



Notre Dame High School

Sharing the love and goodness of God with everyone

Behaviour and Relationship Policy 2026-2027

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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.
- Ensure that our expectations of behaviour are clearly understood.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination, and communicate the consequences.
- Ensure that all students are treated fairly, shown respect and to promote positive relationships.
- Shift the narrative from tackling bad behaviour to promoting good behaviour.
- Help students self-regulate and be responsible for their own behaviour.
- Build a school community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To promote wider community cohesion through improved relationships at school.

All students at Notre Dame High School are entitled to a high-quality education, in a disciplined and supportive environment. At Notre Dame, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We see a difference between students merely complying with rules – doing enough to stay out of trouble, but no more – and being actively engaged in our school community.

We expect all members of the Notre Dame community to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

2. Ready, Respectful, Safe

A disciplined and supportive environment can be achieved if individual students accept responsibility for their own behaviour. Staff will recognise good behaviour and challenge unacceptable behaviour. We aim to respect the dignity of all individuals in ensuring that any measures which we employ are both equitable and proportionate. It is the responsibility of every member of staff to maintain a positive atmosphere, promote positive relationships and create an inclusive environment.

Being clear in our expectations of students and communicating these effectively is a vital part of ensuring we positively shape our school environment. These expectations all fit within our Ready, Respectful & Safe framework which is clearly communicated, taught and modelled to students. Notre Dame is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Staff and students are expected to maintain the high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being 'Ready, Respectful and Safe.'

All adults working at Notre Dame must be consistent when referring to these expectations, always pinning behaviour to our three core expectations.

Our principles

- Expectations and rules are needed to ensure all students are Ready to learn, Respectful towards others and Safe at all times.
- All expectations and rules should have an obvious purpose and be clearly communicated.
- We do not ask anything unreasonable and therefore it is expected that all members of our community abide by the rules.
- Where students are consistently meeting and exceeding expectations they will be recognised. If a rule is not followed appropriate action will be taken which is both fair and purposeful.
- Students continue to represent this community when travelling to and from school and at any point while identifiable as a member of our school and should behave to the same high standards when representing our community outside of school as they do inside of school.

Core Expectations

Our core expectations which are visible in all rooms and clearly communicated as part of our behaviour curriculum are as follows:

Ready | Ready to learn, ready to listen, ready to participate because 'we educate for life'

Respectful | Respect yourself and others, including your peers, adults and the school environment. We do this because 'we are a community that is welcoming, diverse, and honours each person's dignity'

Safe | Everyone should feel safe in our learning community, safe with the people around them and safe in the activities in which they are taking part because 'we work for justice and peace'

It is everyone's responsibility to keep our community SAFE.

If you have any concerns in relation to yourself or anyone else in our community you can email safe@notredame-high.co.uk. This email address is monitored by members of our safeguarding team.

Full details of our school rules and expectations of student behaviour can be found in our Ready, Respectful and Safe student guide which is published on our website.

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

3. Teachers and Non-Teaching Staff

As a school and staff base, we strive to match challenge with support when working with our students and seek to implement restorative approaches in all our work.

Teaching and non-teaching staff are responsible for:

- Consistently modelling expected behaviour and positive relationships in the classrooms and with all staff and students around site.
- Explicitly teaching expectations for arrival at, entering and leaving classrooms to create a calm and safe environment for students.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.

- Providing a personalised approach to the specific behavioural needs of particular students e.g. including reasonable adjustment for SEND students.
- Recording behavioural incidents promptly with the facts avoiding emotion.
- Challenging students to meet the school's expectations.
- Never walking past or ignoring students who are failing to meet expectations.
- Always redirecting students by referring to 'Ready, Respectful and Safe'.

Members of staff who manage behaviour well will:

- Celebrate students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion
- Encourage expected behaviours wherever they see challenging behaviour

4. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display, promote and enforce the Ready, Respectful & Safe behaviour curriculum in their own classroom.
- Record behaviour incidents promptly
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - 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

We know that it is vital that every student has the opportunity to learn and we make every effort to keep all students in the classroom to support learning. If a point is reached when the behaviour of a student is repeatedly impacting negatively on teaching and learning or there is a serious breach of our behaviour expectations the student will be removed from the lesson.

The amount of time they are removed from class will depend on the seriousness of the presenting behaviour. Most students who are removed from a lesson for poor behaviour in that lesson will go to the rest of their lessons that day if they are likely to be successful because they are in a regulated state.

