e.g.:

- Putting on the correct uniform
- Taking off unapproved items
- Changing inappropriate shoes for school pumps
- Removal of make-up and/or extra jewellery

Students who are unable to correct their uniform due to items missing or being forgotten will be issued with a negative point and note for the day.

Where students are unable or unwilling to correct their uniform or appearance or there is a persistent issue with uniform, the Head of Year will determine the course of action to take.

Examples of other consequences for isolated or rare cases:

- Detention.
- Uniform Report.
- Community service.
- Wearing plasters to cover up unauthorised piercings.
- A requirement to change into item(s) of spare uniform provided by the school.
- Being sent home briefly to put on the correct uniform (*parents' permission is obtained in this circumstance*).
- A period of time in our Alternative Learning Provision until uniform can be corrected.

If a student is defiant or rude towards a member of staff, they will be sanctioned for this in line with our Behaviour Policy (Levels 3 or Level 4). Persistent and wilful uniform/appearance breaches, or failure to attend detentions will be treated as Level 3 defiance and consequences given accordingly.

Students who do not present themselves appropriately will not be permitted to represent the school e.g.: on trips or fixtures and may forfeit any monies paid for such activities.

Attendance and Punctuality

Persistent Absence:	See Attendance policy
Truancy:	<p>Truancy will usually be dealt with through a period of reflection time in our Alternative Learning Provision and a same day one hour's detention. Students will be expected to make up all missed learning.</p> <p>Parents will be contacted to ensure that more robust monitoring and support is not necessary.</p> <p>Where a student cannot be located parents and/or the police are alerted.</p>
Lateness to school:	<p>Students who are late to school will face a consequence. Parents of persistent offenders will be contacted, and may be asked to bring students to school by 8.00 a.m. for a period of time.</p>
Lateness to lessons:	<p>Students who are late to lessons will serve learning appointments and/or detentions with teachers in the first instance.</p> <p>Students who amass over 15 minutes of lateness will serve a late detention at the end of the next school day.</p> <p>Parents of persistent offenders will be contacted, and student will be placed on late report as a supportive measure to improve their punctuality.</p>

Roles and Responsibilities regarding rewards, support and consequences for behaviour

All staff must understand their role in the administering of rewards, support and prevention strategies and consequences as outlined in this policy. They must apply them consistently and fairly, understanding that we seek to praise and reward whenever possible, and our main objective is to educate young people to become self-managing, skilful learners and positive members our community.

The school has a system of On Patrol and ICE to support staff where a student does not respond to a member of staff's interventions. In these cases, students are removed and placed into our alternative learning provision to complete their learning.

Such incidents should be followed-up by the classroom teacher in liaison with the Curriculum Leader in the first instance (for example, with a restorative conversation).

All On Patrol incidents are triaged and recorded in ClassCharts and BROMCOM Management Information Systems and parents will be notified either in writing or by telephone call of any action that school decides to take in response to such matters.

Members of staff who witness serious incidents of misconduct (e.g.: Level 4) in or outside lessons should log this as a Level 3 Staff Statement through ClassCharts. Due to the serious nature of these incidents, the students involved may be immediately removed from circulation while the incident is being investigated, and work will be provided for them to carry out in the interim.

In all cases it is important that:

- These cases are referred as soon as possible to Senior Leadership Team.
- Statements are collected from all witnesses (students or members of staff) as soon as possible.
- The students who saw the incident are left in no doubt as to the seriousness of the misconduct.
- The parents of the students involved are informed as soon as there is clarity in relation to what happened.

Behaviour Management System - ClassCharts

At Maiden Erlegh School in Reading we use ClassCharts as a way of recording, tracking and communicating student's behaviours for learning. All staff play a vital role in awarding students achievement points through the system, but also by recoding all incidents of poor conduct.

All Students, Parents and Carers have access to their own log in to the system. All information that is collated within school is then shared with Students, Parents and Carers via an app or web based login. This provides all parties with easy access to a live picture of how students are conducting themselves at any one time.

