

PLYMSTOCK SCHOOL

CULTURE, STANDARDS AND EXPECTATIONS POLICY 2025/2026

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Foreword

“Good behaviour is fundamental to every outcome we value in education: academic outcomes, social skills, employability, citizenship, creativity, critical thinking, and more. Teachers and leaders can make a huge difference by creating fantastic cultures in their rooms and schools where learning, civility, and community are valued...”

“At Plymstock School our core purpose is to empower young people to have the knowledge and skills they need to be successful in life and make a positive difference to their communities.

We aim to provide a behaviour curriculum alongside a broad, balanced and highly academic curriculum, which has knowledge at its heart. The whole learning experience is underpinned by the values of being kind, working hard and aiming high.”

Why?

Ofsted (2014) reported that children were losing up to an hour a day of teaching because of a damaging culture of low-level disruption and disrespect in Schools. Similarly, teachers who participated in the review, also estimated that student’s were losing up to an hour every day – because of indiscipline.

Exley (2014), also reported that: ‘Nationally student’s are missing out on 38 days of teaching each year due to low-level disruptive behaviour in the classroom.’ Intervening years has seen a real drive nationally on eradicating low-level disruption in classrooms with Ofsted ensuring the Common Inspection Framework (CIF) places a sharp focus on ‘Behaviour and Attitudes’, and the Government appointing Tom Bennett as a Behaviour Tsar in 2015.

Bennett (2017) believes that: ‘Behaviour in School is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning’.

Bennett (2017) suggests, ‘Behaviour must be taught.... So, behaviour is like a curriculum.

At Plymstock our Behaviour Curriculum combines Culture and Curriculum in supporting every student’s to have the opportunity to reach their potential. Our approach to behaviour supports the Culture within school and, just as with the Curriculum, the content is carefully considered, sequenced and taught to support student’s to make progress. Our approach is research based and as Tom Bennett states, ‘One of the core duties of the classroom teacher is to consciously, explicitly teach children how to behave’. We consider the key behaviours which will have a positive impact in supporting student’s to meet the high expectations at Plymstock School and to support them to contribute positively to their school and wider community.

Due to the unforeseen and often uncontrollable disruption to education that children have experienced in recent years, it has never been as important for us to protect every second of every lesson today so that they are given every chance of living successful lives as young adults and beyond.

Our Ambition

Through consistently delivering the best possible curriculum and unlocking its potential for all learners, we aim to empower young people to have the knowledge and skills they need to be successful in life and make a positive difference to their communities.

Our Values

Be Kind - We value and respect every person equally; always treating others with courtesy and consideration and displaying empathy, tolerance and kindness in all that we do.

Work Hard - We demonstrate a commitment to our school and wider community, making the most of opportunities available and are dedicated and willing to apply great effort to achieve our very best.

Aim High - We act with courage and value integrity above all. We have high ambition of ourselves and others, demonstrating determination, resilience and grit in the face of opportunity and challenge. We never give up!

Aim

Consistency of approach and a collective responsibility for managing behaviour is likely to lead to even higher standards and therefore, the aim of this policy is to provide clear guidance to parents/carers, staff, student's and other stakeholders about the expectations at Plymstock School.

Purpose

The consistent aims of our behaviour policy remain:

- To eliminate any disruptive and distracting behaviour, enabling all student's to focus on their work and ensure that no learning time is wasted.
- To provide clear expectations for staff, student's and parent/carers about acceptable behaviour and the consequences where behaviour is not acceptable.
- To support a school-wide system in which student's attitudes and actions support effective learning and contribute towards a positive and orderly community culture within the school
- To encourage all members of the school community to be treated with courtesy, consideration and mutual respect.
- To encourage student's to be accountable for their own choices and actions.
- To enable teachers to deliver lessons that inspire, engage, challenge and support Student's, ensuring they are free from any disruptions.
- To ensure that student's conduct themselves safely, positively and respectfully within the school and wider community.
- To recognise and praise Student's behaviour that demonstrate the 'CORE' expectations
- To work with student's, parents/carers and staff to resolve behavioural incidents in a way that support and reaffirms the school's aims

Our "Culture and Expectations" at the school underpin our key priority of providing high quality teaching and learning in the classroom and establishing and maintaining a positive and safe school community culture. Our Standards and Expectations support our CORE approach.

CORE is the school approach that supports our "Culture and Expectations". It is based upon four areas that we believe support the high expectations we strive for within our school community.

- **Conduct**
- **Organisation**
- **Respect**
- **Effort**

This policy comprises of the following key sections:

1. Recognition and Praise
2. Standards and Expectations
3. Consequences
4. Support Strategies
5. Home School Agreement
6. Searching, Screening and Confiscation
7. Use of Reasonable Force

This policy should be read in conjunction with other school and Westcountry Trust (WeST) policies listed at the end of the policy.

Trust policies are adapted by schools to achieve their priorities within their unique settings.

An equality impact assessment has been undertaken on this policy to ensure the policy and its implementation complies with our equality duty.

Taking account of individual Student's needs

The school recognises its legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting student's with special educational needs and disabilities (SEND). As a school, we are keen to ensure that we do not discriminate through the application of our Culture and Expectations policy, against student's whose apparent inappropriate behaviour and conduct may be a function of their SEND, racial and/or cultural background.

Therefore, when intervening with behaviour that does not meet expectations and unacceptable behaviour all stakeholders must accept that there will be circumstances in which some student's may have some form of 'reasonable adjustment' applied by the Senior Leadership Team, Inclusion or Pastoral team and these staff are expected to take account of those individual student's needs when applying consequences.

Recognising the impact of SEND on behaviour

The school recognises that some student's' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, School staff will consider them in relation to a student's SEND, although recognising that not every incident of misbehaviour may be connected to their SEND.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from Student's with SEND, especially where their SEND affects their behaviour, the Headteacher with the support from Senior Leaders alongside SEND experts within school, will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled Student's caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of Student's with SEND (Children and Families Act 2014).
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as (this is not an exhaustive list):

- Short, planned movement breaks for a Student's whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues.
- Training for staff in understanding SEND and specific conditions
- Use of separation spaces (the DEN) where student's can regulate their emotions during a moment of sensory overload.

Availability of information

Such information would be on a one-page plan for the individual Student's and accessible by staff via ClassCharts student's information to support that the student's needs are a central consideration when implementing and delivering the curriculum. This information may have specific reasonable adjustments for an individual Student's.