Following a removal:

- Students will be provided with opportunity to reflect on their behaviour
- Parents will be informed
- Attempts will be made to reconcile, where necessary, any affected parties

- Support will be given to promote positive behaviour and reintegrate students back to the classroom

Data on the use of removal from classrooms is collected and analysed.

Restorative Conversations

When appropriate, staff will hold 'restorative' conversations to encourage students to see their behaviour from a different perspective. A typical sequence of questions might be:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

5. Parents and Carers

We believe that partnership with parents is essential to the success of students in our school. Our relationship with parents is based on the below key principles, which form a contract between parents and school upon acceptance of a place for their young person at this school:

Parents and carers at Notre Dame:

- Support and abide by all policies and procedures in place upon enrolment of their young person and as amended from time to time.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Are involved as soon as a student's behaviour causes concern.
- Take part in any pastoral work following misbehaviour (e.g. attending reviews of specific behaviour interventions).
- Support the use of after school detentions.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture (e.g. attending parents' evenings and functions).
- Check and sign the student journal weekly.

Meetings with parents are always very powerful to address ongoing concerns. In these meetings, members of staff will highlight where things are going well and try to identify solutions where problems are occurring. If a student is receiving coaching support from a subject or pastoral leader, the student's parents will be informed and involved in the conversation.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. All staff members have the right to work without fear of violence or abuse; therefore, threatening or abusive behaviour towards staff members, governors, visitors, students or other parents may result in individuals being removed from the premises. Persistent abusive, aggressive or insulting behaviour will lead to a ban from the school site.

6. Event Recording

Staff in school will log information about students on Bromcom relating to:

- positive actions and achievements
- issues relating to personal organisation
- behavioural concerns
- support interventions put in place This information will:
- Be circulated to Form Tutors at the end of each day.
- Be visible to parents at all times via our school app (MCAS) or online via the Bromcom parental portal.
- Help us build a picture of how students are doing in school.
- Allow us to put any support or intervention in place that is needed.

7. Student Recognition

We know it is vital to recognise all our students' positive contributions, both in terms of their approach to learning and contributions to our school community. Such recognition may take the form of verbal praise, award of Praise points, an email or call home, a Positive Postcard or invitation to the Headteacher's Breakfast.

- All Praise points and comments will be communicated to Form Tutors at the end of each day.
- They will be visible to parents via our MCAS App.
- They will count towards your form group's weekly total and contribute to the chances of winning Form of the Week.
- Students will be awarded Bronze, Silver, Gold & Platinum awards when they have accrued sufficient Praise points.

Each term staff will nominate students across all departments to recognise their achievements in a given subject area. Certificates will be presented during the end of term Celebration Assemblies.

8. Anti-Bullying Approach

Bullying is a serious issue and we are committed to creating a safe and supportive learning environment for all students, where everyone feels respected and valued.

The definition below has been reached through consultation with parents, Governors, teaching and non-teaching staff and students. The intention is that everyone will have a clear understanding of what is meant by 'Bullying'.

Bullying is when another student or group of students repeatedly cause personal physical or mental suffering, however great or small. It is teasing, practical jokes, threatening, name calling, ignoring people, dirty looks and other things which cause hurt.

- Everyone is entitled to speak to someone if they are being bullied.
- Everyone is entitled to receive help and care if they are being bullied.
- Everyone has responsibility to help and care for students who are being bullied.
- All allegations of bullying will be thoroughly investigated.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including online bullying)
- Physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment

- Sharing of nude and semi-nude images (any sharing of nude or semi-nude images, whether consensual or non-consensual, will receive a safeguarding response in line with Keeping Children Safe in Education)
- Initiation/hazing type violence and rituals.

Bullying can have a serious impact on the victim, both emotionally and physically. It can lead to:

- Low self-esteem
- Anxiety and depression
- Social isolation
- Poor academic performance
- Self-harm or suicide

We aim to proactively ensure a safe school environment. In order to effectively deal with any suspected incident of bullying, it is expected that all staff and students report concerns so that swift action can be taken. If a student feels that someone is behaving unkindly towards them they should:

- Be calm and tell them that it isn't okay and they shouldn't be using those words.
- Tell a member of staff.
- Talk to their form tutor or any other teacher about what they heard.

Incidents which occur outside school will be dealt with if they impinge on the safety and welfare of members of our school community or bring the school into disrepute.