We actively encourage all Students, Parents and Carers to engage with the system daily as the school will share information regarding:

- Students' overall behaviour for learning, highlighting all rewards and/or negative points
- Commentary on the reasons for getting positive points
- Students timetable for each day
- Homework students have been set along with due date and any associated resources
- Important messages for students are shared via the announcements section
- Detentions which have been set, with a date and time, whilst also confirming a student's attendance to these

Information logged onto ClassCharts is written back to Bromcom Management Information System.

ANNEX 2: HOW WE CLASSIFY AND MANAGE UNACCEPTABLE BEHAVIOUR AND CONDUCT

BEHAVIOUR INTERVENTIONS

LEVEL 1 – FIRST/SECOND OCCURENCE	
In Classrooms/Duty Areas/Dining Rooms	
<p>Ready: Off task, Homework incomplete, lack of equipment, lateness to lesson Safe: Eating in class Respectful: Disruptigon to learning, silly behaviour, sub-standard or incomplete work</p> <p>In addition, any use/ sighting of mobile phone without permission will result in confiscation by On Patrol.</p>	<ul style="list-style-type: none"> • Initial non-verbal que to correct behaviour given • Formal Verbal Warning/Caution Given • Following a second occurrence, Reset and Reflect conversation outside of classroom • Teacher Appointment
LEVEL 2 – PERSISTENT OCCURENCE (3 OR MORE TIMES IN ONE LESSON/BREAK OR PATTERN OF BEHAVIOUR OVER 2/3 LESSONS/BREAKS)	
In Classrooms/Duty Areas/Dining Rooms	
<p>Ready: Homework issues, Lateness to school, Lateness to Lesson, Lack of equipment Safe: Eating in class, Throwing food, Truancy of lesson Respectful: Disruption to learning e.g. calling out, off task, etc Silly behaviour</p>	<ol style="list-style-type: none"> 1. On Patrol Removal to Refocus Room 2. Daily After School Detention (DASD) 3. Parents contacted by teacher 4. Referred to Head of Department 5. OR Break DT for lateness 6. OR Loss of Break and or Lunch
LEVEL 3	
In any area of the School or whilst representing the School	
<p>Ready: Truancy of school</p> <p>Safe: Bullying or harassment or any descriptions (of any pupil/student, including if linked to a protected group), Fighting, Being a guilty bystander (defined as <i>A pupil/student who witnesses a harmful event and fails to intervene or help, despite having the ability to do so</i>), Smoking or Being in Possession of Tobacco, Reckless Behaviour, Breach of Acceptable Use of Digital Technology Agreement</p> <p>Respectful: Defiance of staff, Rudeness to staff, Theft, Use of offensive language – swearing</p>	<ol style="list-style-type: none"> 1. On Patrol referral to remove and triage 2. Staff statement(s) passed to Middle Leader/Senior Leadership Group lead by end of day 3. Investigation by Middle Leader/Senior Leadership Group lead 4. Consequence decided (Ranging from DASD to Removal from Curriculum for period of time)
LEVEL 4 – SINGLE/FIRST OFFENCE OF LIST BELOW OR PERSISTENT LEVEL 3 OFFENCES	
In any area of the School or whilst representing the School	
<p>Bringing a prohibited item into school Bringing a school or the Trust into disrepute Bullying or harassment (of any member of the School community) Discrimination or harassment on the grounds of membership of a protected group under the Equality Act Damage to property belonging to another pupil/student, a member of staff or visitor to a school/the Trust Defiance of staff which puts the safety of staff and/or pupils/students in jeopardy Drug and alcohol related incidents (including legal highs, tobacco and vaping) Failure to comply with the expectations of an internal isolation, ALP or a Fixed Term Transfer Grooming for any purpose including sexual or criminal exploitation and radicalisation; Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others Physical assault upon another pupil/student, member of staff or visitor to a school/the Trust – or inciting, encouraging for filming a fight (defined as <i>A pupil/student who witnesses a harmful event and fails to intervene or help, despite having the ability to do so and who encourages, incites or records the incident</i>) Possession/use of a dangerous weapon (or implement/substance which could be construed as a dangerous weapon) Posting abusive, misleading or illegal comments, images or other content in emails or on social networking sites or blogs Significant or persistent breach of the Acceptable Use of Digital Technology Agreement Sexual misconduct Theft of property belonging to another pupil/student, member of staff or visitor to a school/the Trust Threatening or intimidating behaviour of any kind</p>	<ol style="list-style-type: none"> 1. On Patrol called to triage 2. Referral to Behaviour Manager/ ICE support and withdrawn from learning / supported by on call support 3. Staff statement(s) passed to Senior Leadership Group by end of day 4. Investigation by Senior Leadership Group Lead 5. Results of investigation referred to Senior Leadership Group 6. Sanction decided (from DASD to Permanent Exclusion)

