



BLACON
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

Behaviour Policy

VISION STATEMENT

We want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential.

Ratified by Full Governing Body: 30.03/26
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Contents

1. Introduction	3
2. Expectations of Behaviour	4
3. Behaviour in public areas.....	4
4. Respect for others.....	4
5. Health and Safety.....	4
6. E-Safety	4
7. Behaviour System	4
8. Core Principles	4
9. Study Skills and Attitudes Grades – SSA.....	5
10. How to apply SSA grades	5
11. Basic Classroom Procedures for Staff	6
12. Remove Room.....	7
12.1 Criteria for removal.....	7
12.2 On Call Requests	7
12.3 Consequences	7
13. Significant Intervention Group (SIG).....	7
14. Internal Reflection and Isolation.....	8
15. Detentions.....	8
16. Step Out	9
17. Suspensions.....	9
18. Permanent Exclusions	10
19. Mobile Phones	10
20. Fizzy / Energy Drinks	11
21. Uniform.....	11
22. Make up / Jewellery / Piercings	11
23. Reasonable Force and Restraint	11
24. Confiscation, Searches and Screening	12
24.1 Confiscation	12
24.2 Searching a pupil.....	12
24.3 Searching pupils' possessions	14
24.4 Informing parents	14
24.5 Support after a search.....	14
25. Safeguarding	14
26. Responding to misbehaviour from pupils with SEND	15
26.1 Recognising the impact of SEND on behaviour.....	15

26.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND	16
27. Late to Lesson	16
28. EduLink One	16
29. Step Out	16
Appendix 1	17
Appendix 2 – Behaviour and Consequence Document	17

1. Introduction

Blacon High School is a community of staff and students and part of the wider community of Blacon and Chester. We work, study and live alongside people from all walks of life, from different educational and cultural backgrounds, with different beliefs and from different countries.

We believe that good behaviour forms the basis of high quality education and is essential for effective learning.

Uniform enhances a sense of community and students are expected to wear their uniform in the correct manner and to take a pride in their appearance.

All students should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

It is the role of all members of staff and parents to model and reinforce good behaviour. All students should be encouraged to recognise and understand the link between good behaviour and effective learning.

Students and staff of the school, visitors and members of the local community all have the right to be treated with respect and dignity. We have a longstanding commitment to equality, diversity, social inclusion and mobility. We see these as central to our success in building an inclusive and welcoming culture for all. We will not tolerate discrimination, harassment or bullying by students or any anti-social or criminal behaviour, which can damage and disrupt the lives of other students, staff or other members of the community or bring the school into disrepute.

Under the Equality Act 2010 we have a duty to eliminate unlawful discrimination, harassment and victimisation on the basis of the following protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex (Gender)
- Sexual Orientation

Every individual is also personally liable under the Equality Act 2010 for their conduct.

2. Expectations of Behaviour

All students are expected to follow the Core Principles, which are displayed in every classroom and can be found in the Student Planner. It is helpful if both staff and parents discuss this code with students to reinforce the message. Staff use their class registers to record a level of behaviour and engagement for each student at the end of the lesson.

3. Behaviour in public areas

All students are expected to show consideration and tolerance when moving around the school and lining up outside classrooms, entering in silence and standing behind their chair.

4. Respect for others

Students are expected to speak to all other members of the school community with courtesy and respect. Inappropriate language is unacceptable in school. All allegations of anti-social behaviour or bullying will be investigated thoroughly. Where such incidents are discovered to be well-founded, they will be officially logged and appropriate action taken.

5. Health and Safety

Students are expected to observe all the rules devised to protect their own safety and the safety of others. Students are encouraged to take responsibility for their future health; and a sensible attitude to eating and physical activity is encouraged.

6. E-Safety

Students are encouraged to use all forms of technology safely. It is the responsibility of all staff to reinforce this message. Advice to parents has been made available on the school website and details can be found in the -safety policy.

