CRAMLINGTON LEARNING VILLAGE

BEHAVIOUR POLICY

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Author	**Mr D Clark Deputy Headteacher**
SLT	**Mr D Clark and Mr D Bell, Deputy Headteachers**
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BEHAVIOUR POLICY

REVISION HISTORY

Revised On	Version	Description	Approved By
Sept 22	1.0	Updated prohibited items to include vaping materials SEND and LAC adjustments clarified Updated suspension and exclusion section to include latest DFE Guidance (Sept 23) on a) procedures for appeals in relation to suspension b) duty to notify LA, VSH and SWR where appropriate c)	Trustees
Sept 23	2.0	Changed focus to relational approach Code of conduct updated with 'Cramlington Way' Clarified role of parents Updated achievements and rewards Report System updated Clarified use of mobile phone Included statement on working with Police Updated sanction to include final warning Updated list of offences which may result in suspension or exclusion Updated suspension and exclusion section to include latest DFE Guidance (Sept 23) on a) cancelling / rescinding an exclusion b) use of remote access for appeal meeting and IRPs	Trustees
Sep 2024	3.0	Updated Behaviour Curriculum Included Behaviour Referral Routes and Waves	
May 2025	3.1	Updated Policy to include Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing alternative provision. Reasons for suspension and exclusion reviewed,updated and numbered. Reviewed definition of controlled drugs	
Sept 2025	3.2	Updated Screening, Searching and Confiscation	
Feb 2026	3.3	Updated use warning letters	
Sept 2026	4	Changed reason for suspension from Homophobic or racist bullying to homophobic or racist comment Changed length of time on yellow and red reports, two weeks to one week	
Sept 2026	5	Changes to implement changes in use of mobile phones and smart devices.	

BEHAVIOUR POLICY

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1. Aims

Cramlington Learning Village seeks to create a safe, inclusive, and nurturing environment that empowers every student to thrive academically and personally. We believe that positive behaviour is fundamental to successful learning and personal growth.

This policy is designed to provide clear guidelines and expectations for behaviour, ensuring that all students have the opportunity to make the most of their educational experience. By fostering a culture of respect, responsibility, and cooperation, we aim to cultivate a community where each individual feels valued and supported.

Respect and building relationships which engage young people in school and schooling is at the heart of our ethos. This permeates our work both inside and outside of classrooms.

2. Legislation and DFE guidance

This policy is in line with the relevant legislation and DFE guidance (see Appendix 4).

3. The Cramlington Way

3.1 Principles

In the Learning Village all students will be valued and treated as individuals. We want them to feel happy, safe and secure in our Learning Village. Throughout the whole school community the following principles apply:

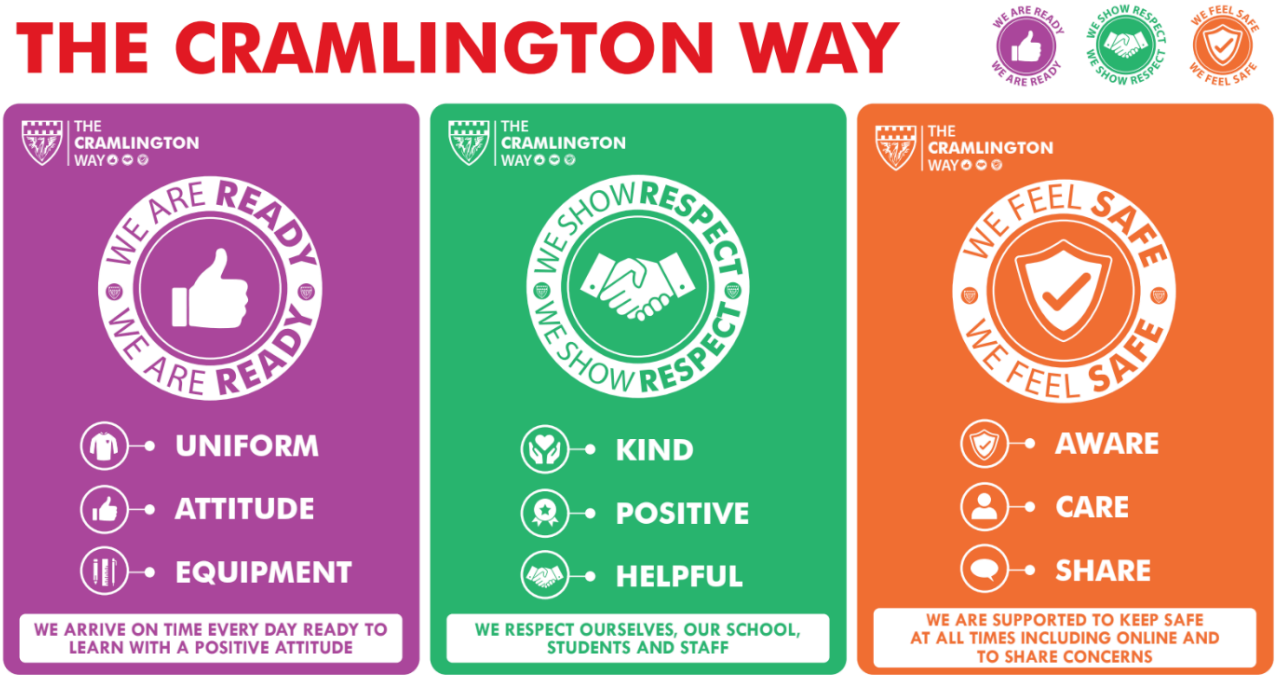
- All school staff promote positive behaviour through active development of students' social, emotional and behaviour skills via the curriculum, our well being programme and in school life generally.
- Good behaviour and achievements are recognised and celebrated and sanctions are applied consistently for unacceptable behaviour.
- Appropriate action is taken to reduce the risk of bullying and poor behaviour occurring, including amongst vulnerable groups of students.
- Students whose behaviour and attendance deteriorate through events beyond their control are identified and supported.
- Identify those students who have learning and behavioural difficulties or are experiencing crises and agree common ways of managing and meeting their needs
- Ensure leaders regularly walk the school building, going into classrooms and monitoring the consistent application of the school's policy.

We aim to identify students who are persistent offenders or are repeatedly causing low level disruption. Where this occurs we:

- Ensure staff follow through issues with students indicating what must be done to improve
- discuss with parents the school's concerns and agree a common way of working to help students make improvements to their behaviour
- A clear set of actions are in place to improve a pupil's behaviour including supportive measures and sanctions

The Cramlington Way uses a student-friendly set of three key expectations which identifies a consistent set of positive behaviours which act as our basic expectations of all pupils.

- We are Ready
- We are Respectful
- We are Safe



3.2 The Relational approach

The Cramlington Way also refers to the consistent way in which our school community develops positive and supportive relationships with the aim of improving educational outcomes.

All staff in school are provided with the skills to understand and manage student behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme. These are made available for staff taking up a new post via our induction programme and ongoing via our pathways CPD model. All staff undergo training to

ensure that they are confident in **developing supportive relationships** with students so that:

- all pupils, regardless of background or need, feel safe and welcome in the school
- ensure that students are helped to identify themselves as belonging to a community by sharing a common dress code and uniform policy
- pupils strengths, skills and qualities are known
- pupils feel connected to school through the relationships they develop with peers and staff
- staff work to build a sense of community in their classroom, Home Groups and through the House System
- staff respond to pupils' behaviour with understanding and empathy whilst maintaining expectations and boundaries
- staff use de-escalation strategies to help manage behaviour
- staff act as positive behaviour coaches so that interactions with pupils reinforce good behaviour expectations and engage pupils in learning
- pupils' views are considered important. We create safe spaces in our school where everyone has a voice
- restorative approaches are used so that relationships can be repaired
- the school considers the needs of the pupil when dealing with behaviour issues or incidents
- Additional support for pupils is considered, planned and in place to support pupils where required through specialist school staff or external agencies.
- A Relational Support Plan may be used with some pupils to outline how we support pupils in school

As well as teaching staff Cramlington Learning Village uses a wide reaching pastoral team, which includes Learning Guides, Learning Managers, Pastoral Coordinators, Mentors, Counsellors, Attendance Officer, and SENDCO. We also receive support from external agencies such as the Inclusion Team, HINTS team, Emotional Well Being team, ESLAC service, Educational Psychologists, Youth Justice and CYPS.