Malicious accusations Refusal to be searched or screened Verbal abuse of another pupil/student, member of staff or visitor to a school/the Trust Violent disorder Persistent or deliberate reckless or dangerous behaviour	
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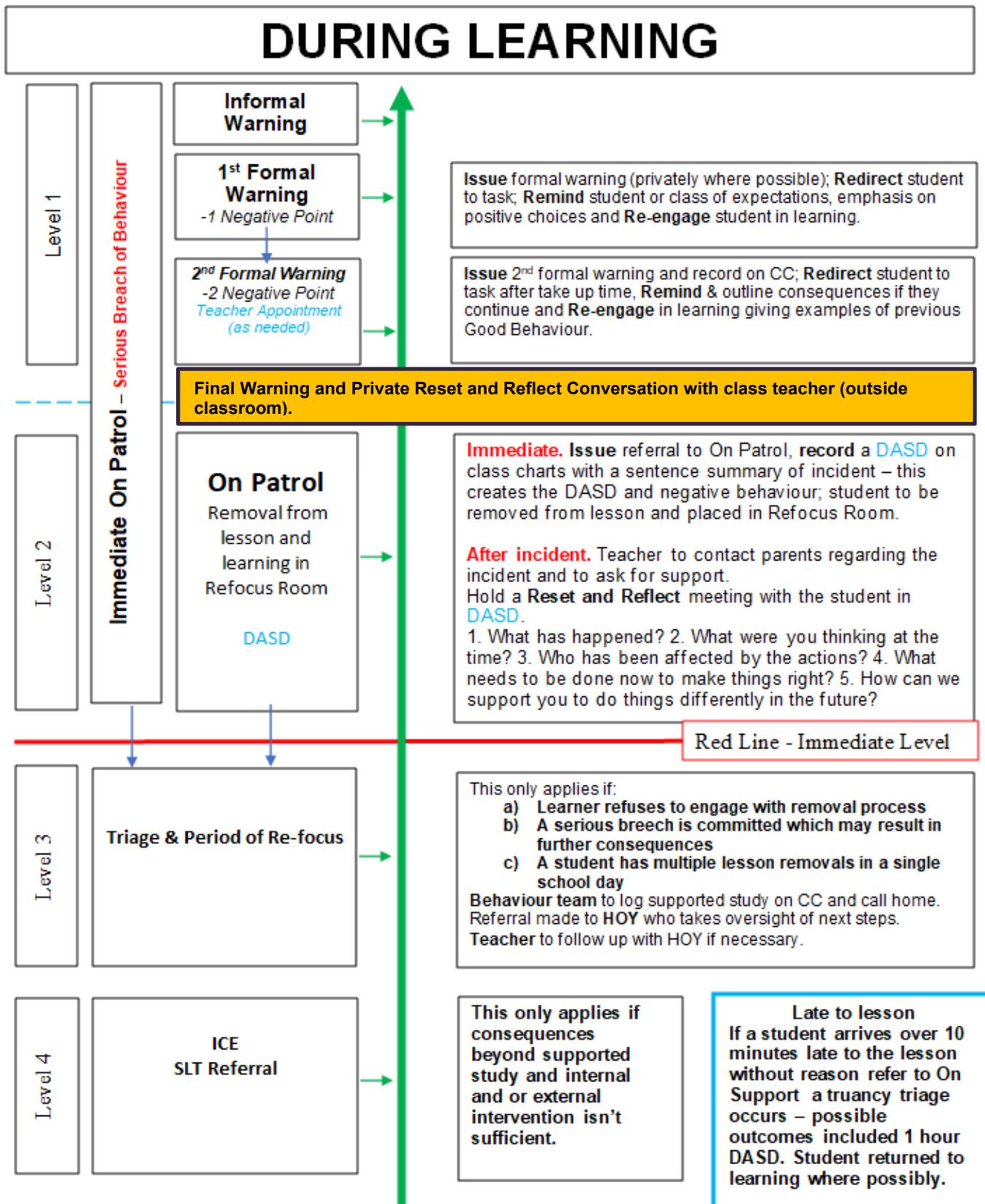
These tables are indicative and are not a guarantee as to the sanction that will be imposed for particular misbehaviour. Sanctions are subjective and take into account the individual's circumstances and mitigating factors.