Bullying can take many forms, these can include:

Personal Non-Physical abuse

- Making repeated fun of students' appearance, ability, home, etc.
- Name calling
- Threatening with physical violence
- Spreading malicious rumours
- Isolating a student

Personal Physical Abuse

- Deliberately causing physical injury (hitting, pushing, kicking, punching, etc)
- Inappropriate physical contact
- Spitting

Taking or Damaging the Belongings of Others

- Taking students' possessions
- Demanding money from students
- Spoiling work
- Damaging belongings

Racist or Homophobic Bullying

- Making any derogatory reference to a person's ethnic origin, culture or language
- Making any derogatory reference to a person's gender or sexuality.

We live in a multicultural society and are part of a multicultural school community. This means that we have people from a range of different backgrounds and cultures. This should be celebrated.

We should be proud of where we come from and share our heritage with each other.

It is vital that everyone in our community actively seeks to be open to learning about other people in our diverse community, so that we are able to make everyone feel welcome and we don't cause hurt through ignorance.

Online Bullying

- Any form of Personal Non-Physical, Racist or Homophobic abuse which occurs via electronic means of communication e.g. texts, messaging services, social networking sites, etc.
- Sharing of personal information, images or video of another student without their permission.

Prevention

Proactive anti-bullying work involves the promotion of equality and the celebration of difference. This takes place within lessons and in the wider school activities.

Notre Dame is committed to preventing bullying. We do this by:

- Providing clear guidance to students about what is and is not acceptable behaviour
- Promoting a culture of respect and inclusion
- Teaching students about the harmful effects of bullying
- Providing training to staff on how to identify and deal with bullying
- Working with parents and carers to create a supportive home environment

We believe that all students have the right to feel safe and happy at school. We will work together to create a school community where bullying is not tolerated.

Response

The school will take all allegations of bullying seriously. We will investigate all reports promptly and thoroughly. Our response to any incidents of bullying will be carefully considered and be based around restorative practices and our ethos. If bullying is found to have occurred, we will take appropriate action, which may include:

- Parents of all students involved being notified.
- Support is provided for the victim of any bullying incidents.
- An opportunity for a restorative meeting between students and if necessary families will be facilitated.
- Any additional required support measures are put in place to try and ensure there is no future repetition of events.
- We contact the police / outside agencies as appropriate.
- All relevant information is recorded on CPOMS (safeguarding recording software) and incidents are reviewed by the Senior Management Team and Governors.

No single method can be used to deal with all bullying incidents. The way in which adults react to bullying can make it less likely to happen. A positive, open response will encourage young people to speak up about matters of concern and will promote more caring, responsible patterns of behaviour.

Additional Resources

- Anti-Bullying Alliance: <https://anti-bullyingalliance.org.uk/>
- Kidscape: <https://www.kidscape.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>

9. Responses to behaviour that does not meet our expectations

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of our standards (as outlined in Ready, Respectful & Safe), and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. As a school we strive to ensure that:

- All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.
- 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.
- Wherever possible students should be given choices and the opportunity to improve their behaviour. If a student does fail to follow the rules of the school a proportionate response will be put in place.
- De-escalation techniques are employed whenever necessary.

10. Recognising the impact of SEND on behaviour

Notre Dame 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 any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must 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 consider the specific circumstances and requirements of the student concerned. By anticipating and removing potential triggers of misbehaviour we aim to better meet the needs of students and foster an inclusive environment. Potential preventative measures may include:

- 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 impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with e.g. sensory issues or who has severe eczema
- Training for staff in understanding additional needs and or barriers to learning, such as autism
- Use of separation spaces where students can regulate their emotions during a period of sensory overload

Adapting Consequences for Students with SEND

When considering a behavioural response for a student with SEND, the school will consider:

- 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 be more disposed to certain kinds of behaviour due to their particular SEND.

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

Considering Whether a Student Displaying Challenging Behaviour May Have Unidentified SEND

Our 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 child. We will work with parents and students to create the plan and review it on a regular basis.

11. Confiscated Items

The school may confiscate any object which either compromises the safety of any member of our community, is not permitted in school or is deemed to be used inappropriately. These items are clearly and repeatedly communicated to students and full details can be found in Ready, Respectful & Safe.

The majority of confiscated items will be passed to Student Reception. They will be safely stored there and students can collect them at the end of the half term. Any illegal or dangerous items will be passed to the police or disposed of in accordance with DfE guidance.

12. Mobile Phones and Smart Technology

Notre Dame operates as a mobile phone-free environment by default, in line with the Department for Education's Mobile Phones in Schools guidance, which is statutory guidance under the Children's Wellbeing and Schools Act 2026. This applies throughout the entire school day — including between lessons, at break and at lunchtime — and covers smartwatches and any other smart technology with messaging, recording or notification functions, not only phones themselves.