Graduated response

The progress made by all student's is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate ~~differentiation~~ adaptation within the classroom and a record is kept of strategies used. (p4 SEND Policy).

As stated on p.5, to ensure that learning is disruption and distraction free student's need to:

Communicate any additional issues that they may have in learning lessons with the staff member. This means where a student requires help, support or has a concern they should communicate with a staff member.

Waves of intervention

The waves are Universal, Additional, Targeted, Specialist/Acute. These are categories of intervention that can be considered to support student's where data trends indicate a graduated response approach is required to support individual Student's.

1. Recognition and Praise

Principles

The school recognises Student's' work, effort, behaviour and positive contribution to the life of the school and the community as a way of reinforcing our standards and expectations.

Processes of Praise

Recognition of student's who meet our expectations, in line with the CORE approach, begins informally, for example, through words of praise and by showing interest in student's' work and ideas during lessons and supportive comments when completing 'live' marking and reviewing student's' work. In addition, we award positive points through the ClassCharts system to acknowledge student's' positive contributions in the key areas of CORE: Conduct, Organisation, Respect, and Effort.

Further School Acknowledgement of Achievement

Verbal Praise

Immediate feedback is given to acknowledge and reinforce exemplary behaviour, encouraging continued positive conduct.

Praise postcards

To inform parents and carers of their child's successes, written feedback may be sent home, or shared via a positive phone call.

Badges

Students who achieve the Platinum Award in a subject will receive a pin badge in recognition of this achievement. This award is for a significant number of positive points in an individual subject.

Celebration Events

We enjoy several celebration events, in respective year groups where Student's' successes are recognised and celebrated. These are half termly in assemblies and throughout ~~at the end of the~~ academic year with Celebration Events, in respective year groups OR

We hold several celebration events within year groups, where student's' successes are recognised and celebrated. These include half-termly assemblies and Awards' Evenings during the academic year.

Rewards Store

As a further celebration of their achievements, student's can redeem positive points for tangible rewards via the ClassCharts' Rewards Store.

2. Standards and Expectations

Expectations can be considered under two categories:

1. In the classroom
2. Out of class

In the classroom

To enable every Student's to have the opportunity to learn, develop and progress and for the teacher to be able to deliver a high-quality curriculum, student's are expected to meet the standards and expectations that link to our **CORE** approach.

Conduct	Be safe, follow staff instructions without delay
Organisation	Be on time, wear the uniform correctly, have all the Super 7 equipment needed to engage with learning
Respect	Be kind, respect others and the environment
Effort	Be your best self, work hard

The expectations for the performance of Student's in lessons are simple, explicit and repeatedly communicated to Student's for clarity.

To ensure that learning is disruption and distraction free student's need to:

- Move between lessons calmly and with purpose
- Ensure that their uniform is worn correctly while moving around the site and before entering the classroom
- Arrive on time
- Arrive fully equipped for learning (Super 7)
- Enter the classroom and sit in their allocated seat
- Engage immediately with the 'silent starter' retrieval task
- Work silently whilst the register is taken and during the retrieval phase
- Respond to the register with 'yes/here Miss/Sir'
- Listen silently and attentively whilst teachers and support staff are talking
- Listen silently and attentively whilst peers are responding to feedback
- Raise their hand if they have a question
- Work hard engaging with the work set
- Remain in their seats unless given permission to move
- Utilise personal support measures that may be prescribed in an Individual Learning Plan or One Page Plan
- Not disrupt any other student's – ask the teacher for help, not their partner
- Respond to staff instructions without delay
- Not argue with staff in response to instructions given
- Demonstrate self-respect through their personal conduct
- Treat others with respect especially when they disagree on something
- Communicate any additional issues that you may have in learning lessons with the staff member

Support

For the majority of student's, the above is an attainable list of behaviours and a reasonable set of expectations. Support is provided by the pastoral teams where there are identified barriers for a student in any of the areas.

Non-permitted items (We see it, you lose it)

Those deemed to pose a health and safety risk to others or unsuitable for a learning environment.

- Aerosols are not permitted because they can trigger asthma attacks in others, student's and staff
- Laser pens are not permitted. They can cause damage to the eyes.
- Fizzy drinks and energy drinks are not permitted. They do not support effective learning and concentration.
- Chewing gum is not permitted. It does not support an effective learning culture and has lasting implications for the school environment.

Punctuality – Arriving to lessons on time

Late arrival to lessons disrupts learning.

Over the course of a term, repeated late arrival to lessons can have a significantly negative impact on the progress of both the Student's arriving late and their peers.

First bell: Student's are given **5 minutes movement time**. This bell sounds prior to tutor time (0835) and at the end of Break 1 (11.35) & 2 (1405), (this is adjusted during the exam season to support student's being able to concentrate).

Lessons starts. There is a further 2-minute to compensate for time potentially consumed by footfall at junctions. Any Student's arriving during this 2-minute period will receive a negative point on ClassCharts.

Staff will ~~wait at their classrooms doors~~ be on the threshold of their classroom to meet and greet student's and support their arrival to their lesson

Second bell: Student's arriving after the 7-minute allocation (from the movement bell or transition from Period 1 to 2, 3 to 4), without a permission slip, will be referred to Reset for being 'significantly late'.

Support

Student's benefit from the clarity of routines. Punctuality is regularly revisited through tutor time to support student's understanding as to why it is important for school and a future life skill.

To support student's transition from primary to secondary school, mentors are in place to support student's being escorted between lessons during the first two weeks and extended for individual cases where slightly longer is required. For new student's joining the school mid-year, a buddy system is in place to support their transition between lessons.

Super 7 - Equipment ready to engage with learning

Asking to borrow equipment disrupts learning.

Being prepared and organised are essential life skills.

Student's are expected to arrive correctly equipped for lessons.

Super 7 is the essential equipment - we expect all Student's, every day to have the following equipment:

- A pencil case, containing.
 - 1 black pen
 - 1 green pen
 - 1 pencil
 - 1 ruler
 - 1 eraser
 - 1 highlighter pen
 - 1 scientific calculator

(Year 7 & 8 require a reading book in addition, for their tutor reading and Accelerated Reader)

Student's equipment will be checked every morning during Tutor Time and ClassCharts will be used to issue a neutral (zero) point to keep the parent/carer informed when a student does not have every item of their 'Super 7' equipment.