Detentions Process and Escalation

Detentions serve to highlight that all actions have consequences, but also to be proactive in: **reminding** students of the schools rules and expectations; **repairing** relationships between staff and students, and **re-engaging** students with their learning.

Daily After School Detentions (DASD) are hosted **centrally** by the extended leadership team each day. Staff setting detentions are expected to visit the detention to hold a reset and reflect conversation with the relevant student.

Stepped Approach – Framework for Dealing with Behaviours



3HOW WE SUPPORT OUR PUPIL/STUDENTS TO IMPROVE THEIR BEHAVIOUR AND CONDUCT

	Behaviour	Actions	Led by	Communicated?	Follow up
LEVEL 1A	Minor issues during lesson (eg talking; off-task; distracting others) Failure to do homework Failure to bring in equipment Inadequate work Uniform infringement Unkind action Late to lesson Chewing/eating in class	Positive Reinforcement - Praise and rewards (DREAM points) Learning Appointment Restorative conversation On Patrol support Negative points on Class Charts	Class Teacher	Verbally during lesson 1:1 conversation Phone call home by teacher Log on ClassCharts	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Repeated incidents escalated to Curriculum Lead
LEVEL 1B	Low level disruption or incidents. Repeated level 1A incidents Failure to attend learning appointments Poor behaviour in a lesson which disrupts learning – student removed from lesson. Late to lesson on two or more occasions Defiance to class teacher/ refusing to follow instructions Foul and abusive language	Learning Appointment Negative points on Class Charts Restorative conversation Seating Plan Review Review support plan (if applicable) Phone call home/ parent meeting Seek support from tutor On Patrol/DASD	Class Teacher & Curriculum Lead support	Phone call home teacher Log on ClassCharts Tutor/HOY	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Contact home by class teacher Inform tutor and HOY and situation monitored at department level in conjunction with tutor.

