Medina College and The Island VI Form

Behaviour Policy

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1. Introduction

At the heart of our school is a commitment to providing a safe, inclusive and inspiring environment where every member of our community is encouraged to thrive. Our values of **Ambition, Courage, Confidence and Kindness** underpin everything we do, shaping our curriculum, policies and decision-making.

- We are committed to fostering **ambition** by inspiring all students to aim high, embrace challenges and develop a lifelong love of learning.
- We nurture **courage** by encouraging students to take positive risks, persevere in the face of difficulty and stand up for what is right.
- We develop **confidence** by empowering students to believe in themselves, express their ideas and make meaningful contributions to school life and the wider community.
- We promote **kindness** by creating a culture of respect, empathy and inclusion, where everyone feels valued and belongs.

This policy reflects our commitment to these core values. They guide our expectations, inform our practices and ensure that every decision we make places the wellbeing, development and success of our staff and students at its centre.

Every student, every voice, every day.

2. Aims

This policy embodies the college's commitment to creating an environment where exemplary behaviour is at the heart of productive learning.

We aim to:

- Promote high self-esteem and foster positive attitudes
- Promote the maintenance of high standards of personal conduct, to accept personal responsibility for behaviour and encourage others to do the same
- Guide staff to teach self-discipline and reward hard work, perseverance, initiative and contribute to the respectful, purposeful and responsible ethos of Medina
- Provide high-quality teaching and learning experiences for all
- Develop pupils' self-discipline and independence in learning
- Develop consistency in supporting pupils to make good choices
- Provide the opportunities for all pupils to fulfil their potential
- Encourage all pupils to recognise and respect the rights of others
- Enable pupils to be on task and make good progress in their learning
- Promote Inclusion and prepare children for life in a modern and diverse society
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide clarity regarding the school's behaviour rules and consequences and methods of rewarding pupils

3. The Medina Way: Creating a community which exemplifies the highest standards of behaviour

Whole school routines and behaviours are used to support all pupils in being ready to learn. They allow for calm, positive interactions and ensure that everyone is prepared for success. Routines are practised so that they become automatic.
Routines include:

- Morning line ups
- Tutor time at the start and end of each day
- Year group assemblies
- Being greeted at the start of every day and lesson
- Placing blackbooks and equipment on the desk at the start of every lesson

Pupils are expected to, and will be rewarded for, demonstrating the following 3 behaviours which embody the Medina Way:

Ready, Respectful and Safe

Ready:

- Attending in the correct uniform with the correct equipment for learning (two black biros, one red pen, one pencil, a ruler, a highlighter)
- Arriving at lessons/school on time
- Immediately settling to retrieval tasks
- Impressive attitude to learning

Respectful:

- Treating each other with kindness, empathy, and dignity, regardless of differences in background, beliefs, or abilities.Treating everyone, staff and peers with respect
- Listening well to instructions during lessons
- Using respectful language
- Respecting differences
- Treating the building and resources with respect

Safe:

- Students are empowered to make positive decisions that contribute to their own learning and the well-being of others.
- Similarly, staff members model responsible behaviour and provide guidance to help students develop their sense of accountability
- Lining up quietly and in the correct order
- Following staff instructions first time
- Correct behaviour during emergency drills
- Moving around the school in a calm and orderly manner

4. Definitions of unacceptable behaviour choices

At Medina College and The Island VI Form we believe that behaviour needs to be taught and modelled. Pupils need to be guided to make the right choices.

Poor choices/unacceptable behaviour are defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Incorrect uniform and equipment
- Wearing incorrect jewellery or excessive makeup
- Being late to school
- Poor line up behaviour
- Late to lesson
- Lack of effort in lessons
- Missing a restorative conversation
- Use of inappropriate language

More serious unacceptable behaviour choices are defined as:

- Persistent failure to comply with behaviour processes
- Missing teacher detention
- Unsuccessful completion of Reflection Room
- Refusal to attend lesson or relocate for learning
- Repeated or serious disruption of learning
- Inappropriate language, abusive language or belittling behaviour towards staff
- Multiple relocations in a day
- Intimidation of a member of the school community
- The carrying and/or use of smoking or vaping equipment
- Severe disruption of the Reflection Room
- Destruction or intent to damage property
- Affecting the smooth running of the school, for example setting off the fire alarm
- Physical assault to a member of the school community (including causing injury/emotional harm)
- Threatening or becoming aggressive to a member of the school community.
- Sexual harassment, including online sexualised comments and/or requests for explicit photos
- Racist, homophobic, or discriminatory comments
- Bringing / consuming alcohol on site
- Bringing the school into disrepute
- Gaslighting, hazing or performing initiations to groups
- Inciting violence
- Burglary - (definition- depriving the school of any property through theft or breakage)
- Sending explicit photos of oneself or sharing explicit photos of other children
- Using generative AI to create non-consensual images, deepfakes, voice clones, or defamatory material targeting pupils or staff
- Committing sexual violence, such as rape, assault by penetration or sexual assault
- Have in possession, or distributing substances including all cannabis based products and legal highs and paraphernalia associated with this.
- Repeat offences resulting in an accumulation of suspensions
- Bringing into school/in possession of any weapon that could be used to threaten or harm an individual, including laser pens and knives of any kind.

For a detailed ladder of the sanctions applied to unacceptable behaviour choices, see **Appendix 4**

5. Stakeholder roles and responsibilities

Interim Executive Board (IEB) responsibilities:
The Interim Executive Board (IEB) is responsible for monitoring the behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Headteacher responsibilities:
The Headteacher is responsible for reviewing and approving the behaviour policy.
The Headteacher will ensure that the school environment encourages positive behaviour choices and that staff deal consistently and effectively with poor behaviour.

All staff responsibilities:

All staff play an essential role in exemplifying high expectations to inspire, motivate and challenge learners. Behaviour is managed with a stepped approach beginning with the form teacher and class teacher who will manage the behaviour of their pupils and ensure they are meeting the needs of all learners through any necessary adaptations. If poor behaviour choices continue, heads of faculty will provide support in curriculum areas and heads of year will support with issues beyond the classroom. SLT will provide further support across the school in ensuring a calm, positive learning environment. All staff are responsible for:

- Modelling consistent and calm adult behaviours
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Creating a feeling of belonging within the school community
- Providing a personalised approach to the specific needs of particular pupils following pupil passports and pastoral support plans
- Recording behaviour incidents, including the action that the staff member has taken
- Creating and maintaining a stimulating environment that creates engagement
- Developing a positive relationship with pupils by greeting them in the mornings and at the start of lessons; establishing clear routines and boundaries
- Highlighting and promoting good behaviour
- Having a plan for dealing with low level disruption
- Using positive reinforcement
- Consistently fostering positive adult-child relationships. We understand that to change children's behaviour or mood, we may need to change our own

Parents and Carers responsibilities

Medina College and The Island VI Form staff aim to work in partnership with parents and carers at all times. Parents/carers are expected to support the school in upholding the school rules and creating an orderly climate for learning. Parents/carers should understand that staff at Medina College have the right to regulate pupils' behaviour and to impose disciplinary consequences when pupils fail to comply with the school's rules and regulations. Parents/carers have the right

to be informed promptly of any emerging difficulties their child presents. Parents/carers have a responsibility to ensure regular and punctual attendance at school, to support the school in following the behaviour policy and to ensure their children are in the correct place during any fixed term suspensions. Parents/carers are expected to attend a reintegration meeting following any fixed term suspension.

On admission to the school, all pupils and parents are agreeing to this policy. Parents and carers are expected to communicate with staff in a respectful and calm manner; if there is any abuse towards staff, including shouting you may be asked to leave the premises and additionally may be banned from site, of which you will be informed in writing. Parents and carers are expected to direct enquiries to the appropriate staff member, beginning with the tutor (see below). Parents/carers should note the following guidelines around school responses:

- Unless it is a safeguarding emergency there will be no expected response outside of the hours 8am-4pm
- There is a staged response/escalation
- It may take 24 hours to receive a response, although we will endeavour to respond sooner
- It is unlikely the member of staff you wish to see will be available if you arrive to school without an appointment; please make an appointment
- You do not have to wait until Parents' Evening to contact staff, we are eager to communicate with you about your child at any time during the academic year

Who can help?