Right Place, Right Time

- Our ability to effectively safeguard our community requires student's to be in the right place at the right time.
- All student's have timetables that show clearly where they need to be and when they need to be there.
- All student's are expected to follow their timetables.
- Any other engagements and appointments will be scheduled and clearly communicated between the school, the student and their parents and carers.

- Lesson registers, permission slips, toilet lanyards and corridor 'on call' teams are used by the school to monitor student attendance to lessons and interventions and to track their safe movement through the site.
- Student's that are not in their lesson and do not have permission to be out of their lesson will be deemed to be truanting.

Using the toilets during lessons

- Student's' will be permitted to use the toilets one at a time when issued the staff lanyard. All staff have a lanyard that is given to one Student's at a time throughout their lessons.
- To maximise learning time student's will be discouraged from using the toilet during the first and last 15 minutes; start being the silent starter (retrieval task) and end being the consolidation of learning from the lesson
- Student's' should be wearing the toilet lanyard to identify why they are not in their lesson.
- Student's' must prioritise the use of the toilet and refrain from engaging in conversations with peers that may delay their return.
- To promote comfort during lessons and decrease time lost to learning, we urge student's to use the toilet before school, during break times and after school. There is increased access to toilets because of a new toilet area in the Quad.
- Where a verified medical note has been provided, Student's may be issued a toilet pass. This will be recorded on ClassCharts and reviewed during and at the end of each academic year.
- A consequence can be applied in cases where the use of toilets by a student compromises the safety, wellbeing and/or academic progress of themselves and/or others.
- Toilet use during lesson time is monitored to ensure student's are safe when not under direct supervision by their teacher.

Out of Class

To enable every student to have the opportunity to be part of a positive community which is predictable, respectful and safe student's are expected to meet the standards and expectations that link to our **CORE** approach; **Conduct** and **Respect**

Break times (Break 1 and 2)

We expect standards of behaviour to remain high during social times.

To promote enjoyable and safe breaks and to support a prompt and positive start to proceeding lessons student's' ~~must~~ should:

- Be kind and show respect to others
- Queue calmly and respectfully for food/drink – do not push in
- Keep hands to themselves – avoid unintentional negative interactions ' Hands Off' approach
- Not engage in playfighting, pushing and other physical interactions
- Not drop litter
- Manage known challenging peer relationships with maturity – maintain distance and ask for support from staff if needed
- Adhere to any conditions of support prescribed in a Safety or Behaviour plan pertaining to social times

- Keep away from Behaviour Rooms ~~Reset and Internal Reflection~~ areas to avoid disruption
- Use the toilets
- Use the time to refill water bottles if required
- Adjust levels of physical exertion in response to hot weather – avoid returning to lessons hot, bothered and unable to focus
- Keep out of the rain by using the allocated indoor or undercover areas
- Leave with plenty of time to get to lessons punctually by moving on the first ‘movement’ bell or when directed by staff when there is no movement bell (at the end of tutor time, tutor period 1 & 2, 3 & 4 and at the end of period 5
- Report any cases of unsafe, unkind and disrespectful behaviours to a staff member immediately
- Use the year group timetable to identify where their next lesson is ahead of time

Transitions between lessons

- Student’s are expected to move calmly and with purpose between lessons.
- Student’s are expected to wear full uniform correctly in corridors between lessons to avoid unnecessary lateness to lessons. (Refer to p.5)
- Student’s are urged to prioritise their own prompt arrival to lessons as sometimes waiting for peers can lead to unnecessary lateness.

Truancy

Truancy is defined by the school as the deliberate avoidance of timetabled lessons and scheduled interventions of support.

Truancy represents a significant safeguarding risk to all student’s’.

Time spent by additional staff in response to truancy is time taken from the support provided to other student’s’ and staff.

Truancy includes but is not limited to such events where a student:

- Is in School and not attending timetabled lessons
- Not going to a lesson without teacher approval
- Not being in the right place at the right time
- Leaving the School site without permission
-

Internal Reflection will be the consequence in response to truancy so that School staff know where the student is at all times during the school day in order to:

- More effectively safeguard the student truanting
- Maintain the ability of staff to fulfil their other professional responsibilities and commitments.

3. Consequences

These are in place to support where our CORE expectations are not met. The purpose is to ensure that student’s understand that there are consequences for their actions and choices and to ensure our school community is a place where everyone can feel safe and can access their education entitlement. Incidents vary from low, medium to significant behaviours and the consequences reflect this.

The school will use a range of consequences where it is deemed a student has fallen below the standard that can be reasonably expected of them both in class and out of class.

The types of consequences that may be used by the school include:

- Verbal and written warnings
- Negative points
- Removal from classrooms or social time through the consequence of either Reset or Internal Reflection
- External Reflection
- Suspension
- Confiscation
- Permanent exclusion

Suspension or permanent exclusions will only be used in the most serious of circumstances for significant behaviours

Warning

- This is used initially when the expectation/s in the classroom or out of class are not met. Verbal and written warnings are used to immediately alert a student when their behaviour has fallen below the standard expected.
- Verbal and written warnings serve a sign to student's that they need to change their behaviour and that they are in control of the course of action.
- It provides the opportunity for student's to take responsibility to positively address their inappropriate or unacceptable behaviour (conduct).
- A positive response to the warning will result in no further action being taken.
- A negative response to the warning, such as not addressing their behaviour, defiance, answering back or rudeness, will result in an escalation.
- Verbal and written warnings will clearly state the student's' name and a very brief reason for the warning.

Negative points on ClassCharts

Negative points are used to support the maintaining of high standards and expectations and to support communication with parent/carers about their child's conduct, organisation, respect, effort and home learning, throughout the day.

Reset

In response to serious or repeated breaches of this policy, and to provide disruption-free learning for all Student's, School staff may remove the student's from the classroom for a limited time.

The room is to provide those Student's who have not met **In the Classroom Expectations** and specific **Out of Class Expectations**, which includes:

- Not following staff instructions during social times having been given a warning.
- Entering a toilet cubicle with another Student's/s which is unsafe conduct and a safeguarding matter or concern.

This outcome provides the opportunity to reflect and 'Reset' to enable Student's to return to their lessons at a later point to continue their learning.

Reset also gives-an opportunity to ensure that low level disruption does not affect the learning of others in the classroom.

Student's will remain in the room for a minimum of three lessons and a break. Failure to meet the expectations in the Reset room may result in the outcome being escalated to Internal Reflection.