3.3 The Behaviour Curriculum

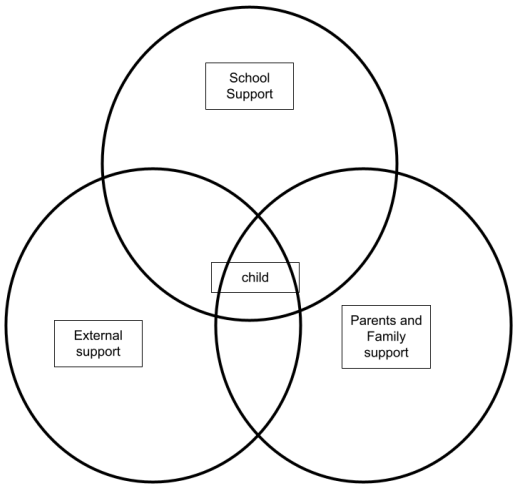
As part of the Cramlington Way and following consultation with pupils and staff, CLV have introduced in September 2024 an explicit Behaviour Curriculum which builds on our previous work on the Cramlington 10 and makes clear our expectations for all students and staff in our school community.

The Behaviour Curriculum lays out for all a clear set of expectations about what we do, say and how we interact as a school community. This forms the basis of lessons which take place during our PSHE and Home Group periods.

The Behaviour Curriculum covers all aspects of school life including uniform, presentation of learning, movement around school and social times. Staff use the Behaviour Curriculum to teach their Home Groups and classes about the expectations for all to ensure that we are Ready, Respectful and Safe at all times.

Further details of the Behaviour Curriculum can be found in Appendix 5

3.4 Parents / Carers



Parents / Carers play a significant role in ensuring that their children are responsible for their own behaviour. We work closely with parents/carers to ensure progress and support for all students throughout their school career with us. We ask that parents sign the home-school agreement to indicate that they support and respect the school's behaviour policy. We ask that parents / carers work with school to support their child's learning which includes informing the school of any special educational needs or personal factors which may result in their child displaying unexpected behaviour. We also request that parents attend meetings at school when requested to discuss their child's behaviour and monitor their child's behaviour when on report.

In the case of suspensions, we ask that parents/carers provide appropriate supervision for their child during the time that they are suspended from school and will be invited to attend a reintegration interview at the school with their child.

3.5 Students with Special Educational Needs

CLV works to consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. Leaders will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance.

Under the Children and Families Act 2014, the duty of the governing body is to use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND.

Leaders will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school based on the facts of the situation.

Leaders will consider, in discussion with the SENDCo, whether any reasonable adjustments need to be made to a sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

3.6 Students who have a social worker, including looked-after children, and previously looked-after children

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. When considering sanctions including suspension, the Co-headteachers will consider the balance between providing a safe space for children to access support at school with the need to ensure calm and safe environments for all pupils and staff.

Pupil with a Social Worker: Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher will inform their social worker, the Designated

Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Looked After Children: Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) will contact the local authority's Virtual School Head as soon as possible.

4. School Leadership

Effective school leadership is central when creating a safe environment where students can thrive. The leadership team and Governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. They have a responsibility to 'lead from the front'. However, leadership to support positive behaviour must be shared across the whole staff – including senior and subject leaders, pastoral staff, classroom teachers and support staff.

As a school we will:

- In partnership with parents, set high expectations for students and staff in all aspects of the school's life and show how they are to be met. For example
    - By having a clear student code of conduct (The Cramlington Way and Staged Consequences)
    - In our home/school agreement (see appendix 2)
    - Creating an ethos around RESPECT and RESPONSIBLE CITIZENS
- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school behaviour policy
- Ensure senior leaders model the behaviour and social skills they want students and staff to use
- Ensure staff presence across the site at key times during the day (before school, break, lunch and after school) to maintain a sense of calm and order
- Give opportunities for Student Voice and the school leadership groups to discuss and make recommendations about behaviour, including bullying and the effectiveness of rewards and sanctions.
- Effectively manage student transitions when pupils join the school from primary school or another setting in-year so we can ensure continuity, progress and support for all students who join us. This will include ensuring that teachers receiving new students are given appropriate information to help them plan work and manage the transition.
- Record incidences of misbehaviour on an internal, secure database. This is so that we can support individuals and identify trends in behaviour.
- Regularly report behaviour statistics and trend information to the governing body, who provide support and challenge to the school in the implementation of this policy.

5. The Role of Teaching and Support Staff

We aim to ensure a broad and balanced curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations.

As a school we will:

- Ensure all staff follow the staged consequences (appendix 1), use the Cramlington Way and the behaviour policy and apply the agreed procedures (monitored by Heads of Departments, Learning Managers, Pastoral Co-ordinators and senior staff)
- Plan lessons well, using the Cramlington Learning Cycle and strategies appropriate to the ability of the students. Differentiation is crucial in promoting good behaviour
- Use school systems to gain information on the students they teach so that they have a clear understanding of student abilities and needs and allow for greater personalisation in lessons
- Use commonly agreed classroom management and behaviour strategies e.g. seating plans; stages of consequence
- Offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class
- Use Assessment for Learning techniques such as peer and self-assessment, to increase students' involvement in their learning and so promote good behaviour
- Recognise that students are knowledgeable about their school experience and have views about what helps/inhibits their learning and ensure there are opportunities to receive their feedback about their progress/learning needs.
- Plan home learning carefully and set it well before the end of the lesson so that all students have a clear understanding of what is expected from them.

6. Rewarding good behaviour and achievements

Our aim is to provide a range of opportunities in which students can excel and be rewarded together with a practical set of sanctions that deal appropriately with unacceptable behaviour.

We firmly believe that recognition and praise should be used to motivate and encourage students. Our school culture should be one of success and we take every opportunity to celebrate the great work of our students. At the same time, however, students must be aware of sanctions that will be applied for unacceptable behaviour.

Our achievement system recognises where students have demonstrated the attributes within our school intent and includes:

- An online achievement system which promotes engagement and positive responses for pupils based on the school intent
- Announcements on TV screens across the campus

- Postcards home sent by staff
- E Postcards send by staff
- Phone Call/email home
- Celebrating success in assemblies
- Students of the Week Awards
- Student First Awards
- Annual awards evenings and Head Teacher's Award
- Homegroup celebrations
- Attendance Awards
- Termly Gold Standards Award certificates
- Letters of commendation
- Good News Notices - each Friday announced across campus

7. Mobile Phones

7.1 Mobile Phones and Smart Technology

Schools in England are now required by law to make their premises phone-free environments by default. In accordance with the latest legislation and our commitment to being **Ready, Respectful, and Safe**, Cramlington Learning Village is a mobile phone-free environment by default. This means phones must not be accessed during the school day including lessons, break times, or lunchtimes. Mobile phones and smart devices such as smart watches are not allowed on site. This policy is a vital safeguarding measure designed to eliminate the digital distractions that hinder educational focus and impact on school culture.

7.2 Authorised Lockable Pouches

Parents of students in Year 7-11 may request to purchase an authorised lockable pouch where there may be exceptional circumstances for a student to carry a mobile phone to school. In these cases only authorised lockable pouches should be used. Authorised lockable pouches are available to purchase from school and have been evaluated to ensure compliance with regulatory standards[1].