Mobile phones, smartwatches and similar devices must be switched off and out of sight between 8:55 and 3:35.

Confiscated devices can be collected at the end of the school day from the Student Reception office if it is the student's first confiscation that term.

- Parents will receive a text message home.
- The confiscation will be logged on Bromcom.
- If a student's device is confiscated on more than one occasion in a given term, parents will be required to collect it.

These expectations apply to all students, including sixth form students, and do not prevent the authorised use of school-approved technology for learning when directed by staff. Students may bring a phone to school where parents consider this necessary for travel or safety, but it must remain switched off and out of sight during the school day unless an authorised exception applies.

Reasonable Adjustments and Exceptional Circumstances

The school will comply with its duties under the Equality Act 2010 and will make reasonable adjustments where necessary — for example the use of a device to monitor a medical condition, or an agreed communication application. Any agreed adaptation will be individually agreed, clearly documented and kept under review, and will normally identify the purpose for which the device may be used and, where appropriate, the times or locations of use. Where a student has an authorised medical or special educational needs adjustment, staff will not confiscate the device for use clearly within the agreed arrangement; any concern that an adjustment is being misused is referred to the relevant pastoral, SEND or medical lead.

Additional consequences may apply where a device has been used for bullying, harassment, recording without permission, safeguarding-related behaviour or other serious misuse; any sanction will be reasonable and proportionate, taking account of age, SEND, disability, medical need and any authorised adjustment. Devices prohibited under this section may be searched for where the legal conditions in Section 20 are met.

Parents and carers who need to contact a student urgently during the school day should do so through the school office rather than the student's personal device. Staff will not normally use personal devices in front of students during the school day, beyond necessary work-related use such as authorised school systems or an emergency. Different arrangements may be set for particular trips and visits, communicated clearly in advance.

13. Detention

What the Law allows

The law states that teachers have authority to issue detentions to students, including same-day detentions and detentions outside normal school hours. It will always be our aim to communicate detentions which occur outside of school hours with parents, however parental consent is not required.

Purpose

We see detentions as an opportunity for students to have time for reflection, to be supported by members of our pastoral team and ultimately seek forgiveness.

When things do not go right it is important we are honest with ourselves and strive to do better. Students are placed in the detention for the following reasons:

- Removal from Lesson
- Failure to Follow Instruction
- RESET Program (4 Weeks)
- In response to a serious incident

Students are placed in After School Detention for the following reasons:

- Not attending Lunch Time Detention
- Ongoing Punctuality Concerns
- Serious Incident Response

Lunchtime Detention

Students will be informed by their form tutor if they have received a Lunchtime Detention. Students should arrive

promptly to Room 206 at the beginning of lunchtime. Students will be asked to reflect on their actions and consider how they can improve their behaviour.

Staff will always allow reasonable time for the student to eat, drink and use the toilet.

After-School Detention

Students will be informed by their form tutor if they have received an After-School Detention. Students should arrive promptly to our OnCall room at the end of the school day. Students will be asked to reflect on their actions and consider how they can improve their behaviour. These detentions will finish at 4:15pm.

Students' parents will be informed if their child has been given an After-School Detention. There is no legal requirement for parental permission for a student to be kept behind at the end of the school day to attend an after-school detention. We will however always aim to work in partnership with parents – for example we will explore viable alternatives with parents to ensure students are able to travel home safely.

We do acknowledge that after school detentions at times inconvenience students and/or families. We will not be able to consider alternatives to make an after-school detention more convenient, and would ask for your full support in this matter. As outlined above, after school detentions are usually only issued for a serious breach of this policy, ongoing punctuality concerns or not attending a lunchtime detention during the school day.

14. Reset Programme

The program is specifically targeted at addressing the behaviour of students who are having an ongoing negative impact on our community. The program is designed to clearly reset expectations and create a collaborative working environment between student, parent and school. The program is designed as a short to medium-term intervention that requires students and parents to accept a clearly outlined set of expectations and package of support. Within the program there is scope for additional supportive mechanisms to be implemented that are bespoke to the individual needs of the student. A student will only be placed on the program when other measures and high-level support have not resulted in improved outcomes.

The decision of whether to escalate our response will not be made lightly and the placement of a student on the RESET Program will be a collective decision by the Heads of Year Team in agreement with the Head of Pastoral Care, following a thorough review of behaviour data and interventions that have already been put in place.