Student's will be expected to complete work that aligns to their curriculum during this time. A period of 'reflection' will take place at a suitable time during their time in the room with the support

of a member of staff. Parents/carers will receive communication regarding this consequence, and it will be recorded on ClassCharts.

In Class – Maintaining disruption and distraction free lessons

No student has the right to intentionally disrupt the learning of others. All classrooms ~~will~~ should be disruption and distraction free allowing teachers to teach and student's to learn.

Disruption is defined by staff as any *choice* made by a student's that hinders the teaching and learning experience for staff and student's. (Refer to p.4 for availability of information to support the impact of SEND on behaviour). Examples include but are not limited to:

- Arriving significantly late to lesson without a permission slip
- Talking when the staff member is instructing/talking
- Talking during a Silent Starter
- Talking during silent independent practice
- Shouting out answers, even if correct
- Chewing gum/eating
- Leaving their seat without permission
- Off-task chatter
- Use of poor language
- Bickering
- Repeated refusal to correct uniform
- Refusing to engage with work

Student's will be given one clear and calm warning for a 1st event of classroom disruption. Their name will be written on the board with the reason next to it e.g. **Joe Bloggs – not silent**

For a second event, Student's will be removed from their normal timetabled lessons for a period of 3 consecutive lessons plus the following break.

Student's are given up to seven ~~five~~ minutes to arrive at Reset from the time the consequence is issued.



Out of Class – Calm and purposeful corridors, safe and enjoyable social times

Out of class areas include:

- Movement to and from the school entrance/exit at the start and end of the school day
- Assemblies
- Moving between lessons
- Breaktime (Break 1 and 2)
- Additional intervention sessions or meetings with external agencies

Examples of behaviour between lessons includes but is not limited to:

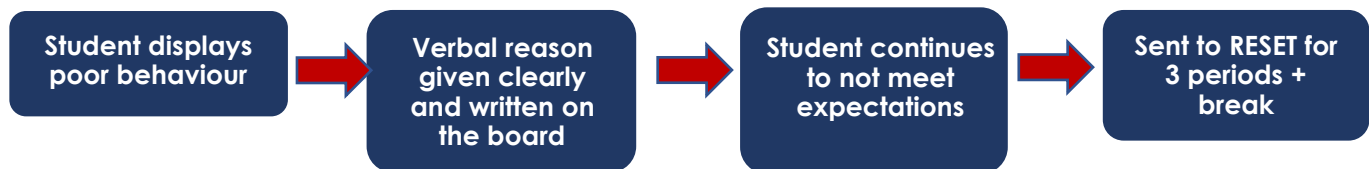
- Boisterous but not aggressive corridor behaviour – pushing, shoving, tripping
- Queue jumping at break times
- Pulling another Student's tie off
- Boisterous but not aggressive behaviour at breaktimes – pushing, shoving, tripping
- Loitering in spaces that are out-of-bounds to Student's
- Refusal to correct uniform

- Repeated anti-social/unwanted physical contact including but not limited to pushing, shoving, tripping
- Breaches of uniform policy and refusing to respond to staff in a positive manner
- Disruption of assemblies and group intervention sessions
- Refusing to adhere to expectations during assemblies
- Being in a toilet cubicle with more than one person (this will not be given a verbal warning)

Where the behaviour of student's fails to meet the standards expected, one clear verbal warning will be issued.

For a second event, student's will be referred to Reset for a period of 3 consecutive periods plus the following break.

Student's have up to 7 minutes to arrive at Reset.



Internal Reflection

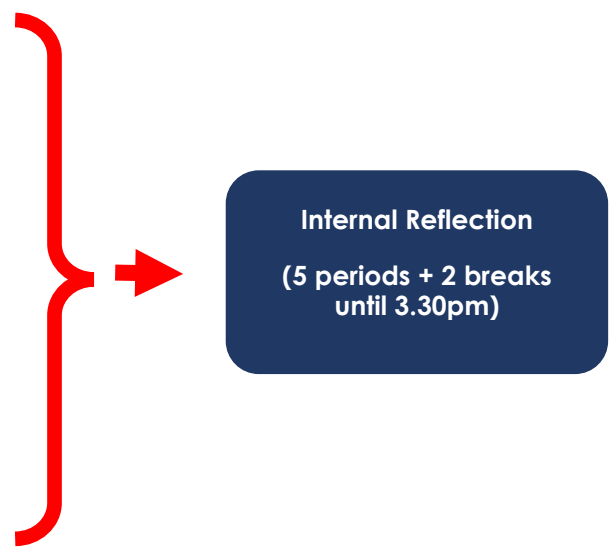
Student's are referred to Internal Reflection for more significant behaviours. Internal Reflection is located in a specific area within the school, and is supervised by staff. Student's will remain in the Behaviour room for five lessons and two breaks and remain until 3.30pm. Failure to meet the standards and expectations in the Internal Reflection room will result in the consequence being escalated.

Student's will be expected to complete work that aligns to their curriculum during this time. A period of 'reflection' will take place at a suitable time during their time in the room with the support of a member of staff. Parents/carers will receive communication regarding this consequence, and it will be recorded on ClassCharts.

Internal Reflection may be issued as a consequence in and out of class.

Immediate Internal Reflection may be used in response to behaviours that include, but are not limited to:

- Failure of Reset
- Refusal of Reset
- Arriving significantly late to Reset
- Truancy
- Defiance
- Repeated disruption to learning
- Incorrect uniform/appearance (See Uniform Policy)
- Refusal to correct uniform/appearance
- Behaviour that is deemed by the school as:
 - o Unsafe
 - o Threatening
 - o Abusive
 - o Discriminatory
 - o Confrontational
 - o Bullying (See Anti-Bullying Policy)
- Inappropriate or unacceptable behaviour in the community (Bringing the school into disrepute)
- Inappropriate or unacceptable behaviour on School trips and visits
- Misuse of electronic device
- Damage including graffiti



- Smoking/vaping

Arrival at and Conduct in Reset and Internal Reflection

Upon arrival at Reset and Internal Reflection, student's will be expected to:

- Submit their mobile phone for safeguarding purposes
 - o Where a student states that they do not have a mobile phone and are later seen using one, their consequence will be escalated immediately
- Sit silently, facing the front
- Remain seated
- Work hard throughout their consequence as demonstrated through continuous engagement
- Ask for help when needed by putting up their hand
- Respond to staff instructions the first time asked

Student's will be supported to complete their consequences successfully.