7. Behaviour System

All students are expected to follow the Core Principles, which are displayed in every classroom and can be found in the Student Planner.

8. Core Principles

- Follow instructions first time
- Be prepared for learning and willing to learn
- Show respect and tolerance
- Be in the right place at the right time

- Use positive and appropriate language
- Be a positive ambassador for the school at all times

The Core Principles are the guiding principles by which the highest possible standards of academic and personal achievement will be ensured at Blacon High School.

These principles will be displayed in all classrooms and corridors and will be used in all dialogue between students and staff in regards to Behaviour for Learning.

9. Study Skills and Attitudes Grades – SSA

Lesson Monitor is a behaviour management system that will be used in every lesson. The motivation behind using Lesson Monitor is to improve attitude to learning and behaviour by providing live data, improving and defining accountability and improving the recording of attendance and punctuality.

All students will be judged against our Blacon High School Study Skills and Attitudes (SSA) grading criteria (detailed later in this document) for their attitude to learning and behaviour in each lesson. The judgements are shown on the next page.

Our SSA system also provides key data that is used to inform Progress Leaders when rewarding students.

Analysis pivot tables and SSA reports are created and distributed to all staff in order to analyse individual student/ classroom/ department data.

10. How to apply SSA grades

- Registers need to be taken within the first 10 minutes of a lesson.
- All students will start on a '/' (present) grade.
- Throughout the lesson teachers look for opportunities to move students to a grade 1 or 2 which are deemed as positive behaviours.
- If a student receives a SSA grade 3 this represents passive behaviour and is dealt with in association with learning and teaching. Any two or more SSA3 grades in a half term will result in a 15 minute detention. For any and every subsequent SSA3 a phone call home will also be made. If there is no improvement parents will be invited in to try to resolve the situation.
- If a student receives a SSA grade 4 this indicates poor behaviour where there has been low level disruption to learning and teaching. For every SSA 4 grade that is given a comment will be made on SIMS and a 20 minute detention will be issued. If more than one SSA4 is given in a half term, parents will be invited in to discuss the situation. If three or more SSA 4 grades are given the student's parents will be invited in to try to resolve the issue.
- If a student receives a SSA grade 5 it means they have been a persistent disruption to learning and teaching. In all instances this will result in a 20 minute detention and phone call home. If this becomes a consistent problem (3 or more in combination with \$ in a half term), parents will be called in by the appropriate HoD.
- \$ represents when a student has been removed by On Call. Again, a phone call home will be made to inform parents of the issue and a 50 minute detention must be completed by the student.
- At the end of every lesson, the classroom teacher goes back into their register in order to award students with a grade that reflects their behaviour and attitude to learning (A2L) in that lesson.

- Any teacher that gives a 4, 5 or \$ for A2L and behaviour in their lesson must also transfer this onto the Behaviour section of SIMS and set a detention on Edulink One to communicate with parents/guardians, and enable HoDs and SLT to monitor these.

11. Basic Classroom Procedures for Staff

It is agreed that the first 10 minutes of a lesson sit outside the realms of the BFL policy. During this time staff will use various settling activities that are developed in normal lesson planning. The school also often uses the first 5 minutes of lessons to embed personal reading skills. If a student acts in a way that is disruptive to learning or the learning climate during a lesson, they will be given several chances to improve their behaviour. Staff will follow the **3 ticks system**.

- Definite, polite, verbal reminder of the Core Principles.
- Student’s name goes on the board.
- A tick is placed against the student’s name.
- A second tick is placed against student’s name
- If a third tick is placed against a student’s name then On Call will be called to resolve the issue or remove the student to the Remove Room if no resolution is possible.

During the lesson, at any time before the third tick, a student can have ticks or their name taken off the board as a response to their positive engagement with the lesson. However, if at the end of the lesson ticks remain on the board the teacher must issue an appropriate detention.

Teachers can keep students for up to 20 minutes for SSA4 and 5 detentions and will contact home through the use of our Edulink One app to inform parents. Any student receiving a removal from lesson (SSA \$ grade) will remain in school in detention until 4.00pm.

