PLATANOS COLLEGE

DISCIPLINE & BEHAVIOUR POLICY

2026 – 2027

Discipline & Behaviour Policy

Review procedures

This Policy is to be reviewed annually or as necessary with notification being given to the Board of Trustees on the results of any review.

If any amendments to the Policy are required as a result of a review, then these will be presented to the Board of Trustees for consideration and acceptance of the amendments.

Date reviewed:	28 August 2026
Date of next review:	27 August 2027

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1. INTRODUCTION

1.1 STATEMENT OF INTENT

"We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Platanos College. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying."

1.2 OUR BEHAVIOUR POLICY ETHOS

- We have a **commitment** to educate all mainstream pupils and to use all reasonable strategies to encourage positive behaviour and to discourage and combat poor behaviour.
- We have an **understanding** that behind all children's behaviour, including unacceptable behaviour, there **may be** complex social and psychological factors.
- We take our **duty** to protect and make reasonable adjustments for vulnerable pupils seriously and offer behavioural support according to each pupil's needs.
- We have a **responsibility** to ensure equality of opportunity and the elimination of **all forms of** discrimination.
- We recognise our **role** is to promote consistency, mutual respect and fairness throughout the implementation of this policy.
- We will **ensure** that our positive ethos and belief that 'Attitude Determines Altitude: Everybody Can Be Somebody' remains at the centre of our school.
- We have **pride** in the cultural diversity of our school and encourage tolerance and respect for every individual.

1.3 PASTORAL ROLES

Individuals

SENDCo: Responsible for the pastoral welfare of any pupils with Special Educational Needs and Disability (SEND).

Pastoral Manager: Non-teaching members of staff who play a vital role in monitoring and supporting pupils. Responsible for making decisions about the allocation of support strategies and structures.

Discipline & Pastoral Managers: Promotes School within a School as a safe place for all pupils in need of its resources, and works with Reflective Coaches, staff and pupils to implement challenging targets.

Directors of Learning: Leaders of individual subjects who supervise and manage departmental and Friday detentions.

Reflective Coaches: Coaches for pupils who struggle with controlling their behaviour.

1.4 Statutes and Regulations

The school operates within the requirements of all relevant legislation and guidance. Throughout this document, we refer to several statutes and regulations, which provide the legal basis for our policy.

STATUTE	WEBLINK
The School Discipline (Pupil Exclusions and Reviews) (England) Regulations	http://www.legislation.gov.uk/uksi/2012/1033/made
The Education (Independent School Standards) Regulations 2014	https://www.legislation.gov.uk/uksi/2014/3283/schedule/made
The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations, 2007	http://www.legislation.gov.uk/uksi/2007/1870/contents/made
Special educational needs and disability code of practice: 0 to 25 years	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement	https://www.gov.uk/government/publications/school-exclusion
Behaviour and discipline in schools	https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Searching, screening and confiscation at school	https://www.gov.uk/government/publications/searching-screening-and-confiscation
Restrictive interventions, including the use of reasonable force, in schools	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Supporting pupils with medical conditions at school	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
Mobile phones in schools – DfE statutory guidance	https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools
Keeping Children Safe in Education	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
What academies, free schools and colleges should publish online	https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online
Education and Inspection Act, 2006	http://www.legislation.gov.uk/ukpga/2006/40/contents
Equality Act, 2010	http://www.legislation.gov.uk/ukpga/2010/15/contents

2. RIGHTS AND RESPONSIBILITIES

2.1 THE RIGHTS OF THE SCHOOL

- The school, Platanos College, has the statutory power (i.e. the legal power) to discipline pupils under the Education and Inspection Act 2006.
- The school also has the right to enforce the School Behavioural Policy, including all rules and disciplinary measures.
- The school has the right to ensure that violent, threatening or abusive behaviour by pupils or parents is not tolerated in any shape or form, and the right to prohibit pupils or parents who engage in such behaviour from entering the school premises.
- The school has the right to involve external agencies such as the police where appropriate.

2.2 THE RESPONSIBILITIES OF THE SCHOOL

- Consult key stakeholders about the principles of the school Discipline and Behaviour Policy.
- Ensure that the school Behaviour Policy does not discriminate against any pupil on the grounds of protected characteristic and that it promotes good relations between different communities.
- Ensure that support staff play a role in helping teachers to manage behaviour as part of the National Agreement on Raising Standards and Tackling Workload and Workforce Remodelling Agenda.
- Ensure that staff model good behaviour and are clear about the extent of their disciplinary authority and receive necessary professional development.
- Promote positive behaviour through active development of pupils' social, emotional, moral, cultural and behavioural skills.
- Deal effectively with reports and complaints about bullying.
- Work with other agencies to promote community cohesion and safety.

2.3 THE RIGHTS OF PUPILS

- Work together in consultation with the school with regards to the Discipline and Behaviour policy, thereby contributing to its development.
- Receive high quality teaching in a safe environment conducive to learning and free from disruption.
- Expect appropriate action from the school to tackle incidents of violence, threatening behaviour, abuse, discrimination or harassment.

2.4 THE RESPONSIBILITIES OF PUPILS

- Follow reasonable instructions given by staff, obey the school rules and accept sanctions in an appropriate way.
- Act as a positive ambassador when outside of the school premises. The school rules apply to all pupils when they are off-site. Pupils are expected to act as positive ambassadors when outside the school. The school's authority to address behaviour outside school is set out in the 'School Jurisdiction' section of this policy.
- Ensure that inappropriate or unlawful items are not brought on to the school site.
- Show respect for all school staff, other pupils, school property and the school environment, and understand that all forms of harmful behaviour, including bullying, will incur sanctions.
- Cooperate with and abide by any arrangement put in place to support behaviour such as Pupil Support Programmes (PSPs) and School Contracts.
- Cooperate with staff to ensure the safety of both staff and pupils on and off-site.

3. OUR DISCIPLINE AND BEHAVIOUR SYSTEM

SCHOOL RULES AND CODE OF CONDUCT

Our school rules are based on common sense and the need to protect everyone on the school site. We have high expectations of all our pupils in terms of appearance, behaviour, and courtesy. We expect all pupils to follow the School Rules in order to protect the Health and Safety of everyone in the school community. The below is not an exhaustive list of rules but serves as a guideline on our expectations.

3.1 BEHAVIOUR AND COURTESY

General courtesy

- A high standard of courtesy is always expected from all pupils.
- Pupils must always be polite to members of staff – rudeness, including back chat, will not be tolerated
- Swearing and abusive language will not be tolerated.
- Pupils must always show respect to staff and to each other.
- Pupils should respect and show courtesy to all adults, including visitors to the school.

Being responsible citizens

- You are not allowed to gamble on the school site or when dressed in school uniform. The school is a 'gamble free' site.
- The school will apply serious disciplinary sanctions (including suspension or permanent exclusion where appropriate and proportionate) to pupils involved in dangerous or potentially harmful online trends or the inappropriate use of online gaming or the inappropriate use of other forms of communications.
- The school will apply serious disciplinary sanctions (including suspension or permanent exclusion where appropriate and proportionate) to pupils involved in cyber-bullying using social media applications. It is illegal to send threatening information online, which applies to images on mobile phones and any other technological devices.

- The school will apply serious disciplinary sanctions (including suspension or permanent exclusion where appropriate and proportionate) to pupils who download and/or send unacceptable information such as pornographic, racist or stereotypical images of racial, religious or cultural groups, this includes making derogatory or demeaning comments that may cause offence to a particular group or individual.
- Pupils should always respect each other's personal space.
- Any pupil caught mistreating or defacing school property, including furniture, textbooks or computers must pay for the damage.

Creating an environment for outstanding learning in the classroom

The start of each lesson

- You must be in full school uniform.
- Your teacher will welcome you at the door.

At the start of each lesson

- You must enter in a quiet and orderly fashion and stand behind your desks in silence and remove your bags. Bags must be kept on the floor and not desks for the duration of lessons.
- Your teacher will decide where you sit at the start of the academic year. Your teachers reserve the right to move your desk or seat in classrooms at any point in the school year where they consider this necessary to support learning, behaviour or safety. The teacher's decision is final.
- When your teacher instructs you to, take out your books and any equipment you will need for your lessons.
- You may ask your teacher permission to remove your blazers and do so if permission is granted.
- You must remain silent while the register is taken and respond to your name by answering: 'present sir/ miss', 'yes sir/ miss', 'here sir/ miss' or 'good morning/ afternoon sir/ miss'.

During each lesson

- When your teacher talks to the whole class you must remain silent and concentrate.
- When your teacher asks you to do something in the lesson, you must follow instructions straight away.