15. Alternative Learning Environment (The Lodge)

The Lodge is our alternative learning environment and inclusion base at Notre Dame — a support base within our mainstream school, operated in line with the Department for Education's Inclusion Bases in Schools guidance (June 2026).

The Lodge exists to meet need, not to punish. Access to The Lodge is never used as a sanction or as a routine destination for classroom removal. A serious incident or repeated disruption may identify that a student needs a planned Lodge intervention, but the placement itself is a needs-led support decision, not a disciplinary sanction. The Lodge provides flexible, planned support for students who need additional structure, targeted teaching, intervention or regulation support away from some mainstream lessons in order to succeed, and provision may combine academic learning, intervention and therapeutic or regulation support according to individual need.

Students accessing The Lodge remain active members of the Notre Dame community. Time in mainstream classes and wider school activities is maximised and carefully planned, while recognising that for some students longer-term access to the base may be the most appropriate way to secure inclusion, progress and belonging.

Placement, review and reintegration

Placement follows clear entry and exit criteria and is based on identified need. Parents and carers are involved when the school is considering access to The Lodge, kept informed throughout, and involved in review and reintegration planning; student voice is also considered. Access arrangements are kept under review and reintegration to mainstream classes is planned from the outset where appropriate for the individual student.

The quality of education in The Lodge is monitored with the same rigour as mainstream provision. Students continue to access an ambitious curriculum, aligned as closely as practicable with mainstream learning and adapted to remove barriers rather than reduce expectations. Academic, attendance, engagement and wider outcomes are monitored and reviewed, and the use of The Lodge is reported to governors alongside wider behaviour data.

The Lodge is accommodated in its own dedicated building, giving students a calm setting in which to learn, regulate and reflect while remaining part of the school community. While students are in The Lodge we support them to continue accessing their academic learning as well as reflecting on their behaviour and developing the skills they need to succeed. We have developed differentiated workbooks for all subjects across all year groups to support students' academic progress, and in addition we use our learning support system, the ND Learning Hub, which students can access from inside or outside school and which contains information, learning resources, work and useful links for all subjects across all year groups.

Where The Lodge is used to support a student from a partner school as part of a lawful off-site direction, the student is dual registered and registration, attendance, safeguarding, curriculum, information-sharing and accountability responsibilities are explicitly agreed between the two schools and managed in accordance with current statutory guidance.

16. Offsite Direction

Off-site direction is when a pupil is required to attend another education setting temporarily for the purpose of improving their future behaviour. It is not used as a sanction or punishment for past misconduct. At Notre Dame we work in partnership with other local schools to support students in improving their behaviour. The school will use off-site direction only where in-school interventions and/or outreach — including The Lodge — have been unsuccessful or are judged inappropriate, and where a temporary placement is considered suitable for the pupil.

Any use of off-site direction follows the Department for Education's statutory guidance on suspension, permanent exclusion and pupil movement in force from 26 July 2026, together with the applicable statutory regulations. St Clare Catholic Multi Academy Trust will ensure the relevant proprietor duties are discharged in accordance with the Trust's Scheme of Delegation.

Before an off-site direction begins, the school considers the pupil's views and individual needs — including special educational needs, disability, health and safeguarding needs — and ensures that relevant information and risk-management arrangements are shared with the receiving setting. The objectives, proposed duration and arrangements for monitoring and reintegration are clearly defined.

Written Notification

Parents — or the pupil where they are aged 18 or over — and the local authority where the pupil has an Education, Health and Care plan will be notified in writing as soon as practicable after the direction is made and within the statutory timescale. The notice will include the prescribed information, including:

- the address at which the educational provision will be provided;

- the person to whom the pupil should report when first attending;
- the number of days for which the requirement is to be imposed;
- the reasons for and objectives of the placement; and
- the relevant start, finish and break times for the provision.

Review

The placement and reintegration plan are kept under regular review for as long as the requirement remains in effect. Parents — or pupils aged 18 or over — and, where applicable, the local authority for a pupil with an Education, Health and Care plan may request a review meeting in writing; the statutory arrangements, including any limits on repeat requests, will be followed. Review meetings are arranged at intervals appropriate to the pupil's needs, with written invitations issued within the statutory timescale, and those entitled to participate able to attend or submit written views. Following each review, the relevant governance body decides whether the direction should continue and for what period, with written notification of the decision and reasons within the statutory timescale.

The school ensures the pupil continues to receive a broad and balanced education and that the focus of the placement remains on improving behaviour, meeting identified needs and supporting successful reintegration. An off-site direction does not require parental agreement; however, we strongly encourage parental and pupil engagement to give the placement every chance of success.