When a classroom teacher requires support with detentions, they must first seek guidance from their Head of Department. If issues continue they must seek support from their SLT line manager.

Basic procedure	SSA	Reward / Sanction	Behaviour
Praise	1	School rewards	Outstanding
Continued encouragement	2	School rewards	Good
Polite reminder	3		Passive
First tick Second tick	4	20 minute after school detention	Negative Behaviour/ Conduct/ Disruptive
Third tick	5	20 minute after school detention	Negative Behaviour/ Conduct/ Persistent
On Call	\$	IER, 50mins after school detention	On Call/ Removed

12. Remove Room

12.1 Criteria for removal

There are two possible reasons why a student can be removed from lessons:

- One off incident deemed to be too serious for normal procedures (e.g. violent misconduct, serious verbal assault of staff). The student will be exited directly to Remove Room by contacting On Call.
- The accumulation of negative behaviours in a lesson that result in a student's name on the board and three ticks in any one lesson.

If a student needs to be removed, staff should email the Behaviour Manager with details. The Behaviour Manager will quickly make his way to the classroom to see if the matter can be resolved. Students are not to be sent to the RR. They must wait in the classroom for the Behaviour Manager, Pastoral team or SLT to arrive.

12.2 On Call Requests

To call On Call, staff should use Outlook to email the Behaviour Manager with details of which room number he is to attend.

The Behaviour Manager has a PDA so will be contactable at all times and will liaise with the other members of staff who are On Call.

When issues are of a serious nature and support is required, the Behaviour Manager will call for assistance from a member of the Senior Leadership Team.

12.3 Consequences

If a student is removed to the Remove Room it will be for that lesson only and will incur a 50 min detention to be completed with the students' Progress Leader.

All students who go to the Remove Room will receive a phone call from the class teacher to inform parents and this will be displayed on SIMS with a \$ code, added by the class teacher. The teacher will then need to add detail of the incident to SIMS. The teacher will also set the detention through EduLink One, which communicates the removal from lesson and consequence.

13. Significant Intervention Group (SIG)

Students whose behaviour is consistently negative across a range of subjects will be placed into the SIG process. Students will be identified by their Progress Leaders. The SIG process relies on the accurate and detailed data provided through SIMS and the consistent application of SSA grades by all staff.

The SIG process has clearly defined levels and students will move up and down depending on their success in meeting their individual targets.

Students will be put into the SIG process for a 6 week period with targets being agreed and signed by student and parents. A meeting will take place at the end of the 6 weeks where it will be decided if students move up to the next level of intervention, or whether they are to move down the process, or out of the SIG group.

The levels of SIG are defined as:

- Level 1 Progress Leader SIG
- Level 2 Assistant Headteacher SIG
- Level 3 Deputy Headteacher SIG
- Level 4 Headteacher SIG

14. Internal Reflection and Isolation

The SLT Internal Reflection and Isolation room is used when the reason for isolation does not warrant a Suspension. Students are monitored at all times during the school day and have a member of senior staff with them to support their learning and to have positive mentoring conversations.

Parents/Carers will be informed that their child will be internally isolated.

Work will be provided for the students by their teachers and can be completed with the member of staff on duty. This work must reflect the work being completed in class to ensure that the student does not fall behind.

Students can also be placed in Isolation with their tutors or Progress Leaders if it feels the reason for Isolation is not as serious as one for SLT isolation.

An internal exclusion (IE) ensures that students are still actively engaged with learning, whilst still receiving a sanction for their negative behaviour. Positive mentoring is also a feature of the IER and takes place between student and the member of staff present and the Behaviour Manager.

If a student is placed in the SLT Internal Reflection and Isolation Room, they will be given a 50 minute after school detention.

15. Detentions

SSA Detention

Students will be set SSA Detentions if they fail to follow classroom expectations and receive a negative SSA grade, which include; SSA4, SSA5, SSA\$.