- If the class is asked a question you must put up your hand to answer. Do not call out. You should work sensibly and respectfully with your classmates. Do not distract them or disrupt the lesson.
- You must put up your hand when you need attention.
- Listen in silence to your teacher and other pupils.
- You must keep inappropriate comments to yourself.
- You should remain seated in a sensible manner, not swinging on chairs. You must not sit on desks.
- Keep your hands, feet and objects clear of gangways.
- Do not interfere with anyone else.
- Your feet must not be rested on chairs or desks.
- If you are late to your lesson, you will receive demerits. If there is a justifiable reason for being late to your lesson you must have a note from a member of staff to explain your lateness.
- Homework must be recorded by all pupils. You will also be able to access your homework on SENECA and/or Google Classroom.
- Eating, drinking and chewing are not allowed. If caught you will be asked to dispose of the offending item. You must hand in any other food or drink to the teacher/ support staff. The confiscated items will not be returned, and you will receive a Same Day Detention.
- You must not leave a lesson without a note from a teacher.
- If you are absent from school, work can be accessed on google classroom.

At the end of each lesson

- The bell is not the signal for you. It is information for your teacher.
- Your teacher will ask you to pack away five minutes before the end of your lesson.
- You should begin to pack away or put on outdoor wear only when instructed by your teacher.
- When told, stand and push in your chairs. Your teacher will wait until you are silent.
- Your teacher will dismiss you 5 pupils at a time. You are to be dismissed in silence. When you leave the classroom, you are not to loiter. You must make your way to your next lesson.
- Your teachers will escort you to lunch or to the school gates at the end of the school day. Your teacher may have to wait until a senior manager gives them permission to escort you to the school gate. You should be patient.

Teachers are in the position of parents/ carers while you are in school. This means that:

- There is no excuse for rudeness or disrespect towards teachers.
- Any reasonable request from a teacher should be carried out at once and without argument.

Platanos College will not tolerate pupils who demonstrate rude or defiant behaviour.

Behaviour when moving around the school building

Your behaviour outside of lessons is just as important as your behaviour during your lessons.

Everyone has a right to feel safe when walking along the stairs/ stairwells and corridors. Orderly corridors and stairs/ stairwells improve the quality of learning and ensure that the school environment continues to reflect our school vision.

- You must have a note from your teacher if you are outside of your class during lessons.
- Do not run in the corridors or on the stairs/stairwells. Do not chase other pupils. Running in the building is a serious health and safety concern and this behaviour will result in an appropriate and proportionate sanction.
- Do not eat or drink in the corridors or stairs/ stairwells. Food and drink will be confiscated and thrown away. You will be issued demerits and a Same Day Detention.
- Chewing gum is forbidden at Platanos College.
- Balconies can be dangerous. **NEVER** lean over or throw anything over a balcony. This behaviour may result in a suspension or permanent exclusion as appropriate.
- Do not touch the barriers around the balconies. The barriers keep you safe.
- You must not climb the banisters or slide down the banisters. Such behaviour is dangerous and could cause injury to yourself and/or others. This behaviour will result in a suspension or permanent exclusion on the grounds of health and safety.
- Do not fight/ play fight.
- You must not make excessive noise.
- If you have a lesson in the A block you must only use the A block staircases, unless otherwise directed by a member of duty staff.
- If you have a lesson in the B block you must only use the B block staircases, unless otherwise directed by a member of duty staff.

- Otherwise, you must travel to lessons by the most direct route possible
- You must not loiter.
- You must walk in single file and follow any instruction given by duty staff.

PUPILS MUST REMAIN QUIET AND CALM ON STAIRCASES AND CORRIDORS AT ALL TIMES. WE TRY VERY HARD TO MAKE SURE YOU ARE SAFE AT PLATANOS COLLEGE. YOUR SOCIAL AWARENESS IS IMPORTANT IF YOU ARE TO BECOME SUCCESSFUL MEMBERS OF OUR COMMUNITY.

Playground behaviour

It is important that pupils learn to interact and socialise at school.

We strive to always maintain good order within the school.

- You must not fight or 'play fight'. This is dangerous behaviour and is regarded as a serious health and safety breach. This may result in a suspension or permanent exclusion on the grounds of health and safety.
- You must not spit.
- All litter must be placed in the rubbish bins stationed around the school.
- You must not involve yourself in 'water fights'.
- No stones and/or other objects are to be thrown.
- There should be no pulling of the ties of other pupils.
- There should be no inappropriate contact between pupils.
- There should be no 'rushing' and/or 'charging' at other pupils.
- You are not to consume food or drink in the playground.
- You should line up for lunch in an orderly fashion in the playground depending on if you wish to have hot or cold food.
- Pupils should congregate in respective year group areas during lunchtime. These are detailed to pupils at the start of the academic year.
- In Key Stage 3 pupils may only be in the building if they are eating their lunch in the canteen or the heart space.
- In Key Stage 4 pupils may only be in the building if they are eating their lunch in the canteen or the heart space.

- All areas of the school, unless stated in the previous two points, are out of bounds during lunchtime.
- You must always follow reasonable requests from staff.

We try very hard to make sure you are safe at Platanos College. Your social awareness and respect for others is important if you are to be a successful member of our community.

Behaviour in the dining areas

Mixing with other pupils at lunchtime is a very important part of learning and socialising. In order to maintain the high standard of behaviour in the dining areas at break time and at lunch time, it is very important that you continue to follow the school rules.

- Queue in an orderly manner when asked to do so by your teachers.
- Ensure you have your lunch card topped up before queuing for lunch.
- Be polite to members of staff who serve in the canteen and main hall. They play an important part in the life of the school and must be respected.
- Sit quietly with your friends while you eat your lunch. Remember good table manners to show that you respect yourself and other people.
- When you have finished eating, clear your table of rubbish.
- Put you rubbish in the rubbish bin.
- Stack your empty plate/bowl properly.
- Put your knife, fork and spoon in the correct place for cutlery
- Make sure that your tray is properly stacked.
- Do not act in an uncivilised manner. Ensure that you do not shout, scream or rush about in the dining area.
- Behave calmly and respectfully in the dining area.

Behaviour in assemblies

There are several types of assemblies at Platanos College including for example year group assemblies, house assemblies, key stage assemblies and whole school assemblies. School assemblies help to build community spirit. They also help to ensure that we learn about other cultures, parts of history, religions and about things going on in our school and local community.

- We value the contribution pupils make to our assemblies. We regularly reward pupils for their contribution to our assemblies.
- You must enter in an orderly manner and respect the importance of the event.
- You must be in full school uniform.
- You must be silent as soon as you enter the Assembly Hall.
- You must take your bag off and place this on the floor in front of you. If you have brought a coat to school this should rest on your bag. You must not wear your coat or have it on your lap.
- You will be asked to take part in a 'Minute of Reflection' in each assembly. You must be reflective during this 'Minute of Reflection' because this is when we prepare ourselves for the day ahead and show that we have good intentions in all that we do. You may bow your head, pray or simply think about the reflection introduced by the assembly speaker.
- You must sit in the area indicated by staff.
- You must listen carefully during each assembly.
- You must respect the speaker and/or speakers.
- You must not make silly and/or inappropriate remarks/gestures in assembly.
- You must listen carefully to music played in assembly. We play a wide variety of music to educate pupils and to develop their appreciation for music.
- You must leave each assembly when instructed in an orderly manner. You must wait in silence until dismissed and leave the Assembly Hall in silence.
- In our school we like to show appreciation in a positive spirit. If you are asked to clap, please do so sensibly with no calling out, whistling or booing.

Behaviour in the toilets

We understand and value the importance of hygiene and health and safety at Platanos College. Therefore, we spend a lot of money on maintaining cleanliness in all parts of the school. This is particularly the case with the toilets in the school.

- Toilets should be used in a respectful manner. They should be left as clean as when you entered.
- It is prohibited for multiple pupils to be in one cubicle at the same time.
- Food and drink are not allowed to be taken into toilets.
- All pupils must flush toilets after use. They must not place their hands into toilets, block toilets or urinals with tissue or other objects.

- All pupils must wash their hands for around 15-20 seconds after using the toilets to minimise any germs being spread in the school.
- Pupils are not allowed to loiter in toilets. This is unhygienic. Toilets should be used for the intention they were made.
- Toilets in the school are not public bathing facilities. Sinks are there for washing hands only.
- Toilet breaks should be taken during the allocated break times throughout the School Day. Any break required outside of this period will require teacher permission.
- Whenever a pupil is outside of a lesson, they require a note from a member of staff detailing why they have been given permission.

The school jurisdiction

This policy always applies to pupils while they can be under the school jurisdiction. Aside from the normal school day, this may be when the pupil is:

- taking part in any school-organised or school-related activity,
- travelling to or from Platanos College,
- wearing the academy uniform,
- in some other way identifiable as a pupil at Platanos College.
- In addition to the above, the school is also permitted to sanction pupils for criminal behaviour which happens outside of the school, as well as for non-criminal misbehaviour or bullying which happens outside of the school which:
    a. could have repercussions for the orderly running of the academy
    b. poses a threat to another pupil, a member of staff or a member of the public
    c. could adversely affect the reputation of Platanos College.