Two initial warnings (events) will be issued and recorded visibly for behaviour that does not meet the expectations in Reset and Internal Reflection.

The third event of behaviour not meeting the expectations in Reset will result in the consequence being escalated to Internal Reflection.

The third event of behaviour not meeting the expectations in Internal Reflection will result in a Supportive Call being made to parents/carers. This is an opportunity for parents/carers to speak with their child and support a successful outcome being that their child settles and meets the expectations.

A fourth event of behaviour not meeting the expectations in Internal Reflection will result in the consequence being escalated to a further consequence.

At this stage the 'Triage' room maybe used to remove the student from the behaviour Room area with the aim of providing an opportunity for them to meet the expectations before considering the further consequence.

Warnings are given per consequence of Reset or Internal Reflection and not per period spent in Reset and Internal Reflection.

Student's will be permitted to use the toilets at designated times, escorted by a staff member and will be given the opportunity to eat at breaktimes and drink water throughout. Food is ordered and made available to the student's at break times.

External Reflection

As part of the WeST strategy, we are using Internal Reflection within other schools within our MAT, which we refer to as External Reflection. This is as an alternative to a suspension. This means that Student's are allocated a day of External Reflection in one of the Multi Academy Trust (MAT) schools. This will allow the student to still complete work in a supervised learning environment. Transport will be provided if appropriate.

Fixed Term Suspensions (FTS) and Permanent Exclusion (PEX)

The school will work to create an environment where exclusion from School is not necessary because student behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of School behaviour management processes.

Suspension

Definition: A **suspension** removes a student from school for a specific period of time. A student may be suspended for a fixed period of one day or more, up to a maximum of 45 School days in a single

academic year. Break time suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)

Fixed Term Suspensions are one of the most serious consequences the school can apply. In a minority of cases, individual student's may continue to demonstrate behaviours and conduct which do not meet the standards and expectations of the school and may damage the learning and progress of other Student's or the well-being of other Student's or staff. In these cases, and in the case of "one-off" serious incidents of unacceptable behaviour and conduct the school will apply the higher-level outcome of suspensions to a student. Suspensions are issued by the Headteacher or a Senior member of staff with delegated responsibility.

In the case of a Fixed Term Suspension, parents/carers will be informed as soon as possible (via telephone or email) following the incident and will be informed in writing. The student and their parents/carers are expected to attend a reintegration meeting following the Fixed Term Suspension.

Reintegration meetings

There should always be a 'Reintegration' meeting when a student returns from a Fixed Term Suspension to support the student's return to school. The student and their parents/carers are expected to attend a reintegration meeting following the suspension. At this meeting, it is important to explore, discuss and agree how the student's, parent/carer and school can best work together to avoid a reoccurrence of the behaviour that led to their suspension.

Student's returning from a suspension will be expected to spend time in Reset to enable them to carry out intervention work to support their reflection and to provide them with a learning opportunity to address the behaviour that led to their suspension. The student will need to demonstrate that they are ready to return to their learning and the school community.

More serious misbehaviours are 'significant behaviours' in a school environment which are behaviours likely to lead to a suspension and include:

<p>Use or threat of use of an offensive weapon or prohibited item (OW) Includes Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon</p>	<p>Verbal abuse / threatening behaviour against adult (VA) Includes Threatened violence Aggressive behaviour Swearing Verbal intimidation</p> <p><i>Aggressive behaviour (including threats and inciting others to be violent) towards other Student's or staff</i> <i>Aggressive behaviour or unacceptable conduct towards another member of the school community, including behaviour likely to endanger another's health and safety</i> Malicious allegations against staff and/or Student's</p>
<p>Abuse against sexual orientation and gender identity (LG) Includes Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics</p> <p><i>Hate incident, discriminatory language relating to a protected characteristic</i></p>	<p>Bullying (BU) Includes Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability</p>
<p>Abuse relating to disability (DS) Includes Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment</p>	<p>Racist abuse (RA) Includes Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti</p>

	<i>Hate incident, discriminatory language relating to a protected characteristic</i>
<p>Inappropriate use of social media or online technology (MT) Includes Sharing of inappropriate images (of adult or Student's) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media</p> <p><i>Inappropriate use of social media; where the safety and wellbeing of individuals (staff/Student's) is compromised and/or the school reputation and or ability to safeguard effectively is negatively impacted</i></p>	<p>Sexual misconduct (SM) Includes Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti</p>
<p>Wilful and repeated transgression of protective measures in place to protect public health (PH) Includes Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other Student's or adults, or any other deliberate breach of public health protective measures which the school has adopted.</p>	<p>Drug and alcohol related (DA) Includes Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse</p> <p><i>Under the influence of drugs/alcohol Smoking or in possession of cigarettes and associated paraphernalia In possession of or use of or distribution of vapes</i></p>
<p>Physical assault against Student's (PP) Includes Fighting Violent behaviour Wounding Obstruction and jostling</p>	<p>Damage to property (DM) Includes Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti</p>
<p>Physical assault against adult (PA) Includes Violent behaviour Wounding Obstruction and jostling</p>	<p>Theft (TH) Includes Stealing school property Stealing personal property (Student's or adult) Stealing from local shops on a school outing Selling and dealing in stolen property</p>
<p>Verbal abuse / threatening behaviour against Student's (VP) Includes Threatened violence Aggressive behaviour Swearing Verbal intimidation</p> <p>Aggressive behaviour (including threats and inciting others to be violent) towards other Student's or staff Aggressive behaviour or unacceptable conduct towards another member of the school community, including behaviour likely to endanger another's health and safety</p> <p>Malicious allegations against staff and/or Student's</p>	<p>Persistent or general disruptive behaviour (DB) Includes Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely</p> <p><i>Repeated refusal to follow reasonable staff instructions Persistent disruptive behaviour including failure of Internal Reflection Persistent failure to meet School expectations Large-scale disruption of corridors and classrooms</i></p>

This list is not exhaustive, and each incident will be considered to put into place an appropriate course of action.

The Balance of Probabilities

As a School, we will apply the civil standard of proof to all decisions regarding behaviour in and out of School.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

This is often referred to as the 51% test. If, following an investigation, there is deemed to be a probability of 51% or more that a child has carried out an action we will use this to inform our decision.

Permanent Exclusion

Definition: A **permanent exclusion** involves a student being removed from the school roll.

The decision to permanently exclude a student is a serious one. The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the School's Culture and Expectations Policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision to permanently exclude will usually but not exclusively be the final step in a process for dealing with disciplinary incidents following a range of supportive strategies.

There may be exceptional circumstances where in the Head Teacher's judgement, a student can be permanently excluded for committing a single, serious one-off offence, even if they have no previous history of breaching the school's Culture and Expectations Policy.

Examples that could lead to Permanent Exclusion are:

- Persistent disruption of lessons
- Persistent defiance and lack of engagement with intervention and support

One-off offences include:

- Serious physical assaults of a student or staff member.
- Actual or threatened violence against another student or member of staff.
- Sexual abuse, violence, harassment or assault.
- Bringing potentially dangerous weapons into the school (including BB guns) or unauthorised sharp item (including penknives) or any other items deemed unsafe and with the potential to cause harm to others, being in possession, intent to use, threatening to use them or using them. This is against the law, is extremely dangerous.
- Bringing illegal substances (e.g., drugs and other substances) onto the school site, possession, possession with intent to use, use of, distribution, supplying (including suspected to supply) to others/ 'dealing'.
- Possession, distribution, use of, supplying (inc. suspected to supply) alcohol on School premises
- Attempted or actual arson.
- Extreme or persistent homophobic, transphobic, biphobic, racist, sexist, disablist behaviour
- Inappropriate use of social media; where the safety and wellbeing of individuals (staff/Student's) is compromised and/or the school reputation and or ability to safeguard effectively is negatively impacted
- Wilful damage of property
- Malicious allegations of staff and/or student's
- Persistent bullying of any type through any medium
- Persistent hate incident, discriminatory language relating to a protected characteristic
- **This list is not exhaustive.**

The school will consider police involvement for any of the above offences. This list is not exhaustive but indicates the severity of such offences and the fact that such behaviour seriously affects the discipline, safety and wellbeing of the school.

Review by a Governors' Disciplinary Exclusions Committee (Hub Advisory Board)

For:

- A permanent exclusion.
- a suspension that would bring the student's total number of days out of school to more than 15 days in one term; or
- a suspension that would result in a student missing a public examination or national curriculum test:

Then an Exclusions Committee will meet (within 15 school days for a Permanent Exclusion) of the notification from the Headteacher of the suspension/exclusion, to consider whether the student should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the student may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion or may direct that the student is reinstated immediately in the case of a Permanent Exclusion or from a specific date for a suspension that brought the student's total number of days out of school to more than 15 days in one term.

Parents/carers will be informed, should a Permanent Exclusion be appropriate and information with guidelines for parents/carers will be issued with the initial letter informing parents/carers of the Permanent Exclusion.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

Occasionally a student who has received a number of suspensions may be brought before the HAB' Disciplinary Committee for a warning or a final warning to indicate that they are heading towards a permanent exclusion.

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set work for the student that is accessible and achievable by Student's outside of school; or the school may arrange alternative provision for the student.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the student.
- From the 6th day of a permanent exclusion, the student's Local Authority must arrange suitable full-time education for the student.

Please refer to the WeST Exclusion policy for further information. [WeST Exclusion Policy](#)

Student's' Conduct Off Site

When off School site and identifiable as a Plymstock student and when representing the school at external events, student's will be expected to conduct themselves in an exemplary manner. Such circumstances include:

- Travelling to or from School
- Taking part in any School organised or School related activity
- Wearing School uniform

- In some way identifiable as a student of the school.

Travel to and from School

- Student's are expected to navigate the surrounding area safely and with respect for themselves and the residents they pass.
- Loitering in groups can feel intimidating to some members of the community, so Student's are urged to prioritise their prompt arrival to School or journey home.
- Student's are urged to prioritise their own prompt arrival to School and not to wait for peers who may make them late. The school day begins at 8.40am. This means Student's should be on site by 8.35am and be outside their tutor base for an 8.40am start.
- If using public transport, we expect Student's to behave in a respectable manner that supports the good reputation of the school.
- If cycling, it is strongly recommended, that Student's wear a helmet and have bicycle lights.

Student's can be suspended or permanently excluded for behaviour outside of school, commonly this will include behaviour on school trips, behaviour when in uniform, behaviour when identifiable as a student at the school regardless of uniform, on the way to and from school, and behaviour which may bring the school into disrepute.

Student's can be issued a consequence for their behaviour off-site when their actions:

- Compromise the orderly running of the school
- Compromise the effective delivery of School trips and visits
- Present a threat to the safety of themselves and other community members
- Cause others to feel threatened
- Could adversely affect the reputation of the College.

Or misbehaviour at any time, whether the conditions above apply or not, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another Student's or member of the public.
- Could adversely affect the reputation of the school.

Extra-curricular trips/activities

- Student's that do not meet the school expectations may be considered for withdrawal from trips or extracurricular activities
- When dealing with misbehaviour from Student's with SEND, especially where their SEND affects their behaviour, the Headteacher with the support of Senior Leaders alongside SEND experts within school, will balance their legal duties when making decisions about enforcing the behaviour policy. (p.3)
- Consideration will also be given to what arrangements and mitigations can be put in place keeping safety and safeguarding of student's and staff central to all decisions.

Abuse or intimidation of staff outside school

- Plymstock School will not tolerate abuse or intimidation of staff by Student's or parents/carers when not on the school site, and when the student is not under the lawful control or charge of a member of staff of the school.
- Staff are made aware that:
 - They have the same rights of protection from threat as any citizen in a public place.
 - They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour.
 - Their first concern must be for their own personal safety.
 - They should make clear that the student has been recognised, even if in a group of young people.
 - They should then use their judgement about how to leave the situation without provoking further confrontation.
 - Staff who feel that they have been subject to abuse or intimidation by student's outside of school should refer the issue in the first instance to a senior member of staff.
 - The school will apply an outcome following the behaviour policy as appropriate, at a suitable time when the student's is in school.

Incidents relating to Racial, Homophobic, Sexual Harassment, Peer-on-Peer Abuse or a Protected Characteristic:

We do not tolerate this type of behaviour. In dealing with alleged discriminatory behaviour, we will also consider:

- The age and developmental stage of the alleged perpetrator(s):
- The nature and frequency of the alleged incident(s)
- How to balance the consequence alongside education and, SEND needs and safeguarding support (if necessary, these should take place at the same time). Reasonable adjustments will be considered on a case-by-case basis.

As a school we are prepared to act, no matter how small the incident may be. Staff will act immediately to shut down incidents of inappropriate language or behaviour and will follow up any incidents with appropriate action. 'Calling out' this behaviour as it happens in school is the most effective way of teaching young people that it 'Isn't OK'.

3. Support Strategies

Staff Training

As part of their induction process, School staff are provided with regular training on managing behaviour, including training on the needs of the student's at the school and how SEND and mental health needs impact behaviour. Behaviour management and wider training related to SEND also forms part of continuing professional development.

Student's Training

All Student's will receive frequent communication about the systems and procedures that support their achievement of them. This is delivered each half term through announcements via ClassCharts and the Culture & Values sessions which are narrated Power Points delivered during tutor time,

alongside termly evacuation line ups and assemblies. This ensures student's are fully informed and updated. This approach is part of the Behaviour Curriculum that is carefully considered, sequenced and taught to student's.

Permission Slips

Permission slips will be issued to student's that will arrive late to lessons for reasons beyond their control. Such reasons may include:

- Late release from lesson
- Adjustments made to uniform at the start of the school day in the ECO area
- Pastoral intervention sessions (counselling, meetings with staff and external agencies etc.)
- Academic interventions (reading, peer reading)
- Safeguarding reasons
- Medical reasons

Permission slips will be handed to the class teacher upon arrival to lessons or the designated venue

Toilet Pass

Student's with known and verified additional needs pertaining to toilet use will be issued a toilet pass which will be recorded on ClassCharts under 'student's information' to keep staff informed. The correct use of these passes will be monitored daily and reviewed during at the end of the academic year. Inappropriate use of this pass may result in it being removed from the student's.

Inducting incoming Student's

School staff will support incoming Student's to meet behaviour standards by providing an induction process to familiarise them with the behaviour policy and procedures and the wider School culture.

Preparing outgoing Student's for transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year or instances when a student starts at another school.

Monitoring processes

If a student is identified as having a pattern of negative points for conduct, punctuality, organisation, or Reset Room visits or Break Detentions, then a monitoring programme would be considered. The ClassCharts system will be used to identify these trends. These trends may lead to any of the following.

- An interim report, requesting information from all the student's teachers.
- A lesson-by-lesson monitoring log for, attendance, punctuality, conduct, effort.

Behaviour Support Plans

Following suspension, if a student is at significant risk of further fixed term suspensions or Permanent Exclusion, a meeting will be called to discuss their future at the school and the support to achieve success. Parents/carers are invited to these meetings along with the student, alongside the relevant members of staff from; Head of Year, Assistant Head of Year, the SEND Lead, Designated Safeguarding Lead and a Senior member of staff where deemed necessary. In some instances, the Education Welfare Officer and representatives from external agencies may be present.

The Behaviour Support Plan is agreed detailing future actions, targets and expected responsibilities by the student, parent/carers and school. A review process will take place where appropriate and agreed, for example after **two, four and six** weeks.

Pastoral Support Plans

If there are concerns related to a student's conduct, attendance, welfare a meeting will be called to discuss the concerns and the support that can be put in place to address the concerns.

Parents/carers are invited to these meetings along with the student, alongside the relevant members of staff from; Head of Year, Assistant Head of Year, the SEND Lead, Designated Safeguarding Lead and a Senior member of staff where deemed necessary. In some instances, the Education Welfare Officer and representatives from external agencies may be present.

The Pastoral Support Plan is agreed detailing future actions, targets and expected responsibilities by the student, parent/carer and school. A review process will take place where appropriate and agreed, for example after **three, six and nine** weeks and until it is agreed to no longer continue with the plan.

External agencies

The school will seek support via external agencies to work with identified student with the aim of addressing the main concerns that are causing the student to not meet the school expectations and not make the progress they are capable of due to this.

Adaptive Educational Provision

The school is very proud of its links with other educational establishments and vocational work placements. A flexible schooling programme may be considered and put into place should it be deemed appropriate following meetings with senior staff at the school.

4. Parent/Carer/School Partnership

It is an important part of our school approach to establish a genuine partnership between the school, parents/carer and student's. For the optimal functioning of the school, to be able to educate your child/children the best way we can, the family can support our standards and expectations of our CORE (Conduct, Organisation, Respect and Effort) approach. The ways parent/carers can support his partnership are shared in Appendix A.

This will enable ALL student's to be a positive member of our school community and, in doing so, contribute towards a safe, responsible, respectful and effective learning environment.

5. Searching, Screening and Confiscation

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for (this includes members of the Senior Leadership Team, Heads of Year, Assistant Heads of Year and the Safeguarding Team)

The list of prohibited items are:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the student).
- tobacco and cigarette papers/ e cigarettes/vapes, vape fluid:
- fireworks.
- pornographic images

Other items that do not adhere to the school expectations include:

- Any item of clothing/accessory not permitted in the uniform policy
 - Aerosols
 - Laser pens
 - Chewing gum
-
- Under common law, school staff have the power to search a student for any item if the student agrees.
 - A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school Culture and Expectations Policy and a consequence will be imposed.
 - If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Headteacher, Deputy Headteacher, Designated Safeguarding Lead (or Deputy) or Pastoral member of staff who may have more information about the student. During this time the student should be supervised and kept away from other student's.
 - If the student still refuses to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items that are identified above, but not to search for items which are identified only in the school expectations. The decision to use reasonable force will be made on a case-by-case basis. The member of staff will consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

At Plymstock School the following adults are authorised to search for the identified items without consent:

- The Headteacher
 - The Deputy Head Teachers or designated Assistant Head Teacher instructed by the Deputy Head Teacher
 - The Designated Safeguarding Lead
-
- If the police need to attend an incident at the school that requires searching, the role of the school staff is to always observe that the duty of care is upheld.
 - The school will always focus on the wellbeing of the student being searched, whether an item is found or not. This will also involve relevant staff such as the Senior Leadership Team, Pastoral Team or the Designated Safeguarding Lead.

Screening

Screening can help provide reassurance to student's, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

Schools' statutory power to make rules on student behaviour and their duties as employers in relation to the safety of staff, student's and visitors enabling them to impose a requirement that student's undergo screening.

Handheld metal detector wand

Using wands in school for screening, like walk-through or hand-held metal detectors, is considered a screening exercise, not a search. While a wand may be used as a screening tool, it doesn't necessarily mean a full search will follow.

If a student refuses to be screened, the member of staff should consider why the student is not co-operating and assess whether it is necessary to carry out a search.