A. **Daily Routine:** Upon entering the school site, those who have purchased an authorised lockable pouch must switch off their mobile phones and smart technology (including smartwatches with communication or recording functionality) and secure them in their school-issued lockable pouch. Students without an authorised lockable pouch will be searched and checked in line with school policy, including with the use of a detector wand.
B. **Requirement:** Devices must remain secured within the locked pouch throughout the entire school day, including during lessons, transitions, break times, and lunchtimes.
C. **Possession:** Students retain possession of their secured pouch within their school bag.

[1] Regulatory & Compliance Standards: Chemical Safety: Pouches must be compliant with REACH regulations for chemical safety.General Product Safety: All consumer cases and pouches must meet General Product Safety Regulations (GPSR-GB) overseen by the Office for Product Safety and Standards (OPSS).Data Protection: Helps support adherence to GDPR compliance by securing cameras and messaging apps in sensitive workspaces.Education Mandates: Meets stringent expectations from Ofsted regarding consistent enforcement of phone bans in UK schools.

D. **Unlocking:** Pouches may only be opened at the end of the school day at designated unlocking stations.

7.3 Reasonable Adjustments and Legal Duties

We fulfill our duties under the Equality Act 2010 and the Children and Families Act 2014 by providing "reasonable adjustments" for specific needs.

A. **Medical Exceptions:** Students with documented medical conditions, such as those with diabetes using phone-linked glucose monitors, will be permitted access as required using an authorised pouch which enables access as per a student's medical plan.
B. **SEND:** In consultation with the SENDCo, adaptations will be made for students whose disabilities necessitate device access, as documented in their EHCP.
C. **Sixth Form:** Students in the sixth form may be permitted limited access in designated areas (e.g., the Sixth Form centre) but must not use devices in front of younger pupils or in other areas of the school.

7.4 Responsibilities

- **Staff:** Staff will not use personal mobile phones in front of pupils for personal reasons. Some pastoral staff use a school mobile phone which is an authorised device to conduct school business.
- **Parental Support:** We ask parents to support this policy. For emergency communication, parents must contact the school office.
- **Students:** Students are taught the risks of mobile phone use and the benefits of a phone-free environment to foster intrinsic motivation and social well-being. Students must use the school office to request to contact parents during the school day.

7.5 Search, Confiscation, and Sanctions

- **Statutory Search Powers:** The Coheadteachers and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item as set out in legislation or any item identified in the school rules as an item that may be searched for. Mobile Phones are a banned item and as such can be searched for in line with DFE guidance.
- **Confiscation:** Any device seen, heard, or used—or any attempt to circumvent the pouch system—will result in immediate confiscation. Confiscated items will be stored in the school safe until the end of the day and may be required to be collected by a parent for repeat offences.
- **Staged Consequences:** Breaches of this policy (e.g., using "decoy" phones or damaging pouches) constitute deliberate defiance. Sanctions will follow our Staged Consequences (page 27) and may include detention, time in the Inclusion Base, or suspension.

8.0 Screening, searching and confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student e.g. on a school trip. (Section 550ZA (3) of the Education Act 1996)

If a member of staff suspects a student has in their possession a banned or prohibited item they may use a screening tool such as a hand-held metal detector (arch or wand) to assist in their search. 'Possession' extends to bags, desks, lockers and any items over which the pupil has control. Staff can request the student to turn out their pockets or bag and if the student refuses, the teacher shall apply an appropriate sanction in line with those already explained (see section 6 and Appendix 1).

If the student refuses to be searched, the Headteacher or key senior staff (Deputy Headteacher, Assistant Headteacher, Learning Manager, Pastoral Coordinator) can still carry out a search in line with the following guidelines:

1. The suspected item is a banned or prohibited item. Prohibited items are knives or weapons, alcohol, illegal or controlled drugs and stolen items. They are also 'any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of any person'. Banned items are listed in Table 1 below.

2. Ensure the member of staff has reasonable grounds for suspicion. For example, they might have heard other students talking about the item or they might have noticed a student behaving in a way that causes them to be suspicious.

3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff (preferably of the same sex where possible.)

4. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

5. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. A jumper/sweatshirt would also be included where the student had a t-shirt or shirt beneath it.

6. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below. (Section 94 of the Education and Inspection Act 2006)

After a search school will confiscate the item and deal with it in the following way

Table 1 Banned and Prohibited Items - all items listed can be searched for under the guidance listed in Section 8

Items banned in the school rules	**Procedure after confiscation**
Mobile phones	Held until the end of the day and then returned to the student. Consequences and sanctions applied via Learning Manager. Repeated incidents will result in escalated sanctions
Cigarettes, vaping liquid and vaping equipment	Disposed of
Other electronic devices	Held until the end of the day and then returned to the student.
Prohibited items	
Knives and other weapons	Handed over to police
Alcohol	Poured down a sink
Illegal or Controlled drugs List of most commonly encountered drugs currently controlled under the misuse of drugs legislation - GOV.UK	Handed over to police
Other substances not believed to be illegal or controlled drugs (illegal drugs)	Handed over to police or disposed of
Stolen items	Handed to police if of high value Returned to the owner where of small value
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents/disposed of Handed to police if offence committed.

An article specified in regulations: (The Schools [Specification and Disposal of Articles] Regulations 2012) Tobacco and cigarette papers fireworks pornographic images	 Disposed of Disposed of If a member of staff finds a pornographic image, they should consult with the DSL or Senior staff who will advise they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable

8.2 Searching an electronic device

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search.
- If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
- If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Further details on the searching of an electronic device can be found in the school's Online Safety Policy page 50-51.

8.3 Student Behaviour Outside the School

Cramlington Learning Village has a statutory power to discipline students for misbehaving outside the school premises. This includes abusive and bullying behaviour which takes place online through social media, electronic devices or another online mechanism, particularly where there is an impact on pupils at school. (more information is available in the school's Anti Bullying Policy)

As a school we may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school

We will also respond to misbehaviour at any time, whether or not the conditions above apply, which:

- Could have repercussions for the orderly running of the school
- Poses a threat to or harms another student or member of the public
- Could adversely affect the reputation of the school
- Involves online threats, bullying, abuse.

Discipline will always be carried out in alignment with the staged consequences laid out in this policy (Appendix 1), such that school detentions, or internal/external exclusions could be given for behaviours which are unacceptable, even if they take place outside the school.

On occasions, in view of the nature of the incident or issue, the school may deem another agency (e.g. the Police using guidance from the DSL) more appropriate to deal with it. Where this is the case parents/carers will be informed.

9. Sanctions

There are a range of sanctions which are used appropriately at school:

9.1 Detention

We use a variety of detentions which range in duration. Detention is used within our staged consequences.

Detentions can be given within the school day e.g. breaktimes, lunchtimes, or outside of the school day e.g. after school. We are not required to give 24 hours notice for a detention but would always endeavour to do so by phone or letter where the detention is to be held outside of school hours. We will give careful consideration to the timing of detention and will:

- Consider whether suitable travel arrangements can be made by the parent for the student if the detention is to be held outside of school hours
- Ensure students have a reasonable time for having their lunch and using the toilet where lunchtime detentions are used.

9.2 Reports

In order to enable students to modify their behaviour, they may be placed on report . This will focus students on the areas that they need to improve upon and staff will report against target areas at the end of each lesson and at social times.

Targets are based on: improving behaviour, improving uniform, improving punctuality.

The report will be checked on a daily basis by the Pastoral Coordinator, Learning Manager or Head of Department and parents.

There are 3 levels of school Report - Green, Yellow and Red which are used to monitor and improve pupil behaviour. Reports are shared with parents and reviewed regularly. Pupils who pass Reports are removed from this monitoring. Pupils who fail Reports are escalated through the level of report described in (See appendix 3).

