

PLYMSTOCK SCHOOL

Behaviour Policy

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Culture, standards and expectations 2026/27

Foreword

Good behaviour is fundamental to every outcome we value in education: academic outcomes, social skills, employability, citizenship, creativity, critical thinking, and more.

Good behaviour is a taught curriculum alongside our broad, balanced and 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 significant amounts of teaching time due to low-level disruption. More recent evidence suggests that this issue persists, with teachers reporting the loss of around seven minutes in every 30-minute lesson due to misbehaviour, equating to almost a quarter of learning time in some cases (DfE, 2024).

Exley (2014), also reported that: 'Nationally students 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 (2020) argues that **"behaviour must be taught,"** emphasising that it should be treated as a core part of the curriculum rather than something pupils are expected to develop independently.

Bennett (2023) argues that **"effective schools teach good behaviour, they do not merely prohibit misbehaviour,"** highlighting that behaviour must be explicitly taught rather than assumed.

At Plymstock School, our Behaviour Curriculum combines culture and curriculum in supporting every student 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 students to make progress. In some cases, children need additional and more tailored support to ensure an environment that is disruption and distraction-free, ensuring that access to education for all is not compromised by poor behaviour.

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 students 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 so that all children are given every chance of fulfilling their ambitions.

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 shared between the school and home will lead to the highest standards and therefore, the aim of this policy is to provide clear guidance to parents/carers, staff, students and other stakeholders about the expectations at Plymstock School. Our Inclusive Teaching Strategy is designed to ensure access and engagement in all classrooms where identified needs are met and barriers to participation removed.

Purpose

The consistent aims of our behaviour policy are:

- To prevent and eliminate any disruptive and distracting behaviour, enabling all students to focus on their work and ensure that learning takes place in environments that are disruption and distraction-free so that no learning time is wasted.
- To provide clear expectations for staff, students and parents/carers about acceptable behaviour and the consequences where behaviour falls below expectations.
- To support a school-wide system in which student attitudes and actions support effective learning and contribute towards a positive and orderly community culture within the school.
- To support all members of the school community to be treated with courtesy, consideration and mutual respect.
- To encourage students to be accountable for their own choices and actions.
- To enable teachers to deliver lessons that inspire, engage, challenge and support students, ensuring they are free from any distractions and disruptions.
- To ensure that students conduct themselves safely, positively and respectfully within the school and wider community.
- To recognise and praise student behaviour that demonstrates our 'CORE' expectations
- To work with students, parents/carers and staff to address behavioural incidents in a way that supports and reaffirms the school's aims

Our "culture, standards and expectations" at the school underpin our key priority of providing high-quality teaching and learning in the classroom and beyond and establishing and maintaining a positive and safe school community culture.

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

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

This policy comprises of the following key sections:

1. Student's Needs
2. Recognition and Praise
3. Standards and Expectations
4. Consequences and guidance linked to behaviours
5. Support Strategies
6. Parent/Carer/ School Partnership
7. Searching, Screening and Confiscation
8. Restrictive Interventions and the Use of Reasonable Force

This policy should be read in conjunction with other school and Westcountry Schools 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.

1. 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 students 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 Behaviour policy, against students 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 there will be circumstances in which some students may have some form of 'reasonable adjustment' applied by the Senior Leadership Team, Inclusion or Pastoral Team. Staff will take account of those individual student's needs when considering consequences.

1.1 Recognising the impact of SEND on behaviour

The school recognises that some student behaviour may be attributable to 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 SEND.

Decisions on whether a student's SEND could have attributed towards an incident of misbehaviour will be made on a case-by-case basis with input from SEND staff.

When dealing with misbehaviour from students with identified 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 caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students 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 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.
- SEND specific area where students can have planned visits to support emotional regulation

1.3 Availability of information

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

1.4 Graduated response

The progress made in terms of the understanding and retention of the curriculum by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation and scaffolding within the classroom and a record is kept of strategies used in line with our Inclusive Teaching strategy.