Use of handheld metal detector wand prior to and where necessary, during toilet visits during exams

Purpose: The main purpose of using wands in exams is to ensure academic integrity, to reduce the likelihood of malpractice and to prevent cheating.

Procedure: We may wand all student's as they enter the exam hall, or we may randomly select a percentage of student's (e.g., every 5th student). This will be dependent on the number sitting the exam.

Specifics: The wands are designed to detect metal objects, which can include electronic devices like phones, watches, or even small metallic items which are not permitted items in examination rooms.

Why it's used: Concerns about cheating with electronic devices have led to the widespread use of security wands in schools, particularly for public exams. It also reduces the likelihood of malpractice which if proven could mean a student loses the marks for their exam or receive a more significant consequence. This approach is to prevent this for our student's.

Use of handheld metal detector wand beyond exams

This approach may be used to ensure student's are complying with the expectations related to electronic devices in school and to prevent incidents occurring due to using mobile phones when in school. This contravenes the electronic device policy and to prevent this, student's may be 'wanded' to check for electronic devices at the following times/places;

When student's visit the toilet area during lesson times
Prior to student's entering the Behaviour Rooms

At Plymstock School the following adults are authorised to search using a handheld metal detector wand without consent:

- The Headteacher
- The Deputy Headteachers
- The Assistant Headteachers
- The Designated Safeguarding Lead
- The Deputy Designated Safeguarding Lead
- The Heads of Year
- The Behaviour Lead
- Assistant Heads of Year

Confiscation: Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or student's;
- is prohibited, or
- identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

6. Use of Reasonable Force

Reasonable force can be used to prevent student's from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control student's or to restrain them.

Control means either passive physical contact, such as standing between student's or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two student's are fighting and refuse to separate without physical intervention.

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of Student's such as unpaid volunteers or parents accompanying Student's on a school organised visit.

Reasonable force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a student from attacking a member of staff or another Student's, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools do not require parental consent to use force on a student.

Online Misbehaviour

School staff can issue behaviour consequences to Student's for online misbehaviour when:

- It poses a threat or causes harm to another Student's.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The student is identifiable as a member of the school.

Consequences will only be given out on School premises or elsewhere when the student is under the lawful control of a staff member.

Social Media

This applies to all forms of social media and the use of social media for both School purposes and personal use that may affect the school, Student's or staff in any way.

All staff are aware of the dangers of social media and Student's and parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff at the school.

Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate Student's consequences including Reset, Internal Reflection, Suspension and even Permanent Exclusion:

- Damage to the School or its reputation even indirectly
- Use that encourages and/or incites threatening, aggressive or confrontational behaviour
- Use that may defame School staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other Student's or third parties
- Use that compromises the safety and wellbeing of staff and Student's
- Cyber-bullying: - The repeated use of electronic communication to compromise the safety and wellbeing of staff and Student's including when the perpetrator deems their intentions as harmless comments and/or misconstrued
- False or misleading statements
- Use that impersonates staff, other Student's or third parties
- Expressing opinions on the school's behalf
- Using School logos or trademarks

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the school is in place.

Impact of SEND on behaviour incidents of this nature

Student's with SEND can potentially be more vulnerable to involvement of incidents of this nature. Education is provided for all Student's through the tutor programme and personal development programme. Where there is an identified increased risk more specific plans are put in place and there is the sharing of information for individual student's and families.

Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, School staff will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

School staff will not interfere with any police action taken. However, School staff may continue to follow their own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

Malicious Allegations

Where a Student's makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the Student's in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will

consider whether the Student's who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and Student's accused of misconduct.

Please refer to the School Safeguarding Policy for more information.

Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in Schools: Guide for governing bodies](#)
- [Behaviour in Schools: advice for head teachers and school staff 2022](#)
- [Searching, screening and confiscation: guidance for Schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained Schools, academies and Student's referral units 2024](#)
- [Use of reasonable force in Schools](#)
- [Supporting Student's with medical conditions at School](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

Other policies to be considered in conjunction with this policy:

Plymstock School Policies

- Anti Bullying Policy
- Attendance Policy
- Electronic Device Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Exclusion Policy (WeST)

WeST Policies

- Attendance Policy
- Positive Handling
- Suspensions & Exclusions Policy
- Complaints Policy and Procedures

Appendix A

As a parent/carer of a student at Plymstock School your active support for the wellbeing of our child can be enhanced by the following:

Conduct

- Treating ALL Plymstock School staff with respect and courtesy at all times.
- Understanding that your child attending Plymstock School is your choice and therefore you are choosing to support the expectations and educational offer.
- Not bringing Plymstock School, its staff and student's into disrepute via social media or other online platforms.
- Using the appropriate channels of communication should a concern or question arise.

- Being aware that if you bring Plymstock School into disrepute via social media or other online platforms this will be addressed by the school, if necessary, the Westcountry Schools Trust and may in certain circumstances be referred to a legal representative.

Organisation

- Making certain that our child attends Plymstock School every day, except in cases of genuine illness or another legitimate reason. Endeavouring to schedule routine doctor and dentist appointments outside of School hours. If your child is absent, you will telephone the school before 8.40am on the day of the absence to report the reason.
- Not planning for family holidays, or other absences during term time. Accepting that the school will refer any unauthorised absence of this nature to the Educational Welfare Officer, which may result in the issuing of a fixed penalty.
- Ensuring that our child arrives on time for School. Where there is a genuine reason, you will inform the school, using the correct channels of communication.
- Making sure your child wears the full Plymstock School uniform both to and from School each day and adheres to all School expectations in relation to jewellery, make-up and hairstyle.
- Ensuring that your child is provided with the correct equipment for learning (Super 7) and a rucksack to keep their schoolwork neat and tidy.

Respect

- Respecting the vision and ethos of Plymstock School and fully support this in all interactions with the school.
- Supporting the School CORE approach. This includes any use of rewards and consequences ~~sanctions~~ to acknowledge and address Plymstock School's high standards and expectations.
- Supporting the school's staff, communicating with mutual respect in order to support our child's progress
- Supporting our child to realise their potential and encouraging them to work hard and be the 'Best' person they can possibly be.

Effort

- Always making yourselves available to the school by providing an up-to-date telephone number and email address.
- Being part of the whole School Community. This means actively checking ClassCharts to monitor your child in School, reading our child's progress reports and attending any meetings or Parent's Evenings as requested by the school. You are asked to do this to support your child to reach their full potential both academically and socially at Plymstock School.