9.3 Internal Suspension

For more serious incidents of behaviour, students may be internally suspended and spend time in our inclusion Base. The Base runs from 10:00am until 4:00pm and students are set work by their teachers to complete while there to ensure disruption to their learning is minimal. Telephone contact will be made to inform parents of internal suspension.

9.4 Suspension

In serious cases, a suspension may be used whereby a student is excluded from school for a fixed period of time. In these cases, the student and parent will then be invited to attend a reintegration meeting to agree targets and support before returning to lessons. Following suspension, students spend a reintegration day working in the Inclusion Base from 10:00am until 4:00pm.

9.5 Managed Moves

A managed move may be discussed to prevent a permanent exclusion. They are used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves are voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

9.6 Warning Notices

Warning Notices

A **Warning Notice** may be issued where there are sustained concerns about a pupil's behaviour and the impact this is having on students, staff, or learning across the school. It is a formal stage within the school's graduated response and is intended to signal that behaviour has reached a threshold requiring immediate improvement and structured support. A Warning Notice will be issued when previous strategies have not secured sufficient improvement and may lead to direction to Alternative provision.

A Warning Notice will be authorised by a senior leader and communicated directly to parents/carers. The notice will clearly outline:

- the specific behaviours of concern
- the impact on learning, safety, or the wider school community
- the expectations for improvement

Parents/carers will be offered the opportunity to meet with the school to review concerns, agree expectations, and discuss the support that will be put in place designed to address underlying needs and enable sustained improvement.

A Warning Notice is intended as a preventative measure and provides an opportunity for behaviour to improve before escalation. Failure to demonstrate sufficient improvement, or further serious incidents during the monitoring period, may result in the issue of a **Final Warning**.

In exceptional circumstances, where behaviour escalates rapidly or presents significant risk, the school retains the discretion to move directly to a Final Warning without a Warning Notice.

Final Warning

A final warning may be issued where there are significant and serious concerns about the risk posed by a pupil's continual or persistent impact on students, staff or learning at the school. A final warning is only issued by the Co-Headteachers. A final warning is issued directly to parents /carers and will always involve an opportunity to meet. Further details of next steps along with a Personal Support Plan will be shared. It is unlikely that a final warning will be issued for a first offence, however, it remains at the discretion of the Co-Headeachers to serve a final warning. A final warning may be issued for a one-off first offence, if the incident is serious in nature and causes a high level of risk to others. A breach of the final warning may result in Permanent Exclusion from the school.

9.7 Off site Direction and Alternative Provision

Off-site direction is when a school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, or where there has not been sustained improvement following a warning letter, off-site direction may be used to arrange time-limited placements at an Alternative Education Provider (AP) or another mainstream school. Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education.

Where pupils have been directed to either off-site or Alternative Provision CLV will ensure that:

a) all stakeholders including parents have written confirmation of the direction to Alternative Provision including the reasons and expected timeframe

b) an induction is carried out and relevant information is shared on SEN, disability or medical need, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate.
c) baseline assessments are carried out including attendance in order to track and monitor patterns of attendance and engagement.
d) We work with alternative provision providers to ensure that the curriculum offer gives pupils access to meaningful and credible subjects, courses and qualifications that will enable them to successfully take the next step into further education, employment or training
e) a plan and process is agreed at the beginning of the placement that aims to reintegrate the child successfully back into school if that is the most appropriate route.
f) Regular reviews of the placement are carried out, including through regular contact or visits to the provider, and the plan and timetable for reintegration.
g) where a looked-after child (LAC) is likely to be placed in alternative provision, the designated teacher (DT) will contact the VSH to consider what support the child needs to overcome barriers to attainment and achievement, giving equal consideration to the pastoral needs of the child, to ensure an appropriate alternative provision placement can be made. Where relevant, the school will also engage with the child's social worker, foster carers, or children's home workers.

9.8 Permanent Exclusions

In response to a serious breach, or persistent breaches, of the behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, a decision to permanently exclude a student may be taken. This decision is taken by the Co-Headteachers.

10. Behaviour Referral Routes and Waves

The Behaviour Waves are an indication of how the school responds to behavioural issues for students in school where there is no significant improvement over time.

At all points in the waves school will take into account the views of the students and engage with parents and listen to their views. Movement on the waves process is designed to improve behaviour, provide support dependent on the need and to challenge behaviour which is not changing. Students can move up or down the waves. If a student's behaviour improves over a sustained period of time, usually two terms, then the student will be moved down a wave.

The school reserves the right to place a student at any step or to bypass any wave should a student's behaviour warrant such action. This could mean recommending a student's permanent exclusion in response to a single, serious breach of the school's Behaviour Policy [for example, dealing illegal or controlled drugs on the school premises or bringing a weapon into school would result in an immediate recommendation of permanent exclusion, irrespective of the wave the student was on at the time the incident took place] or where there has been a significant escalation of incidents in a short period of time.

Wave 1: Early Monitoring

- There is constant monitoring of all pupil behaviours through our reporting systems in school (Behaviour Trackers and the Achievement Tracker)
- Single or low numbers of incidents across a period of time will be dealt with by the class teacher, Head of Department and supported by the Learning Guide who will discuss issues with your child and keep under review.
- Parents are informed about incidents as they occur and kept up to date with actions following an incident. Achievements can be viewed through the Parent Portal at any time.
- Where pupils accumulate increasing numbers of Behaviour incidents reported or where there are concerns about specific incidents or patterns of behaviour pupils will move to Wave 2.

No significant improvement over time

Wave 2 Second stage concerns: identifying needs, Close monitoring, intervention or support

- Wave 2 is where a pupil has increasing numbers of behaviour incidents reported (such as academic concerns, open defiance, disruption of learning, verbal abuse, bullying) or where a pupil has been suspended for a fixed period.
- During wave 2 pastoral staff (Assistant Head of Year, Pastoral Coordinator or Learning Manager) will interview the student and gather their views about the issues they are facing and causing.
- Pastoral Support Plan created in conjunction with young person to
    - Agree strategies to use (staff and student)
    - Agree reward and consequences
    - Involvement of home
- Parents are informed by Pastoral Staff and there will be an continual period of monitoring
- A student may be placed on Green Report. Reports are usually monitored over a two week period initially. If a pupil passes this report then they move back to Wave 1. If they do not pass this report they move to the Yellow Report.
- The purpose of the Report is to identify the main difficulties, identify and recognise improvements in behaviour and celebrate positive responses.
- Staff will create an ISP (Individual Support Plan) with Targets to improve behaviour. A review of progress toward these targets will take place after 8 weeks.
- During this time staff may carry out observations, classroom visits, request feedback from staff and arrange for a frequent supportive check in with key staff.