As stated on p.5, to ensure that learning is disruption and distraction free students should communicate any additional issues that they may have 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 students where data trends indicate a graduated response approach is required to support individual students.

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

2.1 Further School Acknowledgement of Achievement

Verbal Praise

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

Praise postcards / calls / messages on ClassCharts

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

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 successes are recognised and celebrated. 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, students can redeem positive points for tangible rewards via the ClassCharts Rewards Store accessed via the ClassCharts app.

3. Standards and Expectations

Expectations can be considered under (within) two categories:

1. In the classroom
2. Out of class

3.1 In the classroom

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

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

To ensure that learning is disruption and distraction free, students 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 students – 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 with something
- Communicate any additional issues that they may have in lessons with the staff member

Support

For the majority of students, the above is an attainable list of behaviours and a reasonable set of expectations. Support is provided by the pastoral and/or SEND team where there are identified barriers for a student in any of the areas.

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

Items that are either prohibited or deemed to pose a health and safety risk or as unsuitable for a learning environment.

- Aerosols are not permitted because they can trigger asthma attacks in others, students 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.
- Vapes, tobacco products, e cigarettes are not permitted under any circumstances because it is illegal to buy them if you are under 18 and they pose a significant health risk.
- Illegal substances because these are illegal and pose a serious health and safety risk to all.
- Weapons, imitation weapons, or any item that could reasonably be used as a weapon are not permitted, as they are illegal or pose a serious risk to the health, safety and wellbeing of students and staff.

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

Electronic devices which include mobile phones, smart watches (connected to the internet), smart glasses, and invisible earpieces are not permitted in school. They do not support an effective learning culture and have a distracting and disruptive impact upon the learning environment.

3.3 Punctuality

Punctuality to school (Year 7-13)

School starts at 8.40 am – School gates are closed and locked. (Main entrance gates are staffed from 8.20 am supporting student entry into school) This is for safeguarding reasons. Students are expected to be in school and at their tutor base for registration by 8.40 am. A movement bell sounds at 8.35 am to support students being punctual to their tutor room. Students should plan to be on site by 08:35 am.

Late to school (Year 7-11)

Any student who arrives after 8.40 am at the school gate (ECO entrance) will be referred to the late room until the end of tutor time (9.10am). They will then proceed to their period 1 lesson. Students will receive an “L” code on the register. Unless there is a valid reason, students will be issued with an afterschool same day detention (recorded on ClassCharts).

Graduated response consequences (per half term):

- **First occasion per half term:** Afterschool detention (3.10–3.30pm).
- **Second occasion per half term:** Afterschool detention (3.10–3.30pm) + parent/carers communication (intelligence event).
- **Third occasion per half term:** Afterschool detention (3.10–3.30pm) + parent/carers communication (intelligence event) + positive punctuality card
- **Subsequent occasions per half term:** Reset referral (following day) + parent/carers contact

Failure to attend afterschool detention

First occasion per half term: Detention reset for the following school day

Second occasion onwards per half term: Reset (following day)

Failure to attend Reset

Internal Reflection

Significantly late to school (unauthorised absence)

Any student who arrives after 9.10 am (significantly late) the student will receive a “U” code in the register, which is an unauthorised absence. Unless there is a valid reason, students will be referred to Reset for being ‘significantly late to school’.

Tutor starts at 8.40am

Where students are onsite by 8.35am and do not arrive at their tutor by 8.40am, there is a further 2 minutes to compensate for time potentially consumed by footfall into the main buildings. Any student arriving during this 2-minute period will receive a negative point on ClassCharts for being 'late to lesson'.

Staff will be on the threshold of their classroom to meet and greet students and support their arrival to tutor by 08:40am.

Pupils arriving after the 7-minute allocation (from the movement bell 8:35am), without a permission slip, will be referred to Reset for being 'significantly late'.