Students will also be set an SLT Detention if they fail to follow our school Core Principles, which include and is not limited to; Uniform, punctuality, use of mobile phones.

Expectation Detention

Students will be set an Expectation Detention if they fail to follow the school CORE Principles.

Detention Type and duration are outlined below:

Type	Why	Where	When
SSA4/SSA5	Attitude to Learning	Main Hall	3:10pm-3:30pm
SSA\$	Removal from Lesson		3:10pm-4:00pm

SLT	Core Principles (including; late to lesson, uniform and phone)		3:10pm-4:00pm
Expectation	Failure to meet basic school expectations	Tutor room	3.10pm-4.00pm

Detentions are set on the day the negative SSA was issued and will take place in the main hall. Parents/carers will be informed of the detention via EduLink.

16. Step Out

A Step Out is used when the reason for isolation does not warrant a Suspension. For a Step Out students sent to another school to access their educational provision. Students work within the other schools Isolation room, are monitored at all times during the school day and have a member of senior staff with them to support their learning and to have positive mentoring conversations.

Work will be provided for the students by their teachers and is sent across to the step out school. This work must reflect the work being completed in class to ensure that the student does not fall behind.

An external school based exclusion ensures that students are still actively engaged with learning, whilst still receiving a sanction for their negative behaviour.

17. Suspensions

A suspension is used when internal interventions have not been successful and/or when the actions of students significantly challenge the core principles of the school. Examples of the types of behaviour that could result in fixed term suspension are:

- Persistent failure to follow the school's Core Principles and instructions from staff.
- Aggressive behaviour (either verbal or physical) towards other students
- Aggressive behaviour (either verbal or physical) towards staff
- Behaviour that impacts on the safety of the rest of the school community

Any suspension is considered carefully before being issued, after all relevant information is considered.

Parents will be informed of the length of the suspension and the reasons for this via a letter which will be attached to the Edulink app. Work will be provided by the student's class teacher for the days that they will be suspended. Following the Suspension, a reintegration meeting will take place with a member of SLT to discuss next steps with parent and student. This meeting will take place before the student is allowed back into lessons to ensure they are supported and understand expectations and how to be successful.

Progress Leaders will monitor the amount of Fixed Term Exclusions for each individual student and use the SIG process where appropriate. (See behaviour policy)

18. Permanent Exclusions

The school's aim is that students are not permanently excluded. The school aims to only use permanent exclusion when other interventions have been used and failed and when the school has exhausted other approaches or when isolated incidents are deemed to harm or cause potential harm to any members of the school community.

However, if a student consistently demonstrates that he/she is not following the core principles of the school and internal exclusions/ fixed term exclusions / step out have not impacted positively on the student's behaviour, a permanent exclusion could be the final sanction for persistent disruptive behaviour.

If there are one off but extreme incidents, the school may also use permanent exclusion as the final sanction.

Examples of extreme behaviour are:

- Significant aggression towards staff/students
- The possession, being under the influence of, use or supply of drugs or illegal substances in school or on any school visit
- Being in possession of any item that could be deemed to endanger any member of the school community
- Significantly challenging the safety of the whole school community
- Persistent failure to follow the school's Core Principles.

The Governors maintain the right to direct a student to off-site provision in cases where behaviours or actions are in direct contravention of school policies under the 'Education (Educational Provision for Improving Behaviour) Regulations 2012 – as part of the Education Act 2002'.

The decision to exclude

Only the headteacher, or acting headteacher, can exclude a student from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

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

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a student permanently, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the student to give their version of events.
- Consider if the student has special educational needs (SEND).

19. Mobile Phones

The use of mobile phones is not allowed at any time anywhere within the school building.

All students are expected to hand their phone into their tutor during AM registration. The collected phones will be stored in a box within a locked office. Students will be given their phone back during PM registration.