No significant improvement over time

Wave 3 Continued concerns: Additional Support in School

- If a pupil continues to receive more Behaviour incidents reported or where there has been a severe decline in behaviour (such as academic concerns, open defiance, disruption of learning, verbal abuse, bullying) pupils will be placed on Wave 3
- Monitoring period will continue and monitoring will be carried out by the Pastoral Coordinator or Learning Manager with a review planned.
- At this point a Pastoral Support Plan is created and shared with parents to define the issues, support and expectations of pupils in school as well as the support in place. Parents are kept involved – meeting with school
- Pupils SEND status will be checked with school SENDCO. Staff with responsibility for Cared for Children will review provision and support where appropriate.
- Pastoral Support Plan created in conjunction with young person to
    - Agree strategies to use (staff and student)
    - Agree reward and consequences
    - Involvement of home

- Pupils may move to Yellow report with specific targets and an immediate response -eg lunch break detentions or Base time for continued behaviour concerns.
- At Wave 3 school would review the support for a young person and may
    - Work on our Behaviour Curriculum and intervention modules
    - Make an internal Mental Health Triage referral - if need identified
    - Allocate to work with key adults in school on ISP targets
    - May have changes of group/classes or population

No significant improvement over time

Wave 4: High Level Concerns (Resulting in continued school action and External Agency Involvement)

- Where a pupil is not responding positively to steps to improve their behaviour and they continue to accrue behavioural incidents reported then they will move to Wave 4.
- During this monitoring period there will be parental meetings with the Learning Manager / Deputy Head to review incidents, support and engagement with the pupil.
- It may be that the red report is used at Wave 4 with specific targets – immediate sanctions/reward. For example, pupils in Wave 4 may have break/lunchtime supervision; require extended periods in RESET or the Base.
- Pupils SEND status will be checked with school SENDCO
- Pastoral Support Plan is updated and reviewed.
- It may be that additional intervention is put in place for example:
    - Bridge/Inspire 11
    - Group (friendship, social skills)
    - Counselling
    - Support in lessons
    - Mentoring
    - Reduced timetable
- It is likely that at Wave 4 there will be referrals to other services – Early Help (CS), Primary Mental Health (PMH), Emotional and Well Being team (EWB), High Incidence Needs Team (HINTS), Children's and Young Persons Service (CYPS) , Educational Psychologist (EP) or Youth Offending Team (YOT)

No change - over time

Wave 5: Serious Concerns (significant adjustments required to prevent exclusion)

Wave 5 signals that a pupils' behaviour has reached a level of serious concern. This may be due to persistent or serious breaches of the school's Behaviour Policy and little or no response to the support in waves 1-4. At Wave 5 there may be (as appropriate) significant adjustments in place: regular mentoring, timetable adapted or reduced or further support such as:

- Regular timetabled intervention in place – Bridge/Inspire 11/ RESET / Base
- Regular parental review meetings
- Referral to Northumberland Local Authority Inclusion Panel
- Evaluate suitability for managed move or off site provision

At Wave 5 pupils and parents may expect a Final Warning from the Coheadteacher in line with the Behaviour Policy. Following a Final Warning and without immediate and sustained improvements in Behaviour a pupil may be a) directed to off site provision b) be recommended for Permanent Exclusion from the school.

11. Use of reasonable force

Cramlington Learning Village has a legal duty of care for all our students. Reasonable force will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening.

Reasonable force can be used to prevent students:

- From hurting themselves
- Causing damage to property
- Causing disorder within the class or school grounds
- Leaving a space where allowing the student to leave would risk their safety or lead to behaviour that disrupts others
- Prevent a student from attacking a member of staff or another student
- To stop a fight in the school grounds

All members of school staff have a legal power to use reasonable force (2 Section 93, Education and Inspections Act 2006)

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

Reasonable adjustments will be made for disabled children or children with SEND.

Where reasonable force has been used in school, parents will be informed and an incident form completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy.

12. Working with the police

Police may request information about a child which will be shared in accordance with the school's data protection and information sharing policies.

Police may wish to interview a child if:

They have been the victim of a crime in or outside school.
They are suspected of involvement in criminal activity in or outside school.
They have witnessed a crime or possible crime in or outside school.

It is not our policy to allow the police to interview children without an appropriate adult present. If police wish to interview a child in school, parents will be contacted and invited to attend. The exceptions to this are:

1. The police are investigating a serious crime where speed is essential and parents cannot be contacted. In this case a DSL or member of the Senior Leadership Team will act in loco parentis.
2. Contacting parents would pose a risk to the child, such as if the parent is subject to a restraining order.
3. The child is in local authority care. In this case their social worker will be invited or DSL or member of the Senior Leadership Team will act in loco parentis.

13.1 Suspension and exclusion

Exclusions
Your child can be excluded if they misbehave in or outside school.

13.2 Types of exclusion
There are 3 kinds of exclusion – Internal Suspension, External Suspension and Permanent Exclusion (expelled).

13.3 Making a decision to suspend or exclude
Before deciding whether to suspend a pupil/student for a fixed period or permanently

exclude, the CoHeadteachers will:

- Ensure that a thorough investigation has been undertaken.
- Consider all the evidence available when looking to support allegations
- Encourage the student to give his or her version of events.
- Consider the impact if the pupil has special educational needs (SEND).
- Consider the school's behaviour policy, equal opportunities policy and relevant equalities legislation.
- Consider any mitigations linked to the behaviour or incident
- Keep a written record of discussions, interviews, and actions, and retain copies of written records made by other members of staff, ensuring that witness statements are dated and signed if possible.

If it is decided that a suspension or exclusion is necessary, the parents/carers of the pupil will be notified, and the circumstances surrounding the exclusion will be formally recorded.

13.4 What happens when your child is suspended or excluded?

When the decision to suspend or exclude a student has been made the parent (or student if aged 18) will be notified by telephone. In the case of looked after children, carers, social workers and the Virtual School Head responsible will be notified. Written confirmation for suspensions will be communicated via email within 24 hours and in the case of permanent exclusions, this will be confirmed in writing by hard copy letter within three school days. If a decision is taken late on a Friday then the written follow-up may need to await the following Monday but a telephone conversation will still happen as soon as possible on that day.

Written confirmation of the suspension / exclusion will include the following details:

a. Permanent exclusion

· the fact that it is a permanent exclusion and the date from which the exclusion takes effect

b. Suspension:

· the precise period of the suspension
· the arrangements for reintegrating the student into the school will be provided including the date and time the student should return to the school and this must also require the parent to attend an interview with the Headteacher or other senior member of staff.

c. for all types of suspension / exclusion:

· the reasons for the suspension / exclusion including any relevant previous history
· the parent's right to make representations regarding the exclusion through the appeal procedure
· the person in the school who the parent should contact if they wish to make representations as well as the date by which this should be done

· the arrangements that will be put in place to ensure that the student is able to continue their education (it is the parent's responsibility to ensure that all work set is completed and returned to the school). Arrangements for SEND students will be made so that reasonable adjustments are made in consultation with the SENDCo.

13.5 Risk of prosecution if child is found in public place

For the first 5 school days of any suspension, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason. You might be prosecuted if your child is found in a public place when they're not supposed to be.

13.6 Internal Suspension (The Base)

An Internal Exclusion will be implemented for a misdemeanour of sufficient seriousness as to warrant a student being removed from lessons, but not so serious as to warrant removal from school or for an accumulation of behaviour incidents.

The Base runs from 10:00am until 4:00pm and students are set work by their teachers to complete while there to ensure disruption to their learning is minimal. Telephone contact will be made to inform parents of internal exclusion.

13.7 Suspension

Suspension is where your child is temporarily removed from school. If a child has been suspended for a fixed period, schools will set and mark work for the first 5 school days. If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a student referral unit.

Students can only be removed for up to 45 school days in one school year, even if they have changed school. If a pupil/student is excluded for more than 45 days in an academic year, they will be permanently excluded.

13.8 Breaches of the Behaviour Policy / Code of Conduct

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious for example:

i. Serious actual or threatened violence against another student or a member of staff
ii. Indecent behaviour including online
iii. Supply of illegal or controlled drugs or alcohol
iv. Arson
v. Carrying an offensive weapon
vi. Sexual abuse, assault, harassment or violence
vii. Theft
viii. Making a false or malicious allegation against a member of staff

ix. Behaviour which calls into question the good name of the school
x. Persistent defiance or disruption
xi. Persistent unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
xii. Verbal abuse of staff, other adults or students
xiii. Unauthorised possession, or use of a mobile phone (or associated smart device) on school premises during designated school hours
xiv. Unauthorised opening, damaging or misuse of a mobile phone pouch
xv. Possession and/or misuse of illegal or controlled drugs or alcohol or other substances
xvi. Wilful damage to property
xvii. Homophobic or racist comment
xviii. Bullying (including online bullying)
xix. Minor assaults or fighting that are not premeditated or planned
xx. Taking images or video without consent of pupils or staff
xxi. Use of a recording device or mobile phone in a changing area or toilet
xxii. Other serious breaches of school rules
xxiii. Failure to comply with a reasonable request from a senior member of staff
xxiv. Failure to wear school uniform consistently
xxv. Breaches of health and safety rules

13.9 Reintegration after a suspension or off-site direction

School will support pupils to reintegrate back into school and full-time education following a suspension or period of offsite direction.