Level 2A	<p>Persistent poor behaviour in a lesson– student removed from lesson.</p> <p>Repeated level 1 incidents</p> <p>Repeatedly late to lessons</p> <p>Minor physical altercation</p> <p>Inappropriate action</p> <p>Truancy of a lesson</p>	<p>Subject Report</p> <p>Change of class</p> <p>Restorative Conversation</p> <p>Discussion/referral to SENCO</p> <p>Parent meeting with CL</p> <p>Parent meeting CL & Tutor/HOY</p> <p>DASD</p>	<p>Curriculum Lead & Tutor/HOY</p>	<p>Phone call home & parent meeting CL</p> <p>Log on ClassCharts</p> <p>HOY</p>	<ul style="list-style-type: none"> • Updated on ClassCharts so that patterns can be tracked • Contact home by CL • Inform HOY and situation monitored at department level. • Repeated incidents escalated to HOY
Level 2B	<p>Persistent disruptive behaviour</p> <p>Serious one-off incident</p> <p>Behaviour which endangers the education/welfare of other pupils or staff</p> <p>Repeated level 2A incidents</p> <p>Disruptive or repeated extreme behaviour, including bullying</p> <p>Fighting</p> <p>Rudeness foul language towards staff</p> <p>Refusal to comply with school rules</p>	<p>HOY Report</p> <p>Parent meeting</p> <p>Respite</p> <p>Therapeutic plan</p> <p>SEN Referral</p> <p>Inclusion referral</p> <p>Behaviour support referral</p> <p>Student review panel</p> <p>Laser sharp referral</p> <p>Internal isolation</p> <p>External Isolation/Fixed Term Transfer (School to School)</p>	<p>HOY</p>	<p>Phone call home & meeting HOY</p> <p>Log on ClassCharts.</p> <p>DSL/SENDCo</p> <p>SLT</p>	<p>Updated on ClassCharts so that patterns can be tracked</p> <p>Parental involvement</p> <p>Inform SLT and situation monitored by HOY.</p> <p>Repeated incidents escalated to SLT</p>
Level 3	<p>A single act relating to violence towards a member of staff.</p> <p>Guilty bystander</p> <p>Bringing prohibited item to school</p>	<p>SLT REFERRAL & Subsequent Intervention</p> <p>HOY to lead implementation and monitoring</p>	<p>HOY & SLT</p>	<p>Phone call home & meeting HOY/SLT</p> <p>Log on ClassCharts.</p>	<p>Updated on ClassCharts so that patterns can be tracked</p> <p>Increased parental involvement</p>

<p>Intimidation/harassment</p> <p>Criminal damage/vandalism</p> <p>Incidents involving drugs, alcohol, or illegal weapons</p> <p>Racist/homophobic/sexist/religious hatred incident</p> <p>Repeated level 2 incidents</p>	<p>IBP: Individual Behaviour Plan</p> <p>PSP: Pastoral Support Plan</p> <p>SLT mentoring</p> <p>SLT report</p> <p>Internal isolation</p> <p>External Isolation External Isolation/Fixed Term Transfer (School to School)</p> <p>Suspension</p> <p>Exclusion</p>			<p>DSL/SENDCo aware/involvement</p> <p>External agencies involved (to be considered)</p> <p>CAMHS referral/Ed Psych (to be considered)</p> <p>Modified Timetable (to be considered)</p> <p>Managed move (to be considered)</p> <p>Alternative provision (to be considered)</p> <p>Social Worker/Virtual School informed (where applicable)</p>
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	Behaviour	Actions	Led by	Communicated?	Follow up
LEVEL 1A	<p>Minor issues during lesson (eg talking; off-task; distracting others)</p> <p>Failure to do homework</p> <p>Failure to bring in equipment</p> <p>Inadequate work</p> <p>Uniform infringement</p> <p>Unkind action</p> <p>Late to lesson</p> <p>Chewing/eating in class</p>	<p>Positive Reinforcement - Praise and rewards (DREAM points)</p> <p>Learning Appointment</p> <p>Restorative conversation</p> <p>On Patrol support</p> <p>Negative points on Class Charts</p>	Class Teacher	<p>Verbally during lesson</p> <p>1:1 conversation</p> <p>Phone call home by teacher</p> <p>Log on ClassCharts</p>	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Repeated incidents escalated to Curriculum Lead
LEVEL 1B	<p>Low level disruption or incidents.</p> <p>Repeated level 1A incidents</p> <p>Failure to attend learning appointments</p> <p>Poor behaviour in a lesson which disrupts learning – student removed from lesson.</p> <p>Late to lesson on two or more occasions</p>	<p>Learning Appointment</p> <p>Negative points on Class Charts</p> <p>Restorative conversation</p> <p>Seating Plan Review</p> <p>Review support plan (if applicable)</p> <p>Phone call home/ parent meeting</p> <p>Seek support from tutor</p>	Class Teacher & Curriculum Lead support	<p>Phone call home teacher</p> <p>Log on ClassCharts</p> <p>Tutor/HOY</p>	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Contact home by class teacher