17. Suspension

Only the Headteacher, or acting Headteacher, can suspend a student. The Headteacher will consider and may use a suspension (previously known as a Fixed Term Exclusion) in cases where:

- the learning or personal safety of other students is at risk;
- a student refuses to accept the authority of members of staff; or when
- unacceptable behaviour continues despite the efforts of staff and the imposition of other interventions.

Every decision to suspend is taken in line with the Department for Education's statutory guidance on suspension and permanent exclusion (in force from 26 July 2026) and will be lawful, reasonable, fair and proportionate. Before any suspension, the student's special educational needs, disability and any relevant equality considerations are assessed, together with the support and interventions provided, and the assessment is documented as part of the decision record.

Where a student has an Education, Health and Care plan, the school involves the local authority at an early stage where behaviour is causing concern and considers whether an early annual review is appropriate. Where a student has a social worker or is looked after, the school involves the relevant social worker, Designated Teacher and Virtual School Head in line with statutory guidance, and works with the local authority to seek suitable alternative education from the first day of a suspension wherever possible.

School will set work for the suspended student to be completed during the period of their suspension, meeting its duties regarding education during suspension. From the first day of the suspension, the student will be expected to:

- Reflect upon their behaviour and prepare for the reintegration meeting, in which they will be required to consider the incident, how they might make amends and how to avoid this happening again.
- Complete appropriate work via the ND Learning Hub or other work provided by school.

Parents must ensure that the student undertakes this reflection and engages with the materials provided.

At the end of the suspension period, parents and the student will normally attend a reintegration meeting with the most appropriate member of the Pastoral Team, to agree the support and expectations needed for a successful return. A student will not be prevented from returning to mainstream education because a parent is unable or unwilling to attend a reintegration meeting.

Safeguarding Separation

Separately from suspension, there may be rare circumstances in which the school temporarily forbids a pupil from attending the premises for safeguarding reasons — for example where an allegation of harm means pupils need to be physically separated while a concern is assessed. This is not a disciplinary sanction and is not a suspension, and staff will never use, code or describe the two interchangeably. Safeguarding separation is only used where separation is essential and cannot practicably be achieved while allowing the relevant pupils to remain on the school premises. The Designated Safeguarding Lead, or a deputy, takes a lead role, with decisions made case by case and with support from other agencies such as children's social care or the police where required. Parents are informed of the reason for the temporary separation, and the governing board is notified without delay in accordance with the Trust's governance arrangements. The school considers its duties under safeguarding guidance, the Equality Act 2010, the Human Rights Act 1998 and principles of procedural fairness, and arranges education during the period where appropriate; if neither the school nor the parent arranges education, the local authority has a duty to do so under section 19 of the Education Act 1996. The arrangement is kept under review, with a reintegration strategy in place for the student's return.

18. Permanent Exclusion

The ultimate sanction, permanent exclusion, will be reserved for offences that will:

- have a seriously damaging effect on the life of the school,
- have a seriously damaging effect on the well-being of other students or of staff.

Only the Headteacher, or acting Headteacher, can permanently exclude a student. This sanction should only be used as a last resort in line with the statutory guidance on suspension and permanent exclusion from the Department for Education, in force from 26 July 2026. A student should only be permanently excluded following a serious breach or persistent breaches of the school behaviour policy and if the education or welfare of students and others at the school would be harmed by the continued presence of the student in the school.

Permanent exclusion will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies which have been tried without success. Excluding a student is a very serious matter and should usually only be taken when all other strategies have been tried. However, there are exceptional circumstances when it would be appropriate for a Headteacher to permanently exclude a student for a single offence. These might include:

- Serious violence, threatened or actual, against another student or member of staff which creates fear and anxiety among staff or students.
- Persistent defiance of school authority or disruption of teaching and learning.
- Sexual abuse or assault.
- Persistent bullying, harassment or abuse (as above).
- Being in possession of an illegal drug (or remnants) and/or drug paraphernalia on site (see Drugs Policy).
- Supplying an illegal drug or dealing in drugs on or in sight of the school site, or where students are the

responsibility of the school e.g. on a school trip, travelling to/from school (see Drugs Policy).

- Carrying an offensive weapon.
- Other conduct of comparable seriousness.