When pupils are wearing school uniform, they are expected to wear it properly and to conduct themselves appropriately. When they are in uniform, they are identifiable as a Platanos College pupil and are expected to act as good ambassadors for the school. Should their conduct or appearance be challenged by a member of staff at any time while wearing their uniform, they are expected to respond appropriately, as they would if they were in the school.

3.2 SCHOOL UNIFORM AND APPEARANCE

- Uniform is compulsory for all pupil in Years 7 – 11 in the school.
- All pupils must always wear their blazer and get permission from a teacher before removing it during a lesson.
- Shirts must be tucked in and the top button must be done up.
- Ties must be knotted properly and be of a conventional length, such as to the waist band of trousers or skirts.
- Pupils must always wear plain black shoes. Shoes must be flat and sensible for all pupils on the grounds of Health and Safety.
- Trainers, boots and/or canvas shoes are not permitted. There should be no logos on shoes.
- Digital or analogue watches are permitted, but fashion jewellery is not allowed. Any such jewellery will be confiscated and returned at the end of the term.
- Pupils are not permitted to wear any jewellery.
- Facial piercings are not permitted. This includes clear piercings. It is not acceptable to cover piercings with a bandage.
- Make-up, hair ribbons, coloured nail varnish, fake nails or eye lashes and extreme hairstyles are banned.
- All hair should be maintained at a reasonable length (two centimetres high) or neatly tied back or plaited.
- Belts must be black. Large buckles on belts are not permitted.
- Hijabs must be plain blue, black, grey or white.
- Hair/head bands (1- 2 inches wide) are allowed, and the must be plain blue, black, grey or white.
- Trousers must not be jeans, jeggings, leggings or joggers and are to be worn correctly, not sagging below the waistline. Leg wear that is deemed appropriate is determined entirely by the school's discretion.
- All school jumpers should be worn in the correct manner and not tied with a knot at the back.
- Pupils who do not have PE Kit are expected to serve a detention for poor organisations.
- All articles of clothing should not contain any designs, or similar, that might be considered to cause offence. This is entirely determined by the discretion of the school.
- Analogue watches and standard digital watches without communication functionality are permitted. Smart watches or other wearable devices capable of communication, messaging, notifications, audio/video recording or internet access are not permitted during the school day and must be handed in in accordance with the school's mobile phone requirements.

3.3 HARMFUL SEXUAL BEHAVIOUR (HSB) AND EFFECTIVELY ADDRESSING HSB

We have a zero-tolerance approach to any harmful sexual behaviour (HSB) involving children and acknowledges that "it could happen here" and in the wider school community.

HSB is 'developmentally inappropriate sexual behaviour displayed by children which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults and is harmful to the children who display it, as well as those it is directed towards'.

Harmful sexual behaviour can include young people using sexually explicit words or phrases, inappropriate touching, using sexual violence or threats, penetrative sex with other children/young people. Children and young people can be exposed to harmful sexual behaviour both in person and online. For further details on HSB, please refer to the Trust's Harmful Sexual Behaviour Policy.

It is normal for some children to display sexualised behaviour towards their peers as they develop. However, sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed. We recognise that children are vulnerable to, and capable of, abusing their peers sexually.

Staff must consider any allegation of child-on-child sexual abuse seriously and we do not tolerate or pass off harmful sexual behaviour as 'banter', 'just having a laugh' or 'part of growing up'.

The school will effectively address any concerns or behaviour related to, or deem to be, HSB, and aim to prevent HSB or behaviour that might develop into HSB:

- Raising awareness of HSB with staff.
- Taking a behaviour management as well as a safeguarding approach. Staff must follow the behaviour policy as well as the school's safeguarding and child protection policy in relation to reporting and dealing with misbehaviour / behaviour related to HSB.
- Inappropriate behaviour or language from pupils will always be challenged by staff immediately and the school will take a zero-tolerance approach to this in order to 'nip it at the bud'. This ensures that the school maintains a safe and healthy learning environment. This includes behaviour that staff may see in school or incidents that are reported to us.
- Through the curriculum. Educate and promote healthy/appropriate behaviours by encouraging healthy discussions (that are age-appropriate), through the curriculum, such as PSHE, RSE, through wider activities such as assemblies and workshops, amongst others.
- Staff will use the appropriate layers of escalation to address behaviours, be it 'developmentally typical' or 'problematic' behaviours. Appropriate interventions will also be used.
- Ensuring that pupils are safe online while using the school's IT facilities / devices. Appropriate filtering systems are in place at the school.

3.4 MOBILE PHONES, SMART WATCHES AND OTHER SIMILAR PERSONAL COMMUNICATION DEVICES

Platanos College operates as a mobile phone-free school throughout the school day in accordance with Department for Education statutory guidance. Pupils who bring a mobile phone (or similar device) to school must hand their phone in at the designated collection point on arrival each morning. Phones will be stored securely during the school day and returned to pupils at the end of the school day.

Pupils must not retain or have access to a mobile phone during the school day, including for example during lessons, lesson changeovers, going to the toilet, breaktime and lunchtime. This expectation also applies to smart watches and other personal communication devices where these have similar communication, messaging, notification, audio, video or recording functionality.

Where a pupil is seen with, found using, or found to have retained a mobile phone or other prohibited communication device during the school day, the device will be confiscated. The device will normally be retained by the school for 48 hours and must be collected by the pupil's parent/carer**.**

Refusal to hand over a device when instructed by a member of staff will be treated as a breach of the school's Behaviour Policy and will result in an additional sanction. Parents/carers who need to contact their child urgently during the school day should contact the school office. Pupils will not be permitted to use their personal mobile phone for this purpose.

Reasonable adjustments or exemptions may be made where necessary, including for pupils with medical needs, SEND or other exceptional circumstances. Any such arrangement must be formally agreed by the school.

Please also refer to our separate Mobile Phones Policy.

OUR REWARDS AND SANCTIONS SYSTEM (CHABOP)

3.5 CHABOP EXPLAINED

We have a numerical system for rewarding good behaviour, and sanctioning behaviour which does not meet our expected standards. This makes it easy for pupils to monitor their progress and wellbeing within the school community. We award and sanction in accordance with the categories in the acronym CHABOP:

Classwork

Homework

Attendance

Behaviour

Organisation

Punctuality

CHABOP is recorded and logged on a behaviour management system (SIM) and the data is monitored weekly by Discipline & Pastoral Managers. CHABOP notice boards are updated regularly, while the league tables are created and shared during assemblies.

3.6 MERITS

Merits are given in recognition of a pupil's exemplary behaviour and are intended as a reward. They can be given for a range of reasons which can be seen in our Rewards and Sanctions booklet.

Pupils with **net plus** merit points:

- Receive Good News letters home.
- Receive celebratory letters home.
- Receive public recognition in form time, assemblies and on school notice boards.
- Receive recognition in termly achievement assemblies.
- Receive certificates in achievement assemblies.
- Are entered into prize draws in termly achievement assemblies giving pupils the opportunity to win prizes, for example vouchers worth up to £100.

- Are entitled to represent the school in sporting activities or ambassadorial roles.
- Are entitled to attend termly Trips of Enhance Learning
- Are entitled to attend CHABOP Day
- Are entitled to attend Sports Day
- Are entitled to attend Rewards Trip Day
- Contribute to form class merit totals
- Contribute to house merit totals.

3.7 DEMERITS

Just as merits are used to reward a pupil's actions that are impressive, demerits are used as a warning to those who are falling short of the expected standards of behaviour. They can be given for a range of reasons which can be seen in our Rewards and Sanctions booklet.

Pupils with **negative** net merit points:

- Receive behaviour concern letters home.
- Are not entitled to represent the school in sporting activities or ambassadorial roles.
- Are not entitled to attend any form of reward trips.
- Are not entitled to attend CHABOP Day, Sports Day or Rewards Trip Day (instead they will complete work under supervision on these days).
- Contribute to form class merit totals.
- Contribute to house merit totals.

3.8 DISCIPLINARY POWERS

The power of schools to discipline pupils is derived from the Education and Inspections Act 2006. At Platanos College, the power to discipline applies to:

- All teachers
- Support staff
- Any other adult who has lawful charge of pupils (for example, parents/ carers who voluntarily supervise an event such as a football match or school trip).
- **However, only the Headteacher** can suspend or permanently exclude a pupil from the school.

It is important to note that this power to discipline cannot be given to prefects, Head Boy/ Girl, or any other pupils in the school.

3.9 SEARCHING, SCREENING, CONFISCATION AND CCTV

On rare occasions school staff may need to search or screen pupils. The school always follows the guidance from the Department for Education in relation to searching, screening and confiscation.