A specific reintegration strategy that offers the pupil/student a fresh start; helps them to understand the impact of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a sense of belonging within the school community; and builds engagement with learning.
The reintegration strategy will be clearly communicated to the pupil/student during a reintegration meeting. Parents/carers will be invited to attend.

The reintegration strategy will be reviewed regularly and adapted where necessary throughout the reintegration process in collaboration with the pupil/student, parents/carers, and other relevant parties.

Where necessary, the school will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, SENDCo, social workers, educational psychologists, EWB, and Early Help.

13.10 Permanent exclusion

A permanent exclusion is when a pupil/student is no longer allowed to attend a school (unless reinstated). Your local authority must arrange full-time education from the sixth school day having assessed the child's needs.

A decision to exclude a student permanently should only be taken:

· in response to serious or persistent breaches of the school's behaviour policy; and

· where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school'. (DfE 'Exclusion from maintained schools, Academies and student referral units in England, 2017)

The headteacher will make the judgement, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

a. serious actual or threatened physical assault against another student or a member of staff;
b. sexual harassment, abuse, violence or assault;
c. supplying an illegal or controlled drug;
d. possession of an illegal or controlled drug with intent to supply;
e. carrying an offensive weapon;
f. making a malicious serious false allegation against a member of staff;
g. potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The headteacher may also permanently exclude a student for:-

a. one of the above offences;
b. persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises; or
c. an offence which is not listed but is, in the opinion of the headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

The Governors wish to emphasise to all parents and students that failure to conform to the high standards expected by all, may result in permanent exclusion in certain cases.

For example, if any student:

i. Makes false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
ii. Assaults a member of staff
iii. Deliberate activation of the fire alarm without good intent
iv. Threatens, harasses or is involved in sexual misconduct towards any member of the school community
v. Swears at, or is personally insolent to a member of staff
vi. Makes an unprovoked physical assault on another student
vii. Makes an unprovoked verbal assault on another student
viii. Theft
ix. Arson
x. Breaches the conditions set following a Final Warning by the Co-Headteacher
xi. Refuses to obey a reasonable instruction from the Headteacher
xii. Is involved with the bullying of another student
xiii. Persistent bullying including online (which may include bullying related to protected characteristics)
xiv. Is involved in activities which are prejudicial to the health and safety of member(s) of the school community. This includes repeatedly failing to follow instructions from staff
xv. Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy
xvi. Is involved with the use of, possession or distribution of alcohol, illegal or controlled drugs, or substances (including 'legal highs') during the school day
xvii. Brings an offensive weapon into school
xviii. Threatens students or staff with an offensive weapon (see below)
xix. Behaviour in or out of school that precipitates Police action which may or may not affect members of the school community.
xx. Persistent disruption and defiance
xxi. Repeated possession and/or use of an illegal or controlled drug or drug paraphernalia on school premises
xxii. Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network
xxiii. Uses ICT or any form of media, including social networking media inappropriately, in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy or which is deemed to cause offence or harm to the school or its members.
xxiv. Bringing the good name of the school and/or staff into disrepute.
xxv. An offence which is not listed but is, in the opinion of the headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

13.11 Offensive Weapons -

The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school. In

addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, corrosive products and substances or items judged by the headteacher or the Governors to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners or other items routinely found in classrooms such as scissors.

13.12 Cancelling an exclusion

The Co-Headteachers may cancel an exclusion that has already begun (or one that has not yet begun), but this will only be done where it has not yet been reviewed by governors of the school.

Where an exclusion is cancelled:

- Then the Co-Headteachers will notify without delay parents/carers, the governing body and the LA and, if relevant the social worker and LA Virtual School Head.
- The notification must also provide the reason for the cancellation;
- The governing body's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.
- Parents/carers should be offered the opportunity to meet with the Co-Headteachers to discuss the circumstances that led to the exclusion being cancelled, the meeting should be arranged without delay;
- Allow the pupil/student back into the school from which they were excluded without delay;
- Any days spent out of school as a result of an exclusion, prior to the cancellation will count towards the maximum 45 school days permitted in any school year;
- A permanent exclusion cannot be cancelled if the pupil/student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

13.13 Off rolling and unlawful exclusions

Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave school, or forbidden to attend school, on disciplinary grounds, this will be carried out in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to the relevant parts of the guidance.

Where a pupil/student is suspended for a short period of time, such as half a day, the formal suspension process will be followed. Each disciplinary suspension and permanent exclusion will be confirmed to the parents/carers in writing and include notice of the reasons for the suspension or permanent exclusion.

All suspension and exclusions without exception will be formally recorded.

13.14 Making representations about an exclusion or suspension

Appeals

Parents have the right to appeal to the governing body against a suspension or permanent exclusion made by the Headteacher. The governing body has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors. (these requirements are illustrated by the diagram on page 26)

The governing board must consider and decide on the reinstatement of a permanently excluded pupil or suspended pupil (if they meet the criteria as described in diagram on p.27) within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test

Where representations are received for a qualifying appeal, the school will convene an appeal's panel which will comprise three members of the Governing body. The persons selected will have had no direct involvement in the exclusion. The appeal's panel will be supported by a clerk.

An appeal's panel will meet to consider the appeal no later than the 15th school day after the day on which the appeal is lodged.

The appeal's panel may agree to adjourn the hearing if, after having regard to the particular circumstances, it considers it would not be appropriate for it to proceed to determine the outcome. This may arise from circumstances where further information is required or the parent requests a hearing after the 15th school day following the lodging of the appeal.

Prior to the hearing, both parties (the school and the parents) must provide to the clerk all relevant evidence and documentation upon which they intend to rely at the hearing. The documentation will be provided to the appeal's panel and shared with both parties. New evidence may be presented at the hearing however the appeal's panel may, in the interests of fairness, adjourn the matter to allow proper consideration of such material.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation for either party will not normally be appropriate.

In coming to their decision, the appeal's panel will consider
· whether, on the balance of probabilities, the student has done what is alleged; and
· whether exclusion is a proportionate response to the incident. In looking at this element, the appeal's panel will consider the actions taken by the school in relation to the student, the student's past history, how the School's policies have been implemented as well as balancing the needs of the student against the needs of the school community as a whole.

The appeal's panel may:
· Uphold the decision to exclude; or
· Decide that suspension/permanent exclusion was not a proportionate response, in all the circumstances of the case, direct immediate reinstatement and recommend that the student's record is amended to show this fact.

The appeal's panel is independent and the decision is binding on the parent and the school

The appeal's panel will inform all parties of the outcome by the end of the second school day after the hearing outlining the reasons for the decision, giving clear information about the behaviour and offences.

Where the appeal's panel recommends reinstatement the appeal's panel must immediately inform the Headteacher specifying the date by which the student must be readmitted. The student's record will be amended accordingly.

13.15 Permanent Exclusion
In the case of a permanent exclusion where the governing board decides not to reinstate the pupil, the governing board's notification will state that the exclusion is permanent and provide notice of parents' right to ask for the decision to be reviewed by an independent review panel (IRP) and the following information:
• the date by which an application for a review must be made (i.e., 15 school days from the date on which notice in writing of the governing board's decision is given to parents);
• where and to whom an application for a review (and any written evidence) should be submitted;
• that any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's SEN are considered to be relevant to the permanent exclusion;
• that, regardless of whether the permanently excluded pupil has recognised SEN, parents have a right to require the local authority/academy trust to appoint a SEN expert to advise

the review panel;
- details of the role of the SEN expert; and
- that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel.

