

LUTTERWORTH HIGH SCHOOL



BEHAVIOUR POLICY

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Adopted: By the Governing Board – 30/09/2025

Signed: Chair of Governors: Carmella Hunt

Date: 30/09/2025

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Policies linked to:

Suspension Policy		
Child Protection and Safeguarding Policy		
Mobile Phone Policy		

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and students to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice¹.

- Consistent trauma-informed approach to behaviour management
- Strong school leadership
- Classroom management
- Rewards and consequences
- Behaviour strategies & the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents/carers and other agencies
- Managing pupil transition
- Organisation and facilities

Our school is invested in supporting the very best possible relational health between;

- Parent and student
- Student and student
- Student and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

To this end our school is committed to educational practices which **Protect, Relate, Regulate and Reflect;**

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers.

Staff trained in Adverse Childhood Experiences and how to deescalate a heightened student.

Staff ensure that interactions with students are socially engaging and not socially defensive, to decrease likelihood of students relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Pedagogic interventions that help staff to get to know students better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling students to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable students have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the student does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable students to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised students in a kind and non-judgmental way from situations they are not managing well (e.g. students who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for help. The nurturing of students by staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling students to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable students provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable students, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-student interactions.

The emotional well-being and regulating of staff is treated as a priority to prevent burnt out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Provision of skills and resources to support parents and staff in meaningful empathetic conversations with vulnerable students who want to talk about their lives. This is to empower students to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff, students are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) and current research psychological and neuroscience) on mental health, mental ill health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables students to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff development and training to help students move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing students' negative self-referencing and helping them develop positive, coherent narratives about their lives.

Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the students who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, students, parents and management committee members;
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of students and staff is a priority;
- ensure that students understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- ✓ Education Act 1996
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006
- ✓ School Information (England) Regulations 2008
- ✓ Equality Act 2010
- ✓ Education Act 2011

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

1. [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
2. [Behaviour in schools: advice for headteachers and school staff 2023](#)
3. [Searching, screening and confiscation at school 2018](#)
4. [Searching, screening and confiscation: advice for schools 2022](#)
5. [The Equality Act 2010](#)
6. [Keeping Children Safe in Education](#)
7. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf
8. [Use of reasonable force in schools](#)
9. [Supporting Students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules including defiance and disruption
- Violence, intimidation or threats
- Any form of bullying, harassment or discrimination
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media) AI misuse, creation of deepfakes, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Energy Drinks
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Further information on our antibullying policy can be found here
<https://www.lutterworthhigh.co.uk/attachments/download.asp?file=103&type=pdf>

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their student in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their student's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their student's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and induction will be provided for students who are mid-phase arrivals

6. School Behaviour Curriculum

Lutterworth High School is committed to providing a high quality, inclusive educational experience in a caring environment. Our core purpose is to provide personalised support to students. We actively encourage students to have a sense of responsibility and respect for others. We aim to develop positive attitudes towards individuals, the family, community and society.

We aim, at all times to be positive in our treatment of students and to use positive reinforcement to encourage good behaviour. The priority of Lutterworth High School is to develop positive attitudes to learning and to encourage positive attitudes between students, teachers and other adults. This is the ongoing responsibility of us all.

Key Processes

We will achieve this through:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being
- Providing clear educational aims and objectives which are shared by all members of staff
- Having clear guidelines for, and high expectations of, acceptable behaviour
- Providing a positive system of rewards and privileges which are valued by all students
- Having a system of sanctions which is seen to be firm, fair and consistent
- Establishing close partnerships and effective communication with parents and carers

Key Structures

In school:

- Key Stage Pastoral Hubs

- School Counsellor
- A live Vulnerable List

External Agencies

- Specialist Teaching Services
- Teen Health
- Specialist Agencies (CAMHS; Social Services; Youth Offending Team etc)
- Multi Agency Meetings
- Oakfield Secondary Short Stay School

School Expectations

- Demonstrate a desire to learn.
- Be independent, show resilience and not give up.
- Support one another and be kind.
- Demonstrate good manners and respect.
- Strive to produce their best work.