	Defiance to class teacher/ refusing to follow instructions Foul and abusive language	On Patrol/DASD			<ul style="list-style-type: none"> Inform tutor and HOY and situation monitored at department level in conjunction with tutor.
Level 2A	Persistent poor behaviour in a lesson– student removed from lesson. Repeated level 1 incidents Repeatedly late to lessons Minor physical altercation Inappropriate action Truancy of a lesson	Subject Report Change of class Restorative Conversation Discussion/referral to SENCO Parent meeting with CL Parent meeting CL & Tutor/HOY DASD	Curriculum Lead & Tutor/HOY	Phone call home & parent meeting CL Log on ClassCharts HOY	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Contact home by CL Inform HOY and situation monitored at department level. Repeated incidents escalated to HOY
Level 2B	Persistent disruptive behaviour Serious one-off incident Behaviour which endangers the education/welfare of other pupils or staff Repeated level 2A incidents Disruptive or repeated extreme behaviour, including bullying Fighting Rudeness foul language towards staff Refusal to comply with school rules	HOY Report Parent meeting Respite Therapeutic plan SEN Referral Inclusion referral Behaviour support referral Student review panel Laser sharp referral Internal isolation External Isolation/Fixed Term Transfer (School to School)	HOY	Phone call home & meeting HOY Log on ClassCharts. DSL/SENDCo SLT	Updated on ClassCharts so that patterns can be tracked Parental involvement Inform SLT and situation monitored by HOY. Repeated incidents escalated to SLT
Level 3	A single act relating to violence towards a member of staff. Bringing prohibited item to school Intimidation/harassment Criminal damage/vandalism Incidents involving drugs, alcohol, or illegal weapons Racist/homophobic/sexist/religious hatred incident Repeated level 2 incidents	SLT REFERRAL & Subsequent Intervention HOY to lead implementation and monitoring IBP: Individual Behaviour Plan PSP: Pastoral Support Plan SLT mentoring SLT report Internal isolation External Isolation External Isolation/Fixed Term Transfer (School to School) Suspension	HOY & SLT	Phone call home & meeting HOY/SLT Log on ClassCharts.	Updated on ClassCharts so that patterns can be tracked Increased parental involvement DSL/SENDCo aware/involvement External agencies involved (to be considered) CAMHS referral/Ed Psych (to be considered) Modified Timetable (to be considered) Managed move (to be considered)

		Exclusion			Alternative provision (to be considered) Social Worker/Virtual School informed (where applicable)
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ANNEX 4: HOW WE CELEBRATE AND REWARD GOOD BEHAVIOUR AND CONDUCT

Day to day praise and reward – getting recognition for doing the right thing!

Making a fuss! – highlighting students who go that extra mile

‘Living the DREAM’		
Determination	In all we do, we never stop!	+1 HP
Respect	Showing respect for other and our community	+1 HP
Excellence	Excellence in our work	+1 HP
Attitude	Showing a great attitude to learning and success including exhibiting STAR learning behaviours	+1 HP
Maturity	Showing maturity in our choices – taking responsibility	+1 HP