The first point of contact is the child's tutor who will be able to guide parents and carers to the best level of support. Staff can be contacted via email with their staff name followed by @medina.iow.sch.uk - If you are unsure of the email address please contact info@medina.iow.sch.uk. Students' teachers can be found on their timetable on Arbor. If there is a pastoral concern then the year team can be contacted ,

<table>
<tr><th colspan="5">First level of contact should be the tutor</th></tr>
<tr><td>Tutor 7</td><td>Tutor 8</td><td>Tutor 9</td><td>Tutor 10</td><td>Tutor 11</td></tr>
<tr><th colspan="3">Second level of contact- Lesson Concern</th><th colspan="2">Second level of contact- Pastoral Concern</th></tr>
<tr><td colspan="3">Class teacher</td><td colspan="2">Assistant Head of Year/Attendance Officer</td></tr>
<tr><td colspan="3">Curriculum Lead</td><td colspan="2">Head of Year</td></tr>
<tr><td colspan="3">Assistant Headteacher: Teaching & Learning or Assistant Head-SENCO / LAC</td><td colspan="2">Assistant Headteacher: Behaviour & Culture</td></tr>
<tr><td colspan="5">Third Level Co Headteacher</td></tr>
</table>

For specific staff roles and responsibilities see **Appendix 1**

6. Responding to behaviour

Rewarding good choices

At Medina College and The Island VI Form pupils are to be rewarded when they follow the Medina Way. We reward good and improved behaviour through a system that is consistent and meaningful. Positive recognition of appropriate behaviour reinforces good behaviour as well as building confidence and productive attitudes to learning. Rewarding positive behaviour also teaches pupils resilience, the ability to self-regulate and to take responsibility for their actions. As a school we actively encourage the ethos of READY, RESPECTFUL, SAFE and students will be rewarded for demonstrating these positive behaviours.
For a detailed description of rewards and the use of Arbor to reward behaviour, see **Appendix 2**

Adult consistencies - applying the behaviour policy

At Medina College and VI form, staff understand that we are all responsible for creating a positive and safe learning environment by ensuring the curriculum, procedures and associated policies are followed consistently. It is the responsibility of all staff to model, uphold and maintain a positive and respectful culture within the school.

In every classroom there are high expectations of behaviour and attitudes. We expect staff to provide high levels of individual challenge, ensuring that all students feel supported and encouraged, which in turn promotes positive attitudes to learning and teaches pupils to be committed to their learning and resilient to setbacks.

Staff are expected to follow several strategies designed to promote a positive and respectful learning environment and encourage outstanding behaviour.

Within every classroom staff will;
- Develop positive relationships with our pupils with calm and consistent responses
- Create clear classroom routines as a fundamental source of high expectations and standards
- Respond calmly using the vocabulary, scripts and strategies for de-escalating confrontation and encouraging positive behaviour.

For a detailed explanation of the application of consequences, please see Appendices 3 and 4

Consequence steps and detentions

Level 1 Restorative conversation

The aim of the restorative conversation is to rebuild the relationship between the student and the member of staff and give the pupil an understanding of how their poor behaviour choices caused the issue. It also gives the member of staff the opportunity to gain an understanding of any barriers that the pupil may be facing to learning, All staff must be consistent when delivering a restorative conversation. Staff should endeavour to follow the questions laid out below:

- What happened?
- Who was affected?
- How were they affected?
- What were you thinking or feeling?
- What needs to happen to make this right?
- What will you do differently next time?
- Remind of positive behaviours

Level 2: Teacher detentions

Some behaviours may be at a level to move straight to the detention system rather than moving through the steps. In addition, persistent behaviours of lower level poor choices will move through the detention and consequence stages and may result in a higher sanction if the behaviours continue.

Parental consent is not required for break and lunchtime detentions; staff should leave reasonable time for students to eat, drink and use the toilet. Therefore, teacher detentions are set as 10 minutes to allow time for the above.

Teachers have authority to issue detention to pupils, including same-day detentions. A detention outside normal school hours will be lawful if it meets the following conditions:

- ➔ the conditions outlined in 'Matters schools should consider when imposing detentions';
- ➔ the detention is held at any of the following times:
  - a) any school day where the pupil does not have permission to be absent;
  - b) weekends during term - except a weekend during, preceding or following the half term break;
  - c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term
- ➔ Pupils and parents have been informed that the school uses detentions as a consequence as part of their behaviour policy .

Level 3 Senior Leadership Team detention

By law we are not required to inform parents of an after school detention, however we believe that it is good practice, and we will try to set the after school detentions for the following school day or the next available opportunity, logged on Arbor for parents to view. After school detentions will tend to be until 16:00 - However the Head teachers (level 4) detention can run until 17:00. In this instance a parent will be called.

Relocation for Learning:

Medina College and The Island VI Form recognise that removing pupils from classes is not our preferred method of sanction, as such, it is a sanction that will only be used once the restorative approach has failed to rectify the unacceptable behaviours.

Consequences for being relocated should include the pupil returning to the teacher for a restorative conversation. The class teacher has a responsibility to talk to the pupil about their behaviour, repair trust and reinforce high expectations for the next lesson, this can be done in the detention if it falls before the next timetabled lesson.

Level 4 Head teachers detention/Reflection Room

Pupil behaviour and lesson attendance are discussed at the end of each day. If a pupil has moved through the consequence levels or there is a significant incident they may be placed into SLT detention or the Reflection Room ideally the following day. However, on occasion, it may be necessary to wait until a space becomes available.

Next steps are decided at the end of each day and communicated to parents by phone call, email or through Arbor.

Level 5 and 6 Fixed term Suspension and Permanent Exclusion

Fixed term suspension

Only the Executive Headteacher (or, in their absence, the Co-Head of School who is acting in that role) can suspend a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently (expelled). A fixed period suspension does not have to be for a continuous period. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Flexibility of Timing: Suspensions do not need to be continuous. They can cover non-consecutive days or specific parts of the school day, such as lunchtime suspensions.

Prohibition of Extensions: Headteachers cannot legally extend an active suspension or retroactively "convert" a fixed suspension into a permanent exclusion.

Handling New Evidence: If further evidence emerges during a suspension, the headteacher must issue a *new*, distinct decision. This second sanction (either a further suspension or a permanent exclusion) takes effect immediately after the original period ends.

Procedural Duties: Every new sanction triggers a full reset of formal duties, meaning the headteacher must issue a new written notification detailing the new reasons and rights of representation.

During the Fixed Term Suspension work will be provided to complete at home, at the end of the suspension parents will be invited to attend a reintegration meeting with the pupil where a range of measures will be discussed to enable the pupil's successful reintegration, which may include:

- Daily contact with a designated pastoral professional in-school
- Use of a report card with personalised targets leading to personalised rewards
- Planned pastoral interventions
- Mentoring by a trusted adult
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external sources of support

A pupil's behaviour outside of school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the

legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

Permanent Exclusion

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

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

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered

Inclusion/ Protected characteristics

(please read in addition to Appendix 13: students with complex needs)

Medina College and The Island VI Form are committed to promoting a positive, diverse culture which equally appreciates all stakeholders, supporting all in fulfilling their potential, irrespective of age, disability, race, religion, belief, gender identity or sexual orientation. The school will always respond to incidents of a racist, sexist, homophobic or discriminatory behaviour.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from outside agencies to identify specific needs, and support the school in the planning of interventions for the child. We will work with parents/carers to create a plan which will be regularly reviewed.

Restrictive intervention

Reasonable force covers a range of interventions that involve physical contact with pupils.
All members of staff may use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

For further details please see the Restrictive Interventions and Use of Responsible Force Policy

Confiscation and searches

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

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher or deputising member of SLT. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil with an additional member of staff present as a witness to the search.

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. It may be necessary for some students to have regular sporadic searches, this will be discussed with the parents before this strategy is actioned.

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

An authorised member of staff of a different sex to the pupil can carry out a search with another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practical for the search to be carried out by a member of staff who is the same sex as the pupil.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and allow me to look through your bag
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to cooperate, the member of staff will contact the headteacher / designated / safeguarding lead to try and determine why the pupil is refusing to comply.

This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

If the pupil still refuses then a member of staff is to contact home and ask them to come to school to complete the search. Staff could seek police advice if they believe the student is in possession of illegal substances or weapons and the pupil is refusing a search.

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

An authorised member of staff who may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Script

When searching a pupil talk through what you are doing

- First of all can you please remove your blazer and place the blazer and bag on the table
- Is there anything in your bag or coat that you shouldn't have?
- Is there anything sharp that I might hurt myself on?
- I am now going to… etc
- Keep the conversation light and not confrontational, treat all items with respect.