The decision to exclude a student permanently must always balance the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities. Every permanent exclusion decision record will include a documented assessment of the student's special educational needs, disability and equality considerations, and of the support and interventions provided. The school will never adopt a blanket position for or against exclusion: each case is decided on its own facts, recognising that declining to act can itself create safeguarding risk. Where possible the Headteacher will arrange a pre-decision meeting with parents/family to consider any relevant mitigating circumstances.

For a looked-after child or a child with a social worker, the school will work with the local authority so that suitable alternative education is in place from the first day following a permanent exclusion wherever possible.

Once the decision is made by the Headteacher to permanently exclude, the decision is considered by the Trust, governing board or committee exercising the relevant delegated function in accordance with St Clare Catholic Multi Academy Trust's Scheme of Delegation and the current statutory guidance, and the statutory notification, review and independent review processes are followed.

A complete record of all exclusions is maintained by the Headteacher and is regularly reviewed with relevant staff and by the governors, including analysis by special educational needs, disadvantage and other protected characteristics.

Modifying an Exclusion

An exclusion may not be extended retrospectively. However, in line with the 2026 statutory guidance, where further investigation during a suspension shows that the suspension is not a sufficient response — for example where new evidence comes to light — a further suspension may be issued to begin immediately after the first period ends, or a permanent exclusion may be issued to begin immediately after the end of the suspension, provided the correct process is followed.

19. The Use of Reasonable Force and Restrictive Intervention

Staff are advised to avoid physical intervention where possible. Non-contact prevention and de-escalation strategies should be used where appropriate before resorting to reasonable force or another restrictive intervention. It is important to recognise, however, that there are circumstances where restrictive intervention may be lawful and necessary in the best interests of a child or another person, and there may be situations in which it has not been possible to attempt non-contact alternatives first.

The school follows the Department for Education's statutory guidance on the use of reasonable force and other restrictive interventions, in force from 1 April 2026. All members of school staff have a legal power to use reasonable force in limited circumstances, including to prevent or stop a student from injuring themselves or others, committing a criminal offence, damaging property or causing disorder among pupils. Restrictive intervention — including reasonable force, restraint and seclusion — is only ever used where necessary and proportionate, and never as a punishment, a sanction, or to secure compliance.

Staff use the least restrictive intervention necessary for the least amount of time required to reduce the relevant risks, taking account of the student's age, size, special educational needs, disability, medical needs, known vulnerabilities and any relevant support or behaviour plan. Students must not be restrained in a way that affects

their airway, breathing or circulation, and a student receives medical assessment and treatment for any injuries as soon as possible.

Seclusion and Restraint

Seclusion is a non-disciplinary safety intervention in which a pupil is kept apart from others and prevented from leaving. It is only ever used as a safety measure to protect from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation, and never as a disciplinary sanction or through a threat of punishment. A student who is secluded is supervised at all times, in a space that is safe and does not feel threatening, and is allowed to leave as soon as the immediate risk of harm has reduced. Restraint may involve direct physical contact or may restrict a student's movement without direct physical contact; any decision to use restraint or reasonable force is a matter of professional judgement based on the individual circumstances.

Recording and Reporting

The school complies with the statutory recording and reporting requirements in force from 1 April 2026:

- Each significant incident in which a member of staff uses force on a pupil is recorded in writing as soon as practicable, and no later than the same day wherever practicable.
- Each significant use of force is reported to the pupil's parents as soon as practicable, and no later than the same day wherever practicable.
- Each seclusion or restraint incident — including restraint without direct physical contact — is recorded and reported in accordance with the statutory requirements; where a restraint incident is also a significant use of force, duplicate reporting is not required.
- Where reporting an incident to a parent would be likely to result in serious harm to the pupil, the school follows the statutory safeguarding exception, reporting to another parent where this can be done safely or, where required, to the relevant local authority.

Records are factual and include sufficient information to understand what happened, the reason for the intervention, who was involved, the type and approximate duration of intervention, any relevant needs or circumstances, any injury or medical response, and the follow-up action taken.

After an Incident

Following any restrictive intervention, the school considers the wellbeing of the student and staff involved, provides appropriate medical assessment or first aid where needed, holds appropriate debrief conversations, reviews whether further preventative measures, behaviour support planning or reasonable adjustments are required, and addresses any safeguarding concerns through the school's safeguarding procedures. Senior leaders and governors review data on restrictive interventions to identify patterns, disproportionate use and opportunities to improve practice, particularly in relation to students with special educational needs or other vulnerabilities.

Full operational detail is set out in the school's Restrictive Interventions Policy, which should be read alongside this section.