Punctuality – Arriving to lessons on time

Late arrival to lessons causes a disruption and a distraction to the teacher and to learning for the student who is late and for the students already in the lesson.

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

Movement bell: Students are given **5 minutes movement time**. This bell sounds prior to tutor time (0835) and at the end of Break 1 (11.35) & 2 (14.05), (this is suspended during the exam season to support student's being able to concentrate).

Lessons starts. There is a further 2-minutes to compensate for time potentially consumed by footfall in busy areas. Any students arriving during this 2-minute period will receive a negative (behaviour) point on ClassCharts.

Staff will be on the threshold of their classroom at the scheduled start time to the lesson to meet and greet students and support their arrival to their lesson

Significantly late: Students arriving after the 7-minute allocation (from the movement bell or transition from Tutor, Period 1 to 2, Break 1 to 3, 3 to 4, Break 2 to 5), without a permission slip, will be referred to Reset for being 'significantly late'.

Permission slips

These are provided by staff where there is a genuine reason for a student being unavoidably late to the start of their lesson.

Support

All students benefit from the clarity and predictability of routines. Punctuality is regularly revisited through tutor time, assemblies, culture and character sessions, staff interactions on duty and promoted on entry to school by staff who meeting and greeting students each day to support student's understanding as to why it is important for school and as a future life skill.

To support student's transition from primary to secondary school, mentors are in place to support student's being supported 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.

3.4 Super 7 - Equipment ready to engage with learning

Asking to borrow equipment that students are expected to have also disrupts learning. Being prepared and organised are essential life skills. Students are expected to arrive correctly equipped for lessons. (Support is available through the school where necessary/requested).

Super 7 is the essential equipment - we expect all students, 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– reading for pleasure as part of the reading programme and Accelerated Reader)

Student's equipment will be checked every morning at the start of 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.

3.5 Right Place, Right Time

- Our ability to effectively safeguard our community requires students to be in the right place at the right time.
- All students have timetables that show clearly where they need to be and when they need to be there.
- All students are expected to follow their timetables.
- Any other external 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 around the site.
- Students that are not in their lesson and do not have permission to be out of their lesson will be deemed to be truanting.

3.6 Using the toilets during lessons

Rationale for not leaving lessons during the first and last 15 minutes

To maximise learning time and ensure that all students fully benefit from each lesson, students are discouraged from leaving their lesson to use the toilet during the first and last 15 minutes.

The first 15 minutes are dedicated to silent retrieval practice, a crucial activity that helps students recall and strengthen prior knowledge, laying the foundation for new learning. Missing this time can disrupt a student's ability to engage fully with the rest of the lesson and reduces the effectiveness of knowledge retention.

Similarly, the final 15 minutes of the lesson are used for plenary activities, where understanding is checked, key concepts are consolidated, and any misconceptions are addressed. This is an essential opportunity for students to reflect on their learning and for teachers to assess progress. Missing this segment can lead to gaps in understanding and reduced progress over time.

By remaining in lessons during these critical periods, students maximise their engagement, continuity of learning, and overall academic progress. Limiting movement during these times also reduces disruption, supports a focused learning environment, and ensures that every minute of lesson time is used effectively.

- To maximise learning time students 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.
- Students 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 at a time throughout their lessons.

- Students should be either wearing (for reasons of hygiene) the toilet lanyard or have it clearly visible to identify why they are not in their lesson.
- Students must prioritise the use of the toilet, take the most efficient route, and refrain from engaging in conversations with peers that may delay their return. Students should not walk through the Quad area during lesson time and instead access using the paths either side of this area.
- To promote comfort during lessons and decrease time lost from learning, we urge students 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, students 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 students are safe when not under direct supervision by their teacher.
- To prevent incidents occurring due to using mobile phones when in school, students may be 'wanded' to check for electronic devices when visiting the toilet area during lesson times.

3.7 Out of Class

To enable every student to have the opportunity to be part of a positive community which is predictable, respectful and safe, students 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 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 adhering to the school 'Hands Off' approach
- Not engage in playfighting, pushing and other physical interactions
- Place all litter in the bins provided
- 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 areas to avoid disruption
- Use the toilets to prevent disruption to their own and others' learning
- 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** – each year group break area has a framed timetable to support students knowing their next lesson

Transitions between lessons

- Students are expected to move calmly and with purpose between lessons.
- Students are expected to wear full uniform correctly in corridors between lessons to avoid unnecessary lateness to lessons.
- Students are urged to prioritise their own prompt arrival to lessons as sometimes, waiting for peers can lead to unnecessary lateness.

3.8 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 students.

Time spent by additional staff in response to truancy is time taken from the support provided to other students 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 approval of a staff member
- 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
- To provide reflection time, time to reset and to demonstrate that they can meet the school expectations

4. Consequences

These are in place to support where our CORE expectations of Conduct, Organisation, Respect and Effort are not met and provide an intervention opportunity to support improvement of future behaviour. The purpose is to ensure that students understand that there are consequences for their actions or choices and to ensure our school community is a place where everyone can feel safe and can access their entitlement to education. 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
- Confiscation (non-permitted items)
- Removal from classrooms or social time through the consequence of either Reset or Internal Reflection
- External Reflection
- Fixed Term Suspension
- Permanent Exclusion

Fixed Term Suspension or Permanent Exclusion will only be used in the most serious of circumstances for significant behaviours

4.1 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 as a sign to students that they need to change their behaviour and that they have the opportunity to meet expectations. When considering student's individual needs reasonable adjustments may be made by the Senior Leadership, Inclusion or Pastoral Team.
- It provides the opportunity for students 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.

4.2 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.

4.3 Reset

In response to (more) serious or repeated breaches of this policy, and to provide disruption-free learning for all students, school staff may remove the students from the classroom for a fixed period of time.

The room is to provide those students 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/other students which is unsafe conduct and a safeguarding matter or concern.

This outcome provides the opportunity to reflect and 'Reset' to enable students 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.

Students 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.

Students 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.

4.4 In Class – Maintaining disruption and distraction-free lessons

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

Disruption is defined as any *choice* made by a student that hinders the teaching and learning environment for staff and students. (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

Students will be given one clear and calm warning for a 1st event of classroom disruption. Their name will be written on the board next to the reason displayed on the board; not following instructions, not engaging, not facing forward, not silent e.g. **Not silent-Joe Bloggs**

For a second event, students will be removed from their normal timetabled lessons for a period of 3 consecutive lessons plus the following break. Students are given up to seven minutes to arrive at Reset from the time the consequence is issued.



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

Out of class includes:

- 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

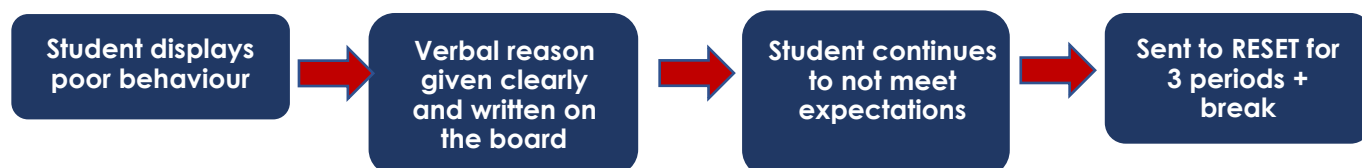
Examples of behaviour between lessons includes but is not limited to:

- 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
- Accessing or loitering in spaces that are out-of-bounds to students
- 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 students fails to meet the standards expected, one clear verbal warning will be issued.

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

Students have up to 7 minutes to arrive at Reset.



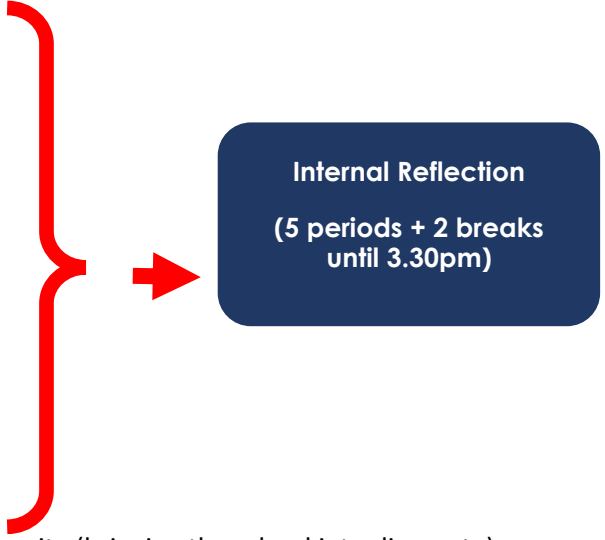
4.6 Internal Reflection

Students 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. Students 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.

Students 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
- 
- Internal Reflection**
(5 periods + 2 breaks until 3.30pm)

4.7 Arrival at and Conduct in Reset and Internal Reflection

Upon arrival at Reset and Internal Reflection, students will be expected to:

- Show that their mobile phone is in their rucksack and then place their bag in the locker for safeguarding purposes, alongside meeting the school expectation of having their mobile phone turned off and in their rucksack
 - 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 and awaiting support
- Respond to staff instructions the first time asked

Students 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 may be 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.

Students 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 from a set menu and made available to the students at break times.

4.8 Rationale for food option when in the Behaviour Rooms

The set menu has been designed to ensure that all students receive a balanced meal consisting of a sandwich, drink, fruit, and snack. This approach helps guarantee that food can be prepared, transported, and served on time while maintaining the required quality and safety standards.

At present, a hot food option is not feasible due to the additional time, equipment, and resources required to prepare, store, and distribute hot meals safely. Ensuring food remains at the correct temperature throughout delivery presents logistical challenges that could impact both timeliness and food safety standards. Therefore, the cold set menu provides a more reliable and consistent solution for meeting students' needs.

4.9 External Reflection (Off-Site Direction)

As part of our graduated behaviour support and intervention process, students may be directed to attend an **External Reflection** placement at another school within our Multi-Academy Trust (MAT). This is a form of **off-site direction** used to support improvement in future behaviour and prevent the escalation of concerns. Students remain engaged in education and complete their usual curriculum work in a supervised learning environment. Transport may be provided where appropriate.

External Reflection is **not a punishment for past misconduct**, but a targeted intervention intended to improve future behaviour, support successful reintegration into the student's home school, and reduce the risk of suspension or permanent exclusion. This reflects Department for Education guidance which states that off-site direction should be considered as a preventative measure where other interventions have not secured sufficient improvements in behaviour.

Examples of When External Reflection May Be Used

External Reflection may be considered where a student:

- Has demonstrated a persistent pattern of disruptive behaviour despite previous interventions and support strategies.
- Has had repeated internal reflections, restorative approaches, mentoring, pastoral support plans or behaviour support plans which have not resulted in sustained improvement.
- Is at an increasing risk of suspension or permanent exclusion, and a short-term change of environment may help the student reflect on and improve their behaviour.
- Has displayed behaviour that is having a significant negative impact on their own learning or the learning and wellbeing of others.
- Is provided with an opportunity to reset expectations, engage with additional support, and develop strategies for successful reintegration into their home school.
- Has a planned intervention that is required following serious behavioural incidents where the school considers that an alternative educational setting may help address underlying behavioural concerns and prevent further incidents.

Principles

Before an External Reflection placement is arranged, the school will normally have considered and implemented appropriate behaviour support strategies or interventions. The placement will be time-limited, monitored and reviewed, with clear intended outcomes identified. Parents/carers will be informed of the arrangements, expectations and review process in advance of the placement starting.

This approach supports our commitment to maintaining high standards of behaviour while ensuring that students remain in education and receive the support needed to make positive behavioural changes.

4.10 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, fixed term suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes and can be used to establish and maintain high standards of behaviour in schools and to maintain the safety of the school environment.

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 students 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, 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:

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	Verbal abuse / threatening behaviour against adult (VA) Includes Threatened violence Aggressive behaviour Swearing Verbal intimidation <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
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 <i>Hate incident, discriminatory language relating to a protected characteristic</i>	Bullying (BU) Includes Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
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	Racist abuse (RA) Includes Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti <i>Hate incident, discriminatory language relating to a protected characteristic</i>
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 <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>	Sexual misconduct (SM) Includes Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
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.	Drug and alcohol related (DA) Includes Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse <i>Under the influence of drugs/alcohol</i> <i>Smoking or in possession of cigarettes and associated paraphernalia</i> <i>In possession of or use of or distribution of vapes</i>
Physical assault against Student's (PP) Includes Fighting Violent behaviour Wounding Obstruction and jostling	Damage to property (DM) Includes Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti

Physical assault against adult (PA) Includes Violent behaviour Wounding Obstruction and jostling	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
Verbal abuse / threatening behaviour against Student's (VP) Includes Threatened violence Aggressive behaviour Swearing Verbal intimidation 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 Malicious allegations against staff and/or Student's	Persistent or general disruptive behaviour (DB) Includes Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely <i>Repeated refusal to follow reasonable staff instructions</i> <i>Persistent disruptive behaviour including failure of Internal Reflection</i> <i>Persistent failure to meet School expectations</i> <i>Large-scale disruption of corridors and classrooms</i>

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

4.11 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.

4.12 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 Headteacher'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 Behaviour Policy.

Examples that could lead to Permanent Exclusion are:

- Persistent disruption of lessons (impacting on the safety and focus of the learning environment)
- Persistent defiance and lack of engagement with intervention and support

One-off offences (this list is not exhaustive) 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

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 all at the school.

4.13 Separation of students for safeguarding purposes

In exceptional safeguarding circumstances, a school may temporarily prevent a student from attending the premises in order to separate them from other students where there is a risk of harm. This action is not a disciplinary exclusion but a protective measure.

Where this occurs:

- Parents must be informed of the reasons without delay, and the decision should be made in consultation with the Designated Safeguarding Lead (DSL) or deputy.
- The governing board must also be notified promptly, and such measures should only be used rarely when separation cannot be managed safely on site.
- The local authority is responsible for ensuring suitable education arrangements if the school or parents do not do so.

Schools must ensure all decisions are lawful, proportionate, and fair, taking into account duties under the Human Rights Act 1998, Equality Act 2010, and safeguarding guidance (KCSIE). Decisions should be made case by case, led by the DSL, and informed by multi-agency working where appropriate.

When responding to incidents such as child-on-child sexual violence or harassment, an immediate risk and needs assessment should be carried out, with the child's best interests at the centre of all actions.

4.14 Review by a Governors' Disciplinary Exclusions Committee (West Community Council)

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 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.

4.15 Student's Conduct Off Site

When off School site and identifiable as a Plymstock student and when representing the school at external events, students 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.

4.16 Travel to and from School

- Students 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 students are urged to prioritise their prompt arrival to school or journey home.
- Students 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 students should be on site by 8.35am and be outside their tutor base for an 8.40am start.
- If using public transport, we expect students to behave in a respectable manner that supports the good reputation of the school.
- If cycling, it is strongly recommended, that students wear a helmet and have bicycle lights – for their own safety, including to mitigate against the actions of others.

Students 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.

Students 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 school.

or for 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 or other students or members of the public.
- Could adversely affect the reputation of the school.

4.17 Extra-curricular trips/activities

- Students that do not meet the school expectations may be considered for withdrawal from trips or extracurricular activities
- When dealing with misbehaviour from students 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 students and staff central to all decisions.

4.18 Abuse or intimidation of staff outside school

- Plymstock School will not tolerate abuse or intimidation of staff by students 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.

4.19 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, 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'.

4.20 Incidents relating to allergy bullying

Allergy bullying, including deliberate exposure to allergens, threats involving allergens, teasing, isolation or stigma, will be treated seriously and managed in line with the school's Behaviour Policy.

5. Support Strategies

5.1 Training

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 students 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 Training

All students will receive frequent communication about the school expectations, systems and procedures that support their achievement and being able to meet the school standards and expectations. This is delivered each half term through announcements via ClassCharts and the Culture & Character sessions which are narrated PowerPoints delivered during tutor time, alongside termly evacuation line ups and assemblies. This ensures students are fully informed and updated. This approach is part of the Behaviour Curriculum that is carefully considered, sequenced and taught to students.

5.2 Permission Slips

Permission slips will be issued to students 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

5.3 Toilet Pass

Students with known and verified additional needs pertaining to toilet use will be issued a toilet pass which will be recorded on ClassCharts under 'student 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.

5.4 Inducting incoming (new) students (new joiners / in year admissions of students to the school)

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

5.5 Preparing outgoing students 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.

5.6 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.

5.7 Behaviour Support Plans

Following suspension, if a student is at significant increased risk of further Fixed Term Suspensions or Permanent Exclusion, a meeting will be called to discuss their behaviour, the impact on themselves, the school community and the support available 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/carer and school. A review process will take place where appropriate and agreed, for example after **two, four** and **six** weeks.

5.8 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, a member of the SEND team, Designated or Deputy 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 because behaviour has improved.

5.9 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. Examples include: Young Devon, Early Help, CAMHs.

5.10 Appropriate Educational Provision

The school has established links with other educational establishments and vocational work placements. A blended schooling programme may be considered and put into place should it be deemed appropriate following meetings with senior staff at the school. Such arrangements will be for an agreed set time period and may be dependent upon funding for example, EHCP funding.

6 Parent/Carer/School Partnership (Appendix A)

It is an important part of our school approach to establish a genuine partnership between the school, parents/carer and students. 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 students to be a positive member of our school community and, in doing so, contribute towards a safe, responsible, respectful and effective learning environment.

7. 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
- Electronic devices- mobile phones, smart watches connected to the internet, smart glasses, invisible earpieces

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 Behaviour 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 students.

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 Headteachers or designated Assistant Headteacher instructed by the Deputy Headteacher
- 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 students, 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, students and visitors enabling them to impose a requirement that students 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 students 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 increase in 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 students.

Use of handheld metal detector wand beyond exams

This approach may be used to ensure students 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, students may be 'wanded' to check for electronic devices at the following times/places;

- When students visit the toilet area during lesson times
- Prior to students 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 Coordinator/Manager
- 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 students;
- is prohibited, or
- identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

8. Restrictive Interventions and the Use of Reasonable Force

The school is committed to creating a safe, calm and supportive environment in which all students can learn and thrive. Staff will seek to minimise the need for restrictive interventions through positive relationships, behaviour support, early intervention, reasonable adjustments, de-escalation strategies and preventative approaches.

Restrictive interventions will only be used when necessary, proportionate and lawful.

Reasonable force can be used to prevent students from injuring themselves or others, from damaging property, or from causing serious disorder. Within schools, restrictive interventions may include the use of reasonable force to control or restrain students where it is necessary and proportionate to do so.

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

Restraint means using reasonable force to hold back physically or to bring a student under control. It is typically used in more serious circumstances, for example when two students are fighting and refuse to separate without physical intervention, or where a student presents a risk of harm to themselves or others.

The school recognises that restrictive interventions can have a significant impact on students and staff. Wherever possible, staff will use the least restrictive intervention for the shortest time necessary to reduce the risk of harm and restore safety.

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 students, such as unpaid volunteers or parents accompanying students on a school-organised visit.