Searches will normally be conducted by an authorised member of staff with an appropriate member of staff present as a witness, in accordance with DfE guidance. The school has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds to suspect they are in possession of a prohibited item such as:

- Knives or other weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and/or cigarettes
- Vapes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In addition to the statutory prohibited items listed above, the Headteacher has identified mobile phones, smart watches and other personal communication devices as items that may be searched for where there are reasonable grounds to suspect that a pupil has retained such a device in breach of the school's published rules. Any search will be conducted in accordance with the Department for Education's Searching, Screening and Confiscation guidance.

If prohibited items are discovered as part of a search, there will be a full investigation and an appropriate sanction outlined below will be issued. Alternatively, the police may be called as is appropriate.

The power to search on suspicion and without consent applies only to a personal search (i.e. the removal of outer clothing and searching of pockets). Only the police can conduct an extensive or intimate search.

This search can be carried out without consent, but where there is a risk that a pupil may resist the search physically, a staff member will call the police rather than attempting to search the pupil without consent.

No staff member can conduct a search without being trained and a second adult must always be present during the search.

Screening for weapons

The school can also require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of pupils. If a pupil refuses to be screened, the school may refuse to have that pupil on the premises. This will be considered an unauthorised absence.

When screening, staff will ask pupils to remove and empty their jacket and blazer pockets before screening any metal objects that could cause a 'beep'.

CCTV

Cameras are positioned in most classrooms, corridors, stairwells and around the school for health and safety reasons.

There is no automatic right on the part of pupils, staff or parents/carers to demand CCTV recordings. The Headteacher determines how images are used in the day-to-day life of the school.

In extreme cases, we will hand CCTV images to the police as part of a criminal investigation.

Strip searching

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

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

When conducting such a search of someone under 18, it must be done in the presence of an "Appropriate Adult" unless the child has expressly said they do not want that adult there and this has been documented. The attending police officers cannot act as an appropriate adult.

3.10 CONFISCATION OF ITEMS

The Education and Inspections Act 2006 gives schools the right to confiscate items from pupils as a disciplinary sanction. All members of staff have the right to confiscate certain items from pupils as a disciplinary penalty. When confiscating items of clothing or jewellery we will consider the religious or cultural significance of each item.

Examples of items that will be confiscated:

- Poses a threat to others (e.g. a laser gun or pen).
- Threatens the good order for learning and maintaining a calm atmosphere in the school (e.g. use of mobile phones or any other technological devices, including a smart watch).
- Is against the school uniform rules (e.g. baseball caps and non–uniform).
- Poses a Health and Safety risk or threat (e.g. wearing of nose studs, rings, large items of jewellery).
- Is counter to the ethos of the school or is illegal for a child to have (e.g. racist, pornographic material or material which might cause tension between one group and another).
- Breaches the school rules regarding eating and drinking (e.g. eating in lessons or bringing fizzy drinks onto the school site).

- Mobile phones and personal communication devices.

  Where a pupil has failed to hand in a mobile phone, smart watch or other personal communication device at the beginning of the school day or is found in possession of or using such a device during the school day, the device will be confiscated.

  A confiscated mobile phone or communication device will normally be retained for 48 hours and must be collected by a parent/carer**.** Where the 48-hour period extends across a weekend, school closure or holiday period, the device will be available for collection on the next appropriate school day in accordance with arrangements communicated by the school. The school will ensure that confiscated devices are stored securely.

  In determining and applying sanctions, the school will act proportionately and consider the individual circumstances of the pupil, including age, SEND, medical requirements and any agreed reasonable adjustments.

If an item has been confiscated, parents will be informed. Confiscated items may be returned at the end of each term depending on the circumstances of the confiscation.

Where confiscated items involve drugs, guns or other illegal items we always involve the police, normally through our community police officer.

3.11 SANCTIONS

Many pupils at Platanos College are a credit to the school, their families and themselves. Our pupils are routinely well behaved and meet our expectations and most behaviour or learning related issue can be tackled without the need for significant sanctions. Positive discipline provides a secure basis for a happy, secure and high achieving school. When there are cases of repeated poor behaviour, we will consider whether the pupil would benefit from some additional support. Where it is felt to be necessary or appropriate, such support will be put into place. For example, we may in some circumstances initiate a Pastoral Support Programme. Where appropriate reasonable adjustments will be made to support SEND pupils so that their behaviour also meets our expectations.

If a pupil is involved in an incident where they have used a weapon or an object that has acted as a weapon, then we may decide to involve external agencies as is appropriate.

If the need does arise to use sanctions, the school policies should be followed consistently and fairly by all staff. They should act quickly to try to resolve any issues and ensure that any sanction

is proportionate to the behaviour involved. The sanctions used by the school are outlined in this policy.

The sanctions outlined in this policy is not an exhaustive list, and other sanctions may be used where appropriate.

If a staff member suspects that there has been criminal activity, this must be reported to a member of the Senior Leadership Team and then this will be reported to the police by the Headteacher or the next most senior member of staff available. Other organisations such as the police may also take actions in relation to certain types of behaviour. The school disciplinary procedures under this policy are separate to any action taken by other organisations.

Pupils at Platanos are expected to always follow the school rules and code of conduct. Where there are breaches, proportionate and appropriate sanctions will be administered, acting within the statutory power of the school.

3.12 CLASSROOM WARNING SYSTEM

Please note that some behaviour types do not require warnings, for example:

- Failure to complete homework (including unacceptable effort).
- Failure to have the correct equipment.
- Eating or drinking in the classroom.
- Being in possession of, accessing or using, a mobile phone, smart watch or other prohibited personal communication device during the school day, where the device should have been handed in on arrival. **Please note under no circumstances is a pupil allowed to use their mobile phone (or similar smart device) in lessons or at any other time during school hours on the school premises. Teachers are not permitted to give permission for this. This is a whole school rule**.
- Damage to school property.
- Leaving a classroom without permission.
- Failure to enter and leave a classroom in an orderly fashion.
- Rudeness and defiance.

WARNING	ACTION(S) TO BE TAKEN BY TEACHERS
First warning This is the first stage if pupils breach behaviour expectations.	The member of staff will record the name of the pupil on the board. They will explicitly tell the pupil why they are receiving the warning. This is a public warning to pupils. Most pupils will cease to misbehave at this stage. There are no sanctions or demerits at this stage. Pupils' CHABOP records are not affected at this stage. **Please note: teachers will use their professional discretion before the first warning is given.** **Please note: warnings are for breach of a particular behaviour type. A pupil can receive a warning for lack of effort and another warning for disruptive behaviour.**
Second warning This takes place when a pupil has ignored their first warning.	The member of staff will inform the pupil that they have received demerits for ignoring their first warning and this is recorded on the board This is recorded on SIMS by right clicking on a pupil's name on the register page and left clicking on *Add Behaviour* and left clicking on the applicable demerit. The member of staff will update the sanction on the board. Pupils' CHABOP records are affected at this stage. Teachers are entitled to move a pupil to another part of the classroom if they believe it will have a positive impact on a pupil's behaviour. (Buddy Class) **Please note: Teachers cannot demerit more than once for a particular behaviour type. This is deemed as sanctioning a pupil twice for one incident. This is not fair.** **Please note: Teachers can demerit for more than one behaviour type, as long as the first warning stage has been followed. For example, a teacher can issue demerits for classwork and then for disruptive behaviour.**

	Please note: Demerit points are added automatically when a teacher clicks on relevant demerit on SIMS. Teachers are not permitted to edit the demerit system on SIMS.
Third warning. This takes place when a pupil continues to breach the school's expectations.	Pupils are issued with: ● A Teacher Detention OR ● A Departmental Detention. The member of staff will update the sanction on the board Pupils must be told explicitly why they are receiving a detention and when and where their detention will be. **Please note: Teachers record all same day detentions on SIMS which is the school's management information system.**
Buddy Movement / Restorative Room Support This takes place if a pupil continues to breach the school's expectations.	Pupils are removed by a Discipline and Pastoral Manager (DPM) and members of the SLT to the Restorative Room where pupils will reflect on their behaviour and be engaged in a restorative conversation within 24 hours with their teacher. The name of the pupil and the reason for being sent to the buddy class should be logged on the buddy tracker and communicated with the subject Director of Learning and relevant Year Group Discipline & Pastoral Manager (DPM) for their information. **Please note: No additional demerits are issued at this stage.** **Please note: Pupils must still attend the detention that was issued at the third warning stage.**

Discipline Pastoral Managers and members of the Senior Leadership Team visit lessons every period, every day on Behaviour Monitoring Walks. They are available, in the rare instance that it is needed, to offer behaviour for learning support to teachers who request it.