Confiscation and disposal

Staff at Medina College and The Island VI Form have the power to confiscate any item that is illegal or banned from school. In some circumstances staff may confiscate items which are

banned from school and return them to pupils in line with the behaviour policy. However, on occasion this will not be appropriate and in those cases the following principles will apply

- Illegal items such as weapons, controlled substances or extreme pornographic images of child pornography will be handed to the police
- Other substances like so called illegal highs with be disposed of
- Legal but banned consumable items like tobacco, alcohol, chewing gum and fizzy drinks will be disposed of
- High value items like mobile phones will be returned in line with the behaviour policy

Banned items

- Mobile phones and other devices that have the ability to record or be connected to the internet
- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system. Including;

- The date and time
- The pupil who was searched
- Staff who conducted the search
- Reason for the search
- Items found if any
- Any follow up actions

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If

this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Misuse of AI

This is to be used alongside the AI Policy;

If students are found to be using AI for the reasons below (this is not an exhaustive list), they will follow the levels of sanctions, which best fits their level of use:

- cheat or misrepresent work;
- impersonate another person;
- bully, intimidate or harass;
- create harmful manipulated images, audio or video of staff or students,
- generate discriminatory or abusive material;
- bypass filtering or security;
- generate malicious software;
- gain unauthorised system access; or
- disclose another person's private information.

Responses will depend on the nature of the concern and can include learning conversations, re-completion of work, examination malpractice procedures or referral to external agencies. Internal or external suspension in severe cases, for example creating fake AI images of staff or students Permanent Exclusion.

Responding to bullying

Bullying is defined by the Anti-bullying Alliance as, 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

It is an unfortunate truth that bullying exists in all schools. At Medina College and The Island VI Form we recognise that the problem of bullying exists and work hard to ensure that where it is detected, it is dealt with swiftly and effectively. Our approach is underpinned by the Diana Award's 3 Us, whereby bullying is identified as any behaviour that makes an individual feel Unsafe, Uncomfortable or Upset. Supporting pupils, parents and staff in dealing with incidents of bullying is central to our school's ethos. Bullying can take many forms, including emotional, verbal, physical, online, homophobic, racial or sexual bullying. Any incident will be dealt with in an appropriate manner.

School Procedures

Medina College and VI form does not ignore suspected bullying. We listen carefully to accounts of what has happened from all those involved. Staff at Medina College and The Island VI Form

seek to solve problems, issue sanctions where appropriate, work on changing bullying behaviour, to follow up incidents that have been reported and check that the bullying has not resumed. Staff are aware that incidents of bullying need to be dealt with sensitively and that those reporting incidents should feel safe and secure. Students are encouraged to report incidents to a member of staff of their choice.

When reporting an incident, students may be accompanied by a parent or friend. Students are sometimes scared to report incidents because of future repercussions. We make it clear that students reporting incidents can remain anonymous. Any action that the school decides to take is discussed with the person reporting the incident.

All staff, executive board members and pupils are aware that any form of bullying should be logged, investigated, recorded, reported, acted upon and followed up.

What do the procedures mean?

Logged – a member of staff will record the main facts of the incident; this will include witness statements and details will be recorded on Arbor under unkind behaviour; a log of the incident is also added to CPOMs to enable accurate record keeping and monitoring.

Investigated - the relevant Head of Year or one of the pastoral support team will investigate further to record the key facts of the incident; this will include witness statements and CCTV where appropriate.

Reported – a phone call will be made to the parents/carers of both perpetrator and victim informing them of the incident and of any sanctions put in place as a result. The perpetrator will work with our pastoral team to change their behaviour.

Recorded – if the incident is found to be homophobic or racist, details are written on an official County incident reporting form. A copy of this form has to be returned to the Local Authority and details of any racist incidents are reported to the governing body at their next meeting.

Sanctions and Support - sanctions will be issued in line with a stepped approach based on the behaviours presented and the occurrence of unkind bullying behaviours. Support will be provided to both victim and perpetrator to limit the recurrence of unkind behaviours, educating students on the impact of bullying behaviours on an individual. A check-in with a member of the pastoral team will be held to provide the right level of support.

Weekly Review - A weekly meeting is held with the pastoral team to identify bullying incidents logged on Arbor/CPOMs to establish how they have been resolved and identify what steps are needed to be taken in the event of repeated bullying behaviours. Repeated incidents will result in an escalation in sanctions.

Responding to Child on Child Abuse

The school is committed to maintaining a safe and respectful environment for all students. Child-on-child abuse is taken seriously and addressed through a robust framework to ensure the safety, well-being, and development of every child.

Definition of Child-on-Child Abuse

Child-on-child abuse refers to any behavior where a child causes harm to another child. This can include, but is not limited to:

- Physical abuse (e.g., hitting, kicking, or causing physical harm).
- Emotional abuse (e.g., bullying, intimidation, or threats).
- Sexual abuse (e.g., inappropriate touching, harassment, or coercion).
- Cyberbullying (e.g., online harassment, sharing harmful or explicit material, generation of AI images).

School's Approach to Addressing Incidents

- Foster a culture of respect, kindness, and inclusivity.
- Provide regular lessons on healthy relationships, boundaries, and acceptable behaviour through PSHE and wellbeing programs
- Implement clear anti-bullying and safeguarding policies.

If the incident is serious, or has occurred before, parents/carers will be expected to accompany their child into school to discuss. During this meeting any action that the school decides to take will be explained to the parents/carers. The child who has experienced the situation will also be supported and parents will be contacted to discuss support available.

Possible School Actions

- Verbal warning
- Restorative conversation to try to resolve the issue
- Detention or removal of social times
- Parent/carer informed and asked to come into the school to have a meeting with a senior leader
- Internal exclusion
- Fixed term suspension
- Permanent exclusion

Harmful Sexual Behaviours

Not all sexual behaviours are harmful. Sexual behaviours will be assessed using a traffic light system (The NSPCC's HSB framework) to identify if they are harmful and if so, the appropriate response. The table below explains how sexual behaviours are categorised:

Green	Developmentally appropriate
Amber	Problematic behaviours
Red	Harmful

Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two. It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a level of support, as well as a sanction.

If a harmful sexual behaviour has deemed to have taken place:

- The victim and the alleged perpetrator will be spoken to separately and separate statements recorded
- If safe for the children, the respective parents/carers will be informed
- The school will make a report to the local authority, so that the needs of the children and any possible safeguarding issues can be addressed (parents will be made aware of referrals)
- The school will complete a safety plan for the alleged perpetrator
- The school will consider appropriate disciplinary action
- Support will be provided for parents/carers as well as the children involved

Allegations

Any allegations of misconduct against a member of staff will be taken seriously and may be referred to the LADO. The matter will be kept strictly confidential and we will offer support to any individual against whom the allegation is made. If the allegation is against the Executive Headteacher, the Chair of the Executive Board will be responsible for referring the matter. All staff are advised to familiarise themselves with the staff code of conduct in order to minimise the risk of allegations.

Isle of Wight LADO service contact number: 01962 876364

Malicious allegations

If a pupil makes an allegation towards a member of staff which is found to be deliberately harmful, invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harrasment against another pupil and that allegation is shown to have been deliberate invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated safeguarding officer (LADO) where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

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

"In line with our equity values, all pupils are expected to treat staff with dignity and respect at all times. The school will not tolerate any form of bullying, intimidation, harassment or sexual harassment towards staff. Sexual harassment includes unwanted conduct of a sexual nature, whether verbal, non-verbal, physical or online, that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Such incidents will be taken seriously and may result in sanctions in line with the school's behaviour policy, safeguarding procedures and, where appropriate, referral to external agencies."

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher, DSL or senior member of staff will make the report. The school will not interfere with any police action taken, however the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action. If a report to the police is made the DSL, if appropriate, will make a tandem report to children's service.

Behaviour outside of school

Whilst travelling to and from school and wearing the Medina uniform, all pupils are expected to uphold the reputation of the school. This includes when taking part in an official school trip, or when being educated off-site at another education provider. Medina College and VI Form will apply the consequences laid out in this policy if the pupil's behaviour poses a threat to another pupil, member of the public or the reputation of the school. Likewise, if the behaviour has repercussions for the orderly running of the school.

CCTV

The school does have CCTV around the school building. We use these images to monitor the safety of our pupils and staff. On occasion we may use the images to monitor the behaviour of pupils and if necessary, we would use any images to support our behaviour management systems. Due to GDPR, footage is unlikely to be shared with parents.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Executive Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Executive Board

VI Form Code of Conduct and suspensions policy

Students in the sixth form are expected to provide a positive role model for younger students and to model respect in the community alongside developing lifelong learning behaviours in preparation for university and future employment.