Reasonable force may be used to:

- remove disruptive students 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 learning or safety of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight;
- restrain a student at risk of harming themselves through physical outbursts;
- prevent a student from causing significant damage to property;
- prevent a student committing an offence or placing themselves or others at risk of injury.

When considering the use of restrictive interventions, staff will take account of the student's age, understanding, developmental stage, medical needs, SEND, known vulnerabilities and any relevant risk assessments or behaviour support plans. Reasonable adjustments will be considered where appropriate.

Schools do not require parental consent to use reasonable force on a student. However, where a significant restrictive intervention has been used, parents/carers will normally be informed as soon as practicable, unless there is a safeguarding reason not to do so.

Recording and Reporting

The school will record and report significant incidents involving the use of force in accordance with statutory guidance. Records will normally include the antecedents to the incident, the steps taken to de-escalate the situation, the type of intervention used, the duration of the intervention, those involved, any injuries sustained and any follow-up action required.

Post-Incident Support

Following a significant restrictive intervention, appropriate support and debriefing will be offered to the student and staff involved. The school will consider whether any changes to risk assessments, behaviour support plans, reasonable adjustments or pastoral support arrangements are required to reduce the likelihood of a recurrence.

Seclusion

Any use of seclusion will only be considered where lawful, necessary and proportionate to prevent a significant risk of harm, and will be subject to appropriate monitoring, recording and review. Seclusion will never be used as a punishment or solely because a student has failed to follow instructions

Online Misbehaviour

School staff can issue behaviour consequences to students for online misbehaviour when:

- It poses a threat or causes harm to another students.
- 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, students or staff in any way. All staff are aware of the potential risks associated with (dangers of) social media and students 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 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 students or third parties
- Use that compromises the safety and wellbeing of staff and students
- 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 students 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

Students with SEND can potentially be more vulnerable to involvement of incidents of this nature. Education is provided for all students 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 students and families.

Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the Headteacher or Designated Safeguarding Lead 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.

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 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 in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 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 students 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 2025](#)
- [Suspension and permanent exclusion from maintained Schools, academies and Student's referral units 2026](#)
- [Restrictive interventions, including 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
- Suspensions and Exclusions Policy (WeST)

WeST Policies

- Child Protection and Safeguarding Policy
- SEND Policy
- Suspensions and Exclusions Policy
- Complaints Policy and Procedure

Appendix A

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

Conduct

- Treating ALL Plymstock School staff with respect and courtesy at all times.
- Understanding that your child enrolling at Plymstock School is your choice and therefore you are choosing to support the expectations and educational offer.
- Not bringing Plymstock School, its staff and students into disrepute via social media or other online platforms but instead positively promoting the school in the public domain or contacting the school directly to share a concern with the aim of resolving it collaboratively by working in partnership with the school.
- 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, Westcountry Schools Trust and may in certain circumstances be referred to a legal representative.

Organisation

- Making certain that your 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 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

Appendix B

Disruption and Distraction-Free Learning

What are distractions?

Distractions are things that take your focus away from learning.

Examples include:

- Talking
- Turning around
- Noise in the classroom
- Tapping a pen during silent work
- Daydreaming- looking out of the window at those passing

What are disruptions?

Disruptions are behaviours or events that interrupt the flow of a lesson for everyone.

Examples include:

- Calling out or interrupting the teacher
- Not following staff instructions
- Not remaining seated during the lesson
- Entering/leaving the room without permission

Why is distraction- and disruption-free learning important?

- **Improves concentration** – Students can focus better on tasks
- **Supports better understanding** – Learning is clearer without interruptions
- **Saves time** – Lessons run smoothly and more work gets done
- **Creates a positive environment** – Everyone feels safe and respected
- **Helps achievement** – Students are more likely to succeed

Strategies to reduce distractions and disruptions

- Set clear classroom routines and expectations
- Phones turned off and in rucksacks
- Use engaging and varied activities
- Seat students strategically
- Encourage active listening and participation
- Address disruptive behaviour quickly and calmly
- Give regular reminders about focus and behaviour