If a student is seen with their mobile phone on site, the student will be collected and taken to SLT Isolation for the remaining part of the day. The student will also be given a 50 minute detention. The phone will be confiscated and taken to Reception where a log is kept.

20. Fizzy / Energy Drinks

Fizzy/energy drinks of any kind are not allowed to be consumed anywhere during the school day. If they are seen, they will be confiscated and disposed of.

21. Uniform

Blacon High School has a clear uniform policy which can be found on the school website and in all welcome packs. Students can wear black trousers or an A-line skirt (pleats optional) with a waist band and must be knee length, black leather school shoes, a tie, blazer and their shirt tucked in. Students must wear their blazers at all times in the school building, unless informed otherwise by a member of staff.

If a student arrives in incorrect uniform a call will be made home to parents who can either bring in the correct item of uniform or give permission for the student to go home and collect it. If this is not possible, the student will be placed in SLT Isolation for the day. The student will also be given a 50 minute detention.

As written in the uniform policy, 'coats must be removed when inside the school building'. Any student seen wearing a coat inside the building will be issued with a 20 minute expectation detention.

22. Make up / Jewellery / Piercings / Lashes / Nails

Students are not allowed to wear make-up that is very obvious / garish. This will be challenged and students will be asked to remove the excessive make up.

Students can only wear one flat ring on their finger and one studded earring in each ear and one stud nose piercing. Any other piercings of any kind are not allowed in school and must be removed immediately. If a child refuses to do this, their parent will be immediately contacted and called into school to support in the removal of the piercing. If this is not possible, the student will be placed in SLT Isolation for the day. The student will also be given a 50 minute detention.

No nail varnish, false nails or false eyelashes.

23. Reasonable Force and Restraint

As stated in section 23 of the Educational and Inspectors Act 2006 all staff have legal power to use reasonable force. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

24. Confiscation, Searches and Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. School's common law power allows staff to search students with their consent for any item. Staff do not require formal written consent for this. Reasonable force can be used to search if a student is suspected to have something dangerous on them, for example; weapons, drugs, tobacco, stolen items, porn or fireworks. Only outer clothing can be removed in a search, for example; jacket, blazer, jumper and shoes. Wherever possible, same sex searches must be completed with a witness present. Failure to allow a search will result in sanctions, as per the Behaviour Policy.

24.1 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

24.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes:

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

24.3 Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

24.4 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

24.5 Support after a search

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

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

25. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information found in appendix.

For further information and guidance please see the Safeguarding policy.

26. Responding to misbehaviour from pupils with SEND

26.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the 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 pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As 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.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

26.2 Adapting sanctions for pupils with SEND

- When considering a behavioural sanction for a pupil with SEND, the school will take into account:
- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

26.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

26.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

For further information and guidance please see the SEND policy.

27. Late to Lesson

Students are expected to arrive to lesson on time. We recognise and understand that change over time may impact arrival time, therefore the expectation is all students arrive to lesson within 5 minutes of the lesson start time. Any student who arrives after 5 minutes of the lesson start time are considered late and the student will be collected and taken to SLT Isolation for the remaining part of the day. The student will also be given a 50 minute detention.

28. EduLink One

EduLink One is the whole school engagement and management tool, that supports communication between; parents/carers, staff and students. Edulink One is used set to communicate; detentions and achievements with parents/carers.

29. Step Out

A Step Out is used when the reason for isolation does not warrant a Suspension. For a Step Out students sent to another school to access their educational provision. Students work within the other schools Isolation room, are monitored at all times during the school day and have a member of senior staff with them to support their learning and to have positive mentoring conversations.

Work will be provided for the students by their teachers and is sent across to the step out school. This work must reflect the work being completed in class to ensure that the student does not fall behind.

An external school based exclusion ensures that students are still actively engaged with learning, whilst still receiving a sanction for their negative behaviour.

Appendix

Appendix 1

At Blacon High School, teachers will follow the statutory authority to discipline students for misbehaviour which occurs outside school. This applies to students identifiable by wearing our school uniform or whenever the behaviour could adversely affect the reputation of our school.

Members of staff can also confiscate, retain or dispose of a student's property if they have reasonable grounds for suspecting that a student is in possession of prohibited items, such as illegal drugs, weapons or stolen items. (This may follow a search of the student for prohibited items, having first followed the government guidance on screening and searching. Searches must be carried out by members of SLT and, wherever possible, involving two members of SLT.)

In some instances, staff may need to use 'reasonable force' to prevent students from hurting themselves or others, from damaging property or causing disorder. However, force can never be used as a punishment.

At Blacon High School, 'reasonable force' could involve:

- Removing disruptive students from a classroom where they have refused to follow the instruction to do so.
- Preventing a student from attacking a member of staff or another student, or to prevent a fight.
- Restraining a student at risk of harming him/herself.

Whenever 'reasonable force' is used, SLT must be informed and a record of this will be kept on SIMS and by Progress Leaders. Contact will be made with the parents/carers to explain the severity of the issue.

Appendix 2 – Behaviour and Consequence Document

Lesson			Punctuality	
Disruptive Behaviour	Persistently Disruptive	Removal	Late to School	Late to Lesson
Disruptive behaviour in lesson. First tick on board.	Persistently disruptive behaviour in lesson. Second tick on board.	Removed from lesson. Third tick on board.	Arrival to school after 8:40am, student to sign in at reception.	Arrival to lesson more than 5 minutes, ONC called, student taken to SLT Isolation.
SSA4/5 Detention, 20 minutes after school, set on EduLink. *Students are given 1 verbal warning.	SSA4/5 Detention, 20 minutes after school, set on EduLink.	SSA\$ Detention, 50 minutes after school, set on EduLink. Teacher to call home.	Expectation Detention, 20 minutes after school, set on EduLink.	SLT Isolation, SLT Detention, 50 minutes after school, set on EduLink. JOO to call home and update CBD.
Phones	CORE Principles	Permission to Leave Lesson		
Phones & Air Pods	Outside Lesson	Pastoral Hub	Toilet Visits	First Aid

Confiscate and hand in at reception. Give student's name, form, date and time of confiscation to reception.	Any student failing to meet CORE Principles outside of lesson.	Only students who have notes in SIMS or are collected by a PM can access the Pastoral Hub.	Use discretion. Students should not routinely be allowed to leave the lesson or within 15 minutes of break or lunch.	Students feeling unwell & needing medical support: request ONC for a member of staff to collect and escort for first aid assistance.
SLT Isolation, SLT Detention, 50 minutes after school, set on EduLink. JOO to call home and update CBD.	Expectation Detention, 20 minutes after school, set on EduLink.	Do not allow any student to leave your lesson, unless there is a note on SIMS or student has been issued a medical pass. Expectation Detention, 20 minutes after school, set on EduLink.		

Appearance

Coats and Hoodies	Incorrect Uniform	Jewellery	Hair Issues	Make Up & Nail Varnish
Coats/Hoodies must not be worn inside the school building.	Confiscate if appropriate, request support from PM and provide solution (swap valuable item) or call home and get parental permission to send home to change.	Only a small stud/small hoop per ear lobe, single nose stud and watches allowed. No upper ear or looped nose piercings. Confiscate if appropriate.	No artificial colours or extreme styles. Request support from PM to call home and get parental permission to send home to change.	Naturally looking make up and nail varnish only. No other nail varnish colours, lashes or false nails.
Expectation Detention, 20 minutes after school, set on EduLink.	If no solution; SLT Isolation, SLT Detention, 50 minutes after school, set on EduLink. PL/PM to call home.	If no solution; SLT Isolation, SLT Detention, 50 minutes after school, set on EduLink. PL/PM to call home.	If no solution; SLT Isolation, SLT Detention, 50 minutes after school, set on EduLink. PL/PM to call home.	If no solution; SLT Isolation, SLT Detention, 50 minutes after school, set on EduLink. PL/PM to call home.