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other students or staff, or if they have been the perpetrator or victim of bullying behaviour (*see Anti-Bullying Policy*).

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile Phones

Mobile Phones are allowed in school but only to be used in lessons with the permission of the supervising adult using our wifi. They are not allowed to be used at any other time. If a student uses their phone the phone will be confiscated, stored securely until 3pm on the same day. If a student has their phone confiscated more than once in a half term the phone will be stored securely until a parent/carer can collect the phone. Discretion is made if the phone is needed for the bus home as the school understands that some public bus passes are digital.

7. Responding to behaviour

7.1 Classroom Management

Discipline for Learning (D4L) is our behaviour management system. D4L is about focusing on students' learning and progress. It is a positive system of behaviour management which focuses on rewarding students for behaviours which allow for good learning experiences to take place. Good behaviour is routinely rewarded and so embedded in the classroom. D4L gives students chances to do the right thing and to earn rewards. The emphasis is on the student making the right choice and being rewarded for those choices. A clear and graduated system of consequences (tiers 1 – 5) is used whenever a student's actions or behaviour is in breach of the school's behaviour policy. For tiers 1 – 3 the D4L systems allow for students to be given an opportunity to correct their behaviour before sanctions are applied. For tiers 3 – 5 and therefore, more serious behaviour issues, sanctions may be used immediately.

D4L is based on the principle that students take responsibility for their behaviour. All good behaviour is rewarded with house points. All house points go on students' Edulink profile and towards their house. The Code of Conduct is the cornerstone to which all rewards and sanctions are related. Each lesson is a chance for students to start afresh. A key feature of the D4L system is consistency – the rules apply to everyone in the school, and they apply everywhere in the school.

If a student chooses to behave in a way that does not comply with our school rules; they are redirected and encouraged to change their behaviour. If they choose to continue anyway, they will receive a level 1 consequence. The more severe the misbehaviour, the higher-level consequence is given.

All information of D4L for both rewards and consequences must be recorded on Edulink, communication logs need to be completed on Edukey if formal meetings with parents take place.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students, which may include:
 - Greeting Student in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student'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 student protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to students' social care is appropriate.

Please refer to our student protection and safeguarding policy for more information
<https://www.lutterworthhigh.co.uk/attachments/download.asp?file=54&type=pdf>

7.3 Responding to Good Behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- House Points
- Letters, emails or phone calls home to parents
- Department Postcard merit awards
- Distinction work awards
- Excellent Homework award

- Hot Choc Friday with the Headteacher
- Sneak N' Eat key stage 4 award
- Celebration award at the end of each half term
- Celebration awards evening for year 7-10 at the end of the academic year
- Celebration awards evening for outgoing year 11 in November for GCSE certificates
- Display of work and students' achievement
- Publicly promote student achievement through our school newsletter and via social media (Instagram, school website)

7.4 Responding to Misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following consequences in response to misbehaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Placing a student 'on report - praise report, department report, key stage report, senior leadership team report
- Removal from lesson
- Use of L4, L5 and L6 for persistent misbehavior during the school day. If a student receives multiple consequences throughout the day or over a week the student's consequence will escalate. The multiple detentions will be superseded with an internal or external suspension to enable a fresh start when they return.

This is a graduated, five tier system of response, which must be applied consistently.

Tier 1

Verbal redirection from staff aimed at re-engaging the student to improve their behaviour and completed their work in lesson.

Tier 2

Level 1: Recorded on EDULINK

Level 2: Recorded on Edulink and 10 minute whole school detention

Level 3a: Recorded on Edulink and 20 minute whole school detention at 12.30pm

Level 3b detention Recorded on Edulink and 45 minute whole school detention at 12.30pm for missing L2

Level 3c Recorded on Edulink and a 20 minute homework detention led by the Curriculum Leader

Level 4: Removed from lesson. Recorded on Edulink and 60-minute whole school detention 3-4pm

Together with the loss of free time if Tier 2 has failed to affect a re-engagement with the lesson and monitoring of student engagement over subsequent lessons.