3.13 DETENTION

Type of Detention	*Referred by*	*Description*
Immediate Detention	Staff Member on Corridor Duty	If a pupil breaks a school rule to do with moving around the building, they will be asked to remain with the staff member on corridor duty for 2-5 minutes. The pupil will receive demerits. Parents will not be informed.
Teacher Detentions	Class Teacher	Used as a second stage if a pupil has already been given a warning in class but has not corrected their behaviour. The class teacher can keep pupils behind for 15 minutes at lunch or after school. Parents may be informed, at the discretion of the class teacher.
Same Day Detentions	Any Teacher and/ or Senior Leadership Team (SLT)	Reasons for referral include disruptive behaviour, (after the first two classroom warnings); failure to line up; eating or drinking outside designated areas; and breaches of the uniform code.
Departmental Detentions	Any Teacher and/ or Senior Leadership Team (SLT)	Reasons for referral include missing or behaving poorly in a teacher detention; poor effort in a lesson (after the second classroom warning); poor homework effort; disruptive behaviour in a lesson (after the second classroom warning); and damage to school equipment or classroom furniture. Parents/ carers are informed prior to the detention in writing. The detentions run for half an hour at the end of the school day.
Thursday Detentions	Discipline Pastoral Managers (DPM) and/ or Senior Leadership Team (SLT)	Formal Detention held on Thursdays after school where pupils are expected to sit and work formally. Reasons for these include failure to attend a Departmental Detention; failure to attend a Same Day Detention; extremely poor behaviour within a lesson which affected the learning and Health and Safety of others; extremely poor behaviour outside of lessons, 3 or 4 incidents of disruptive behaviour in a week, 3 times late to school in week, Infringements of examination conditions (during Formal Examination weeks).

Internal Isolation	Pastoral Managers and/ or Senior Leadership Team (Any other staff member can make a referral to the Pastoral Manager)	A serious internal disciplinary measure used where behaviour warrants removal from normal lessons. Pupils continue their education in a supervised designated area. Parents/carers will be informed**.** See the Graduated Behaviour Pathway and Internal Isolation section below for full procedures. During Internal Isolation, pupils are removed from their normal lessons and supervised in a designated area within school. Pupils are expected to: • Have a reading book. • Complete a written reflection on the reason for their placement in isolation and how they will amend their behaviour in the future. • Complete academic work set by their teachers. Parents/carers are automatically informed in writing when a pupil is placed in Internal Isolation. Failure to comply with the expectations of Internal Isolation will result in a review of the pupil's behaviour and support needs and may lead to further intervention or disciplinary action, including suspension where this is considered necessary and proportionate.

3.14 BEHAVIOUR REPORTS

Daily reports

One of the most effective ways of monitoring pupils' behaviour is the use of a Report Card. When a pupil is placed on report it is a serious matter and should not be taken lightly. However, it has proved necessary to have different levels of daily reports to constantly improve our school.

At Platanos College we are inclusive and aware that all pupil behaviour and the reason for this behaviour is subjective. As a result, when a pupil is placed on report they are issued with a mentor. Mentors will meet with pupils at the start of the report period and agree a set of SMART

targets. Additionally, pupils and mentors agree a reward system for successful reports daily and a sanction system for poor reports. This can be in line with the standard school Discipline and Behaviour Policy. As a result, our monitoring of pupils on report is transparent and bespoke to the pupils.

A Tutor Report Card

This is where a tutor monitors a pupil with a report card. It indicates that the pupil has caused enough concern to warrant a period of monitoring. The timescale will usually be for a period of two weeks. At the end of that time the concern will be reviewed.

A report card might also be issued by the Director of Learning to monitor behaviour within a particular subject area. In this case the Pastoral Manager will be informed when a pupil is placed on report.

Pastoral Report

The Pastoral Manager Report indicates a more serious situation. The card will be issued by the Pastoral Manager. Again, the initial period of the report will be specified, and a review will take place before the pupil is taken off report. A pupil who returns from a suspension is also monitored by use of the Pastoral Report.

Report Card

The Red Report Card is used within Key Stage 4. This is a daily report card that is to be collected from the pupil's tutor upon their arrival for registration each day and is to be signed by all teachers throughout the school day. Pupils are monitored by a Senior Manager/ Pastoral Manager who they will have to report to at lunchtime and at the end of the school day. Behaviour and attitude to learning is closely monitored. Any negative behaviour is logged on the report card they will immediately be sanctioned as stated above. A pupil will be placed on the red report card for a fixed period before a review is conducted and a decision made regarding next steps.

3.15 RESTRICTIVE INTERVENTIONS INCLUDING THE USE OF REASONABLE FORCE (POSITIVE HANDLING)

The use of reasonable force will be in accordance with current Department for Education guidance on the use of reasonable force in schools. It may be necessary at times for staff to use reasonable force as a last resort. 'Reasonable' means no more force than is required to prevent

injury or harm coming to a member of the school. All members of staff have the legal right to use reasonable force. Reasonable force can never be used as a punishment, only as a preventative strategy.

Reasonable force is used to either control or restrain a pupil. Control generally implies passive physical contact such as blocking a pupil's path or physical contact, for example leading a pupil by the arm away from a situation that may escalate. Restraint means to hold back physically or to bring a pupil under control, such as dealing with pupils who are fighting and who refuse to separate.

At all times staff should try to avoid causing injury to pupils and themselves.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Incidents where physical intervention/positive handling has been used will be recorded and signed by a witness and immediately reported to a member of the Senior Leadership Team. The parent/carer will be informed of the incident. Please see the 'Reasonable Use of Force' policy for further details.

3.16 DAMAGE TO SCHOOL PROPERTY

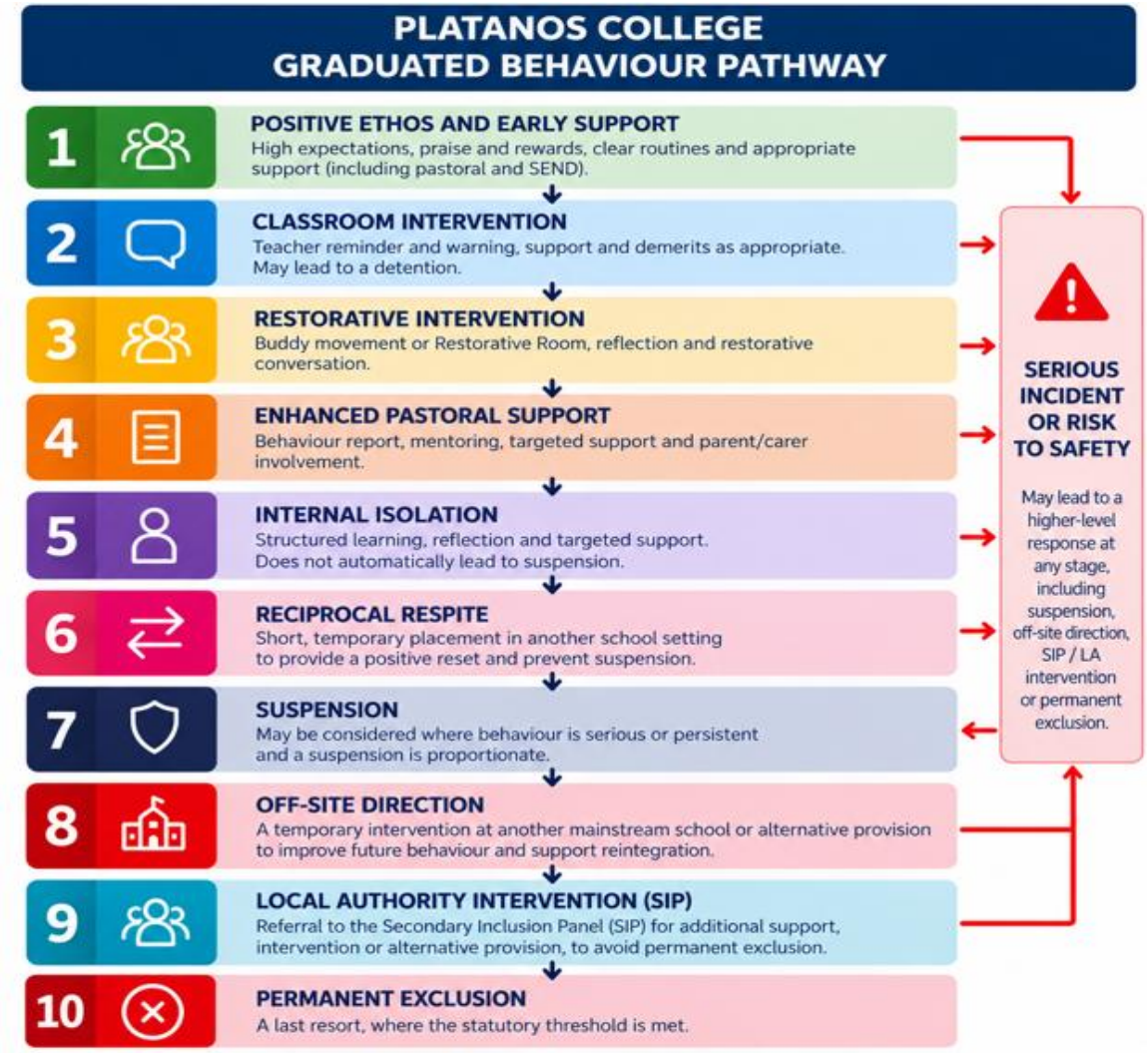
When property is damaged by a pupil/pupil's it should be reported to a member of staff. Depending on the nature of the damage and whether it was inadvertent or deliberate the school will decide whether a charge should be made against those involved in line with our Charging and Remissions Policy. The extent of the contribution will be at the discretion of the Headteacher, and this will be communicated formally to parents.

GRADUATED BEHAVIOUR PATHWAY

At Platanos College we use a graduated approach to behaviour intervention. Our aim is to intervene early, provide appropriate support and give pupils opportunities to reflect, reset and improve their behaviour while remaining successfully engaged in education.

The pathway below illustrates the school's normal graduated response. It is not an automatic tariff. Decisions will be proportionate and will take account of the seriousness of the behaviour, the individual circumstances of the pupil, safeguarding considerations, SEND, disability, medical needs and previous interventions.

Where a serious incident occurs, the Headteacher may consider a higher-level response without all earlier stages having been used.



3.17 INTERNAL ISOLATION

Internal Isolation is a serious internal disciplinary measure used where a pupil's behaviour warrants removal from normal lessons but suspension is not considered necessary or proportionate at that stage. Internal Isolation may be used following persistent breaches of the Behaviour Policy, failure to respond to earlier interventions, or following a serious incident.

During Internal Isolation pupils will:

- complete appropriate academic work;
- complete structured reflection on the behaviour that resulted in the placement;
- participate in a restorative conversation where appropriate;
- complete targeted or self-guided learning linked to the behaviour where appropriate; and
- receive relevant pastoral, SEND or other support.

Targeted learning may address issues including discriminatory language or behaviour, bullying, harmful behaviour, online conduct, relationships, respect, substance misuse or other identified concerns. Parents/carers will be informed when a pupil is placed in Internal Isolation. Failure to meet the expectations of Internal Isolation will result in a review of the pupil's behaviour and support needs and may lead to further intervention or disciplinary action. Internal Isolation does not automatically lead to suspension.

Where behaviour continues to cause significant concern, the school will consider whether further support and intervention are required. Where appropriate, Reciprocal Respite may be considered before suspension. Discipline and Pastoral Manager (DPM)s and the Senior Leadership Team will monitor internal isolations and reports will be provided to the Headteacher.

3.18 RECIPROCAL RESPITE

At Platanos College, Reciprocal Respite may be used as a preventative intervention to support a pupil and, where appropriate, reduce the need for suspension. It is a short, temporary placement at another school and should not be confused with a statutory Off-Site Direction**,** which is addressed separately. The pupil remains registered at Platanos College and is expected to engage fully with the learning and behaviour expectations of the receiving school.

Reciprocal Respite is used to provide the pupil with an opportunity to:

- step away temporarily from a situation or pattern of behaviour
- reflect on their behaviour in a different educational environment
- continue their education without unnecessary interruption
- experience a positive reset and a fresh opportunity to make appropriate choices
- consider the impact and consequences of their behaviour
- demonstrate positive behaviour in another school setting; and
- prepare for successful reintegration into Platanos College.

As part of the Reciprocal Respite process:

- parents/carers will be informed of the arrangement and expectations
- the receiving school will be provided with appropriate information to support the placement
- the pupil will be expected to follow the rules and expectations of the receiving school
- the pupil's progress and behaviour during the placement will be considered
- the pupil will return to Platanos College at the end of the agreed period
- a reintegration discussion will take place where appropriate to recognise progress, reinforce expectations and identify any further support required
- where serious or persistent behaviour concerns continue, the school will consider the appropriate next stage of intervention or disciplinary action in accordance with this policy.

Reciprocal Respite is intended to be supportive, preventative and temporary. It is not a permanent move to another school. Reciprocal Respite does not have to take place before a suspension. Where a serious incident occurs, the Headteacher may determine that suspension (or another more serious sanction) is necessary and proportionate without Reciprocal Respite or other earlier stages of the school's 'Graduated Behaviour Pathway' having been exhausted.

4. SUSPENSION AND PERMANENT EXCLUSION

We are committed to creating an environment of inclusion, compassion and understanding when it comes to managing pupils' behaviour. However, there are occasions where the school will have to refer to the most serious step in the Discipline and Behaviour Policy.

4.1 Suspension

The Department for Education's statutory guidance, *"Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement"* is always followed, together with the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- Sections 64-68 of the School Standards and Framework Act 1998.

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils.
- Section 579 of the Education Act 1996, which defines 'school day'.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

The **Headteacher is the only person** with the authority to suspend or permanently exclude a pupil (or in the absence of the Headteacher, the acting Headteacher).

The following behaviours are examples of serious or persistent breaches that may lead to a suspension or permanent exclusion. The list is not exhaustive and does not create an automatic tariff. Each case will be considered individually and proportionately:

- Behaviour that endangers the safety or welfare of the pupil, or another pupil, member of staff or member of the public.

- Actual or threatened violence, or aggressive behaviour, against another pupil, member of staff or member of the public.
- Sexual violence or sexual harassment of another pupil, member of staff or member of the public.
- Other offences against staff or others, such as those of a slanderous or libellous nature.
- Comments or behaviour of a discriminatory nature e.g. racist, sexist, homophobic etc
- Causing damage to the property of school or others.
- Harassment.
- Extremism.
- Theft of any sort.
- Supplying (including socially supplying for no financial gain), being in possession of, using and/or being under the influence of an illegal drug or other substance including legal highs (edibles) while under the school's jurisdiction.
- Bringing alcohol onto the school site, consuming alcohol on the school site, or being under the influence of alcohol while under the school's jurisdiction.
- Tobacco use while under the school's jurisdiction.
- Vaping or use of e-cigarettes while under the school's jurisdiction.
- Being in possession of an offensive weapon, or any other object which could be seen or used as a weapon.
- Disrespectful and/or defiant behaviour towards a member of staff.
- Misuse and/or abuse of the school 's resources or property.
- Bullying or cyber-bullying.
- Cheating.
- Filming and/or photographing other pupils/staff members/incidents on mobile phones/similar devices and/or uploading films/photographs of other pupils/staff members/incidents to the internet or other inappropriate use of social media.
- Inappropriate use of IT and/or social media.
- Inappropriate use of and/or participation in dangerous or potentially harmful online trends or the inappropriate use of online gaming or the inappropriate use of other forms of communications.
- Use of and/or participation in the download and/ or sending of unacceptable information such as pornographic, racist or stereotypical images of racial, religious or cultural groups,

this includes making derogatory or demeaning comments that may cause offence to a particular group or individual.

- Misuse of fire alarms.
- An act which brings the school into disrepute.
- Repeated acts of misbehaviour.
- An un-cooperative response to a reasonable request or instruction.
- Malicious allegations against school staff. The school takes accusations against members of staff very seriously but if, after investigation, these are found to be malicious the pupil or pupils responsible will face a sanction which could be up to and including permanent exclusion.

The above is not an exhaustive list, and there may be other types of misbehaviour where a suspension or permanent exclusion is imposed.

Procedure:

- Pupils who repeatedly breach the school rules and/or Code of Conduct after going through the detention stages, may be considered for a suspension.
- Parents have the right to make representations to the Governing Body as directed in their exclusion letter.
- During a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility as parents/carers.
- A 'Return to School' meeting will be held following the expiry of a suspension, and this will involve the pupil's Discipline & Pastoral Manager. The Discipline Pastoral Manager and other support staff will decide on how a pupil will be reintegrated, supported and nurtured.
- It is usual school practice to place the returning pupil on report to the Discipline Pastoral Manager to monitor behaviour and work. In the case of a suspension a **Pastoral Support Plan (PSP)** will usually be drawn up. This needs to be agreed with the school, pupil and parents.

A decision to suspend or permanently exclude a pupil will be taken only as a last resort:

- In response to serious or persistent breaches of the academy's behaviour policy; or

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspension is a formal sanction; it is unlawful to:

- suspend a child for a non-disciplinary reason;
- informally or unofficially exclude a child from school by, for example, sending him/her home early to 'cool off', even if the parents agree to this.

Off rolling a pupil is unlawful. Ofsted defines off-rolling as:

> *"…the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."*

Any suspension of a pupil, even for a short period of time, must be formally recorded.

Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will ensure that the incident is fully and fairly investigated and will then:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs or a disability (SEND) for which reasonable adjustments are required to be made.

The length of a suspension will be decided on by the Headteacher who will consider:

- the age of the pupil.
- the disciplinary record.
- the nature of the offence.
- any exam obligations.

In any suspension or permanent exclusion, the standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion.

4.2 Off-Site Direction

We may use an **Off-Site Direction** as a planned, temporary intervention where this is considered appropriate to support an improvement in a pupil's behaviour. This may involve the pupil receiving education temporarily at another mainstream school or alternative provision.