‘Going over and above’			
‘The MER way’	Being a real ambassador for MER - Going that extra mile, something that require that little extra recognition	All Staff	+3
School council commendation	Going that extra mile.... But recognised by their peers/student leadership team	SSLG / School Council	+3
Post Card Home	Doing the right thing, huge improvements, going the extra mile, postcard sent home	All staff	+3
Aim High	Embodying the school motto of Aim High	All Staff	+3
Be Inclusive	Embodying the school motto of Be Inclusive	All Staff	+3
Work Together	Embodying the school motto of Work Together	All Staff	+3
Shout Outs	For having a great week! Given in line ups	HOY	+3

Tangible rewards and events – weekly, termly, yearly

‘Celebrate Success’			
Golden Tickets/ STAR Tickets	Half-Termly Given by Staff	All staff	+5 Skip the lunch queue
Hot choc Fridays	Weekly handed out in celebration assemblies – HOY / Year team discussion	HOY / Year team / SLT	+5 Hot Chocolate with the Headteacher
Bronze Certificate	Awarded to a student who achieve 400 DREAM Points	HOY/ Year Team	Certificate in assembly
Silver Certificate	Awarded to a student who achieve 700 DREAM Points		Certificate in assembly Skip queue pass for 2 days

Gold Certificate	Awarded to a student who achieve 1000 DREAM Points		Certificate in assembly Skip queue pass for 4 days Breakfast with HOY
Platinum Certificate	Awarded to a student who achieve 1100 DREAM Points		Certificate in assembly Skip queue pass for 5 days Breakfast with SLT
DCP Rewards	Average A2L 1.8 or below Average A2L 1.1 or below	SLT	Letter home and shared in assembly/tutor Invited to breakfast with the HOY post each DCP
Aim High Award	Embodying the school motto of Aim High and being awarded this in year or whole school celebrations	HOY / SLT	+10
Be Inclusive Award	Embodying the school motto of Be Inclusive and being awarded this in year or whole school celebrations	HOY / SLT	+10
Work Together Award	Embodying the school motto of Work Together and being awarded this in year or whole school celebrations	HOY / SLT	+10
Reward Trips and Events	Throughout the year, reward trips and events are held for students who embodied the MER Way.	HOY/SLT	Reward Event

Publishing Success

In addition to celebrating success of students in school, we share student's achievements with as many stakeholders as possible by:

- Sending home positive post cards with personalised messages
- Praise phone calls home for those who have gone over and above
- Sharing the reasons for each positive given via ClassCharts with both students and parents
- Sharing positive stories of success in the pulse
- Celebrating and posting pictures of success on social media and the school website (with appropriate permissions)
- Referring achievements to the local press (in consultation with the Headteacher)

School Leadership Programmes and Activities

The students also have a range of leadership programmes which also validate the talents, efforts and commitments of a range of students e.g.:

- Students with exceptional academic progress towards the top grades are invited to join the Silver Programme (Years 7-8) and the Gold Programme (Years 9-11).
- Students across all year groups will also be offered the opportunity to represent the school as one of our Ambassadors – these Ambassadors hold different responsibilities and will be involved in different school events.
- Students in Year 10 (summer term) - end of Year 11 can apply to become a part of the senior student leadership group (SSLG). Responsibilities for this team include:
 - Support the culture and ethos of the school with younger year groups
 - Support break-time duties
 - Leading and facilitating school council
 - To represent the school at identified school events
 - Assist members of staff during enrichment activities
 - Assist staff during whole school drop down days
 - Assist with lower school tutor groups.

Students in this year group may also apply to become Head and Deputy Head Student. They will lead the Senior Student Leaders and have a specific role in representing the school (e.g. presentation events, Open evening etc.)

Promoting positive character behaviours

Students are encouraged and supported to develop and show the positive character behaviours as part of MER DREAM.



DREAM

THE VALUES WE ASPIRE TO

- 1 **DETERMINATION**
We don't give up.
- 2 **RESPECT**
We value others and ourselves.
- 3 **EXCELLENCE**
We aim high, every day.
- 4 **ATTITUDE**
We bring a positive mindset and purpose.
- 5 **MATURITY**
We do the right thing.