Tier 3 there is also a Level 4 consequence for misbehaviours that may not happen in the classroom.

Level 4: Recorded on Edulink and 60 minute whole school detention 3-4pm

With these levels the following will occur:

- Referral – this could be to the Curriculum Leader; Key Stage Hub; SENDCO etc.
- Contact with parents should be established

Tier 4

ATL Report- Prelude fixed term suspension.

With this level the following will occur:

- Formulation of a fixed term report to the Head of Key Stage or SLT link. This would set individual targets for students and necessitate consultation with parents

Tier 5

Internal suspension 5: Prelude to fixed term suspension. A student will be isolated from the student's normal timetable and be supervised by a teacher in which work will be set in line with their planned curriculum. A

letter of apology is also required along with a restorative conversation before the student re-enters the class again. Internal suspension entails the student arriving in main reception by 8.35am, being withdrawn from break and lunch and will stay in school until 4pm.

With this level the following could also occur:

- External Suspension from school

See appendix 4 for sample letters to parents about their student's behaviour.

We may use the Withdrawal room in response to serious or persistent breaches of this policy. Students may be sent to the Withdrawal room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention will be escalated to the next level of consequence.

The Key Stage Pastoral Hubs are managed by the Head of Key Stage and Key Stage Hub Assistants.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable Force

Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. All staff will be trained in restraint by an approved provider. A log of training will be kept and maintained to ensure training is current. Significant physical interventions will be recorded and information passed on to all parties as soon as possible after the event.

In extreme cases staff have the right to ask for Police Intervention.

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

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

Incidents of reasonable force must:

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

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

7.6 Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

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

Searching a Student

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 student, 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 student 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 student; **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 student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student 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 Headteacher or Deputy Headteacher, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 student'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

Searching Students' Possessions

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

- Bags
- Pencil cases
- Glasses case
- Phone case

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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 student 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.

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 student

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student 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 students' social care is appropriate.

Strip Searches

NB the DfE guidance now requires for all schools to include a section on strip searches within their behaviour policy.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and Record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who Will Be Present?

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care After a Strip Search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site Misbehaviour

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of students when off the school premises and not supervised by staff. Regulation must be reasonable and is as follows:

- consequences can be imposed when a student is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a student is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- online bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which our school's reputation has been affected.
- the extent to which the behaviour would have an impact on the orderly running of our school.
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion).

7.8 Online Misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- 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

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

7.9 Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

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

If a decision is made to report the matter to the police, the Headteacher, Senior Leaders and Key Stage Hub will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, 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 students' social care, if appropriate.

7.10 Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to students' social care
 - Report to the police

Please refer to our student protection and safeguarding policy for more information <https://www.lutterworthhigh.co.uk/attachments/download.asp?file=54&type=pdf> .

A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

7.11 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.

If a student makes a complaint or allegation against a member of staff, the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force (*see Complaints Procedure and/or Allegations against Staff documentation*).

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 students' social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

8. Serious Sanctions

8.1 Detention

Students can be issued with detentions during break, lunch and after school. The school will inform the student's parents using the Edulink app. L3 and L4 detentions will take place the next school day.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space
- Students who have been removed from the classroom are supervised within the "Withdrawal Timetable" and will be removed for a maximum of the duration of the lesson (100 minutes).

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their student is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Use of learning support assistant
- Use of Key Stage Pastoral Hubs
- Short term behaviour report cards
- Long term behaviour plans
- South Leicestershire Inclusion Partnership Mentors
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student on Edulink.

8.3 Suspension and Permanent Suspensions

The school can use suspension and permanent suspension in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspensions policy for more information.

9. Responding to Misbehaviour from Students with SEND

9.1 Recognising the Impact of SEND on Behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Students 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 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 student concerned.