- Full attendance is an expectation
- Punctuality to tutor time and lessons
- Responsible behaviour in and around the school, including adherence to safeguarding and fire regulation which includes wearing lanyards and signing in and out every day
- Adhering to the sixth form dress code
- Respect for all within the school community
- Completing of all academic work on time

Whilst we would not want to exclude a student from the Sixth Form, we will use this sanction when other strategies and sanctions have not been effective, or when there has been a single, clear and serious breach of discipline. We will also use suspension if allowing the student to remain in the Sixth Form would seriously harm the education or welfare of other students.

The policy is adjusted from that of Year 7 to 11, the reasons which may lead to suspension of a sixth form student taking into account their greater maturity, self-reliance, self motivation and expectations of responsibility of our older and most mature students.

If suspension has to be used as a sanction, then we will inform parents/carers as quickly as possible.

1. The Purpose
The aims of this Suspension Policy are to provide all staff with a clear framework to enable the effective handling of student sanctions and suspensions and to inform all stakeholders of the procedures.

A student can be excluded from the Sixth Form if:
1.1 The student has committed a serious disciplinary offence such as, but not limited to an involvement with dangerous weapons, sexual abuse, sharing of sexual images actual or threatened violence, carrying an offensive weapon, or illegal drugs.
1.2 The student's presence in the Sixth Form represents a serious risk to the health and safety of students, staff or other adult e.g. visiting speaker
1.3 The student is found to have knowingly made a false allegation about another member of the Sixth Form community, or staff which could have led to that person facing disciplinary procedures, suspension or criminal charges.
1.4 The student has engaged in any bullying on any grounds, including race, religion, gender or sexual orientation.
1.5 Behaviour where the behaviour was deemed by the school as a serious breach of trust by the student.
1.6 Behaviour outside the school site will also be taken into account and this is especially pertinent where it impacts upon the safety or wellbeing of other students or where it brings the reputation of the Sixth Form into disrepute. This also includes incidents involving social media.
1.7 Failure to observe the rules and regulations of external awarding bodies as laid down in the relevant regulations concerning completion, submission and ownership of coursework, attendance at, and conduct in, examinations or tests.
1.8 Failure to engage in the steps and interventions that encourage the student to follow the Sixth Form rules/meet standards.

Suspensions can either be for a fixed period or permanent.

2. **The Procedure**
2.1 The suspension of a student is a serious sanction and is only administered after a full investigation by the Head of Sixth Form and in consultation with the Executive or Co-Head Teacher.
2.2 A student will be excluded immediately, if there is an anticipated or suspected threat to the safety of others in the Sixth Form. Such concerns will immediately be passed onto parents/carers and any agencies and/or authorities as appropriate.
2.3 A thorough investigation will precede any suspension which will take place as soon as practicable.
2.4 In the event of a suspension, the student's parents/carers will be notified immediately by telephone and this will be followed up in writing.

2.5 All suspensions should be treated in the strictest confidence on a 'need to know' basis. The Governors will be fully informed of suspensions applied.

3. Right of Representation

3.1 In the case of a suspension that does not take the student's total days of suspension above 5 in a term the Governing Body should consider any representation made by the parents but does not have the power to overturn the Head Teacher's decision. The requirements of the governing body to consider an suspension depend upon a number of factors

3.2 In the case of a suspension that results in more than 5 days in a term or a permanent suspension the school will follow statutory guidance. Where the Governing Body is legally required to consider a suspension they must consider the interests and circumstances of the excluded student, including the circumstances in which the student was suspended, and have regard to the interests of other students and people working at the school.

3.3 For further information parents can refer to the Department for Education (DfE) document: Suspension from Maintained Schools, academies, and pupil referral units in England

Persons responsible for the implementation of these procedures: Head Teacher, Head of Sixth Form, all school staff.

Repeated warnings may lead to suspension,

- Persistent poor attendance and/or poor punctuality without clear and valid justifications (Inc. Lessons, scheduled tutorials, study periods, enrichment, tutor time, PSHE drop down sessions and assemblies)
- Failure to respond over time to advice and feedback from staff intended to address underperformance
- Failure to meet coursework and/or home study deadlines over time
- Failing to effectively respond to the requirements of individual support plans set by subject areas and/or the Sixth Form team
- Repeated failure to turn up to scheduled study mentor sessions without clear and valid justifications

Fixed term suspension

- Fixed-term suspension may be applied for behaviour in school, on the journey to/from school, during school events/trips/visits/, or outside school where the behaviour gives the school cause for concern. These behaviours in the context of young adults in the Sixth Form include but are not restricted to:
- Intimidating other students or making students feel unsafe when arriving/leaving school and/or during the school day
- Smoking/vaping/on site, or in the immediate vicinity of the school as defined by the school at any time before school, after school, during the school day
- Wilful and wanton damage to property and belongings including graffiti
- Posting photos of video clips of poor behaviour online or sharing them with others in any way; and wherever school believes the use of a mobile or smart device has encouraged or facilitated poor behaviour
- Posting inappropriate comments and/or abusive language on social media about students
- Repeated failure to wear a safeguarding ID lanyard at all times

- Repeated failure to sign in/out of the building contradicting safeguarding and fire protection requirements
- Poor conduct at events associated with the school
- Repeated minor incidents or single major incident of failing to adhere to the dress code
- Behaviour related to bullying issues
- Sharing explicit or sexual images videos or comments
- Acts of violence
- Bringing the school into disrepute
- Using AI to create images of staff or students in order to belittle bully or cause offence
- Behaviour deemed by the school to be a serious breach of trust by the student

The length of fixed term suspensions will be influenced by the perceived severity of the incident by school staff, the previous behaviour record of the student, the degree of harm caused to the school or the victim, the nature of the incident.

Acts of physical aggression, violence, theft, extreme bullying, and criminal behaviour are rare. The school supports parents of victims who seek to involve the police but we cannot report the incident ourselves, unless we are the victims. We support police enquiries by supplying personal details and information as required by law, by supporting restorative justice approaches, or by dealing with the incident ourselves in agreement with the police

Permanent exclusions

Permanent exclusions may be applied as the sanction for a range of very serious behaviours, either one-off incidents or the accumulation of very poor behaviour over time. Permanent exclusions may be applied for behaviour in school, on the journey to/from school, out school events/trips/visits/, outside school where the behaviour gives the school cause for concern.

These behaviours include but are not restricted to:

- Supplying alcohol to an/other student/s during the school day or on the journey to/from school
- Supplying any quantity of illegal drug or dangerous substance to an/other student/s during the school day or on the journey to/from school
- Serious acts of violence, including acts of violence towards staff
- Persistent disruptive behaviour
- The accumulation of repeated fixed-term suspensions
- Serious breaches of the behaviour policy/code of conduct for students
- Any action which may be considered criminal in nature, for example serious acts of theft, occurring in school or out of school where it causes concern about the health/safety/wellbeing of other students or risks bringing the school into disrepute
- Any action or behaviour which brings the school into disrepute
- For further information regarding other incidents which may lead to suspension please see the Behaviour for learning policy, which applies to all students.

7. Appendices:

Appendix 1: Specific Role Responsibilities

Tutor Responsibilities:

- Take pride in the presentation and behaviour of their tutees, greeting each of their tutees in turn and addressing any missing uniform
- Build a supportive relationships with tutees and families; being a first point of contact
- Welcome all tutees with a fresh start everyday
- Be a trusted adult who advocates for their tuttees
- Communicate with parents for low level behaviour and attendance concerns
- Attend line up by 8:40 and ensuring tutor group are in a straight line, quiet and facing the right way
- Check uniform and supporting correction where necessary
- Communicate the importance of good attendance to pupils and families, contacting home if attendance is beginning to drop
- Deliver a well planned and resourced tutor time and PSHE program
- Check tutees are well equipped for the day and support those that are struggling
- Follow the consequences steps for students are persistently late with no valid reason
- Follow the consequences steps for students are persistently not bringing the correct equipment or uniform
- Relay messages, reminding students of detentions and celebrating achievement points
- Monitor level 1 tutees and refer to HOY if concerns arise

Teacher Responsibilities:

- Welcome pupils into your classroom with a fresh start each lesson
- Check uniform on arrival and exit
- Ensure a well organised and practised routine for entering the classroom
- Take an accurate register in the first 5 minutes of the lesson
- If a pupil arrives late correct their mark with a L and the minutes late
- If a pupil is missing put through an Emergency Alert state ‘Missing from lesson’
- If a pupil has not attended by the end of your lesson - record on Arbor behaviour incidents - “Truancy’’
- Ensure work is adapted to meet the needs of the students in your class
- If a pupil does not have the correct equipment, provide it where possible and log on Arbor. If it is subject specific equipment the please follow the consequence steps
- Guide pupils to make good choices
- Remind students if they are not making good choices
- Support the smooth running of the classroom by relocating pupils when necessary
- Communicate to pupils that permission to leave a lesson for the toilet will only happen in exceptional circumstances
- Ensure students have a note in their black book if leaving lesson
- Follow behaviour consequences steps; ensuring accurate recording on Arbor
- Communicate with the HOF when a student is repeatedly making poor choices
- Communicate with HOY if pupils misses a teacher detention
- Attend break time detentions for restorative conversations
- Ensure there is a seating plan that is well thought out and followed

- Ensure a well structured routine for exiting the classroom

Head of Faculty Responsibilities

- Ensure there is a vision, sense of purpose and pride in the faculty
- Lead and support classroom teachers in the delivery of their role
- Ensure continuity and progression within the whole school curriculum
- Communicate the importance of good attendance to pupils and families, contacting home if attendance is beginning to drop
- Develop faculty strategies for the pupils' spiritual, moral, social and cultural development, including citizenship
- To act as the initial person for others to contact regarding all issues relating to the subject(s)
- Monitor pupil behaviour within the faculty and quality assure the application of rewards and the consequences ladder
- Support effective behaviour management and provide coaching/training where necessary
- Contact home where necessary to discuss sanctions
- Lead faculty student reports as a behaviour intervention
- Liaise with line manager to escalate behaviour sanctions if a pupils behaviour does not improve following sanctions and support
- Liaise with LM to arrange meetings with parents/carers for students who persistently misbehave in their subjects, place on internal isolation and and arrange SLT report

HOY Responsibilities:

- Ensure an ethos is set within the year group which values learning and respects the needs of each individual
- Ensure good behaviour and positive attitudes to learning for students in the year group so that student achievement is high
- Ensure a consistency of the application of rewards and sanctions across the year group, in line with the school's policy
- Attend line up by 8:40 and support tutors to ensure year group are in a straight line, quiet and facing the right way
- Lead and support tutors in the delivery of their role
- Monitor pupil behaviour within the year group and quality assure the application of rewards and the consequences ladder
- Lead weekly year group assemblies
- Communicate the importance of good attendance to pupils and families, contacting home if attendance is beginning to drop
- Monitor behaviour logs to identify patterns and implement interventions and sanctions
- Lead pupil reports when a pupil is persistently having behaviours logged across a range of subjects
- Monitor level 2 students and propose behaviour interventions
- Monitor level 3 students and propose behaviour interventions, with support from SLT link
- Lead reintegration meetings
- Assist in the monitoring of level 4 and 5 students offsite

SLT Link Responsibilities:

- Support HOY in ensuring an ethos is set within the year group which values learning and respects the needs of each individual
- Communicate the importance of good attendance to pupils and families, contacting home if attendance is beginning to drop

- Support HOY by attending line up, when necessary
- Attend year group pastoral meetings
- Attend reintegration meetings for year group/provide support for other year group meetings where necessary
- Assist in ensuring students attend the Reflection Room
- Level 4 - SLT oversight and leading the plan with support from the year lead and wellbeing team.
- Lead level 5, with oversight by alternative provision lead.
- With HOY, monitor level 5 pupils
- Lead SLT reports

SLT LIne Manager Responsibilities:

- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing exemplary behaviour
- Support staff to ensure a consistent application of the behaviour policy
- Support the day-to-day management of the school
- With HOF, meet with the carers/parents of the pupils who persistently misbehave in their subject areas
- Take responsibility for pupils placed on SLT report by HOFs
- Lead SLT detentions

Appendix 2

Rewarding students:

How to reward students on Arbor

Reward points available

1 point: Demonstrating expected behaviours – Ready, Respectful, Safe. this may be awarded every lesson

2 points: Good effort – 100% weekly attendance, good contribution in lessons, good homework

3 points: Over and above – Attending clubs, extra homework, asking for more work

4 points: Star of the week – Teachers can give this 5 times per week for any standout reason. This will also trigger an email home to parents/carers and a reward in assembly

5 points: Commitment Award - A top faculty award for students who consistently go over and above - this triggers a letter home to parents and a phone call to discuss the continued commitment

Star Pupil

Each member of staff has a maximum weekly allocation of 5 stars to award to students demonstrating hard work, resilience, or improvement. These students will receive an email home and be recognised in assembly the following week. Each student with a star will receive a prize from the lucky dip in assembly, these will be a selection of prizes such as pen, pencils, and other rewards

Postcards Home

Staff are encouraged to send postcards home for a variety of reasons, such as:

- Academic achievements
- Consistent effort
- Personal growth or improvement
- Positive contributions to the class or school community

Postcards can be sent for one-time events or cumulative progress, ensuring every student has the opportunity to receive this recognition.

Recognition of Attendance

Attendance to school is vital and we understand that sometimes 100% attendance is not achievable, so students are also rewarded for improved attendance or for demonstrating they are making a commitment to improving attendance.

- Weekly Attendance Recognition: Students with 100% attendance for that week receive an email home and 2 achievement points
- Half-Term Attendance Recognition: Students with 100% attendance for the half term receive 5 points. Students with 98% attendance receive 3 points
- Each student meeting the attendance criteria receives a recognition email home, celebrating their commitment and are entered into a prize draw
- Heads of year are able to reward individuals with attendance certificates below these thresholds in exceptional circumstances.

Head of Year Positive Recognition

Weekly Focus: In weekly assemblies year leaders will discuss attendance, reward points, and recognitions to maintain a focus on progress and encourage ongoing positive behaviour .
End of term: At the end of each term there will be a celebration assembly where pupils are recognised for their effort and/or attainment in subjects, this will be a centralised system creating autonomy across the year groups

Appendix 3: Guidance for dealing with unacceptable behaviour

Delivering consequences for poor choices

Teachers, teaching assistants and other paid staff will deal with any pupils who are not following the school rules in a consistent, calm and respectful manner. Staff will take personal responsibility for following through with students and engage in restorative conversations to rectify issues and rebuild relationships. Staff will take responsibility for the pupils in their class and ensure high expectations at all times.

In lessons the class teacher is encouraged to follow the procedures below with any students whose conduct is hindering their own learning and/or that of the other pupils in the class. Each lesson will be treated as a fresh start. The procedures below should be delivered in private, in a non-threatening manner and at eye level.

Encourage good	Use techniques such as proximity praise, positive framing, assume confusion. Pause and look, tactical ignoring and non-verbal proximity to

choice	encourage students to make good choices
Remind	Remind the pupil of the expectations and encourage them to make a good choice. Aim to do this directly with the pupil one to one and as privately as possible. If it is in front of the class, do it swiftly and move on, do not have a conversation about it. Ask for what you want - silence please not 'stop talking' Issue the reminder Walk away and leave theme to have take up time to make the right choice
Caution	If the pupil continues to make a poor choice then a warning will be given to the pupil Caution in a calm, assertive way, this may include a seat change if the teacher deems this necessary or appropriate. Voices remain calm, or a quiet word with the student in the classroom. ***Behaviour intervention script** Give them take up time and then check back in. Towards the end of the lesson log the behaviour on Arbor including any outcome
On Call for support	If a pupil is not settling and the teacher feels that assistance is needed to help the pupil stay in the lesson, then on-call can assist where the pupil can speak to the teacher away from others, boundaries can be reset, brief reflection can occur, and a final opportunity is given to re-engage with the learning.
Emergency Alert	If a pupil is not able to complete the lesson in the classroom, the class teacher is to relocate the student to the classroom which has been determined within the faculty. If this is not possible or the student refuses then the duty On-Call will be contacted and take the pupil to the On-Call room for the rest of the lesson. The Classroom teacher records the event on Arbor and then arranges a restorative conversation and an after school detention is to be set. The student is to be relocated with work

Behaviour intervention script:

- I noticed you are….
- It was the rule about….
- You have chosen to…..
- Do you remember last week when you…..
- That is who I need to see today.
- Thanks for listening (move away and provide the student with take up time)

Appendix 4:

<u>Sanctions Ladder</u>

When a student makes a poor choice, there is persistent unwanted behaviour or there is a serious breach of our behaviour policy there are clear and precise sanctions to follow, these

sanctions are there to offer clear boundaries, consistencies and for all to understand the consequences of poor behaviour choices.

Ladder of consequence

Level 1 restorative conversation
In the classroom, if the behaviour is not as a teacher would wish, the teacher is expected to use restorative methods to encourage the expected behaviours.

Level 2 teacher detention
If restorative methods have been unsuccessful, then we expect the teacher to issue a detention.
If a behaviour occurs that warrants a teacher detention:

- The teacher records the behaviour on Arbor
- The teacher set a detention on Arbor and informs the students when it will be
- Each morning a list of students with detentions is circulated to tutors; tutors remind students that they have a detention
- Pupil attends detention, restorative conversation and boundaries set

Level 3 Senior Leadership Team detention Until 4:00
If a pupil does not attend a teacher detention or exhibits behaviour which warrants this level sanction, we expect the teacher to inform their HOF

- HOF sets a 45 minute after school detention
- Class teacher contacts home to explain the original sanction and the date for the upscaled detention
- Pupil attends detention class teacher will also attend for a restorative conversation

Level 4 After School detention until 5.00pm
If a pupil does not attend a Senior Leadership Team detention or has had behaviour to warrant this level of sanction, we expect the HOF or HOY to inform their line manager.
If a pupil has engaged in repeated behaviours/behaviours that warrant this level of sanction, we expect the HOY to discuss with the AHT and place in After School detention

- HOF/HOY set an after school SLT detention
- Class teacher/HOF/HOY calls home to explain the original sanction and the date of the detention
- Pupil attends detention - reflection work to be completed

Level 4 Reflection Room
Pupil does not attend SLT detention or has a behaviour to warrant the next level of sanction we expect the Head of year to contact home to discuss placement in the Reflection Room

- The pupil is placed in the Reflection Room for the day, this is recorded on Arbor
- The pupil completes reflection log

Reflection Room protocols:

- Pupils who are in the Reflection Room are logged on the internal report document

- HOY or SLT link collect pupils during tutor time and bring them to the room; there is a handover to the member of staff as to why the student is in the room
- Pupil's lessons are logged on the report document and staff are emailed to request work
- In the Reflection Room pupils will be taken to the canteen and the toilet 10 minutes before everyone else and then returned to the room before the bell goes, students then have an additional 20 minutes break in the room

Level 5 suspension

If a pupil does not complete the Reflection Room to the required standard or there is a behaviour to warrant this level of sanction, we expect the HOY/SLT to inform the Assistant Head for behaviour and culture or the Co Headteacher, The Executive or Co-Head teacher will make the decision to suspend and the duration of the suspension

- AHOY complete suspension paperwork
- HOY or relevant member of staff calls home to explain the situation and book a reintegration meeting
- Reintegration meeting to be attended by parent or carer and a reintegration support plan completed.

Sanctions guide: Personal circumstances of the pupil may also be taken into account when applying sanctions

	Description of Behaviour	Possible Action
Level 1 - poor choice	Incorrect equipment	Concern logged on Arbor, correct equipment facilitated by the teacher. If repeated concerns logged in a week and/or continues to happen a break time detention with tutor
	Incorrect uniform	Tutor to try to correct uniform, if not then HOY/SLT link to refer to the Reflection Room. Parent is called by AHOY and student returns to lesson when issue is rectified
	Jewellery or excessive makeup	Pupil asked to remove - if refusal than move to level 2
	Late to school	The tutor is to follow up with the pupil, contact home and if it continues set detentions to make up the time. If there is a valid reason record on MC and discuss this with the head of year
	Poor line up	Tutor to relocate pupil in line and set 10 minutes break detention. If the line up is persistently poor, move through the sanction levels
	Late to lesson - up to 5 minutes	The pupil to stay behind with the class teacher at the next available break time, if this is repeated then a 10 minute teacher detention to be set.
	Talking	Class teacher to have a restorative conversation with the pupil if it continues consistently then move to a teacher detention

	Lack of effort	Class teacher to have a restorative conversation with the pupil, if it is persistent it moves to a teacher detention
Level 2	Missing a restorative conversation	A 10 minute teacher detention at breaktime where a restorative conversation is had and the pupil either completes missed work or helps in the classroom. This is to be logged on Arbor
	Continual disruption after warning	A 10 minute teacher detention at breaktime where a restorative conversation is had and the student either completes missed work or helps in the classroom
	Poor behaviour during social times	The member of staff who witnessed the behaviour speaks to the child and logs on Arbor. The head of year sets the detention
	Inappropriate language	In class - remind, warn and relocate At social times - remind, warn and inform Head of year
	Continual lack of effort	Remind - warn - relocate and if this is persistent over lessons set a 10 minute teacher detentions, discuss with the pupil the barrier to learning and complete missed work
	Persistent failure to comply	Remind - warn - relocate and if this is persistent during lessons set a 10 minute teacher detention, discuss with the pupil the barrier to learning and complete missed work
	Missing from lesson	10 minute teacher detention, discuss with pupil the reason for missing the lesson
Level 3	Missing teacher detention	An escalation to an After School detention
	Repeated logs with little change after sanctions	Afterschool detention - this is not a log on its own, this will be discussed with HOY/SLT lead
	Refusal to attend lesson	Relocation (logged on Arbor as left lesson / missing lesson)
	Repeated poor behaviour logged across different subjects	At the end of the day, week and half term, logs to be looked at and sanctions to be set, logged by head of year and HOY to contact home.
	Truancy from lesson	An escalation to a HOF detention
Level 4	Repeated truancy from lessons	Each incident to be looked at individually but likely isolation away from peers either in reflection, with a tutor or a key member of staff
	Repeated or serious disruption of learning	
	Inappropriate language towards staff	
	Multiple relocations on a day	

	Intimidation of a member of the school community - this could be once or repeated lower level (bullying)	
	Unsuccessful completion of reflection room	Relocate with a member of SLT or appropriate member of staff and resit sanction the following day or at the next opportunity. If this is repeated then a suspension may be issued
	Smoking or vaping equipment on possession	Pupils must hand in the equipment or paraphernalia to staff and an appropriate level of sanction to be set. If a pupil is seen in person or on CCTV vaping then the student will be issued a suspension
	Severe disruption of reflection	If other sanctions have been tried and not successful then attending 2 - 4 provision could be discussed
Level 5	Abusive or belittling language towards staff. Including refusal to obey a reasonable request or lack of respect for staff.	Each incident will be reviewed on a case-by-case basis, with sanctions determined accordingly. However, behaviours at this level may warrant a fixed-term suspension ranging from 0.5 to 10 days. In cases where damage has been caused to the school building, parents may receive a repair bill, or the student may be assigned community service as a consequence.
	Rudeness in the form of gestures to staff, including the kissing of teeth or making deliberate comments designed to belittle staff in the form of intimidation.	
	Refusal to relocate anywhere	
	Destruction or intent to damage property	
	Affecting the smooth running of the school , for example setting off the fire alarm	
	Physical assault to a member of the school community	
	Unwilling to be safe in school	
	Threatening or becoming aggressive to a member of the school community.	
	Repeated acts of bullying to one or multiple members of the school community	
	Sexual Harassment, including online sexualised comments and/or requests for explicit photos	

	Racist, homophobic, or discriminatory comments	
	Bringing / consuming alcohol on site	
	Gaslighting, Hazing or performing initiations to groups	
	Inciting violence	
	Having a mobile phone or any other device that can connect to the internet or make or receive calls, after tutor time	
	Bringing the school into disrepute	This is any behaviour which happens beyond the school when the young person can be identified as a member of our school community and behaves in such a way as to cause upset to the public. Parents will be contacted by a member of the SLT and the relevant level of consequence imposed which could cover any level of consequence up to and including permanent exclusion
Level 6	Burglary - (definition- deprive the school of any property through theft or breakage)	Each incident will be looked at individually and a sanction will be applied that will keep all stakeholders safe, however a behaviour at this level, could be at risk of permanent exclusion
	Sending explicit photos of yourself or sharing explicit photos of other children	
	Committing sexual violence, such as rape, assault by penetration or sexual assault	
	Physical assault that that leads to significant physical and emotional harm	
	Sustained bullying to a member of the school community which can involve physical, verbal or online bullying	
	Have in your possession or distribute substances including all cannabis based products and legal highs and paraphernalia associated with this.	
	Repeat offences resulting in an accumulation of suspensions	

	Having in school, or carrying on your possession any weapon that could be used to threaten or harm an individual, including laser pens or knives of any kind.	