There is no further right of appeal against the decision of an IRP.

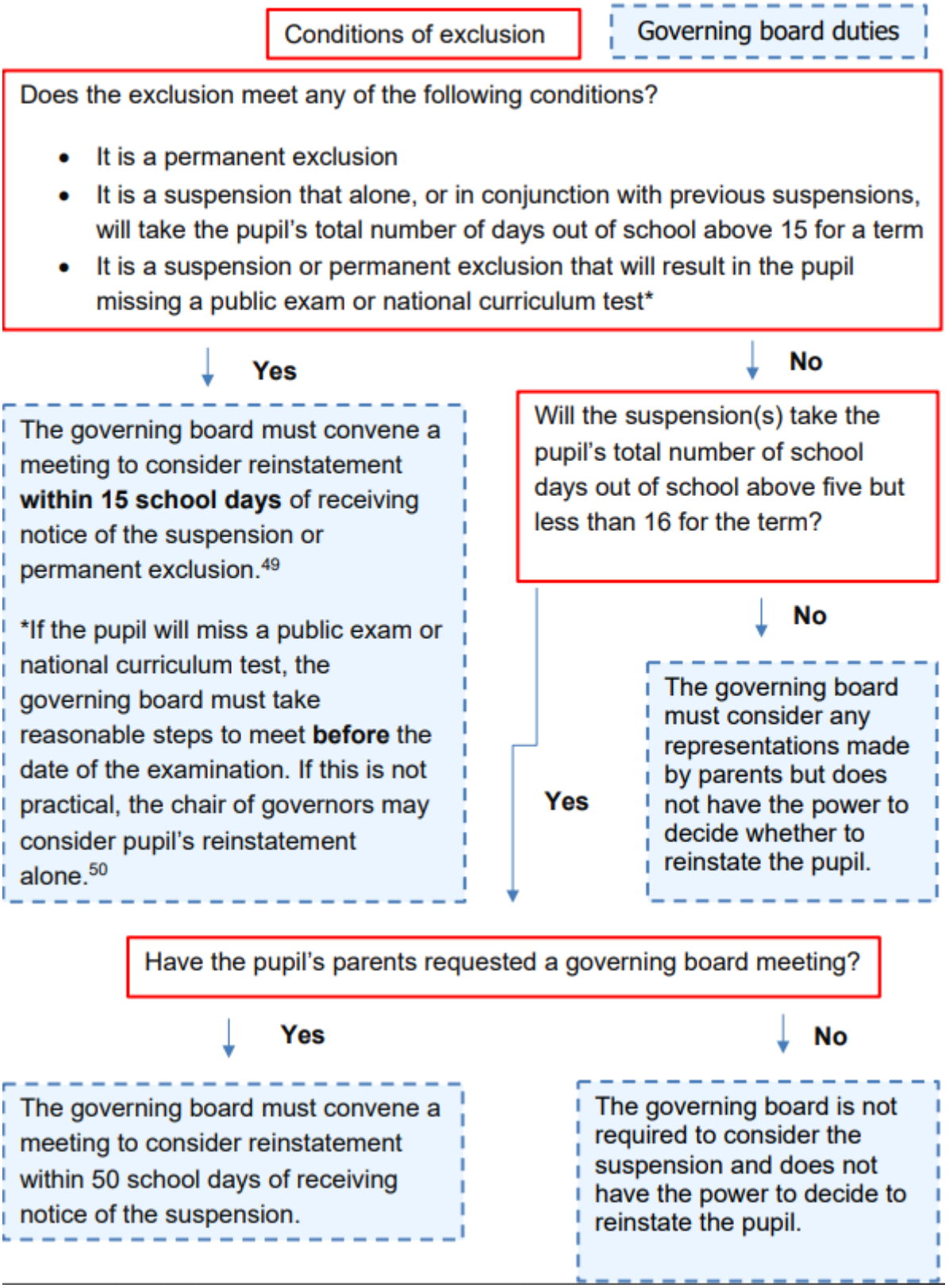
13.16 Suspensions between 6 and 16 days

Where a suspension results in a pupil being out of school for more than 5 days in total (or 16 days for the term) you still have the right to make representations to the governing body. Parents must make their representations in writing with the Clerk to the Governors no later than 15 school days after receipt of the suspension letter. Any appeal received after the latest date for lodging appeals will be rejected by the school. The governing body must meet within 50 days to consider reinstatement.

13.17 Suspensions of 5 days or less in a term

Where a suspension results in a pupil being out of school for less than 5 days in total (or 16 days for the term) you still have the right to make representations to the governing body. Parents must make their representations in writing with the Clerk to the Governors no later than 15 school days after receipt of the suspension letter. Any appeal received after the latest date for lodging appeals will be rejected by the school. The governing body must consider the representations but does not have the power to reinstate the pupil.

A summary of the governing board's duties to review the headteacher's exclusion decision



Appendix 1 - Consequences Of Misbehaviour

Misbehaviour in the classroom distracts both teachers and students from their work and interferes with learning. Students need to understand that they are in control of their behaviour and that if they choose to behave in a way which is unacceptable then consequences occur. These consequences become more **serious** if within the lesson misbehaviour **re-occurs**.

STAGE 1
Verbal reprimand by the teacher

STAGE 2
Verbal reprimand by the teacher and at this point you will also be:
- Instructed to move to another seat
- Asked to stay behind to talk to the teacher at a time of their choice

STAGE 3
If you have chosen not to improve your behaviour you will be put on a detention by your subject teacher and can also expect to be:
- Reported to the Head of Department and moved to a different room to work
- Spoken to by your Learning Manager or Pastoral Co-ordinator who will consider placing you on report and contacting your parents

STAGE 4
If you have chosen to continue your inappropriate behaviour the sanctions at stage 3 will be applied and you will incur the following:
- 1 hour school detention
- Parents informed and where appropriate invited into the Learning Village

If your inappropriate behaviour continues after Stages 1-4 you will be removed from the classroom, your parents contacted and you may be excluded.
Internal or external exclusions will be given for the following behaviours which are unacceptable:
- Fighting or violence
- Open defiance by refusing to follow a reasonable request from a member of staff
- Swearing at a member of staff
- Possession of illegal or controlled drugs or alcohol
- Possession of an offensive weapon or replica weapon

REMEMBER
The choice is yours - behave in an appropriate way and avoid the above consequences.

Appendix 2 Home School Agreement

CRAMLINGTON LEARNING VILLAGE HOME SCHOOL AGREEMENT

HOME - STUDENT - SCHOOL

My family will:

- see that my son/daughter attends school every day, on time and properly equipped
- make the school aware of any concerns or problems that might affect my son's/daughter's work or behaviour
- support the school's policies and guidelines for behaviour, uniform, attendance, and anti-bullying
- avoid taking holidays in term time
- support my child in homework and other opportunities for home-learning
- attend parents' evenings and discussions about my child's progress
- get to know about my child's life at the school
- encourage my child to take part in extracurricular activities
- ensure that if my child is given a detention he/she attends it

As a pupil at CLV I will:

- attend school every day and on time
- bring all the equipment I need every day
- follow all aspects of the dress code including guidelines on jewellery
- do all my classwork and homework as well as I can
- be polite, helpful and respectful to others
- keep the school free from litter and graffiti

The school will aim to:

- provide a safe and secure learning environment
- ensure that your child achieves his/her full potential as a valued member of the school community
- provide a broad and balanced curriculum and meet the individual needs of your son/daughter
- encourage your son/daughter to achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- keep you informed about general school matters and about your child's progress
- be open and welcoming at all times and offer opportunities for your child to become involved in the daily life of the school

Appendix 3 Reporting System

Incident	Response	Staff	Timescale
Behaviour Tracker logged on system	Contact with parents -* *Academic concerns / homework / low level disruption* Contact with parents - *Social times, serious concerns, where other concerns exist*	class teacher PC/LM	*class teachers are not expected to contact parents for each Behaviour Tracker, particularly where pupils are in the report system.
2 or more incidents reported on BT over a two week cycle in a subject	Contact with parents Consider - Subject Monitoring Report issued	Class teacher (or / and HoD informed)	Within 24 hours of the second incident report
5 or more incidents reported on Behaviour Tracker (social or subject) per cycle	Parental contact / Meeting Level 1 Green Report Issued and ISP targets set.	PC/LM	Next working day
Return from suspension	May result in isolation Appropriate Level 1 / 2/ 3 Report issued RFS form completed and given to parent	LM SLT	On return to school
Serious Incident reported (Stage 4, Team SOS, multiple Behaviour Trackers in one day)	Sanction may range from detention, isolation, Base, suspension or Permanent Exclusion as per policy	LM SLT	ASAP following investigation

<u>Lesson by Lesson / Daily Targets:</u>

3 - Impeccable (no issues / positive contributions)
2 - Acceptable (met the standard / some minor corrections required)
1 - Unacceptable (late to lesson, disruptive behaviour)

Level 1 Report Issued (Green - 2 weeks)	Automatic Breaktime check in with pastoral staff	Staff	Timescale
1 on report	Details added to BT + 30 minute	Class teacher / Dept	Within 24 hours
1 day failed report (2or more 1's) or unacceptable behaviour outside lesson	Pastoral detention 30 mins lunch	LM	Next day
2 days failed report	Pastoral lunch detention + 30 minutes PM detention and further week on report	LM	Next day
3 days failed report	Isolation and escalate to Level 2 Yellow Report. Parental Meeting to take place.	LM/Base	Next day
Lost report	Pastoral lunch detention + 30 minutes PM detention	LM	Next day

Review - following two weeks
LM to consider evidence that the report has been passed or failed.
Passed Report - sustained improvement, improved responses in key areas
Next steps - More time on this level report; report passed, further to next level escalation.

Level 2 Report Issued (Yellow - 1 week)	Automatic lunchtime isolation	Staff	Timescale
1 on report	Details added to BT and Dept. sanction	Class teacher / Dept.	Within 24 hours
1 day failed report (2or more 1's) or unacceptable behaviour outside lesson	Pastoral detention 60 minutes PM	LM	Same Day
2 days failed report	60 minutes PM detention and further week on report Parental Contact	LM	Same Day
3 days failed report	Isolation and escalate to Level 3 Red Report Parental Contact	LM/Base	Next day
Lost report	60 minutes PM detention	LM	Next

Review - following two weeks
LM/SLT to consider evidence that a report has been passed or failed.

Next steps - More time on this level report; report passed and move to Green or escalate to next level escalation.

Level 3 Report Issued (Red - 1 week)	Automatic Break and Lunchtime isolation	Staff	Timescale
1 on report	Pastoral detention 60 minutes PM	LM	Same day
1 day failed report (2or more 1's) or unacceptable behaviour outside lesson	Isolation	LM	Next day
2 days failed report	2 days isolation	LM	Next 2 days
3 days failed report	Grounds for suspension PSP Issued	LM/Base	Next day
Lost report	60 minutes PM detention	LM	Next

Review - following two weeks
LM/SLT/Co-Headteachers to consider evidence that a report has been passed or failed.
Next steps - More time on this level report; report passed and move to Yellow level or escalate to next level.

Pupils who do not pass the report system or who have persistently violated the Behaviour policy may:

- be issued with a Pastoral Support Plan which will outline the support and expectations for that pupil.
- be referred to external support from agencies that work with CLV
- be suspended from school
- be being directed off site to an alternative provision
- be given a managed move to another school
- be permanently excluded from school

Appendix 4 Guidance documents and legislation

This policy has been created in line with the guidance and information from the following legislation and DFE guidance:

i). DFE Guidance on Behaviour in Schools:
Behaviour in schools - GOV.UK
ii) The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
https://www.legislation.gov.uk/uksi/2012/1033/made
iii)Dfe Guidance on the Use of Reasonable Force:
Use of reasonable force - GOV.UK
iv)Dfe Guidance on Suspensions
School suspensions and permanent exclusions - GOV.UK
v) Dfe Guidance on Searching, Screening and Confiscation
Searching, Screening and Confiscation - GOV.UK
vI) The Schools (Specification and Disposal of Articles) Regulations 2012
vii)Department for education: www.gov.uk/school-discipline-exclusions/discipline
viii) Child Law Advice (School exclusion - childlawadvice.org.uk)
ix) Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK
x) Equality Act 2010: advice for schools - GOV.UK
xi) Keeping children safe in education 2022 - Gov.uk
xii) Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing alternative provision. Alternative provision - GOV.UK
xiii)Mental health and behaviour in schools - GOV.UK
xiv)ACES Online Learning
xii) When to call the police - guidance for schools and colleges - NPCC
xiv) Promoting the education of looked-after and previously looked-after children - GOV.UK
xv) School exclusions: guide for parents - GOV.UK
xvi) offensive weapon and knife carrying protocol for education (sunderland)

Appendix 5: The Behaviour Curriculum

THE CRAMLINGTON WAY

RESPECT
- We do what is asked of us first time
- We use basic manners: please and thank you
- We respect others' opinions
- We use appropriate language
- We keep phones in bags
- We keep airpods in bags
- We look out for others
- We ask others how their day is going

CLASSROOM
- We greet staff as we enter
- We move straight to our seat
- We remove our coat/hoodie
- We get our equipment ready
- We tidy our table
- We stay seated at the end
- We wait to be dismissed
- We put chairs under tables
- We keep phones in bags
- We keep airpods in bags

EFFECTIVE LEARNING
- We sit up
- We track the speaker
- We wait our turn to speak
- We ask questions
- We answer questions
- We are curious
- We respect those around us
- We catch up on work we have missed

PRESENTATION OF LEARNING
- We produce Gold Standard work
- We underline titles
- We put a date in our book
- We use a pencil for diagrams
- We give all work our best effort
- We catch up with any incomplete work as soon as possible

HOME GROUP
- We arrive on time
- We listen to messages
- We listen to others
- We are open to ideas
- We read
- We are engaged

SOCIAL TIME
- We stay in our area of school
- We keep phones in bags
- We keep airpods in bags
- We put litter in the bin
- We include others in games
- We keep our hands to ourselves
- We go to the toilet before the bell goes
- We move to lessons as soon as the bell goes

DINING ROOM
- We queue quietly and as directed
- We use basic manners: please and thank you
- We sit at a table when not queuing
- We leave chairs where they are (JLV)
- We avoid sitting in big groups
- We tidy tables
- We put litter in the bin

MOVEMENT
- We walk around school
- We walk with pace from lesson to lesson
- We walk on the left
- We take the quickest route
- We hold doors open for others
- We take care on the stairs
- We respect property and buildings
- We push bikes into and out of school

TOILETS
- We use toilets at social times
- We go to lessons first for registration; toilets second
- We queue at the entrance if all toilets are in use
- We respect others using toilets
- We wash our hands
- We return to the classroom as quickly as possible

OUT OF SCHOOL
- We represent CLV in a positive manner
- We respect members of the community
- We are kind to each other online
- We cycle on the cycle path
- We walk on the pavement
- We respect the environment
- We put litter in the bin

Links to other policies

1. Online Safety Policy
2. Anti bullying Policy
3. Safeguarding Policy
4. Uniform Policy