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairments to sit in sight of the teacher

- Adjusting uniform requirements for a student 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 students can regulate their emotions during a moment of sensory overload.

9.2 Adapting Sanctions for Students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

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.

9.3 Considering Whether a Student Displaying Challenging Behaviour May Have Unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

9.4 Students 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 student 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.

<https://www.leicestershire.gov.uk/education-and-students/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

10. Supporting Students Following a Sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily communication via form tutor
- Short term report card to tutor or Head of Key Stage, and if necessary SLT.

11. Student Transition

11.1 Inducting Incoming Students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing Outgoing Students for Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

12. Training

The induction of new staff includes an introduction to our Behaviour Policy. Staff briefings enable relevant information about students to be shared. Staff have opportunities to discuss difficulties within an open and non-judgmental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and can manage challenging behaviour in a consistent and professional manner.

The proper use of restraint for specific staff such as SLT, Key Stage Pastoral Hub and LSAs.

All specific staff are expected to complete and stay up to date with 12 hours of Team Teach training to meet the following objectives (*taken from the Team Teach website*):

1. recognising the importance of and using de-escalation techniques and working as a team when managing challenging behaviours.
2. applying an understanding of the legal implications of positively handling.
3. using a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option.
4. by applying an increased awareness of the need for documentation for the recording and reporting of incidents.
5. using active listening skills and participating in a process of debriefing, repair and reflection.

Some examples of ongoing training include

- The impact of ACES
- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent suspension and suspension
- Use of Oakfield Secondary Short Stay School for tier 1-4 referrals and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every main term by Amy Hunter, Deputy Headteacher

The data will be analysed from a variety of perspectives including:

- By age group
- At the level of individual members of staff

- By time of day/week/term
- By protected characteristic
- At school level

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this Policy

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Head Teacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Head Teacher and the Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the relevant governor's committee.

14. Links with Other Policies

This behaviour policy is linked to the following policies

- Suspension policy
- Student protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1: Lutterworth High School Consequences

No consequence	Redirection to get back on task
L1	Repeated redirections and off task behaviour Recorded
L2	Repeated off task behaviour, lateness to lesson or failure to complete homework Whole school break-time detention (10 minutes)
L2 late	Late to school with no parental reason Whole school break-time detention (10 minutes)
L3	Phone confiscation, inappropriate behaviour or rudeness, failure to attend L2, three lates to lessons in a week, failure to wear correct uniform. Whole school lunchtime detention (20 minutes)
L3B	Missing a L2 detention Whole School lunchtime detention (45 minutes)
L3 Homework	Failure to meet 2 homework deadlines Whole school lunchtime detention (20 minutes)
L4	Withdrawal from a lesson for serious misbehaviour and preventing others from learning, failure to comply with a member of staff. Three morning lates Whole school after school detention the following day, 3.00pm – 4.00pm (1 hour)
L5	Use of inappropriate language, failure to comply, serious misbehaviour, Prohibited items, repeated withdrawal from lesson, bringing the reputation of the school into disrepute, fighting, inappropriate use of phone. Internal suspension, 8.35am – 4.00pm

The above are examples of the types of behaviour alongside the level of consequence and cannot be considered exhaustive. The level of consequence will be determined upon the individual circumstances of the incident.

Appendix 2: Written Statement of Behaviour Principles

Name of student:

Form:

We believe that a strong relationship between home and school is the most effective way for **each student to fulfil his or her potential and make the most of the wide range of opportunities available at Lutterworth High School.**

Lutterworth High School Will:

- provide a broad and balanced curriculum that allows students' talents to flourish.
- ensure high standards of teaching and learning.
- provide a secure and caring environment where students are valued.
- encourage every student to do his/her best.
- provide a clear framework for ensuring students make the right choices and reward success.
- set homework regularly.
- maintain a positive environment for learning.
- keep parents informed about the academic progress of their student and if any concern arises.
- provide a range of extra-curricular activities and visits.