An Off-Site Direction is not a suspension or permanent exclusion and will not be used as a punishment for past behaviour. Its purpose is to improve future behaviour, maintain the pupil's education and support successful reintegration.

When considering and arranging an Off-Site Direction:

- it is a temporary placement intended to improve future behaviour, not a punishment
- it may take place at another mainstream school or alternative provision
- appropriate school-based interventions and support will normally have been considered first, unless these are considered inappropriate in the circumstances
- the pupil's views will be sought and considered
- the pupil's SEND, disability, health and safeguarding needs will be considered
- the objectives and expected duration of the placement will be identified
- parents/carers will be informed in writing about the arrangements
- appropriate educational, safeguarding and risk information will be shared with the receiving provision
- where the pupil has an Education, Health and Care (EHC) Plan, the Local Authority will be involved/notified in accordance with statutory requirements
- the placement and the pupil's progress will be reviewed at appropriate intervals
- reintegration and next steps will be planned and kept under review.

Following an Off-Site Direction, the pupil may return to Platanos College or, where appropriate and in the pupil's best interests, a permanent Managed Move may subsequently be considered with the agreement of all relevant parties. A Managed Move will not be operated as a trial placement.

The Governing Board is responsible for arranging and reviewing an Off-Site Direction in accordance with statutory requirements.

4.3 Secondary Inclusion Panel (SIP) / Local Authority Intervention

Where a pupil continues to demonstrate serious or persistent behaviour concerns and is considered to be at significant risk of permanent exclusion, Platanos College may seek further support and intervention through the Local Authority Secondary Inclusion Panel (SIP).

A referral may be considered where school-based interventions and other appropriate strategies have not resulted in sufficient and sustained improvement. This may include circumstances where previous interventions have been unsuccessful, or where the pupil's behaviour places them at serious risk of permanent exclusion. Where appropriate, the Secondary Inclusion Panel may support further intervention, including an Off-Site Direction or other provision in accordance with Local Authority arrangements.

The purpose of the SIP referral is to work collaboratively with the Local Authority, the pupil, parents/carers and relevant professionals to identify appropriate support or provision and, wherever possible, prevent permanent exclusion. Lambeth's current arrangements include prevention and support cases, intervention placements and, in the most serious cases, consideration of an alternative school placement.

As part of this process:

- the school will provide evidence of the interventions and support already implemented
- the pupil's needs, behaviour, circumstances and views will be considered
- parents/carers will be involved in the process
- relevant professionals and agencies may contribute to the assessment and planning
- additional Local Authority support, intervention or alternative provision may be considered
- where appropriate, a placement at another mainstream school may be considered through the Local Authority's agreed processes
- the aim will be to identify an appropriate intervention that supports the pupil's education and reduces the risk of permanent exclusion.

4.4 Permanent Exclusion

- Pupils who have continually breached the school rules or have committed an act of Gross Misconduct (a serious breach of the school's behaviour policy) will be permanently excluded.

- Permanent exclusion will be used as a last resort when all other reasonable steps to try to avoid permanently excluding a child have been considered and/or taken and where allowing the pupil to remain in the school would be seriously detrimental to the education or welfare of the pupil or to that of others at the school.

- The school reports all permanent exclusions to the Local Authority (the pupils' home authority).

4.5 Gross Misconduct

In cases of 'Gross Misconduct' (a serious breach of the school's behaviour policy), pupils should be aware that even if it is the first time that they have demonstrated this type of behaviour (a one-off offence), it could result in a permanent exclusion from Platanos College.

All incidents of gross misconduct are thoroughly investigated and statements taken from the pupil concerned as well as any witnesses to the incident to ensure that appropriate action is taken in response to the behaviour concerned.

Most incidents of gross misconduct will result in a higher sanction, such as a suspension or a permanent exclusion from school.

The below examples is not an exhaustive list but indicates the severity and that such behaviour can affect the discipline and well-being of the whole school community. This may include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Fighting.
- Sexual abuse, assault or harassment.
- Supplying or use of an illegal drug.
- Carrying an offensive weapon.
- Serious bullying (verbal, physical, psychological or cyber), including extortion and multimedia abuse. For example, this could include sexting and uploading malicious images, etc.
- Making a malicious serious false allegation against a member of staff.
- Tampering with school property or systems that might compromise health and safety (e.g. fire alarm) and endanger others.

- Hacking or other activities that compromise the integrity of the school network or systems.

The school will consider police involvement for any of the above offences. The above list is not exhaustive.

4.6 Informing relevant parties about a suspension or permanent exclusion

The Headteacher will immediately notify the relevant parties of a suspension or permanent exclusion as per the requirements of the DfE guidance, ***"Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement"***.

These parties include:

- The parents/carers.
- The social worker and Virtual School Head, where applicable.
- The Governing Board.
- The Local Authority or *'Home Authority'* (for all suspension or permanent exclusions regardless of the length). The information must include the reason(s) for the suspension or permanent exclusion and the duration (or whether it is permanent) and provided without delay.

Headteacher's duty to inform parents/carers of the following information after a decision is made to suspend/exclude:

- Contact parents/carers immediately to inform them of the decision, the reasons for it and the length of a suspension. If it is a permanent exclusion, parents must be informed of this.

- Confirm the decision, reasons, details and expectations (as above) in writing without delay.

- Parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this.

- Parents' (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request (further information on other information this should include can be found in the DfE

guidance, Annex A: Key principles when conducting meetings via the use of remote access).

- How any representations should be made.
- Where there is a legal requirement for the governing board to consider whether the pupil should be reinstated, that parents or an excluded pupil (if they are 18 years or older) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- Undertake to set and mark work for that pupil for the first five days of the exclusion.
- Provide full-time education (off-site or in a shared provision) from the sixth day of any period of suspension of six days or longer.
- Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

4.7 The Governing Board

The Governing Board will be notified by the headteacher of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

The Governing Board recognises that it has a duty to consider a pupil exclusion. This duty will be fulfilled in accordance with the DfE guidance, ***"Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement"***.

4.8 An Independent Review Panel (IRP)

If applied for by parents within the legal time frame, the academy trust will, at its own expense, arrange for an independent review panel (IRP) hearing to review the decision of a governing board not to reinstate a permanently excluded pupil.

The legal timeframe for an application is:

- within 15 school days of notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil; or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the permanent exclusion.

Any application made outside of the legal time frame must be rejected by the local authority/academy trust.

Parents have a right to require the appointment of a SEND expert to attend and advise the IRP.

The Independent Review Panel, following its review, can decide to:

(1) uphold the governing board's decision not to reinstate;
(2) recommend that the governing board reconsiders reinstatement; or
(3) quash the governing board's decision and direct that the governing board reconsiders reinstatement.

The panel's decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied vote, the chair has the casting vote

The IRP does not have the power to direct a governing board to reinstate an excluded pupil.

The process of arranging an IRP and conducting an independent panel review will be in accordance with the DfE guidance, ***"Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement"***.

4.9 The School Register

The correct removal of pupils' names from the school admission register is critical to ensuring that permanent exclusions are carried out lawfully and that pupil movements can be effectively monitored. By carrying this role out properly, governing boards can reduce opportunities for the illegal off-rolling of children and make this issue easier to identify and tackle.

The governing board will ensure that a pupil's name is removed from the school admission register if:

- 15 school days have passed since the parents were notified of the governing board's decision to not reinstate the pupil and no application has been made for an IRP; or
- the parents have stated in writing that they will not be applying for an IRP.

The school cannot backdate the deletion of the pupil's name to the date the pupil's exclusion began.

Where an application for an IRP has been made within 15 school days, the school must wait until the review has been determined, or abandoned, and until the governing board has completed any reconsideration that the panel has recommended or directed it to carry out, before removing a pupil's name from the register. Where a pupil's name is deleted from the school admissions register because of a permanent exclusion the school must make a return to the local authority.

The duty to remove a permanently excluded pupil's name from the school register will be in accordance with the DfE guidance, ***"Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement"***.

4.10 Managed Moves

Where a pupil is at serious risk of a permanent exclusion and all forms of intervention and support has failed to make the required impact, the school will consider a managed move if deemed appropriate and if we have the agreement of everyone involved, including the parents/carers and the admission authority for the new school.

A managed move is a voluntary and planned intervention which results in the permanent transfer of a pupil to another mainstream school. It will only be considered where it is in the pupil's best interests and with the agreement of all relevant parties, including parents/carers and the admission authority of the receiving school.

A managed move is not a trial placement. Where a temporary placement at another school or alternative provision is required in order to improve a pupil's behaviour, the school will consider an Off-Site Direction in accordance with statutory guidance.

Appropriate information, including safeguarding, SEND, attainment and risk-management information, will be shared with the receiving school before the move. Where the pupil has an

EHC plan, the Local Authority will be involved and the statutory procedures for amending the plan will be followed.