Appendix 5:
Additional Support

For pupils who need further support for their behaviour choices, they will be supported with interventions. Interventions may be part of a range of activities, which will be recorded on a Pastoral Support Plan, to be reviewed at regular intervals across the year. This will ensure that the information held is up to date and relevant. Below is an example of some possible stages of support

Level	Indicators /Example criteria	Example interventions:	Example interventions:
0	-None - no indicators of MH concerns -95% - 100% attendance, no safeguarding concern	Tutor time Extra-curricular clubs	Tutor – no concerns
1	-Increase in behaviour points / negative logs -Attendance 95% and declining	Tutor contact home Tutor report Daily monitoring	Tutor – monitoring
2	- Attendance below 90% - Recurring behaviour incidents - Emotional or MH issues - Self Harm (low level)	-Report -ELSA/SchoolPastor considered -Key worker assigned -TAF -YCP -MHST -E&I	-HoY - concerns
3	-Not engaging with interventions -Refusing to come to school -Behaviour is impacting learning -Attendance continues to drop below 80% -Complex trauma	-PSP -Home visits -EP -Bespoke timetable -Counselling -CAMHS -E&I -EHH	-HOY – support from SLT
4	-Behaviour cannot be addressed in main school alone -School refusal -Suicidal thoughts ~Thoughts of violent behaviour towards others and self. - Attendance below 50%	-Reduced timetable -Offsite activities -Work placements -Referral to ILC -IARF	-Senior Team oversight of student with Year Lead and wellbeing team leading
5	-Students behaviour cannot be addressed by the schools systems	-TAC - with CAMHS -CAMHS care plan	-Not in school – monitored offsite by

	-Suicidal ideation with plan and intent -Attempts to take life	-Request for change of placement (EHCP)	SLT and Year Leader

Appendix 6:

Pupils on report

A pupil can be placed on either a sanction based report or a reward based report. The report is designed to aid a conversation between the pupil and the key member of staff, to guide behaviour and support any changes that may need to be made to the PSPs or relevant communication to staff. The reports need to feel valued by the pupil to be effective. Communication with home about the reports is imperative.

Reports	
HOF	If a pupil has repeat on calls or repeat detentions, in one or two subject areas, then a pupil is to put on report to the head of faculty for every lesson or every week whichever is deemed more appropriate. Parents are to be contacted, if behaviours do not improve then the concern is escalated
HOY	If a pupil is persistently having behaviours logged across a range of subjects parents are to be contacted, and the pupil placed on HOY report. If there is no improvement, a parent meeting is to be held with a member of SLT and the year leader and the concern is escalated. When a pupil returns from suspension, they should report to their head of year for a week
SLT	If the HoY report is unsuccessful or there has been an escalation of behaviour over time without any successful interventions, parents are to be called to discuss and the pupil placed on an SLT report. The pupil is to report the key member of staff every day. If a student is repeatedly suspended then they are automatically at this level of report
HOS	If the SLT report is unsuccessful or a significant incident needs to be monitored, parents are to be called and the report is to be part of a wider support plan. Students are to report the headteacher at the end of every day.

Appendix 7:

Emergency Alerts

Relocation for learning	On call	Health and safety
Pupil needs some time to regulate Concern between pupils in classroom	Disruptive behaviour in the classroom affecting the learning of others which has not changed	Medical needs First Aid Safety concern with classroom

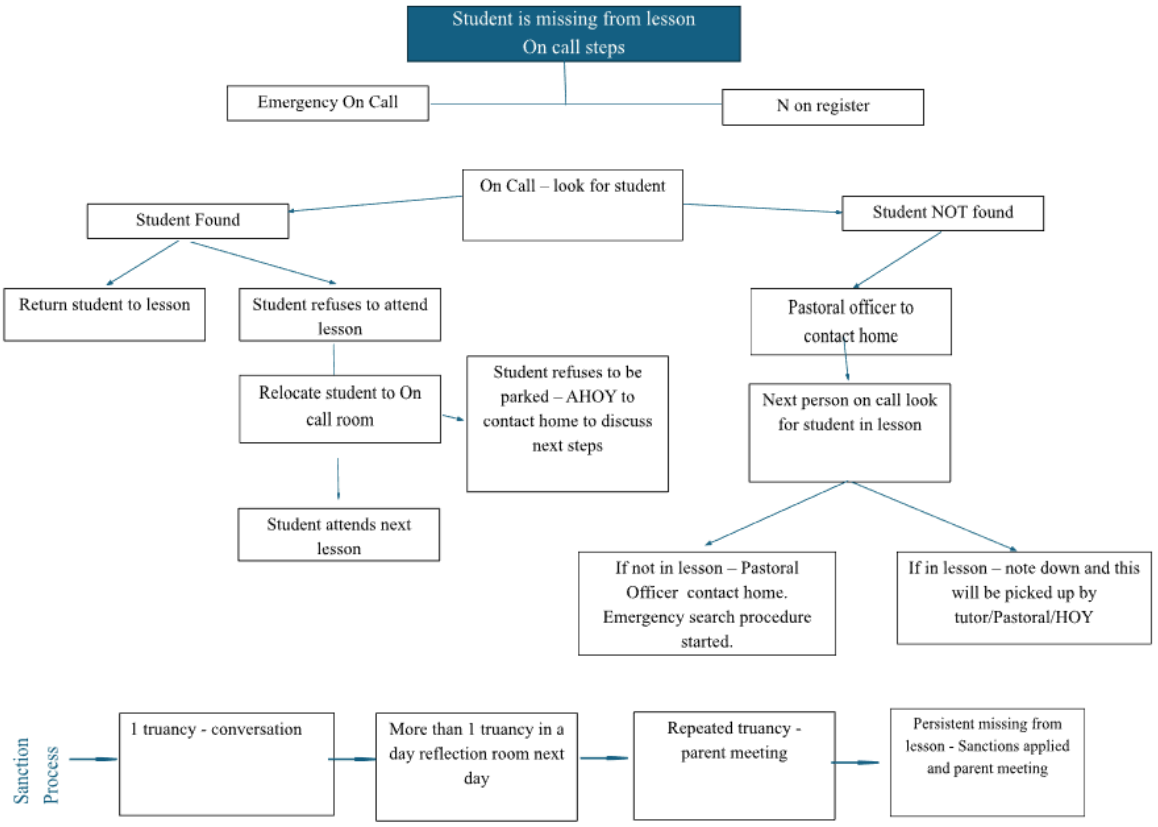
	through guidance Disrespectful behaviour to other members of class or staff	
1. Try to relocate yourself within the department, 2. If you need assistance use the Arbor Emergency alert - stating relocation for learning and the student's name 3. Ensure there is a restorative conversation or communication with appropriate staff to resolve the situation	4. Use Arbor Emergency Alert 5. State the student and the behaviour, 6. Log the behaviour incident 7. Set an after school detention. Call home to inform the parent of the detention 8. A list of detentions will be circulated every morning to remind students	1. Complete relevant health and safety paper work 2. Inform parent of any injury that happened in class - 3. First aid to follow up for more significant incidents

Consequences for being relocated should include the pupil returning to see the teacher, for a restorative conversation. The class teacher has a responsibility to talk to the pupil about their behaviour, repair trust and reinforce high expectations for the next lesson, this can also take place in the detention if it falls before the next timetabled lesson.

Appendix 8:

Truancy

We are committed to safeguarding all our pupils whilst they are in our care. Pupils that are in school but are not in a lesson are in serious breach of our safeguarding code of practice and will not be tolerated. We cannot guarantee the safety of pupils who are not in their timetabled lessons or the other pupils they may encounter. A pupil may also be at risk of being open to accusation for undesirable incidents that may happen in the school whilst they are not in lesson and therefore, not supervised by teachers. When parents/carers send their child to school they are rightly expecting that pupils are in their allocated lessons or in an alternative activity as directed by the school. In addition, in order to ensure each child achieves their academic potential and fully benefits from school life they need to attend the lessons and activities scheduled for them.