Signed:



Julian Kirby, Headteacher on behalf of the staff and Student Council at Lutterworth High School.

As a Parent/Carer I Will:

- take an active interest in my student's education.
- encourage my student to do their best.
- provide a conducive environment for homework.
- actively support the school's approach to behaviour and standards.
- ensure that my student has full school uniform and is appropriately presented for school.
- encourage my student to take pride in the school and play a full part in school activities.
- contact the school at an early stage in the event of any concerns.
- attend Parents' Evenings and other school events whenever possible.
- support my student in extra-curricular activities.
- ensure that my student attends school in accordance with the school's attendance policy.
- act as a responsible digital role model in the use of social media and to contact school directly if there is a concern.

Signed: _____ Parent/Carer.

As a Student I Will:

- do my best and demonstrate a desire to learn.
- complete homework on time and to the best of my ability.
- be independent, show resilience and not give up.
- take an active part in extra-curricular activities.
- take pride in my appearance.
- keep to the school's expectations to support learning.
- show courtesy and respect to all members of the school community in the real and online worlds.

- respect the school environment.

Signed: _____ Student.

Together We Will:

Uphold the values of the school and support our students' learning so they can be proud of themselves, our school and our community.

Signed: 

Janet Price - Jones, Chair of Governors

Please sign and return this form

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 3: Staff Training Log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 4: Behaviour Log

STUDENT'S NAME:	
STUDENT'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 5: Letters to Parents About Student Behaviour – Templates

«Date»

«Parental_addressee»
«AddressBlock»
«M_2b_Address_Split_Fam»

Dear «Parental_Salutation»

«Forename» «Surname» «Reg»

D4L Level 5a Letter

I am writing to confirm that «Forename» has been placed in Internal Suspension for <<1 day>>. The reason for this Internal Suspension is for «Description».

Internal Suspension (Level 5 consequence) is our most serious in-school sanction and is only given in response to very serious incidents / continued disruption to the learning of other students, and after consideration by a member of the Senior Leadership Team. Internal Suspensions are logged on a student's school record. Should there be no improvement in «Forename»'s conduct then a fixed term Suspension may incur.

I would ask that you attend a meeting with myself and <<xxxxxxxxxxxxxx >>, <<Forename's>> Head of Key Stage on xxxxxxxxx at xxxxxxxx to discuss our expectations and how we can support <<Name>> in school.

At the end of the period of Internal Suspension <<Forename>> will be placed on a Behaviour Report, which will clearly detail the targets «Forename» needs to meet in order to be a successful member of our school community. Additionally, it will detail the support the school will put in place to help «Forename» achieve these targets. You will be informed of «Forename»'s progress at the end of the Behaviour Report period.

Your support for the school's action in this instance is much appreciated as we need to work together to effectively support «Forename»'s progress at school.

Yours sincerely

Deputy Headteacher

«Parental_addressee»
«AddressBlock»
Appendix 3
«M_2b_Address_Split_Fam»

Dear «Parental_Salutation»

«Forename» «Surname» «Reg»

D4L Letter - Level 5b

I am writing to confirm that «Forename» has been placed in Internal Suspension for <<? days>>. The reason for this Internal Suspension is for «Description».

Internal Suspension (Level 5 consequence) is our most serious in-school sanction and is only given in response to very serious incidents / continued disruption to the learning of other students, and after consideration by a member of the Senior Leadership Team. Internal Suspensions are logged on a student's school record. Should there be no improvement in «Forename»s conduct then a fixed term Suspension may incur.

I would ask that you attend a meeting with myself and <<xxxxxxxxxxxxxx >>, <<Name's>>Head of Key Stage on xxxxxxxxxx at xxxxxxxx to discuss our expectations and how we can support Name in school.

Your support for the school's action in this instance is much appreciated as we need to work together to effectively support «Forename»'s progress at school.

Yours sincerely

Deputy Headteacher