An arrangement will be made with another school, giving the pupil the opportunity to start afresh **without a permanent exclusion**.

The move will be monitored by both schools for an agreed period. If the move is successful, the pupil can be formally transferred to the new school. If the move is unsuccessful the new school can terminate the move, and the pupil will return to the original school.

Due to the seriousness of the situation before the pupil returns the case will be reviewed before a decision is made regarding possible next steps.

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

5. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Our SEND framework underpins the equality of opportunity for pupils with SEN or disabilities. By law, a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (Equality Act 2010, Section 6).

The most important points to note about our Special Educational Needs and Disabilities (SEND) policy with regards to our Discipline and Behaviour Policy are:

- We make special educational provision for those pupils whose behaviour-related learning difficulties call for special educational provision to be made for them.
- We recognise that, for example, pupils in our SEND Resource Base, or other pupils with a diagnosis (e.g. autism), will require additional support. This therefore also includes consideration for their behaviour and how staff apply our rewards and sanctions. Staff are trained to make adjustments when applying our discipline and behaviour policy. They make an informed decision with regards to misbehaviour versus behaviour linked to SEND. The policy is therefore adapted. Rewards, positive praise and positive reinforcement is always the primary approach taken by staff.
- We take individual disabilities into account when imposing sanctions, particularly for suspensions and permanent exclusions. We take account of needs and the level and quality of support given to individual pupils. We adapt different strategies where appropriate to help behaviour management.
- Staff are trained to understand that disorders do not have to be officially diagnosed for a pupil to be classified as disabled.
- We actively promote equality of opportunity. This includes promoting positive attitudes and the participation of disabled pupils and staff in the life of the school.
- We do not treat pupils with disabilities less favourably than others for reasons linked to a special educational need or disability.
- Staff will be informed of, and expected to enact, any reasonable adjustments that need to be made to meet the needs of any pupils with SEND.

- The first stage of meeting a pupil's individual needs is to draw up an individual school plan, which will be updated whenever necessary. The Discipline & Pastoral Manager and Senior Leaders will monitor these plans regularly.

5.1 Trauma, Illness, Injury: Changing Needs

The school understands that there may be times where a pupil's level of need increases, whether this is due to family trauma, injury, life changes, illness, or any other difficulties.

We will endeavour to meet these changing needs, always having our pupils' welfare at the heart of our compassionate approach to enacting the discipline and behaviour policy.

Pupils should approach any member of staff they trust to discuss their needs, and this staff member will take appropriate steps. Such steps could include:

- Liaising with a Discipline & Pastoral Manager to draw up a plan of support.
- Considering any mitigating circumstances when applying sanctions and ensuring that poor behaviour is placed within its full context before the appropriate, proportionate response is selected.
- Placing exam results within their full context and opening honest dialogue with any pupils whose results are a concern.

5.2 English as an Additional Language (EAL) Pupils

We assess pupils who join our school from abroad with care and will place pupils within a pathway appropriate to his or her needs. For instance, it may be appropriate to place a pupil in an induction class or a nurture group on entry.

Some pupils who come to us from abroad may receive a bespoke EAL programme that includes being withdrawn from classes in order to attain a higher level of proficiency in English.

Other pupils from abroad who have a level of proficiency in English will go straight to mainstream classes and will receive support as appropriate in lessons.

6. APPENDICES

HOME-SCHOOL AGREEMENT

Platanos College is a part of the Platanos Trust which sets out to achieve for its pupils the highest standards of which they are capable. Our multi-academy trust exists and works for all pupils and learners. We have an unshakeable belief that we can make a difference to every pupil irrespective of their race, gender, disability, ethnicity, religious belief or sexual orientation.

Our motto 'Attitude Determines Altitude' drives and shapes our commitment to ensuring that every pupil at the school realises their potential. Every policy introduced by the school is intended for pupils to succeed no matter what barriers they may need to overcome. As an inclusive, caring school where every child is important, we recognise that all children have talents and abilities that should be celebrated and encouraged. We support a strong community spirit where we show consideration and respect for each other, we understand and value difference and uphold courteous and kind behaviour.

THE SCHOOL WILL

- Provide a broad and balanced education of the highest standard for each pupil. It will ensure that each pupil follows an appropriate pathway to meet his or her aspirations and potential.
- Provide pupils with individual aspirational targets so that pupils and parents are aware of the high expectations of success the school has for its pupils.
- Plan, set and monitor classwork and homework. Homework will be set and marked and will also be published on SENECA and/or Google Classroom.
- Provide regular academic reports on each pupil's performance and hold parents' evenings or Academic Review Days where at which pupil progress and personal development will be discussed.
- Contact parents if there are concerns about a pupil's work, behaviour, attendance or punctuality.
- Keep parents informed about what is happening in the school through regular newsletters, letters, text messages, and phone calls where appropriate and through updates on the school's website.
- Exercise its statutory power to discipline pupils in line with its Discipline and Behaviour Policy, which includes the right to sanction pupils for displaying behaviour that does not meet the school's expectations as outlined in the Discipline and Behaviour Policy.
- Promote reward and celebrate pupils for positive behaviour and good learning regularly throughout the school year.

THE PARENT(S)/CARER(S) WILL

- Ensure that their child attends school regularly, on time, in proper school uniform and properly equipped as outlined in the School Rules and the Code of Conduct for pupils.
- Ensure that their child has had sufficient sleep and that their child has had a proper breakfast before leaving school in the morning.
- Support and trust decisions made by the school as outlined in the School Rules and the Code of Conduct for pupils.
- Ensure that their child completes the homework set and published on SENECA and/or Google Classroom and signs their child's planner each week.
- Attend meetings to discuss their child's work or behaviour when requested at a mutually suitable time, including Parents Evenings and Academic Review Days.
- Inform the school between 8.15am and 9.00am if their child is unable to attend school because of illness or any other extenuating circumstances.
- Inform the school of any special educational needs or concerns regarding their child's health, mental health, emotional wellbeing or other personal factors which may result in their child displaying behaviours that would be deemed out of character.
- Adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- Ensure that if their child receives a suspension that they are not found in a public place during school hours in the first five days of their suspension and, if invited, to attend a re-integration interview with the school at the end of a suspension.
- Ensure that disputes with other members of the school community are properly discussed and resolved. The school will not hesitate to involve the police if parents take the law into their own hands to resolve problems in an illegal and unacceptable manner.
- Request leave of absence according to the law when it is completely unavoidable, requesting sudden leave of absence at least two weeks in advance.
- Inform the school of any changes in their child's physical health, mental health, housing situation, and care-arrangement and to engage in any on-going work their child may be involved in with external agencies.
- Closely monitor their child's use of Social Media Applications. Parent(s)/ carer(s) will ensure that if their child is using these applications that they are being monitored and used in a responsible manner and that they are not being used to send or receive inappropriate communications involving any other pupil from Platanos College.

PUPILS WILL

- Attend school daily and on time, by 8.40am, every day on every school day.
- Come to school with all the equipment as outlined in the Discipline and Behaviour Policy.
- Wear the full school uniform.
- Obey the School Rules and Code of Conduct for pupils.
- Work to the best of their ability, both in school and when doing homework, and hand in all homework on time.
- Always cooperate with teachers and other members of the Trust staff.
- Be polite and helpful to others.
- Respect the school building and furniture, and the property of others.
- Adopt a positive attitude towards and fully participate in the life of the school.
- Attend academic boosters or interventions when instructed by Directors of Learning.
- Attend all trips to enhance learning that take place at certain points during the school year, or if not permitted to attend, ensure that they attend school as normal.
- Participate in all whole-school activities and events where required by the school. This is compulsory. This includes activities related to national and international events (such as Remembrance Day and similar events that may have reference to the UK and the Queen, which forms a statutory part of pupils' development and understanding of SMSC (spiritual, moral, social and cultural) and British values.

Pupil's name: _____ Date: _____

_____ _____ _____

Signed by pupil Signed by parent/carer Signed by school

ANTI-BULLYING CHARTER: FOR PUPILS, BY PUPILS

Platanos College will not tolerate the bullying (including cyber-bullying) of any member of the school community.

The Platanos College community is made up of pupils, parents/carers, all staff and trustees.

We must all agree to report any incidents of bullying. Bullying will be punished up to and including exclusion, depending on the seriousness of the behaviour.

The following charter was written by the School Council.

In our school we take bullying or cyber-bullying seriously and recognise there are different forms of bullying, all of which can cause pain and upset.

Our school has a dream that we will show that it is one where:

- There is no name-calling
- There are no threats
- People do not talk about others in a negative way
- People do not pass notes about others
- People are not pushed in the dinner line
- People do not exclude others from their groups
- We report those who bully others
- People do not make racist, sexist or homophobic comments

Our school has a dream and commitment to see that those who disrespect others and make others feel unhappy or excluded will not have a place in our community.

We have a dream that all of us here will work hard to follow our agreement not to harm others with words or actions.