Appendix 9

Uniform expectations

- White school shirt tucked in.
- Black tailored trousers or tailored shorts - no leggings or jogging bottoms
- Black pleated school skirt - no other type of skirt will be allowed.
- School tie.
- School Blazer or school jumper - no other jumpers are permitted
- Black or white short or long socks - plain - to be worn below the knee in the case of long socks.
- Black or neutral tights
- Black school shoes or all black trainers.
- One ring, one pair of stud earrings and a watch - no bracelets - no necklaces or chains to be seen
- No facial piercings
- No nose studs but retainers are acceptable - remove/retainer/cover with plaster
- No false nails
- No excessive makeup or false lashes
- No tattoos - real or henna
- Natural Hair colours only, no bright colours blue, green or purple for example

If the student is in incorrect uniform then this needs to be rectified before the student attends the lesson.

A student comes out of lines but corrects after a conversation	Sent back to tutor time
A student comes out of lines and corrects with uniform from our store	● Lunchtime detention with HOY ● Phone call home ● Date agreed that uniform will be rectified ● Continue to be in HOY detention and wear borrowed items until rectified
There is no uniform available to substitute	● Placed in isolation ● Phone call home ● Remains in isolation until rectified
Student refuses to change into uniform provided	● Placed in isolation ● Phone call home, offered opportunity to bring in missing uniform ● Remains in isolation until rectified

Appendix 10:

<u>Guided Teaching Practice:</u>

It is expected that all teachers will develop and practise consistently the routines outlined below demonstrating unconditional positive regard for all members of Medina College and VI Form.

Start of the Lesson	Meet and greet all classes; own the space in and outside your Classroom. Every lesson is a fresh start ● Students line up facing the door if the teacher is not already waiting. ● Have a "Retrieval' task ready at the start of each lesson. ● Students to get out black books and equipment ● Complete the register immediately; on-call any missing students.
During the lesson	Establish clear and positive routines and expectations ● narrating the positive – “I can see Sarah is silent and ready. Just waiting for two more” ● considering body position and scanning regularly for compliance – once pupils are working, pick the optimal place to actively scan the room and quietly redirect any off-task activity ● non-verbal cues – smiles, walking over to stand near the behaviour, ● considering voice – directing the class as to which ‘voice’ to use when with working with a partner/individually/in silence/listening ● Reward students using points and where appropriate, a star, ensure that students are aware of what they have done well
End of the lesson	● Students stand behind desks and wait for the teacher to dismiss the class. ● Students must be in full uniform, and correctly dressed (Shirts tucked in etc)

	• Respect the space and ensure the room is ready for the next lesson • Quick restorative check-ins if there have been issues in the lessons

In lessons the class teacher will follow the procedures below with any students whose conduct is hindering their own learning and that of the other students in the class. Each lesson must be treated as a fresh start. The procedures below should be delivered in private, in a non-threatening manner and at eye level.

Appendix 11

Behaviour for Learning in the classroom

The explicit teaching of being ready to learn, respectful and safe is the responsibility of all staff. In classrooms, this is established in the following 3 way

1. Establishing Classroom Culture
2. Encouraging good choices
3. Correcting poor choices

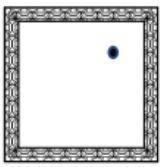
	Love to Teach - Warm welcome, invest in me, challenge me. This is the culture we establish through our welcome to class, the routines we establish and the relationships we build. This includes • Knowing individuals, like triggers, SEN needs, pupil passports and their interests • Classroom environment, organised and resourced, adapted if needed
	Explicit Expectations and Routines: These are shared and taught repeatedly Entry and exit routines Passport and equipment on desk Fresh start every lesson
	Hand up and thank you for silence Consistent routine, raise hand, say ‘Thank you; and wait Expect sit up, pens down Use ensuring good choices techniques
	Use language to build ethos In this class ‘we’, in ‘our’ assessment we will… Use positive framing, ask for what you do want, not what you don’t want Modelling of good manners always in the class we say thank you and listen to each other etc

	Expectations of talk Silence during teacher talk, including pens down and sitting up. Ask for it and wait If you expect silence, use the word silence, not quiet, if students are working collaboratively be explicit about your instruction about movement and volume
	Explicit instructions broken down clearly and chronologically, then check understanding of instructions Are there any questions? Select 2 -3 students to repeat to the class what they need to do - correct and refine as necessary before allowing independence. Make time limits explicit with a visible timer
	Clear and understood Big Questions/Lesson objectives Ensure students are aware of what they are covering in that task and how it links to the learning journey End the lesson with a recap and what next Cover work is set with the same expectations - common framework used and valued by the teacher. Picked up in the following lesson
	Walk the room Stand at key locations for monitoring. Do not remain at the front Remain in a monitoring position until you are happy the whole class are on task
	Share high expectations of where you are all going Stop and share excellent work Seek out and take opportunities to make class focus on best practice

<u>Encouraging good choices</u>

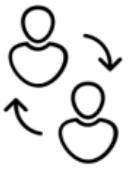
The teacher's role is to encourage students in making good choices and correct poor choices. The following techniques should be used to encourage good choices and help students practise these.

These techniques are impersonal and DO NOT require the naming of individual students

 Proximity Praise Praise those getting it right who sit close to those who are not.	 Positive framing Asking for what is wanted rather than what is not.	 Assume confusion ' Um, I'm confused, in this class we expect to...'
 Pause and give look Stop mid-sentence, eye contact	 Tactically ignore 'I'm just waiting for a few people to…'	 Non-verbal proximity Move closer to student, continue teaching, use gestures i.e.- touch page of book

<u>Correcting poor choices</u>

The following strategies should be used as necessary alongside working through the warning system,

 Maintain the flow Address swiftly and move on. Don't discuss it. Leave student to make good choice	 Remain calm and repeat Use firm, calm tone. If you meet refusal stay calm, repeat, give time.	 Well-being Check Are you ok? You are usually …, What do you need? Choices
 Give time Know you will get what you want. Ask for it and walk away. 'Follow me'	 Private conversation Have a private conversation if necessary. Focus on behaviour and good choices not the person	 Move seat or 'pop' outside Take student away from audience for the conversation or allow to make good choice in different seat

Appendix 12:
Students with complex needs

There will be a number of students who have complex needs that necessitate an individual support plan called a Learning Plan or Pupil Support Plan. These plans often provide more precise advice on how to meet the needs of individuals.
Whilst expectations are ultimately the same for all students, the journey is personalised with small steps. Students may have personalised rewards and consequences built into their plans. At regular intervals during the school year, these plans will be reviewed and if necessarily amended.

Adapting sanctions for pupils with SEND
When considering a behavioural sanction for a pupil with SEND, the school will take into account;

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

<u>Reasonable adjustments</u>
The school believes strongly in inclusive practice and makes reasonable adjustments for all pupils, those with Special Educational Needs and those with protected characteristics. In respect of this behaviour policy and in alignment with the SEN policy, reasonable adjustments may include (although are not exhaustive) the
following:-

- Adult assistance.
- Adaptations/tools to support communication (such as visual aids);
- Use of time-out cards.
- Adaptations to the timetable.
- Adaptations to pupil groupings.
- Additional mentoring.
- Contact with parents/carers during the day.
- Variations in the application of uniform policy where it is significant in overcoming a barrier
- Changes to seating plans in class or methods used to facilitate interaction and reduce anxiety.
- The use of report cards/communication books and other tools for home/school liaison.
- Additional meetings with parents and carers.
- Inviting parents/carers to support events in school.
- Support from external agencies where available.
- Use of risk assessments.
- The school will take positive action to enhance the inclusion of groups of pupils who may otherwise be facing barriers to participation- such as through the use of Pupil Premium funding.

Medina College and VI form, defines reasonable adjustments as those which are practically possible taking into account the following:-

- The resources of the school – including financial and access to external agencies (such as

CAMHS);
- The practicality of the adjustment.
- The interests of other and future pupils.
    - The likely impact of such adjustment.

In every case, reasonable adjustments do not override the school's primary duty in safeguarding and ensuring Health and Safety ('Equality and Human Rights Commission: Technical Guidance 2014'). The application of a reasonable adjustment will be evaluated in terms of the likely impact and within the scope of the efficient education of all children.

Links to other policies:

This behaviour policy is linked to:
HISP child protection and safeguarding policy

DfE policies:
Behaviour in schools: advice for headteachers and school staff February 2024
Searching, screening and confiscation: advice for schools July 2022
Equality Act 2010
Keeping Children Safe in Education 2026
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
Supporting pupils with medical conditions at school. December 2015
Special Educational Needs and Disability (SEND) Code of Practice
'Matters schools should consider when imposing detentions';