20. Searches

The school has a duty to provide a safe and secure learning environment for all students. In order to fulfil this duty, the school may carry out searches of students and their possessions in certain circumstances.

The school will always comply with the Department for Education's Searching, Screening and Confiscation advice for schools (current edition).

Reasonable Grounds for Searches

The school may carry out a search if the Headteacher or a member of staff authorised by the Headteacher has reasonable grounds to suspect that a student may have:

- A prohibited item in their possession, such as a weapon, alcohol, illegal drugs, stolen goods, tobacco products, pornographic images, or fireworks
- An item that may be used to cause injury or commit an offence
- An item that has been banned in the school rules (see Ready, Respectful & Safe)

In line with Keeping Children Safe in Education 2026, any concern that a student is carrying or using a weapon, or has expressed intent to do so, is reported to the Designated Safeguarding Lead for risk assessment, in addition to any search or confiscation.

Conducting Searches

Searches must be conducted in a fair, consistent, and proportionate manner. The following procedures must be followed when conducting a search:

- The search must be conducted by a member of staff of the same sex as the student, unless there is an urgent risk of serious harm.
- A witness must be present during the search, unless there is an urgent risk of serious harm. The witness must also be of the same sex as the student unless there is a risk of serious harm.
- The student must be informed of the reasons for the search and how it will be conducted.
- The student should be given the opportunity to cooperate with the search.
- The student must not be asked to remove any clothing other than outer clothing.
- The search must be conducted in a private and secure place.
- The search must be recorded in writing, including the date, time, place, and reasons for the search, the name of the member of staff conducting the search, and the name of the witness.

Before any search, staff consider the student's age, special educational needs, disability, medical and communication needs, safeguarding history and other relevant vulnerabilities.

Confiscation of Items

If a prohibited item is found during a search, it will be confiscated. The student will be informed of the confiscation and the item will be securely stored, returned, disposed of or passed to the police in accordance with the law and current guidance. Where an electronic device raises safeguarding concerns, staff follow the Safeguarding and Child Protection Policy and the statutory guidance on the examination of data.

21. Behaviour Off School Premises

At Notre Dame we will respond appropriately to any poor behaviour of students taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school. This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

Under section 89(5) of the Education and Inspections Act 2006 teachers, and all persons acting on behalf of the

Headteacher, have a statutory power to discipline students for misbehaving outside the school premises. The school therefore reserves the right to impose disciplinary action for behaviour outside the school premises, including to and from school, where it is deemed that school policy is not being adhered to and where, in the judgement of the school and based on the evidence available at the time, the welfare of other students is at risk or the reputation of the school could be adversely affected. Students are expected to show every respect for the school's neighbours and members of the public.

Notre Dame reserves the right, therefore, to put in place an appropriate consequence for misbehaviour when the student is:

- Taking part in any school related or organised activity.
- Travelling to and from the school or on school premises out of school hours.
- Wearing school uniform or can be identified as a student of the school.
- When misbehaviour could have repercussions for the orderly running of the school.
- When misbehaviour poses a threat to another student or member of the public.
- When misbehaviour adversely affects the reputation of the school.

The school may also report the matter to the Police.

Travelling to and from School

Notre Dame expects exemplary behaviour when travelling to and from school. Any student that behaves in an unsafe, disruptive or disrespectful manner while queuing or travelling on the bus adversely reflects on our school. If such behaviour was reported the likely responses would be:

- Parents invited in for a meeting.
- Have their release from school delayed.
- Be banned from the bus for a period of time.

22. Malicious Allegations

Where, after investigation, it is identified that an allegation made against a member of school staff was malicious, then an appropriate sanction will be put in place. As with all consequences, careful consideration will be given to our knowledge of the individual student and their mental health.

23. Ensuring Equality

We will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against particular groups of students.

As a school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our students and considering any special educational needs before any decisions are made regarding responses. In doing so we recognise that some students require a more sensitive and differentiated approach.

24. Legislation, statutory requirements and statutory guidance

This policy needs to be read and reviewed in conjunction with the Reasonable Adjustment Policy, the Equality Duty and the school's Restrictive Interventions Policy.

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

- Behaviour in schools: advice for headteachers and school staff (current edition)
- Searching, screening and confiscation: advice for schools (current edition)
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion guidance (in force 26 July 2026)
- Use of reasonable force and other restrictive interventions: statutory guidance (in force 1 April 2026)
- Mobile phones in schools: statutory guidance (Children's Wellbeing and Schools Act 2026)
- Inclusion bases in schools guidance (June 2026)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice